



SUFFOLK UNIVERSITY

OFFICE OF DISABILITY SERVICES

Handbook



MISSION OF THE OFFICE OF DISABILITY SERVICES

The mission of the Office of Disability Services (ODS) is to assure that students with disabilities in the College of Arts and Sciences and the Sawyer Business School have equal, effective and meaningful access to all programs, resources and services at Suffolk University. The office strives to assist students with disabilities in advocating for themselves, receiving appropriate accommodations, and utilizing the campus-wide resources in order to fulfill their postsecondary education goals. The office provides a supportive and engaging setting for students; encouraging students to use their voice and to think beyond college by building self-confidence, embracing diversity and social responsibility and recognizing individual strengths and weaknesses.

The Office of Disability Services also works closely with faculty and staff in an advisory capacity providing disability education awareness around ensuring equal access within courses, to physical structures and the online environment. The office promotes and models best practices for full inclusion for students with disabilities at Suffolk University.

This handbook is prepared and produced by The Office of Disability Services. Questions should be directed to staff in that office:

73 Tremont Street,
7th Floor,
Boston, MA 02108
(617) 994-6820
(617) 994-6813 TDD
(617) 994-6813

THE PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to inform students with physical, psychiatric, medical, learning and/or other disabilities about the support services and resources available at Suffolk University. The decision to use our services is a matter of individual choice; however, it is our experience that students achieve higher levels of academic and personal success when they seek out University support. University support includes services available through the Office of Disability Services, academic support services, faculty, staff, administrators, and fellow students. The student's responsibility is to become informed about and to make use of the resources and services that are available. Before and after a student enrolls at the University, the Office of Disability Services is available to answer questions related to accommodations and referrals as well as questions about general and specific services for students with disabilities. For example, information is available concerning transportation, interpreters, peer note takers, classroom accommodations, tutors, housing, exam accommodations and assistive technology. For further information, please visit us on the web at the Office of Disability Services Website:

<http://www.suffolk.edu/campuslife/disabilityservices.html>.

Subject to Change Notice

The rules, regulations and policies that appear in this handbook were in effect at the time of its publication. Like everything else in the handbook, they are published for informational purposes only. This handbook does not create any express or implied contractual rights between the University and any student, applicant for admission, or other persons. The information in this handbook is subject to change at any time

TABLE OF CONTENTS

Section 1	What does the ODS do?	p. 4
Section 2	What are the major differences between high school and college?	p. 5
Section 3	What documentation does ODS need to give students accommodations?	p. 6
Section 4	How do students receive their accommodations?	p. 11
Section 5	What types of accommodations are available to students with disabilities?	p. 12
Section 6	What assistive technologies are available at ODS for student use?	p. 14
Section 7	What is the service animal policy?	p. 16
Section 8	What is the housing policy for students with disabilities?	p. 19
Section 9	What do you do if you have a temporary disability?	p. 20
Section 10	How do you get tested to see if I have a disability?	p. 21
Section 11	Do I have to take math?	p. 22
Section 12	Additional information	p. 23
Section 13	Additional resources at Suffolk University	p. 24
Section 14	Massachusetts resources for students with disabilities	p. 27
Section 15	Important contact information for students	p. 28
Section 16	Non-discrimination information	p. 29

SECTION 1: What does the Office of Disability Services do?

The Office of Disability Services (ODS) is affiliated with the Student Affairs Division. This division creates and maintains programs and services that enhance student life at Suffolk University. ODS officially opened in August 2008 and serves over 400 undergraduate and graduate students with documented disabilities in the College of Arts & Sciences (CAS) and the Sawyer Business School (SBS). The office is responsible for accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and applicable state law. The services provided by the Office of Disability Services include but are not limited to:

- Coordinating services for students with disabilities, which includes verifying eligibility for academic accommodations based on documentation
- Providing advocacy services for students with documented disabilities
- Providing assistance to members of the campus community in responding to disability-related issues and concerns
- Working with the larger campus community to overcome architectural, attitudinal, and administrative barriers
- Teaching students about assistive technology
- Coordinating peer note-taking program
- Providing early registration
- Providing exam accommodations
- Assisting students with learning style strategies, test anxiety, and preparation
- Assisting with the diagnostic evaluation referral process.

Some of the types of disabilities students seek services for from ODS include: learning disabilities, ADHD, sensory disabilities (low vision and blindness, hard of hearing and deafness), chronic illnesses, psychiatric disabilities and physical disabilities.

SECTION 2: The differences between high school and college for student with disabilities?

There are a number of differences between high school and college that you should be aware of before starting college. The most important thing to know is that in college you are expected to speak for yourself – that means that you must meet with staff from ODS to self-identify that you have a disability.

There are other important differences, too, like the fact that in high school some of your work may have been modified. In college, your course assignments cannot be modified. You will be expected to learn all the information every student is required to learn. However, how you learn that information may be different. In college, you will be able to use accommodations if you need them. Accommodations might include things like using digital recorders to tape class discussions, reading an electronic version of a textbook so that you can re-format the text for easier reading, or having more time to finish a test or quiz.

Additional differences are highlighted in this chart:

High School	College
IDEA is about providing supports in order for the student to do well in school.	Applicable law assures that students with disabilities have the supports that they need in order to access resources that college has to offer.
Teachers must change the material so students can better understand it.	Professors don't have to change the material but they do have to provide students with accommodations as determined by disability services.
School districts are responsible for evaluating students' learning and reporting disabilities to teachers.	Students must self-identify to the disability office to request accommodations.
Students are helped by parents and teachers.	Students must get help from Disability Services Office.
Personal care services (assistance getting to class, or lunch) are required.	The college is not responsible for providing these services. It is up to students to find/request help.
Parents have access to student records.	Parents have no access to student records without students' permission.
Parents advocate for students.	Students advocate for themselves.
The school year runs from September-June.	The school year is divided into two semesters: September to December and January to May.
Students have daily contact with teachers	Classes meet less frequently, so students see their instructors and education coaches less frequently.
Teachers make sure that students get extra help.	Students must schedule time to get the extra help.
Teachers tell students where to go to get the help they need.	Students are responsible for knowing where to go to get information and assistance.
Teachers often remind students of assignments and due dates.	Professors expect students to read the course syllabus. Professors do not remind students of upcoming due dates.

SECTION 4: What documentation is needed in order to receive accommodations?

In order to receive accommodations, students must first submit appropriate documentation from a medical provider. ODS recommends that students provide documentation to the Office of Disability Services when they are accepted to the University. A student's documentation must include information that can be used in evaluating the request for accommodations.

