



SUFFOLK
UNIVERSITY
BOSTON

OFFICE OF DISABILITY SERVICES

Handbook

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MISSION OF THE OFFICE OF DISABILITY SERVICES

The Office of Disability Services (ODS) is committed to ensuring that students with disabilities have equal, effective and meaningful access to all programs and opportunities at Suffolk University. With a student-centered approach, ODS strives to assist students to advocate for themselves, and to promote an awareness and understanding that disability is an aspect of diversity. ODS establishes partnerships with students, faculty, and staff to create values that are usable, equitable, sustainable and inclusive to all members of the greater Suffolk community.

The Office of Disability Services 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:

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THE PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to inform students with any type or degree of disability 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 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/disability>

Subject to Change Notice

The guidelines, policies and procedures 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.

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SECTION 1:

The Office of Disability Services - Overview

The Office of Disability Services (ODS) is affiliated with the Division of Student Success. ODS officially opened in August 2008 and serves over 1,000 undergraduate and graduate students with documented disabilities in the College of Arts & Sciences (CAS), the Sawyer Business School (SBS), and the Suffolk University Law School (SULS). 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 ODS include but are not limited to:

- Coordinating services for students with disabilities, which includes verifying eligibility for accommodations based on an intake appointment and supporting documentation,
- Providing advocacy for students with documented disabilities,
- Aiding members of the campus community regarding disability-related access and accommodations
- Working with the larger campus community to overcome architectural, attitudinal, and administrative barriers,
- Providing access and accommodation services for University-wide activities such as Convocation, Commencement, etc.
- Coordinating assistive technology and auxiliary aids and services,
- Coordinating volunteer peer note-taking,
- Providing early registration,
- Providing exam accommodations,
- Providing in class accommodations,
- Working with students to fulfill their housing and meal plan accommodation needs,
- Assisting with the diagnostic evaluation referral process,
- Providing guidance to students regarding high stakes testing,
- Providing guidance to students regarding internship and practicum accommodations.

The Office of Disability Services provides services to any student who qualifies as having a disability under the American's with Disability Act (ADA). The ADA defines disability as:

“A physical or mental impairment that substantially limits a major life activity; a record of such an impairment; or being regarded as having such an impairment.”

ODS also encourages students who do not have a documented disability but believe they may have a disability to make an appointment to discuss possible accommodations while the student determines whether or not they have a disability.

SECTION 2:

Documentation Guidelines

The Office of Disability Services (ODS) is committed to providing access accommodation services to students with disabilities in order to ensure a comprehensively accessible University experience. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, and request. In addition to a one-on-one intake interview with the student, ODS will request information from other sources in order to establish a disability and the impact it has on living and/or learning in a postsecondary environment.

The following guidelines are provided to assist students in identifying the type of information and documentation that will inform the process of determining reasonable and appropriate accommodations. These guidelines are not exhaustive, but should help students prepare for their one-on-one meeting with an ODS staff member.

General Information

- Students are encouraged to submit any prior assessments and/or evaluative reports conducted by evaluators, physicians, medical professionals, etc., which may assist in verifying their disability(ies) and determining appropriate accommodations. Documentation should be current and relevant to the requested accommodations.
- While an Individualized Education Program (IEP) and/or 504 Plan provide helpful information, these documents alone may not provide sufficient information to determine appropriate accommodations in the postsecondary environment. Your ODS case manager will inform you if more documentation is needed.
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment. A student's program of study and the courses a student is enrolled in will also inform the types of accommodations that are appropriate.
- Prior receipt of accommodations (e.g., in high school or in another University setting) will inform the process of determining appropriate accommodations at Suffolk; however, they do not guarantee receipt of the same accommodations.
- Consideration will be given to the specific methods requested, however, a particular accommodation may not be granted if it is deemed not reasonable or other suitable methods are available.
- Professionals (e.g., physicians or other medical professionals) conducting assessment, rendering diagnoses of specific conditions and making recommendations for appropriate accommodations must be qualified to do so. Diagnoses, histories and recommendations for the postsecondary environment must be made on professional letterhead, dated and signed.

