



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 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 of 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:

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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. Information is also 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, and they do not constitute a contract between the University and any student, applicant for admission, or other persons.

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SECTION 1: Who are the Office of Disability Service staff members?

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 (with the exception of the law students). ODS provides academic accommodations and works to ensure equal physical access to Suffolk to any student who presents documentation from a medical provider detailing their disability.

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.



Kirsten Behling, Director



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SECTION 2: What does the Office of Disability Services do?

The Office of Disability Services is the central administrative liaison for undergraduate and graduate students with disabilities. The office is responsible for accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The services provided by the Office of Disability Services include but are not limited to:

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

SECTION 3: 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 meeting with staff from ODS to discuss your disability and accommodations, talking to your professors when you have a question or a problem and making and keeping appointments.

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 just like everyone else. 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.	ADA assures that students with disabilities have the supports that they need in order to access everything that college has to offer.
Teachers must change the material so you can better understand it.	Professors don't have to change the material but they do have to provide students with accommodations determined by disability services.
School district is responsible for evaluating students' learning and reporting disability to teachers.	Students must start conversation about their disability if they want to request accommodations.
Student is helped by parents and teachers.	Student 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 you to find help.
Parent has access to student records.	Parent has no access to student records without student permission.
Parent advocates for student.	Student advocates for himself or herself.
School year runs from September-June.	School year is divided into two semesters: September to December and January to May.
Daily contact with teachers	Classes meet less frequently so you will see your instructors and education coaches less frequently.
Teachers make sure that students get extra help.	Student must schedule time to get the extra help.
Teachers tell students where to go to get the help they need.	The student is responsible for knowing where to go to get information and assistance.
Teachers often remind you of assignments and due dates.	Professors expect you to read the course syllabus. They do not remind you of upcoming due dates.

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

In order to receive academic accommodations, students must first submit appropriate documentation from a medical provider. It is suggested that students provide documentation to the Office of Disability Services at the point of acceptance to the University. A student's documentation must include information which can be used in establishing the need for appropriate accommodations. A student with a disability is one who: a) has a physical or mental impairment that substantially limits one or more of major life activities; b) has a record of such impairment; or c) is regarded as having such impairment.

The Office of Disability Services does not accept Individualized Education Plans or 504 Plans as acceptable documentation. Instead, a student's documentation should include the following information:

- 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 will 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 should not be more than three years old and graduate students documentation should not be more than five years old.

If a student suspects the presence of a disability, must update existing documentation, or if he/she would like to be reevaluated, they should make an appointment with ODS. At this meeting, the staff person will discuss the diagnostic evaluation procedures and accommodation guidelines at the University. The staff person can also assist with identifying a service provider to conduct the diagnostic testing. **NOTE:** All costs associated with testing for a disability are incurred by the student.

Please review the recommended documentation guidelines for each type of primary disability that ODS serves. If you do not see your type of disability or have further questions regarding documentation, please contact the Office of Disability Services directly.

LEARNING DISABILITIES:

Learning disability documentation must validate the need for services based on the candidate'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 constitute 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:

ADHD and ADD documentation must validate the need for services based on the candidate'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. Therefore, a diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the ADA or Section 504 of the Rehabilitation Act 1973. 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 of 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 individual'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 on the functional impacts or limitations the hearing impairment or deafness impacts 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 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 individual'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 in which a student is requesting an accommodation must be determined by the expertise of a physician, including a neurologist or any other medical specialist. Medical conditions may include Crone's disease, substance abuse recovery, food allergies, arthritis, etc. 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 of 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.

SEIZURES:

If a student has a seizure disorder, even if controlled by medication, the student should 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 of 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 5: How do students get their accommodations after submitting documentation?

After the documentation has been submitted, 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 and/or the director of the counseling center 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 the reasonable accommodations for the student. ODS will write individual accommodation letters for each of the student's professors detailing what accommodations the student is entitled to. 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 be entitled to accommodations. A dialogue between the student and professor is encouraged regarding the arrangement of accommodations throughout the course of the semester.