The Office of Disability Services does not accept Individualized Education Plans or 504 Plans as acceptable documentation. The type of documentation required varies based on disability (see below for more specific information). However, most requirements include:

- Developmental history with an in-depth summary of the student's educational, medical, and family history, as well as a report of behavioral, neurological, and personality disorders related to the learning disability;
- Conditions of diagnostic evaluation;
- A specific diagnosis of a learning disability;
- Qualitative and quantitative information supporting the diagnoses;
- The diagnostic evaluation shall also include the recommendations for accommodations on the postsecondary level;
- Assessment tools used in the evaluation assessing: aptitude, achievement, and cognitive processing abilities;
- Relevance of recommended accommodations in relation to the student's disability(s);
- The credentials of the evaluator providing the diagnostic testing.

The Office of Disability Services requires that undergraduate students' documentation not be more than three years old and graduate students documentation not be more than five years old.

A student should make an appointment with ODS if:

- The student believes s/he is disabled;
- The student needs to update his/her existing documentation; or
- The student would like to be reevaluated. ODS will provide the student with a current list of local diagnostic evaluators.

Please review the recommended documentation guidelines below for the conditions that are the most prevalent in the students that ODS serves. If you have a condition that is not listed below or have further questions regarding the type of documentation you should submit, please contact the Office of Disability Services directly.

Please note: A diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the applicable law.

LEARNING DISABILITIES:

Learning disability documentation must validate the need for services based on the student's current level of functioning in the educational setting. Acceptable testing instruments include but are not limited to the following:

- Kaufman Adolescent and Adult Intelligence Test
- Wechsler Adult Intelligence Scale (WAIS-III)
- Woodcock-Johnson-III Psychoeducational Battery–Revised: Tests of Cognitive Ability
- Stanford-Binet-IV
- The Slosson Intelligence Test–Revised
- Kaufman Brief Intelligence
- Woodcock-Johnson Psychoeducational Battery–Revised: Test of Achievement
- Stanford Diagnostic Mathematics Test
- Woodcock Reading Mastery Tests–Revised
- Nelson-Denny Reading Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language-3 (TOWL-3)
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- WAIS-III
- Woodcock-Johnson Psychoeducational Battery–Revised: Test of Cognitive Ability
- Wechsler Memory Scales–Revised

Ambiguous diagnoses such as individual “learning styles,” “learning differences,” “academic problems,” “computer phobias,” “slow reader,” and “test difficulty or anxiety” by themselves do not provide sufficient information for Suffolk to assess whether the student has a learning disability. The diagnostician is expected to use specific and direct language in the diagnosis and documentation of a learning disability.

ATTENTION DEFICIT HYPERACTIVITY DISORDER/ ATTENTION DEFICIT DISORDER:

Documentation relating to a diagnosis of ADHD or ADD must validate the need for services based on the student’s current level of functioning in the educational setting. Acceptable testing instruments include but are not limited to the following:

- Clinical Interview
- Wender Utah Rating Scale
- Brown Attention-Activation Disorder Scale
- Beck Anxiety Inventory
- Hamilton’s Depression Rating Scale
- Connors Teacher Rating Scale (age 3-17 years)
- Connors Parent Rating Scale (age 3-17 years)
- Neuropsychological and Psychoeducational Testing
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- Woodcock Johnson Psychoeducational Battery–Revised: Tests of Achievement
- Weschler Individual Achievement Test (WIAT)
- Nelson-Denny Reading Skills Test

- Stanford Diagnostic Mathematics Test
- Test of Written Language–3 (TOWL)
- Woodcock Reading Mastery Tests–Revised
- Detroit Tests of Learning Aptitude–3 (DTLA) or Detroit Tests of Learning Aptitude–Adult (DTLA-A)
- Information from subtests on WAIS-R Woodcock-Johnson Psychoeducational Battery–Revised: Tests of Cognitive Ability
- Other relevant instruments, that may be useful when interpreted within the context of other diagnostic information.

PSYCHIATRIC DISABILITIES:

Psychiatric disabilities refer to a range of conditions characterized by emotional, cognitive, and/or behavioral dysfunction. Diagnoses are provided in the DSM-IV-TR. Note that not all conditions listed in the DSM-IV-TR are disabilities, or even impairments for purposes of the ADA, Section 504 of the Rehabilitation Act and applicable state law. Therefore, a diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the applicable law. Acceptable testing instruments include but are not limited to the following:

- Beck Anxiety Inventory
- Beck Depression Inventory–II
- Brief Psychiatric Rating Scale (BPRS)
- Burns Anxiety Inventory
- Burns Depression Inventory
- Children’s Depression Inventory
- Hamilton Anxiety Rating Scale
- Hamilton Depression Rating Scale
- Multidimensional Anxiety Scale for Children (MASC)
- Profile of Mood States (POMS)
- State-Trait Anxiety Inventory (STAI)
- Taylor Manifest Anxiety Scale
- Yale-Brown Obsessive-Compulsive Scale

DEAFNESS AND HEARING IMPAIRMENTS:

Physicians, including otorhinolaryngologists and otologists, are qualified to provide diagnoses and treatment of hearing impairments. Audiologists may also provide current audiograms. Acceptable testing instruments include but are not limited to the following:

- A concise diagnosis of deafness or hearing loss, in conjunction with an updated audiogram which reflects the current impact the student’s deafness or hearing impairment has on the student’s functioning.
- A synopsis of assessment procedures and evaluation instruments used to make the diagnoses.

- Medical information relating to the student's needs, the status of the student's hearing (static or changing) and its impact on the demands of the academic program.
- If applicable, a statement regarding use of hearing aids.
- A statement of the functional impacts or limitations the hearing impairment or deafness has on the student in an academic arena for which accommodations are being requested.
- The medical documentation should be recent (within the last 3 years) regarding the student's current medical status. Disabilities that are more sporadic or degenerative in nature may require more frequent documentation.

BLIND AND LOW VISION IMPAIRMENTS:

Medical documentation may be accepted from ophthalmologists and optometrists regarding the diagnosis, medical treatment, and recommendations for appropriate reasonable accommodations for students who are both legally blind and/or have vision impairments. Acceptable testing instruments include but are not limited to the following:

- A concise diagnosis of a vision-related disability with supporting numerical description that reflects the current impact of the blindness or vision impairment on the student's functioning.
- A synopsis of assessment procedures and evaluation instruments utilized in making the student's diagnosis, and a summary of evaluation results including standardized scores.
- Current symptoms that meet the criteria of the diagnosis.
- Medical information pertaining to the student's need, the status of the student's vision (static or changing), and its impact on the demands of the academic program.
- Treatment information relating to the student's profile including both strengths and weaknesses, the use of corrective lenses, and ongoing visual therapy (if applicable).
- The medical documentation should be recent (within the last 3 years) regarding the student's current medical status. Disabilities that are more sporadic or degenerative in nature may require more frequent documentation.