Specific information needed from a diagnostic provider:

Documentation should include the following information:

1. Existing Condition(s) - Information regarding the student's current condition(s) including any relevant history
2. Presenting Concerns - Information regarding the student's presenting concerns (ongoing difficulties and behaviors) that substantially impact functioning in a postsecondary setting.
3. Background History - Information regarding the student's history of any prior accommodations received (e.g., high school, another University setting, etc.) (if applicable).
4. Treatment Records – Treatment summaries and/or information pertaining to management of disability symptoms may help inform decisions about eligibility and accommodations. Information regarding the student's current medication(s) is not required. Information pertaining to auxiliary aids the student uses (e.g., hearing aids, assistive listening devices, visual aids, etc.) will inform decisions about supplemental accommodations. In some cases, such as requests for Emotional Support Animals, documentation should provide a clear statement of recommendation for the accommodation from a qualified professional, where applicable.
5. Recommendations and Evaluator Qualifications - Specific recommendations regarding academic and/or residential accommodations, auxiliary aids and/or services based on the impact of the condition(s) in the postsecondary environment must come from a professional qualified to make assessments in an area related to the student's disability.

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

SECTION 3:

Establishing Academic Accommodations

Determining academic accommodations

Establishing accommodations typically consists of two steps: 1) determining a student's eligibility, based on their self-report and supporting documentation, and 2) determining if the requested accommodation(s) is/are reasonable.

After the student has submitted documentation, as part of the "self-identification" process, it is the student's responsibility to schedule, attend, and participate in an intake appointment with a service provider (i.e. the accommodations specialist, assistant director, or director) in the Office of Disability Services. During the intake appointment, the student and service provider will discuss the student's eligibility and requested accommodations.

Prior to meeting with the student, an ODS service provider will review the student's documentation and the recommendation(s) for accommodations. If necessary, the director of ODS and/or other appropriate personnel will be consulted for further review of the recommendations. In some cases, ODS staff may ask for additional documentation or may need to contact the student's care provider, evaluator, or other qualified professional who provided the documentation. Decisions pertaining to requested accommodations will not be made prior to meeting with the student for an intake appointment.

During the intake appointment, the student and service provider will review the student's previous educational experiences and accommodation suggestions found in the documentation. The service provider will then determine which requested accommodation the student is eligible for. In many cases, determinations regarding requested academic accommodations will be made during the intake appointment.

If requested academic accommodations are granted, ODS will provide an individual accommodation letter detailing what accommodations the student is entitled to receive. If requested accommodations are denied, the student will receive a written follow up on the decision with information regarding the appropriate next steps.

Implementing academic accommodations

For students with granted academic accommodations, the processes for setting up accommodations are as follows:

For new students (i.e. first time registering with the Office of Disability Services), ODS will provide an accommodation letter following the intake appointment. For returning students, students will request accommodation renewal each semester, in the form of an updated accommodation letter. Instructions for requesting an updated accommodation letter can be found

at www.suffolk.edu/disability. A PDF of the letter will be provided, but printed copies will be provided on request.

CAS/SBS Students (Undergraduate and Graduate)

Students will deliver their accommodation letter to each instructor and discuss the accommodations they intend to use in each course. ODS can assist in this process and with any steps associated with coordinating accommodations.

Once an accommodation letter is delivered to an instructor, the accommodations are “established” for that course. For some “established” accommodations, students will need to arrange accommodation details with instructors and/or ODS in advance and on a per usage basis. Accommodations are not provided retroactively.

Law Students

ODS may assist in the process of notifying each instructor for in-class accommodations. Students may also choose to discuss their in-class accommodations with their instructors directly. Law students should not discuss exam accommodations with their faculty. Granted exam accommodations are valid for the full academic year. In-class accommodations must be established on a per semester basis.

ODS will also assist in coordinating the details of some in-class accommodations, should they need to remain anonymous.

In summary:

1. Students must “self-identify” to the Office of Disability Services in order to request accommodations.
2. Students must submit documentation of their disability to ODS.
3. Students must schedule, attend, and participate in an intake appointment to meet with a service provider in ODS.
4. During the intake appointment, the student and service provider will discuss the student’s requests and the service provider will determine which accommodations are appropriate.
5. Students obtain their accommodation letters at ODS and distribute these letters to their instructors (preferably in the beginning of the semester). Accommodations will not be provided until the instructor has received the letter, and are not retroactive.
6. Students must request accommodation letters for each semester at the Office of Disability Services.