In summary:

1. Students must submit documentation of their disability to ODS as soon as possible.
2. Students should then schedule an appointment to meet with an ODS Staff member.
3. The student should meet with the assistant director or director to determine which accommodations are appropriate.
4. The student should pick up their accommodation letters at ODS and distribute these letters to their professors in the beginning of the semester.
5. If a student wants accommodations for a consecutive semester, they need to contact ODS to request their letters.

NOTE: Accommodation letters are only good for one semester. Students need to contact ODS each semester that they would like to use their 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 not share the names or disabilities of students registered with our office with any member of the Suffolk community without the written consent of the student. It is up to the student to determine who they want to share information about their disability with.

SECTION 6: 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 strengths and weaknesses to his/her 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.*
- **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 electronics and human readers and scribes are available.
- **Preferential Seating:** Students who qualify for preferential seating should register with ODS prior to the start of the semester. Students will be asked to chose 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 allocated due date each semester. The student must then follow the policy and procedures in place for this accommodation. *Please note, it can take up to 4 weeks 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 ODS to determine what those

procedures are. *Please note, there is a deadline for which you can request peer note takers.

- **Audio Taping Course Lectures:** When taping a lecture is needed it is the responsibility of the student to make arrangements with the professor once the student has submitted their accommodation letters to the professor from the Office of Disability Services. The student will also have sign a contract with the Office of Disability Services regarding the use and finality 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 with their professors or 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 6B: What Accommodations are not Available at Suffolk University?

- Per the Americans with Disabilities Act (ADA 1992), it is mandated that accommodations can be made to the course curriculum. However, the University curriculum cannot be changed. All students are required to complete all University curriculum requirements.
- The University does not waive any of the University's core or major requirements for students. (E.g. Math or Foreign Language Requirements).
- The University does not offer personal aids to assist students.
 - The University does not offer transportation between buildings. It also does not offer assistance with mobility transportation around campus.

SECTION 7: 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. 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 transfers 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-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.

SECTION 8: Pets and Service Animal Policy

Pets are not permitted in University buildings including the residence halls with the exception of service animals as described in this policy.

Suffolk University adheres to the current definition of “service animal” as described in section 36.104 of the Americans with Disabilities Act (ADA). This definition states:

"Any guide dog, signal dog, or other 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 with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

Requirements of service animals and their student at Suffolk University:

1. **Training:** To work on campus, a service animal must be specifically trained to perform a service function. Evidence of successful completion of a recognized licensing or certification program for service animals, or a letter documenting training, is required. A copy of the proof of certification should be on file with the Office of Disability Services Office (for students) or Human Resources Office (for faculty/staff).
2. **Identification:** The service animal must wear a harness, cape, identification tag or other gear that readily identifies its working status. It must also wear an owner identification tag.
3. **Licensing and Vaccination:** The animal must be licensed and immunized in accordance with the laws, regulations, and ordinances of the city of Boston, Suffolk County, and the state of Massachusetts.
4. **Health:** The animal must be in good health. Service animals that are ill should not be taken into public areas. A student with an ill animal may be asked to leave university facilities.
5. **Leash:** The animal must be on a leash or otherwise under the control of the student at all times.
6. **Under Control of the student:** The student must be in full control of the animal at all times. The care and supervision of the service animal is solely the responsibility of its student.
7. **Cleanup:** The student must clean up after the animal defecates. The feces must be disposed of properly in a plastic bag and put into a waste receptacle. **Individuals with disabilities who physically cannot clean up after their own service animal shall not be required to pick up and dispose of feces. However, the individual is required to notify the Office of Disability Services so that other accommodations can be made.