MEDICAL AND PHYSICAL CONDITIONS:

Any medical condition for which a student is requesting an accommodation must be determined by the expertise of a physician, including a neurologist or any other appropriate and qualified medical specialist. Medical conditions may include Crohn's disease, substance abuse recovery, or arthritis. Acceptable testing instruments include but are not limited to the following:

- A concise statement of the current medical diagnosis or condition.
- An explanation of the current impact the medical diagnosis or condition has on the student's functioning.
- A synopsis of assessment procedures and evaluation instruments that were utilized to make the diagnosis, including evaluation results and standardized scores if applicable.
- A summary of present symptoms that meet the criteria of the diagnosis.

- Medical information pertaining to the student's needs including the impact of medication on the student's ability to meet the demands of a postsecondary environment.
- The medical documentation should be recent regarding the student's current medical status. Disabilities that are more sporadic or degenerative in nature may require more frequent documentation.

ALLERGIES/ASTHMA:

Documentation of a student's allergies must include a current (within the last year) letter (on the physician's letterhead) from the treating doctor which should include the following:

- Statement of diagnosis(es).
- Date and/or age of onset of asthma/allergies.
- Description of the nature, frequency and severity of the asthma/allergy symptoms.
- Description of specific allergens (environmental and/or food).
- Discussion of any previous exacerbations that have required immediate treatment (including any hospitalizations) (please include dates).
- Discussion of any previous and current treatments including medications and frequency (i.e., nebulizer treatments, allergy injections, steroid treatments, etc.).
- Specific recommendations for accommodations including a rationale for each based on the student's functional limitations.

SEIZURES:

If a student has a seizure disorder, even if controlled by medication, the student should consider register with the Office of Disability Services. The Office of Disability Services will require documentation from a primary physician or neurologist as to the type of seizure disorder, a description of the seizures, the frequency of occurrence, and any medications used to treat the seizures. Acceptable testing instruments include but are not limited to the following:

- A concise statement of the current medical diagnosis or condition.
- An explanation of the current impact the medical diagnosis or condition has on the student's functioning.
- A synopsis of assessment procedures and evaluation instruments that were utilized to make the diagnosis, including evaluation results and standardized scores if applicable.
- A summary of present symptoms that meet the criteria of the diagnosis.
- Medical information pertaining to the student's needs including the impact of medication on the student's ability to meet the demands of a postsecondary environment.
- The medical documentation should be recent regarding the student's current medical status. Disabilities that are more sporadic or degenerative in nature may require more frequent documentation.

In the event that a student has a seizure or any other medical emergency on campus, the Suffolk University Policy Department may contact the Boston Emergency Medical Service to provide medical assistance and/or transportation to an area hospital.

SECTION 4: How do students get their academic accommodations after submitting documentation?

After the student has submitted documentation, it is the student's responsibility to schedule an appointment with the Office of Disability Services to discuss the documentation and the accommodations process. In order to receive accommodations, students must meet with either the assistant director or director of the Office of Disability Services.

Prior to meeting with the student, ODS staff will review the student's documentation and the recommendation(s) for accommodations. If necessary, the director of ODS, the director of health and wellness services, the director of the counseling center, and/or other appropriate personnel will be consulted for further review of the recommendations.

During a meeting with the student, the assistant director or director will review the student's previous educational experiences and accommodation suggestions found in the documentation. The assistant director or director will then determine which reasonable accommodations will be provided to the student. ODS will write individual accommodation letters for each of the student's professors detailing what accommodations the student is entitled to receive. The student must pick up the letters and hand deliver each letter to his/her professor in order to receive accommodations. If this is not done, the student will not receive accommodations. Students should discuss their accommodations with their faculty member when delivering their accommodation letters.

In summary:

1. Students must submit documentation of their disability to ODS as soon as possible.
2. Students must then schedule an appointment to meet with the Director or Associate Director of ODS.
3. Students must meet with the assistant director or director to determine which accommodations are appropriate.
4. Students must pick up their accommodation letters at ODS and distribute these letters to their professors in the beginning of the semester. Accommodations will not be provided until the faculty member has received the letter.
5. If a student wants accommodations for a subsequent semester, s/he needs to contact ODS to request the letters.

NOTE: Accommodation letters are only valid for one semester. Students need to contact ODS each semester that they would like to receive accommodations.

Confidentiality:

Students are protected under the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). ODS staff members will only share the name of a student with a disability if a university official has a legitimate educational interest. In all other instances ODS will seek written consent from the student prior to sharing any information with other members of the Suffolk community

SECTION 5: What Accommodations are Available at Suffolk University?

Some of the more common accommodations provided to students with disabilities include but are not limited to:

- **Braille Translation:** Massachusetts Association for the Blind (MAB) provides services in translating books into Braille.
- **Class Scheduling:** *It is the student's responsibility to disclose his/her disability and to list his/her approved accommodations to their advisor in the planning of an effective schedule.* Faculty advisors will assist students in selecting class schedules that meets their needs. Scheduling will be particularly important for students whose disability limits their travel time around campus. Concerns relating to accommodations for specific courses and individual class requirements should also be discussed with advisors as students prepare their class schedule each semester.
- **Early Registration:** Early registration is an accommodation offered through the Office of Disability Services for students with documented disabilities who request their accommodation letters, and utilize their accommodations. Early registration allows eligible students to register one week prior to the beginning of scheduled registration dates.
**Note: Students may not qualify for early registration if they: a) owe the University money, tuition, or other charges, b) are not enrolled in the University's student health insurance program or do not have their own insurance, and/or c) are not immunized or have other department holds on their registrations.*
- **Interpreters:** Students who are hearing impaired and wish to request interpreters, CART services, or cued speech translators should notify the Office of Disability Services immediately after registration.
- **Readers/ Scribes:** Students who qualify for the accommodation of a reader and/or scribe must contact the Office of Disability Services prior to the beginning of classes for each semester to schedule a reader. Both electronic and human readers and scribes are available.
- **Preferential Seating:** Students who qualify for preferential seating should register with the Office of Disability Services prior to the start of the semester. The student should work with the professor to identify a seat that will accommodate the student's needs. Students will be asked to choose a seat in the front of the room.
- **Alternate Format Textbook Service:** Students who qualify to use alternate format of text must make this request by the specified due date each semester (contact the Office of Disability Services for a specific date). The student must then follow the policy and procedures in place for this accommodation. *Please note, it can take up to 4 weeks or longer to get a text book in electronic format.