NOTE: Accommodation letters are only valid for one semester. Students need to contact ODS each semester that they would like to receive accommodations. It is up to the student as to whether or not they choose to use their accommodations each semester.

Privacy:

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 and relevant accommodation information of a student with a disability if a university official has a legitimate educational interest as determined by ODS. 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 4:

Accommodations

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

- **Alternate Format Materials:** Students who qualify to use alternate formats of text must make this request at their earliest convenience each semester. The student must then follow the policy and procedures in place for this accommodation, which may include providing textbook information and proof of purchase. *Please note, it can take up to 2 weeks or longer to get course materials in some alternative formats; some materials may need to be recreated.
- **Attendance Accommodations (CAS/SBS):** For students who have disabilities that impact class attendance, the Office of Disability Services will include a notification on the accommodation letter that indicates that the student's disability may result in absences from class. In the event that attendance is deemed a fundamental course component by the instructor, ODS will work with the instructor and student in determining reasonable attendance accommodations. Attendance accommodations must be established prior to disability-related absences, and not retroactively. See Section 5B of this handbook for more information on attendance accommodations.
- **Attendance Accommodations (LAW):** Adherence to the Law School's attendance policy is part of the Essential Performance Standards. For students in the Law School who have disabilities that impact class attendance, the Office of Disability Services may include a notation on the accommodation letter that indicates that the student's disability meets the threshold of being an extenuating circumstance. Law students with an attendance notation on their accommodation letter should follow the Law School Attendance and Assignment Policy for the reporting of excess absences if they experience excessive absences due to disability.
- **Audio Recording Accommodations:** Students who qualify for audio recording a lecture must notify their instructor of the accommodation prior to the first day of recording. Audio recording accommodations may include the use of assistive technology, mobile technology, or other devices.
- **Early Registration:** Early registration is an accommodation offered through the Office of Disability Services for students whose documented disabilities may necessitate preferential course scheduling. Early registration allows eligible students to register 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.

- **Exam Accommodations (CAS/SBS):** 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 must contact their instructors in advance to arrange exam accommodations directly with their instructors or should contact the Office of Disability Services to arrange exam accommodations with ODS, depending on their preference. “Exam” in this case refers to timed assessments that may include, but are not limited to tests, exams, quizzes, midterms, finals, etc. Exam accommodations apply to assessments that have an assigned time limit of less than 24 hours.
- **Exam Accommodations (Law):** Law School examinations, including graded midterms and final exams, are scheduled through the Office of Academic Services (OAS). OAS will coordinate the more routine accommodations, such as extended time on exams and a distraction-reduced exam room for students who have approved academic accommodations. The Office of Disability Services may assist in coordinating other accommodations directly. Before the exam period, students will receive a written notification from OAS to confirm the exam accommodations, times, locations, and instructions for each scheduled examination. Under no circumstances should students discuss exam accommodations with their professors. All questions and concerns should be directed to the Office of Disability Services. Maintaining the integrity of the anonymous grading system is a student’s responsibility and a critical component to the student code of conduct.
- **Housing and Meal Plan Accommodations:** Students needing a specific housing arrangement based on their documented disability should submit a request to the Office of Disability Services by June 30th for incoming students, or prior to housing selection for returning students, to allow time to evaluate the request prior to housing placement. Housing accommodation requests received after the deadline will be considered, however available space in the residence halls will be extremely limited. Students needing meal plan accommodations should submit their request to the Office of Disability Services prior to the beginning of the semester in which they are seeking accommodations. Accommodation requests received after the deadline will be considered, however, meal plan charges may be prorated. Students will be required to submit documentation of their disability and meet with a service provider in ODS. See Section 8 of this handbook for more information on these accommodations.
- **Interpreters:** Students who are Deaf or Hard of Hearing and wish to request interpreters, CART services, or cued speech translators should notify the Office of Disability Services immediately after registration.
- **Note Taking Accommodations:** Students who qualify for assistance with note taking may establish these accommodations in one of several ways. In some cases, students choose to work directly with their instructor or a classmate to arrange for supplemental notes. In other cases, students may contact the Office of Disability Services to arrange for a note taker accommodation. Note taking accommodations may include coordination of

copies of instructor notes, notes from a peer in the same course, or the use of assistive technology such as audio note taking applications. The Office of Disability Services will work with the student and instructor to determine the most appropriate accommodation. See Section X of this handbook for more information on these accommodations.