When a service animal can be asked to leave:

1. **Disruption:** The student of a service animal that is unruly or disruptive (e.g. barking, running around, nipping, bringing attention to it) may be asked to remove the animal from University facilities. If the improper behavior happens repeatedly, the student may be

required to take significant steps to mitigate the behavior before bringing the animal into any University facility. Mitigation may include muzzling a barking animal, obtaining refresher training for both the animal and the student, or other appropriate measures.

2. **Cleanliness:** Student with animals that are unclean, noisome and or bedraggled may be asked to leave university facilities. An animal that becomes wet from walking in the rain or mud or from being splashed on by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy appearing or it has become wet from weather or weather-related incidents.

Areas Off Limits to Service Animals:

1. **Research Laboratories:** The natural organisms carried by dogs and other animals may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service animals**
2. **Areas Where There is a Danger to the Service Animal:** Any room, including a classroom, where there are sharp metal cuttings, other sharp objects on the floor or protruding from a surface; where there is hot material on the floor; where there is a high level of dust; or where there is moving machinery is off limits to service animals (e.g. mechanical rooms, custodial closers, wood shops, metal/machine shops)*.

*Professors may make exceptions on a case by case basis. The final decision shall be made based on the nature of research or machinery and the best interest of the animal.

Procedures for Relating to Service Animals and their Student:

In relating to service animals and their student, faculty, staff and students should:

- Allow a service animal to accompany the student at all times and everywhere on campus, except where service animals are specifically prohibited due to health, environmental, or safety hazards.
- Always speak to the student first, but remember that they are not walking “show and tell” exhibits.
- 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 University Police. No attempt should be made to separate a student from his or her service animal.
- Any questions regarding service animals or their student should be directed to the Office of Disability Services (for students) or Human Resources (for faculty/staff).

Service Animal Checklist:

Students utilizing service animals on the Suffolk University Campus need to submit the following materials to the Office of Disability Services before the first day of classes. This information should be up-dated on an annual basis and submitted to ODS:

- ✓ License
- ✓ Identification worn when the animal is working
- ✓ Proof of Training
- ✓ Rabies Vaccination
- ✓ Owner Tag

Any questions regarding the service animals or the student should be directed to the Office of Disability Services (for students) or Human Resources (for faculty and administrators).

SECTION 9: 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 mobility/orthopedic disability, vision or hearing impairment, and/or medical condition and can demonstrate that the room they selected does not reasonably meet their needs may be eligible for room reassignment following the room selection process.

Students needing reassignments should submit a written statement explaining why their chosen room fails to meet their needs to BOTH the director of Residence Life & Summer Programs and the director of the Office of Disability Services 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 & Summer Programs and the Office of Disability Services will review the information and determine whether reassignment is warranted. Re-assignment requests will be answered in writing in a timely manner.

2. **New students:** New students who have been guaranteed housing through the Office of Undergraduate Admission and have health or medical considerations that the student believes should be taken into account when housing assignments are made; please include a written statement with your housing application describing your request, and submit medical documentation materials to the Director of the Office of Disability Services.

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

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

SECTION 10: Temporary Disabilities

If you have a documented Temporary Disability, the Office of Student Disabilities offers a wide variety of legally mandated services. Accommodations will be granted only during the duration of your limitations 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 or Elizabeth Irwin by calling 617-994-6820 or stop by our offices, located at 73 Tremont St., 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. What you saw him/her for
2. Your current treatment plan (including medications and therapy)
3. The time frame you 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

Kirsten or Elizabeth 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 ODS policies and procedures.

SECTION 11: How do I get tested for a disability?

Suffolk University does not provide on sight diagnostic evaluations, nor do we pay for the testing. It is the responsibility of the student, 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*.

If a student is covered under the University's Insurance, Consolidated Health Plan (CHP), as of Spring 2010, will cover up to 80% a diagnostic evaluation. The coverage is limited to \$1,000 per policy year. Students must have an evaluation from Health Services or Counseling Center before seeking services. *Treatment* of learning disabilities is not covered

A diagnostic evaluation should be conducted by a psychiatrist, psychologist, or neuropsychologist. Students can find CHP medical providers at the CHP Provider Web Page: http://www.consolidatedhealthplan.com/provider_search.html .