- **Assistance from a Peer Note Taker:** Students who qualify for a peer note-taker must follow the procedures for requesting one. Contact the Office of Disability Services to determine what those procedures are. *Please note, there is a deadline by which you must request peer note takers, check with the office for the specific deadline each semester
- **Audio Taping Course Lectures:** Students who qualify for taping a lecture must make arrangements with the professor once the student has submitted his/her accommodation letters to the professor. The student will also have to sign a contract with the Office of Disability Services regarding the use and termination of the tapes.
- **Exam Accommodations:** Exam accommodations include extended time on exams, the ability to take the exam in a quiet setting, the use of a computer or calculator on exams, and the use of a reader/scribe on the exam. Students should contact their professors at least one week in advance to arrange exam accommodations directly with their professors or should contact the Office of Disability Services to arrange exam accommodations with ODS, depending on their preference.
- **Tutorials:** Tutorials are available to all university students through the Ballotti Learning Center, Writing Center, and Math Support Center. It is the student's responsibility to seek out these academic support services. The Office of Disability Services does not provide one-on-one academic tutoring.

SECTION 6: Assistive Technology Available at Suffolk University

The Office of Disability Services has an assistive technology lab located on the 7th floor of 73 Tremont and an additional computer site located on the 5th floor of the Sawyer Building. Students registered with the Office of Disability Services are permitted to use any of the assistive technology available. Certain pieces of technology are available for loan on a semester by semester basis, when available. The Office of Disability Services currently has the following technology available for use by our students. We frequently purchase new technology as the needs of our students change. Please check with ODS to see what we have available.

AlphaSmart (Dana/Neo/Pro/3000) is a laptop battery-operated word processor that lets users take notes, and then transfer the text to a computer. It can be connected to an outlet using an optional AC adapter. AlphaSmart Dana is a versatile electronic notebook that combines the convenience of a Palmpowered device with the ergonomics of a lightweight laptop.

AlphaSmart Pro has a storage capacity of 180 KB (about 64 pages of text) and runs for 80 to 200 hours on two AA batteries. The Fujitsu fi-5220C Digital Flatbed Scanner produces professional-quality results for everything you scan such as text, graphics, and photos. Scan multiple pages unattended using the included 25-page automatic document feeder. This scanner can be used with Kurzweil 3000.

Braille Printer – Juliet Pro 60 is a transportable printer that weighs less than 17 pounds, uses 8.5-inch wide tractor paper, prints Braille at 15 characters per second, and includes three ports (including a USB port) for easy connectivity.

CoWriter is an intelligent word prediction program that predicts vocabulary based on letter-by-letter typing. It works with any word processor to reduce the keystrokes needed to complete an intended word. It will guess the intended word even when misspelled.

Dragon Naturally Speaking Speech Recognition Software replaces typing with the simplicity of using your voice to turn speech into text at up to 160 words per minute. Create email, documents, and spreadsheets more than three times faster than typing—by speaking. The program also allows one to use voice to control your PC. Start programs, use menus, and surf the web all by voice.

Duxbury Braille Translator 10.7 – This software provides a reading medium for people who are blind or have low vision by using "cells" made up of raised dots in various patterns instead of the characters used in regular print. DBT provides translation and formatting facilities to automate the process of conversion from regular print to Braille (and vice versa), and also provides word-processing facilities for working directly in the Braille as well as the print.

Inspiration is software with integrated diagramming and outlining views that assists students with brainstorming, writing, organizing, and comprehending concepts and information.

Inspiration software can be used across the curriculum to analyze complex topics, brainstorm and explore ideas, improve writing proficiency, and develop planning skills.

JAWS for Windows works with your PC to provide access to today's software applications and the Internet. With its internal software speech synthesizer and the computer's sound card, information from the screen is read aloud, providing technology to access a wide variety of information, education, and job-related applications. JAWS also outputs to refreshable Braille displays, providing Braille support of any screen reader. A training tutorial is also included.

Kurzweil 3000 is a Microsoft's Windows based software program that offers a comprehensive set of tools for language learning, study skills, and test-taking in one software package. It is highly flexible and customizable to accommodate diverse learning abilities and requirements from low visual impairments to severe learning disabilities to foreign language learning. All features of Kurzweil 3000 are designed to extend the essential learning process by reinforcing mastery of the subject matter and allowing users to work as efficiently and independently as possible.

Kurzweil 1000 is a Microsoft Windows-based software program that offers a comprehensive set of tools for language learning, study skills, and test-taking in one software package. This software acts as a screen reader for students who are legally blind or vision-impaired.

Talking Graphic Calculator – is a graphing calculator that has vocally describes what buttons are pushed and what the output on a screen is.

Quictionary II Reading Pen is a portable reading tool that allows you to scan a word and hear the pronunciation as well as hear its definition read aloud. The built-in display panel shows the word and definition instantly.

Victor Reader is an intuitive “digital talking book playback” software package that is good for classroom, lab, or home use. The environment includes a dropdown menu and split screen view with simple layout and hot-key commands for navigation and control.

Window Eyes - Window-Eyes is the most stable screen reader available on the market today. Window-Eyes allows total control over what you hear and how you hear it. Plus, with its enhanced Braille support that control is extended to what you feel as well.

Zoomtext 8.1 Magnifier is a magnification and screen reading program designed for people with a visual impairment. ZoomText 8.1 echoes typing, reads information pointed to by the mouse, and speaks program events as they occur. Flexible verbosity settings give you complete control over the amount of information spoken by ZoomText. The new AppReader reads documents, web pages, and email from within the parent application. ZoomText's specialized application support for Microsoft Word, Excel, Outlook, Internet Explorer, Acrobat, and Java allows you to read documents and web pages with 100 percent accuracy.

Other: our assistive technology lab is always growing. Please come in and see what resources we have recently purchased. We often purchase equipment based on the need of our students.

SECTION 7: Service Animal Policy

Animals, including pets, are not permitted in Suffolk University buildings with the exception of approved service animals.

Service Animal Policy

In accordance with applicable state and federal law, service animals are permitted in Suffolk University facilities for persons with documented disabilities. A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of the definition of service animal.

Where it is not readily apparent that an animal is a service animal as defined by applicable law, Suffolk may seek information and documentation to determine whether the animal qualifies as a service animal. Suffolk may require that the documentation be provided on the letterhead of a treating physician or mental health provider, to permit Suffolk to determine:

- That the individual has a disability for which the animal is needed;
- How the animal assists the individual, including whether the animal has undergone training; and
- The nexus between the individual's disability and the assistance that the animal provides.