- **Preferential Seating:** Students who qualify for preferential seating should establish their accommodations with the Office of Disability Services prior to the start of the semester. The student should work with the instructor to discuss a seating location that will best accommodate their needs. ODS can help facilitate the process of discussing preferential seating with faculty.
- **Readers/ Scribes:** Students who qualify for the accommodation of a reader and/or scribe for exams must contact the Office of Disability Services prior to each exam to schedule time with a proctor. Both electronic and human readers and scribes are available.
- **Other Accommodations:** Each accommodation is made on an individual-student need basis. Please contact ODS if you believe you need an accommodation not listed here.

SECTION 4 A:

Alternative Format Materials

For students who have disabilities that may impact their ability to access course-related materials, alternative formats, including but not limited to electronic copies of texts, large print, Braille, captioning, descriptive audio, etc., may be necessary. In these cases, The Office of Disability Services will grant “Alternative Format Course Materials” as a reasonable accommodation that will appear on the student’s accommodation letter.

Defining Accessibility

Accessibility refers to the inclusive practice of removing barriers that prevent interaction with, or access to course content, by people with disabilities. When course content is correctly designed, developed and edited, all users have equal access to information and functionality.

Accessibility and Course materials

All course materials (i.e. textbooks, videos/movies, articles, publications, etc.) should be made available in accessible formats so that students with print-related disabilities will be able to use them. A document, or other course material, is accessible when it is easily understood by everyone, regardless of whether they are using auxiliary aids and/or services, such as assistive technology. Examples of accessible formats include captioned videos or movies, text alternatives for images/graphs/charts, documents with selectable text, etc.

Alternative Format Accommodations

The alternative format accommodation includes but is not limited to the following: electronic copies of texts, reformatting of course readings or articles, reformatting of quizzes or exams as necessary, captioned videos, large print documents, Braille or embossed documents, and accessible versions of any other course content that is available to all other students.

The majority of the above accommodations are completed “in-house.” A select few accommodations, including Braille/embossed documents or captions, can or sometimes will be “outsourced” by the Office of Disability Services. The turnaround time for outsourced materials will vary. The Office of Disability Services will provide this information to students on a per-request basis, and workarounds will be provided in the meantime.

Alternative format accommodation language to appear on accommodation letter:

“The student may require course content in alternative formats (which may include large print, electronic or braille documents). It is the student's responsibility to identify all course content which will be needed in alternative formats. In courses that allow open book and/or notes on timed assessments, the student shall be allowed to access those materials in a digital format, which may require the use of a laptop or mobile device. The

Office of Disability Services will convert course materials to the chosen format. Please note, the process of converting course materials may take up to one week.

Alternative Format Requests

Once the accommodation for alternative format materials is granted, a student may need to meet with the Accessibility Specialist in the Office of Disability Services to discuss processes and preferences. To request materials in alternative formats, students will be asked to provide information identifying the course materials they need to the best of their ability. Students are asked to provide the following information so that the Accessibility Specialist can properly identify and procure the course materials: course number, instructor name, complete title of text, author(s), publisher, edition number, ISBN number, copyright year, location of purchase, and amount paid for text. Since this information is provided to the publisher at the time of request, the information provided by the student must be as complete and accurate as possible. If inaccurate information is provided an extended turnaround time might occur.

Request should be made in a timely manner.

Estimated delivery times for materials:

- Textbooks: 10 business days after the request is made.
- Course specific reading materials: 17 business days after the request is made.
- Unplanned course materials: shorter (depending on content).