If you have any further questions for CHP regarding this benefit please call Member Services at: (413) 733-4540 or 800-Med-Stop (633-7867).

Student's, who do not have Consolidated Health Plan Insurance, must contact their insurance's customer service department to determine coverage for diagnostic evaluations. Student 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 any names of providers (psychologists, psychiatrists, or neuropsychologists) that the student would be able to schedule an appointment with

In addition, the Office of Disability Services can provide the student with a list of current diagnostic providers in the Boston area. 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, they should contact the Office of Disability Services at (617) 994-6820 or disabilityservices@suffolk.edu and schedule an appointment with an available staff member.

SECTION 12: 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 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. 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 (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 of either CAS or SBS depending on the student's major) for deliberation. Once a decision has been reached, the student will be notified in writing as to the Committee's recommendation. If the Committee feels clear and specific evidence exists to support a substitution to the math requirement, a recommendation will be forwarded to the appropriate Academic Dean for review. Final decision rests with the Academic Dean. 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 is confidential and should be submitted to:

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

SECTION 13: 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:** There are a few City of Boston off-street parking spaces available for people with disabilities near University buildings; it is a first come first serve basis. The University does not provide parking for students with disabilities.

The MBTA offers a variety of support for persons 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 the 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 are encouraged to identify themselves through the Office of Disability Services at phone: (617) 994 6820 or TDD: (617) 994-6813 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 schedule. With the student's permission, a copy of his/her class schedule will be provided to the University Police who will keep this schedule readily available in the police dispatch office to ensure quick location 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 or contact the University Safety Office at 617.573.8628 or University Police, 617.573.8333; TDD 617.557.4874.
- 4. Grievance Procedure:** Students with disabilities who believe they have received either inappropriate treatment or inadequate service from the University have the right to file a grievance report with the director of the Office of Disability Services. See the Suffolk University policy and procedures handbook for complete grievance procedures.

SECTION 14: Additional resources students should be aware of

1. **Ballotti Learning Center:** The Ballotti Learning Center, 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 need. 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, remedial, 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 are 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 operate like any 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

Academic Year Hours:

Appointments: Monday-Thursday 8am-6pm, Friday 9am-5pm

Urgent Care Walk In: Monday-Friday 10am-12pm & 2pm-4pm, by appointment

Immunizations: Please call to make an appointment

Summer and Vacation Hours:

Appointments: Monday– Friday 9am– 5pm

Urgent Care Walk-In: Monday-Friday 10am-12pm & 2pm-4pm, by appointment

Immunizations: Please call to make an appointment

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 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 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 15: 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 16: 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

Financial Aid
Tel: 617.573.8470
E-mail: finaid@suffolk.edu

Admissions
Tel: 617.573.8460
TDD: 617.557.4876
E-mail: admission@suffolk.com

Health 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
Bursar's Office/Student Accounts
Tel: 617.573.8407
E-mail: stdact@suffolk.edu

International Student Advising
Tel: 617.573.8154

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
Residence Life & Summer Programs
Tel: 617.305.2500
TDD: 617.723.5746

Dean, College of Arts & Sciences
Tel: 617.573.8265

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 17: Notice of Non-Discrimination