Requirements of Service Animals and Their Partners

Training: To be present on campus, a service animal must be specifically trained to do work or perform tasks for the benefit of an individual with a disability. Evidence of successful completion of a recognized licensing or certification program for service animals, or a letter documenting the training, is required. A copy of the proof of certification should be filed with the Disability Services Office (for CAS and SBS students), the Dean of Students Office (for Law Students) or Human Resources Office (for faculty/staff/administrators). Visitors or guests may be required to provide documentation to the Suffolk University Police Department.

Identification: The service animal must wear a harness, cape, identification tag or other gear that readily identifies its working status. If there is not visible identification, Suffolk officials may ask the partner if the animal is a service animal.

Disruption: A partner (the individual for whom the service animal is providing services) may be directed to remove an animal that is unruly or disruptive. If the improper behavior recurs, the partner may be prohibited from bringing the animal into any Suffolk University facility until the partner can demonstrate that s/he has taken significant steps to mitigate the behavior, including muzzling a barking animal, obtaining refresher training for the animal and the partner, or other appropriate measures. Any animal that exhibits aggressive or unsafe behavior may be prohibited from University facilities.

Control: The partner must be in full control of the service animal at all times. The care and supervision of a service animal is solely the responsibility of its partner. The partner must take appropriate precautions to prevent property damage or injury, and the partner is responsible for any damage caused by the animal.

Leash: The service animal must be on a leash at all times.

License and Tags: All service animals must have an owner identification tag and must have a current license and tag(s) from local authorities.

Health: The service animal must be in good health. Service animals to be housed in campus housing must have an annual clean bill of health from a licensed veterinarian. The service animal must have current vaccinations and immunizations against diseases common to dogs. All service animals must wear a current rabies vaccination tag.

Clean-up Rule/ Unclean Animal: The partner must (a) always carry equipment sufficient to clean up the animal's feces whenever the animal and partner are on Suffolk property; and (b) be responsible for the proper disposal of the animal's feces and for any damage caused by the waste or its removal. In addition, an excessively unclean or unkempt service animal may be asked to leave campus until the problems are resolved.

Ill Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave Suffolk facilities.

Procedures for Relating to a Service Animal and its Partner

In relating to a service animal and its partner, members of the Suffolk community should:

- Allow a service animal to accompany the partner at all times and everywhere on campus, except where service animals are specifically prohibited due to health, environmental, or safety hazards (e.g., certain research laboratories, mechanical rooms, custodial closets, areas requiring protective clothing), or other areas that may present a danger to the service animal. Exceptions to off-limit areas may be granted on a case-by-case basis.
- Always speak to the partner first. Remember that this animal is working and is not a pet.
- Refrain from petting, feeding, or deliberately startling a service animal. Resist the temptation to offer treats to the service animal.
- Immediately report any disruptive behavior of a service animal to the Suffolk University Police Department. No attempt should be made to separate a partner from his or her service animal.

Any questions regarding service animals or their partners should be directed to the Disability Services Office (for CAS and SBS students), the Dean of Students (for Law Students) or Human Resources (for faculty/staff/ administrators).

Note – Suffolk University will consider, on a case-by-case basis, requests by students who reside in residence halls for a service animal, including a dog or other animal, to reside in the residence hall. Please direct such requests to the Office of Disability Services at least 30 days prior to the date the animal is expected to be in residence.

SECTION 8: Considerations in Housing for Students with Disabilities

1. **Returning students:** Returning, eligible students who participate in the room selection process are encouraged to select a room that best meets their individual needs. Students who have been diagnosed with a disability and provide documentation that the room they selected does not reasonably meet their needs may be eligible for room reassignment following the room selection process put forth by Residence Life and Housing.

Students requesting reassignments must fill out the housing accommodation form found on the Office of Disability Services website by the deadline indicated on the room assignment handouts. Actual placement will be made based on demonstrated need and priority level. Additional documentation may be requested by the university to evaluate the request for room reassignment. The directors of Residence Life and Housing and the Office of Disability Services will review the information and determine whether reassignment is warranted. Reassignment requests will be answered at the discretion of the Director of Residence Life and Housing.

Students who are not successful in obtaining a room via the housing lottery will be placed on the waiting list. Students who have been diagnosed with a disability and would like to request housing accommodations should submit their documentation to the Office of Disability Services and complete a Housing Accommodation Form. The directors of Residence Life and Housing and the Office of Disability Services will review the information and determine whether reassignment is warranted once a student is granted a room.

2. **New students:** New students who have been granted housing through the Office of Undergraduate Admission and have documented disabilities that may impact potential housing assignments, should fill out the housing accommodation form on the Office of Disability website, make an appointment to meet with a staff member in the Office of Disability Services and submit documentation materials to the director of the office. Students should note the deadline for requesting housing accommodations listed on the housing accommodation form.

Documentation can be sent to:
Office of Disability Services
Suffolk University
8 Ashburton Place
Boston, MA 02108
617-994-6812 (fax)

Residence Life and Housing and the Office of Disability Services will review the documentation to determine appropriate reasonable room assignment. Residence Life and Housing will follow up with the student in a timely manner regarding their requests.

SECTION 9: Temporary Disabilities

If you have a documented temporary disability, the Office of Disability Services offers a wide variety of services. Accommodations will be granted only while you are disabled.

To register with ODS you must go through the same eligibility process as a student with a documented disability. To register, make an appointment with Kirsten Behling by calling 617-994-6820 or stop by the Office of Disability Services, located at 73 Tremont Street, 7th floor.

At your appointment, you **must** bring information detailing your disability. At the minimum, your information must include a letter from your doctor, written on letterhead detailing:

1. The nature of your temporary disability
2. Your current treatment plan (including medications and therapy)
3. The time frame you are expected to need to recover from your disability
4. Suggestions on how your academics may be impacted by your disability
5. Suggestions for academic accommodations

The staff member will determine appropriate academic accommodations depending on how you are limited in the academic setting.

Once accommodations are granted, you will be responsible for requesting them in a timely manner and following Office of Disability Services policies and procedures.

SECTION 10: How do I get tested for a disability?

Suffolk University does not provide on sight diagnostic evaluations, nor does Suffolk pay for testing. It is the responsibility of the student to be tested and to provide documentation to the Office of Disability Services. Students should follow the documentation guidelines, which can be found within our *Students with Disabilities Handbook*.

Students should contact their insurance carrier's customer service department to determine coverage for diagnostic evaluations. Students should request the following information from their insurance provider:

- What is the in network vs. out of network coverage for diagnostic evaluations?
- Note the name of the insurance representative, the time they spoke with the representative, and document what the representative said.
- Ask the insurance company if they can provide the names of providers (psychologists, psychiatrists, or neuropsychologists) with whom the student can schedule an appointment.