Provision of Alternative Format Materials

Once the accommodation for alternative format materials is granted the Accessibility Specialist in the Office of Disability Services will outreach to the student. The Accessibility Specialist may need to meet one-on-one with a student to better understand preferences and access. During the meeting, the process of requesting and/or ordering materials will be discussed, materials that are needed will be determined, preferred format and ways in which student will access their materials will be discussed, and whether outreach to instructor is necessary. If outreach is necessary, the Office of Disability Services will contact the instructor on behalf of the student. As soon as a student identifies the materials and provides a proof-of-purchase or rental the Accessibility Specialist will be able to procure the materials.

To procure an electronic copy of the text, the Accessibility Specialist will contact and request the text from the publisher. Once a file is provided it is either released to the student or converted into a preferred accessible format. If an electronic version cannot be provided, the Accessibility Specialist will the publisher's seek permission to recreate the text.

In some cases, where permission to recreate content is provided, the text may be delivered in intervals throughout the semester, no later than one week before the reading is due.

Once an accessible electronic copy of the text is created the Accessibility Specialist will post the file in a secure electronic location. Communication will be provided to the student when the files are posted with instructions on how to access them.

Third Party Sources for Alternative Format Materials

Some texts, such as smaller paperback books, have already been made available to students on sites such as Bookshare.org. These sites provide books in electronic and/or audio formats in addition to special Assistive Technology to read and listen to the text. Students with an Alternative Format accommodation will be able to request access to Bookshare from the Accessibility Specialist at any time.

Training will be provided on how to access sites such as Bookshare.org as well as the Assistive Technology reading tools. The Office of Disability Services provides training on all Assistive Technology applications that are provided by either the service provider or the Accessibility Specialist.

Copyright

A student will not copy, share, or reproduce any provided materials in accordance with the United States copyright laws. Students may be required to sign an agreement before materials can be distributed.

Feedback and troubleshooting

If there are any issues with finding, downloading, opening, or reading of any Alternative Format Materials students should contact either the Accessibility Specialist or a representative of the Office of Disability Services as soon as possible so that it may be remedied. It is the student's obligation to report access issues to the Office of Disability Services and their instructor.

SECTION 4 B:

Attendance Accommodations – CAS and SBS

University attendance policy (from the CAS and SBS Student Handbook)

Students are expected to attend all classes. Attendance is an integral aspect of enhancing academic success. Requirements for attendance and class participation are established by the instructor of each course. Students are responsible for all material and information covered in classes they miss. Students are expected to carefully consult individual course syllabi for course-specific attendance policies, as they may vary by class.

Attendance as an essential element of a course

Class attendance policies are determined by the course instructor or academic departments who teach the course(s). The number of allowable absences may depend on the interactive or participatory nature of a course. If attendance is determined to be an essential element of a course, students must work with the faculty to determine the maximum number of classes that can be missed without compromising the integrity of the course prior to determining the appropriate accommodations.

Attendance accommodations

For students who have chronic conditions with random or cyclical acute episodes which may impact their ability to attend class, accommodations to adjust for the impact of disability-related absences may be appropriate. Attendance accommodations should be established in advance, and not retroactively.

If approved, the Office of Disability Services will provide an accommodation letter that establishes the student's eligibility for attendance-related accommodations. The Office of Disability Services encourages students to deliver their accommodation letters to each of their instructors and discuss the nature and logistics of their need for an attendance accommodation at the beginning of each term. An accommodation letter be delivered to an instructor to be valid in a given course

Attendance accommodation language to appear on accommodation letter:

“The student may experience disability-related absences and is eligible for appropriate accommodations related to class attendance. Attendance accommodations are determined on a course-by-course basis. Prior to determining the appropriate accommodations, the student and instructor should meet to determine how many disability-related absences are reasonable without compromising the integrity of the course. Reasonable attendance accommodations may include, but are not limited to, allowance for disability-related absences, extended time to complete coursework and/or assessments, or media-assisted attendance and/or participation. Once determined, the student and instructor will

complete an Attendance Accommodation Agreement form. It is the student's responsibility to inform the instructor of a disability-related absence in a timely manner (in advance whenever possible). Attendance accommodations must be agreed upon in advance and are not retroactive to disability-related absences. The student's service provider in ODS can help facilitate the process of determining the appropriate level of accommodation.”