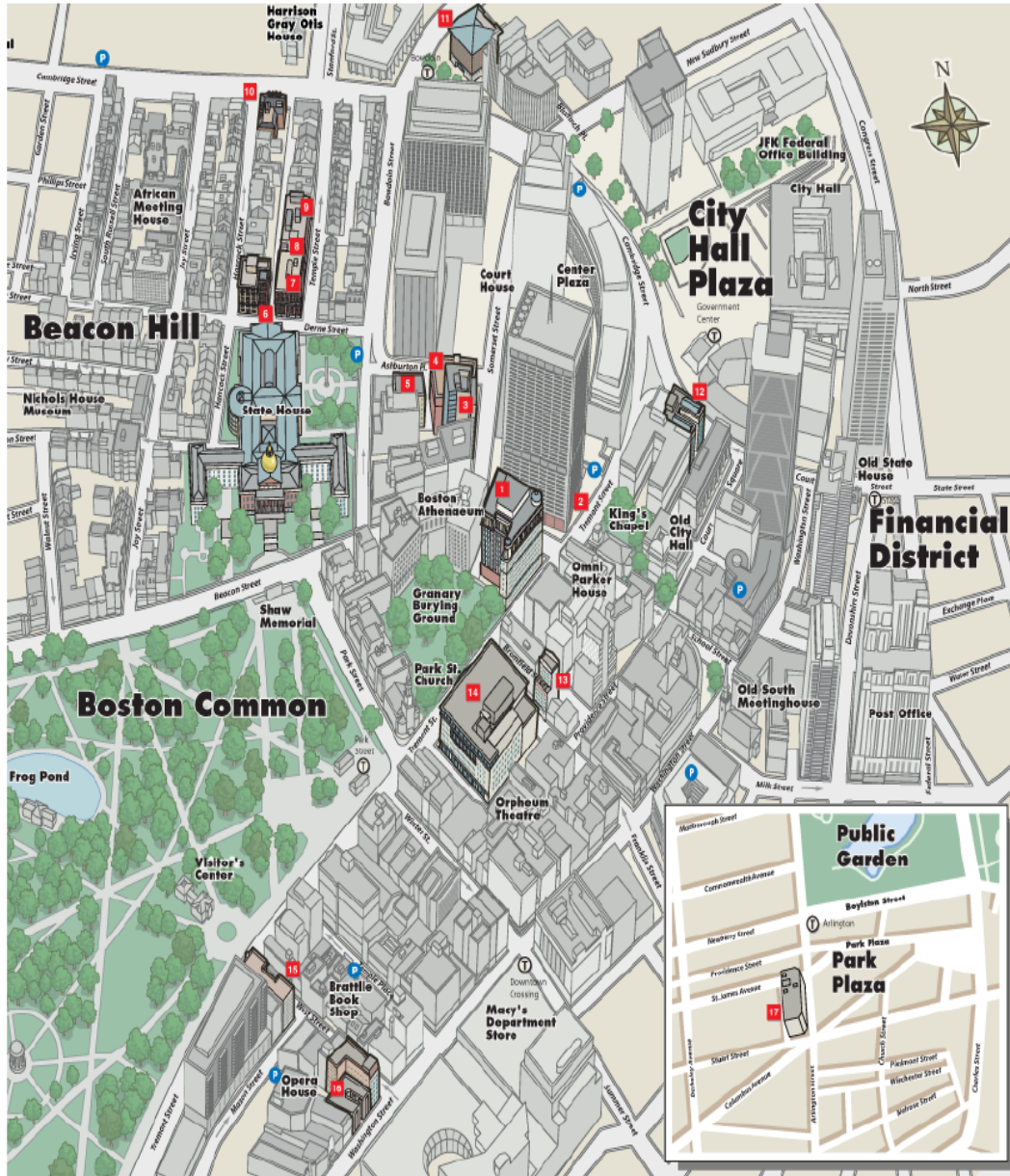
Suffolk University does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, or Vietnam-era or disabled veteran status in its employment, admission policies, or in the administration of, operation of, or access to its academic and non-academic programs and policies. It does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. Inquiries regarding disabilities and Section 504 of the Rehabilitation Act of 1973 may be directed to the appropriate coordinator.

Students and applicants in College of Arts and Sciences and Sawyer Business School:
Student Affairs, 73 Tremont Street, 12th Floor, 617.573-8239; TDD 617.557-4875

Students, employees, faculty and applicants in the Law School:
Law School Dean of Students, 120 Tremont Street, 617.573.8157

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
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Boston, Massachusetts · www.suffolk.edu

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