Because students have asked for a list of local diagnostic providers, the Office of Disability Services has developed a list for informational purposes only. Suffolk does not endorse any of these providers and students are not required to contact anyone on the list. Please note, that these providers may not be covered under the student's insurance policy. It is important for the student to determine their own coverage.

If a student would like some assistance with the diagnostic referral process, he/she should contact the Office of Disability Services at (617) 994-6820 or disabilityservices@suffolk.edu and schedule an appointment with a staff member.

SECTION 11: What do I do if I need a math substitution?

Suffolk University recognizes that some students with a diagnosed learning disability or neurological disorder, which significantly impairs academic performance in the quantitative area, may be eligible for a substitution of the University core requirement in math. In order to petition for a substitution of the math requirement, a student must collect current, valid diagnostic evidence that the nature and severity of the disability or disorder precludes completion of the math requirement despite the provision of accommodations. *Substitution is not an option if math is deemed essential to a program or course of study.*

The student must submit a complete case history to the Office of Disability Services to petition for a substitution of the math requirement. The case history should include:

- A personal statement that addresses the student's disability or disorder, previous "good faith" efforts made in the academic area under consideration, support services utilized in these efforts, and current or intended major.
- A diagnostic evaluation and/or assessment data that includes a review of the student's difficulties in quantitative areas. Testing must be current (i.e., typically within the past three years) and provide clear and specific evidence and identification of a math-based learning disability.
- High school and/or college transcripts documenting a student's experience in taking math. If math was not taken in high school, a history of difficulties in quantitative-related academic areas must be included in the student's personal statement.

Process

Upon receipt of complete petition materials, the Office of Disability Services will convene the Committee on Disability Services for deliberation. Current membership includes: the director and assistant director for the Office of Disability Services, Director of Counseling or designee, Vice President of Students Affairs and the dean, or designee, of either CAS or SBS depending on the student's major. Once a decision has been reached, the student will be notified in writing as to the Committee's recommendation. If the Committee determines that the substitution is required, as a matter of law a recommendation will be forwarded to the appropriate academic dean for review. The final decision shall be made by the academic dean or his/her designee. If the Committee concludes that sufficient evidence was not present to support a substitution to the math requirement, the student has the option to appeal to the dean of students.

All documentation should be submitted to:

Kirsten Behling
Director, Office of Disability Services
73 Tremont, 7th Fl.

SECTION 12: Additional Information for Suffolk Students with Disabilities

- 1. Wheelchair Lifts:** Suffolk University classroom buildings are all wheelchair accessible. In addition to the elevators, there are three wheelchair lifts that can be accessed by using operating keys. Individuals who need to access the lifts should contact the Office of Disability Services.
- 2. Parking and Transportation:** The University does not provide parking for students with disabilities. There are a few City of Boston off-street parking spaces available for individuals with disabilities near University buildings on a first come first serve basis.

The MBTA offers a variety of support for individuals with disabilities. All individuals with disabilities are offered a statewide transportation access pass, which provides reduced fare benefits on all public transportation lines. In addition, the MBTA will provide buses equipped with wheelchair lift devices on any of its routes when requested. Certain subway stations on the Red, Blue, Green, and Orange lines, as well as 52 commuter rail stations, are wheelchair accessible. The MBTA also provides The Ride, a service offering a special lift-equipped van to anyone unable to use general public transportation. All requests for services or further information on these special services are to be made to the MBTA's Office for Special Needs at 617.222.5123.

- 3. Fire and Emergency Evacuations:** Students who require assistance during an emergency, such as an evacuation, are encouraged to identify themselves through the Office of Disability Services by phone: (617) 994 6820 or TDD: (617) 994-6813 or in writing. At the beginning of each semester, students with disabilities who require assistance in an emergency should provide the office of Disability Services with their class schedules. A copy of his/her class schedule will be provided to the University Police who will keep the schedule in the police dispatch office to facilitate location of the individual if emergency building evacuation is required. It is also recommended that students identify several classmates who can report their location in an emergency to the University Police. For further information on evacuation procedures, refer to Suffolk University's Fire and Emergency Evacuation Procedures by contacting the University Safety Office at 617.573.8628 or University Police, 617.573.8333; TDD 617.557.4874.
- 4. 504 Coordinator:** Suffolk University's Section 504 Coordinator the Dean of Students, or designee. You may contact or schedule an appointment with the ADA Coordinator by calling the Student Affairs Office at 617-573-8239 or (617-557-4875 TTY) or visiting the Student Affairs Office, located on the 12th floor of 73 Tremont St.
- 5. Grievance Procedure:** Students with disabilities who believe they have received inappropriate treatment or inadequate service from the university have the right to file a grievance with the director of the Office of Disability Services or the 504 Coordinator, Ann Coyne at the Office of Student Affairs.

SECTION 13: Additional Resources

1. **Ballotti Learning Center:** The Ballotti Learning Center (BLC), located on the second floor of the Donahue Building, offers academic assistance in a variety of subject areas to those who are in need of support services. BLC programs and services include, but are not limited to, assistance with time management skills, peer tutoring, study groups, study skills, workshops, and academic coaches. Academic coaches provide coaching to students and assist students in connecting with campus resources and faculty based on their individual needs. For further information call 617-573-8235 or visit <http://www.suffolk.edu/offices/1096.html>.

2. **Counseling Center:** The Counseling Center offers a broad range of preventive and developmental services to the Suffolk University community. It strives to help students function more effectively in the University environment by assisting them in defining and accomplishing their personal and academic goals. In doing so, the Counseling Center provides two major kinds of interventions:
 - Individual and group counseling, psychological and educational/vocational testing, and training in human relationships to improve the adaptive skills of individual clients
 - Consultations and outreach initiatives on behalf of students, faculty and staff at the University

The Counseling Center is located at 73 Tremont Street, 5th floor. Services are available Monday–Friday from 9:00am–4:30pm, and on selected evenings by appointment at 617.573.8226. For more information on the Counseling Center, visit: <http://www.suffolk.edu/offices/989.html>.

3. **Health and Wellness Services:** Health and Wellness Services is available to any Suffolk University student (who is currently registered for classes) and who is not a full time Suffolk University employee. Health and Wellness Services operates like any health clinic or primary care office except, 1) they do NOT charge students a co-payment; 2) they offer urgent care walk-in hours daily for urgent medical conditions. Services include:
 - Diagnosis and treatment of episodic illnesses
 - Evaluation and treatment of injuries
 - Gynecological care
 - Contraceptive management and counseling
 - Diagnosis and treatment of sexually transmitted infections
 - Health and wellness counseling
 - Administration of immunizations and vaccines
 - Flu shot clinic
 - Information and one-on one consultation with a health educator on a variety of topics
 - One-on-one nutrition consultations with a registered dietician

Contact Information:

Tel: 617.573.8260

Fax: 617.305.1745

Email: health@suffolk.edu

Website: <http://www.suffolk.edu/offices/932.html>

Office Location:

73 Tremont Street, 5th floor

4. **Library:** The Mildred F. Sawyer Library, located at 73 Tremont Street, will provide assistance to students with disabilities as needed in the search and selection of research materials. The library is wheelchair accessible. If additional arrangements are required, students should make their needs known at either the circulation or reference desks or by calling 617.573.8532.