For students with an approved attendance accommodation

As with other class-related accommodations, it is the student’s responsibility to disclose that they are registered with the Office of Disability Services by providing an accommodation letter to the instructor of each course in which they would like to use their accommodations. Since the attendance accommodation will vary from course to course, the student should discuss the use of this accommodation in their respective courses. During this conversation, the student is not required to share their diagnosis or details about their disability beyond the frequency with which attendance may be impacted, and should never provide medical records, doctor’s notes or other disability documentation to their instructors. During that meeting, the student and instructor will discuss the extent to which accommodations to the course attendance policy may be reasonable for a particular course. The Office of Disability Services staff is available to consult with students and instructors on issues concerning disability and attendance and can facilitate the completion of an attendance accommodation agreement.

Accommodation procedures: Step-by-Step

1. Student will request their accommodation letters from the Office of Disability Services each semester. The Office of Disability Services encourages students to request their letters prior to or at the start of each semester, unless extraordinary circumstances prevent them from doing so.
2. Student will meet one-on-one with each instructor
 - a. Provide instructors with accommodation letters and discuss each accommodation
 - b. Discuss with instructors how attendance, due dates, and participation are designed in the course, and what reasonable accommodations can be made without compromising the integrity of the course.
 - c. After the student discloses their status with the instructor, ODS can assist in determining the appropriate level of accommodation.
3. Student and instructor will determine how many disability-related absences are reasonable and will agree upon the appropriate level of accommodation for the respective course. ODS may assist in making this determination.
 - a. Determining whether attendance is an essential component of class (questions to consider)

- i. Is there classroom interaction between the instructor and students and among students?
 - ii. Do student contributions constitute a significant component of the learning process?
 - iii. Does the fundamental nature of the course rely on student participation as an essential method for learning?
 - iv. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
 - v. What do the course description and syllabus say?
 - vi. Which method is used to calculate the final grade?
 - vii. What are the classroom practices and policies regarding attendance?
 - b. Once the maximum number of allowable disability-related absences, if any, and appropriate attendance accommodations are agreed upon, the student and faculty will complete the Attendance Accommodation Agreement form. The Attendance Accommodation Agreement form is available at ODS and should be provided to the instructor by the student or student's service provider in ODS. Both the student and instructor should retain a copy of the completed form for their records.
4. If the student and instructor are not able to determine how many disability-related absences are reasonable or the appropriate level of accommodation, they should contact the student's service provider in the Office of Disability Services, who will provide additional consultation. In the event of such consultation, the student, instructor, and service provider will work as a team to attempt to determine a reasonable level of accommodation. If an accommodation plan is determined, the student and instructor will complete an Attendance Accommodation Agreement form. If it is determined that the requested accommodation will substantially alter essential course components, the request will be deemed unreasonable. At this time, alternative accommodations will be explored. If a request is still determined to be unreasonable, the service provider will communicate this in writing to the student. In this event, the student may choose to follow the grievance procedures outlined in section 14 of this handbook

Suggested attendance accommodations

Attendance accommodations will be determined on a course-by-course basis. Some examples of reasonable attendance accommodations may include, but are not limited to: allowance for disability-related absences without impacting the student's grade; extended time to complete coursework affected by disability-related absences without penalty to the grade (in most cases, the extension will be equivalent to the amount of time missed during disability-related absence); exam postponement (equivalent to the amount of time missed during disability-related absence); alternative assignments (must provide equivalent learning outcomes to original assignment); alternative modes of participation (including, but not limited to media-assisted communication such as Canvas, Zoom, Teams, etc.); or recording.

When a class is missed due to a disability-related absence, a general rule for determining a reasonable timeframe for a makeup or postponement of an assignment (such as a paper, exam or quiz) is the time equivalent to that which was missed. In certain courses, it may be appropriate to consider an alternative assignment, reading or project to make up for a missed class discussion or project. The decision to provide alternative assignments is at the discretion of the instructor based on course requirements. Additionally, the ability to submit course work missed due to a disability-related absence without grade penalty may be an appropriate accommodation.