5. **Math and Computer Science Support Center:** The Math & Computer Science Support Center offers students the opportunity to take advantage of high-quality tutorials for both math and computer science courses. These free support services are designed to help all students to succeed in reaching their full potential and to overcome particular difficulties.

The Center offers a variety of services designed to strengthen students' foundation in math and computer science, while expanding their knowledge in specific subject areas.

- Math placement exams to help new students access their current math skills
- Mathshop special review sessions prior to starting Math 104, 106, or 121
- Math survival guides
- Math drop-in help
- Math one-on-one help
- Mathshop courses
- Computer Science drop-in help
- Computer Science programming help
- Computer Science workshops

The Math & Computer Science Support Center is open during day and evening hours in Fall, Spring and Summer sessions. Complete schedules are published at the start of each semester and are available from the MSC and on the web at <http://www.suffolk.edu/campuslife/11921.html>. The main office for the center is located in Fenton 636. Please call 617.973.5336 for more information.

6. **Second Language Services (SLS)** SLS provides academic support to students whose primary language is not English by aiding them in strengthening their reading, writing, speaking, and listening skills. Support is offered by English as a Second Language (ESL) professionals through intensive English classes, workshops, individual tutorials, self-study materials, a teaching fellows program, an institutional TOEFL program, and a faculty outreach program. The workshops, tutorials, and self-study materials are provided

free of charge. To learn more about SLS offerings, please visit them at:
<http://www.suffolk.edu/campuslife/931.html>.

7. **Services for International Students:** The Center for International Education addresses the concerns and issues faced by international students. Students with disabilities should inform the international student advisor about their disabilities prior to registration. The international student advisor will refer students to the Office of Disability Services for accommodations. For additional information, call 617.573.8154.
8. **Telecommunications Devices for the Deaf and Hard of Hearing (TDD):** There are six TDD machines available in various locations around the University:
 - a. The Office of Disability Services: (617) 994-6813 (73 Tremont, 7th Floor)
 - b. The Office of Student Affairs: 617.557.4875 (73 Tremont, 12th Floor)
 - c. Human Resources: 617.227.8130 (73 Tremont Street, 5th Floor)
 - d. University Police: 617.557.4874 (Donahue Lobby)
 - e. University Residence Hall: 617.723.5746 (150 Tremont, 1st Floor)
 - f. Undergraduate Admissions: 617.557.4876 (73 Tremont, 5th Floor)
 - g. Law School Admissions: 617.557.4820 (120 Tremont, 1st Floor)

The TDD in the Office of Disability Service may be used during regular office hours by students with hearing impairments for local calls, as well as for making arrangements related to a student's disability.

9. **Writing Center:** The Writing Center offers free tutoring to all students interested in improving their writing. Students needn't be struggling or failing in a course in order to work with one of our tutors. The Writing Center assists students with:
 - Generate ideas for your papers
 - Formulate a good thesis
 - Organize and detail your argument
 - Strengthen your sentences
 - Refine your style
 - Improve your reading comprehension
 - Develop skills for literary analysis
 - Learn research techniques
 - Correct your grammar & punctuation

Students are usually tutored one hour per week and may work with the tutor for as many weeks as they choose, provided they attend tutorials regularly. Tutorials are scheduled Monday through Friday, 9-5. The Writing Center is located in Fenton 203.

SECTION 14: Outside Services

When planning to attend Suffolk University, students are strongly advised to work with the state commissions including the Massachusetts Rehabilitation Commission, the Massachusetts Commission for the Blind, or the Massachusetts Commission for the Deaf and Hard of Hearing. These agencies provide various types of assistance based on the individual's disability. Students need to contact these offices well in advance to insure sufficient time to process requests.

1. **Massachusetts Commission for the Blind (MCB):** MCB is a state agency that provides a wide range of rehabilitation and social services to legally blind Massachusetts residents. The Commission defines "legal blindness" as people who have corrected vision of 20/200 or less in the better eye (i.e., one does not have to lose total vision to qualify for "legally blind" status). Students who want to receive services from the MCB are required to register with MCB. Registration is based on the results of a current eye examination. The physician must submit the results of the examination within 30 days to the MCB. The services include vocational rehabilitation, orientation and mobility instruction for safe independent travel, advocacy for blindness related issues, assistance with obtaining legal benefits, and adaptive skills training in Braille. The MCB has limited free courtesy services for out-of-state students. For further information, call MCB Toll free at (800) -392-6450 or at 617.727.5550.
2. **Massachusetts Association for the Blind (MAB):** The Massachusetts Association for the Blind's Braille Translation Office provides services in translating books into Braille. Students are responsible for the fees related to the services. For more information, call 617.738.5110 or visit their website at: www.MabCommunity.org.
3. **Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH):** The MCDHH is the principal state agency serving on behalf of people who are deaf and hard of hearing. Services include coordinating a statewide interpreter referral service for people who are deaf and hard of hearing, referral for Computer Aided Realtime Translation (CART), screening and approving potential interpreters, and related services. For more information, call 800.822.1155, 800.530.7570 TYY, or visit their website at: www.state.ma.us/MCDHH.
4. **Massachusetts Rehabilitation Commission (MRC):** MRC is a state agency that provides comprehensive services for people with disabilities through a variety of programs. Services available include but are not limited to: diagnostic evaluation, aptitude interest testing, restorative treatment and equipment such as wheelchairs, hearing aids, interpreters, and telecommunications for the deaf. For more information, call 617.204.3600.