Communication regarding absences and accommodation usage notice

Students are expected to maintain regular communication with their instructors about disability-related absences, and should inform their instructors of disability-related absences in advance or as soon as possible. If the student does not provide prompt communication about a disability-related absence, the absence may not qualify for coverage under the agreed upon attendance accommodation. Only disability-related absences are covered under the agreed upon attendance accommodation. Absences due to common illnesses, personal conflicts, or other non-disability reasons should be held to the standard course attendance policy. The student should be in contact with both their Disability Services case provider and instructors in advance if they suspect that they will not be able to meet the terms of the agreed upon attendance accommodation.

If a student feels that they have experienced extenuating circumstances that qualify them for an Incomplete or a Late Course Withdrawal, they are encouraged to review the process in the Suffolk University Student Handbook. Having a disability and/or being registered with the Office of Disability Services is not considered an extenuating circumstance in and of itself for otherwise qualified students.

Attendance Accommodations – Law School

Suffolk University Law School attendance policy

Each student is expected to perform all class assignments and to attend class meetings regularly and in a punctual manner. Failure to do so may result in exclusion from the course, which may result in a grade of No Credit, F, probation, suspension, or dismissal.

Excused Absences Beyond the Applicable Absence Limitation

The Dean of Law and Graduate Student Affairs may make a determination that, on account of extraordinary circumstances affecting an extended period of time, a student shall be excused for a limited amount of time beyond the Applicable Absence Limitation. Such extraordinary circumstances must relate to health, bereavement, family, military, or significant personal issues.

Attendance accommodations

For students who have chronic conditions with random or cyclical acute episodes which may impact their ability to attend class, an accommodation to adjust for the impact of disability-related absences may be appropriate. If approved, the Office of Disability Services will provide an accommodation letter that establishes that a disability-related absence meets the threshold of being considered an extenuating circumstance under the Excused Absences Beyond the Applicable Absence Limitation policy.

Attendance notification language to appear on accommodation letter:

‘The student has documentation of a condition that may result in disability-related absences. This notification establishes that a disability-related absence meets the threshold of being considered an "extraordinary circumstance" under Paragraph 8 (Excused Absences Beyond the Applicable Absence Limitation) of the Suffolk University Law School Academic Standards Policy. If the student exceeds the Applicable Absence Limitation due to disability-related absences, they must contact the Dean of Law and Graduate Student Affairs. Excusals and reasonable accommodations are reviewed at that stage and are determined on a case-by-case basis at the discretion of the Dean of Law and Graduate Student Affairs.’

In the event that disability-related absences result in excess absences, the student will request absence excusals with the Dean of Law and Graduate Student Affairs. The attendance notification on the accommodation letter will serve to notify the Dean of the student’s eligibility for attendance accommodations. The Dean will review the request, make a determination, and, if approved, communicate with the student’s professor(s).

Students enrolled in joint degree programs with the Suffolk University Law School

In the event that students are enrolled in a joint degree program that involves taking courses at both the Law School and CAS/SBS, the appropriate attendance accommodation policies for each school apply to the respective courses.

SECTION 4 C:

Ability to Audio Record

For students who have disabilities which may impact their ability to make a record of information in the classroom environment, audio recording accommodations may be necessary. In these cases, The Office of Disability Services will grant “Ability to Audio Record” as a reasonable accommodation that will appear on the student’s accommodation letter.

Disclosure

In accordance with applicable State and Federal laws, students who will be utilizing an audio recording accommodation must inform the instructor of their intent to do so prior to any recording taking place. Providing a copy of the accommodation does not constitute proper notice. Because classmates and other individuals in the class cannot be recorded without their knowledge, the instructor should inform the class (without revealing the identity of the student using the accommodation) that recordings may take place over the course of the semester.

Audio Recording Accommodations

Audio recording accommodations may include, but are not limited to, the use of a dedicated audio recording device (such as a tape or digital audio recorder), the use of an audio-recording smart pen, and/or the use of a computer or mobile device with an audio recording application. The use of either a computer or mobile device i) will be accompanied by an additional accommodation for the use of a computer or mobile device in the classroom and ii) must adhere to course policies regarding other use of the device. Non-compliance with course policies regarding use of such devices may result in loss of the accommodation for that particular course. In such an event, alternative accommodations may be explored.