SECTION 15: Important Telephone Numbers, Emails and Websites

Disability Services

Tel: 617.994.6820

FAX: 617.994.6812

TDD: 617.994.6813

E-mail: disabilityservices@suffolk.edu

<http://www.suffolk.edu/campuslife/disabilityservices.html>

Suffolk's Main Number:

Tel: 617.573.8000

www.suffolk.edu

Student Financial Services

Tel: 617.573.8470

E-mail: finaid@suffolk.edu

Admissions

Tel: 617.573.8460

TDD: 617.557.4876

E-mail: admission@suffolk.com

Health & Wellness Services

Tel: 617.573.8260

FAX: 617.305.1745

E-mail: healthservices@suffolk.edu

Ballotti Learning Center

Tel: 617.573.8235

E-mail: learningcenter@suffolk.edu

International Student Advising

Tel: 617.573.8154

Bursar's Office/Student Accounts

Tel: 617.573.8407

E-mail: stdact@suffolk.edu

Off-Campus Housing

Tel: 617.573.8647

FAX: 617.742.2651

E-mail: ocho@suffolk.edu

Counseling Center

Tel: 617.573.8226

Registrar

Tel: 617.573.8430

E-mail: registrar@suffolk.edu

Dean, College of Arts & Sciences

Tel: 617.573.8265

Residence Life and Housing

Tel: 617.305.2500

TDD: 617.723.5746

Dean, Sawyer Business School

Tel: 617.573.8300

Student Affairs

Tel: 617.573.8239

TDD: 617.557.4875

FAX: 617.973.5362

E-mail: studentaffairs@suffolk.edu

Diversity Services

Tel: 617.573.8613

FAX: 617.573.8458

E-mail: diversity@suffolk.edu

University Police

Tel: 617.573.8333

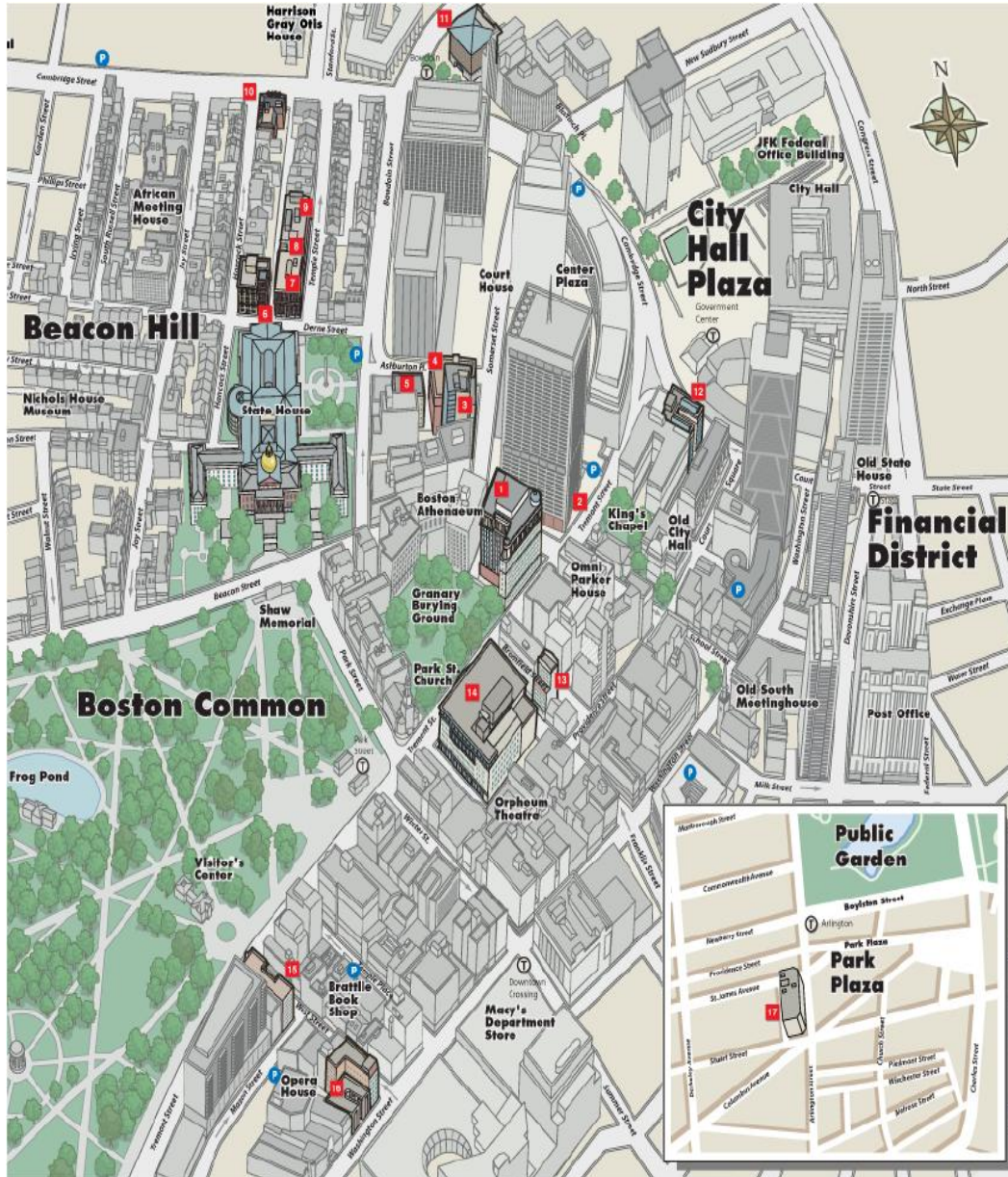
TDD 617.557.4874

Section 16: Notice of Non-Discrimination

Suffolk University does not discriminate on the basis of race, color, national origin, religion, sex, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, Vietnam-era or disabled-veteran status in its employment, admission policies, or in the administration or operation of or access to its academic and non-academic programs and policies. It does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. Inquiries regarding disabilities and Section 504 of the Rehabilitation Act may be directed to Ann Coyne, Dean of Students, Student Affairs Office, 12th floor 73 Tremont St., 617-573-8239, TDD: 617-557-4875, acoyne@suffolk.edu.

NOTES

MAP of Suffolk University



1. Rosalie K. Stahl Center
University Welcome Center
73 Tremont Street
2. One Beacon Street
3. Nathan R. Miller Residence Hall
10 Somerset Street
4. Frank Sawyer Building
8 Ashburton Place
5. 20 Ashburton Place
6. John E. Fenton Building & Annex
28 & 32 Derne Street
7. Gleason L. & Hiram J. Archer Building
20 Derne Street
8. C. Walsh Theatre
55 Temple Street
9. Frank J. Donahue Building
41 Temple Street
10. Ridgeway Building
148 Cambridge Street
11. One Bowdoin Place
12. 40 Court Street
13. 45 Bromfield Street
14. David J. Sargent Hall
120 Tremont Street
15. Residence Hall
150 Tremont Street
16. Residence Hall
10 West Street
17. The New England School of Art &
Design at Suffolk University
75 Arlington Street

SUFFOLK
UNIVERSITY

Boston, Massachusetts · www.suffolk.edu

THIS HANDBOOK IS AVAILABLE ONLINE at:
<http://www.suffolk.edu/campuslife/disabilityservices.html>