Audio recording accommodation language to appear on accommodation letter:

“Under certain circumstances, the student will audio record the classroom experience for personal use in study and preparation related to the class. A student is required to inform the instructor of their intent to use this accommodation prior to the first day of recording. Because classmates and other individuals in the class cannot be recorded without their knowledge, the instructor should inform the class (without revealing the identity of the student using the accommodation) that recordings may take place over the course of the semester. Recordings may be created using a dedicated recording device, mobile device, or audio recording/audio note-taking software. Recordings created by the instructor are a suitable alternative. The use of this accommodation does not permit the student to share or distribute the recordings without the consent of the instructor.”

Sensitive Course Content

Information presented in class may be of a sensitive nature, including, but not limited to, patient information, intellectual property, or un-published research data. In the event that an audio recording accommodation raises concern for the security of this information, the student and/or instructor should contact ODS to establish appropriate guidelines for the use of the accommodation as well as the resulting recorded material. ODS can provide an agreement form that includes clearly stating guidelines regarding student usage, distribution, disclosure of information, student confidentiality, copyright protection, etc. ODS can also provide an audio recording application that limits the distribution of recordings. In the event that these do not provide adequate protection for the sensitive data, alternative accommodations may be explored.

Student Usage

Audio recordings collected during class are for the use of the student receiving the audio recording accommodations. Recordings are not to be shared, published, distributed to classmates, or others, or disseminated in any way without written permission from the instructor. Failure to adhere to this policy may result in loss of the audio recording accommodation for that particular course.

Audio Recording Agreement

If necessary, the Office of Disability Services can provide an audio recording agreement to establish parameters for the use of the accommodation in an individual course.

Audio Recording Equipment

Students with audio recording accommodations may choose to use one of a multitude of available recording technologies. Some examples include, but are not limited to: dedicated digital or tape recorders, audio recording smart pens, laptop or mobile phone with audio recording application. This accommodation may, in many cases, be accompanied by another device-specific accommodation, but should be inclusive of the student's preferred means of audio recording. The use of any of these or other audio recording devices should not be disruptive to the class. If the instructor has questions about a particular audio recording device, they are encouraged to contact the Office of Disability Services.

SECTION 4 D:

Exam Accommodations

For students who have disabilities which may impact their performance on course assessments, such as exams, tests, quizzes, etc., exam accommodations may be necessary. In these cases, the Office of Disability Services will work with the student to determine the appropriate exam accommodations based on the functional impact of their disability. Exam accommodations may include, but are not limited to accommodations such as “Time and a half (1.5 times) testing,” the use of a “Semi Private Test Environment,” or the ability to work with a “Reader” or “Scribe, in addition to the use of auxiliary aids such as assistive technology. When appropriate, students will be granted multiple exam accommodations that may be used in combination to provide the necessary outcome.

CAS/SBS: The application of accommodations may vary on a course-by-course basis, and the student should discuss which usage is most appropriate with their instructor and/or service provider from the Office of Disability Services.

Law: To preserve the integrity of the anonymous grading system in the Law school, students should not discuss exam accommodations with their instructors.

Types of assessments

Once exam accommodations are granted, they become applicable for use on most types of in-class assessment, including, but not limited to: quizzes, pop quizzes, tests, exams, midterm and final examinations, problem sets, laboratory practical exercises, in-class writing/journaling assignments, etc., and most outside assessments that are considered to be exams, such as Canvas tests and quizzes and other forms of “take home tests” assigned to be completed in 24 hours or less. Participation and performance tasks are not covered by exam accommodations and will be indicated by additional accommodations that will be granted by the student’s service provider when appropriate.

Factors to be accommodated

By nature, exams incorporate factors for both the engagement of content and the demonstration of mastery. Factors to be accommodated may include those tasks associated with providing equal opportunity for students with disabilities to engage the content of the assessment. Such factors may include, but are not limited to time, formatting, testing environment, as well as major life functions, as set forth by the Americans with Disabilities Act, such as reading, writing, hearing, seeing, etc. Tasks that represent essential course elements may only be accommodated when they do not compromise the learning outcomes of the assessment. Examples of essential course elements may include tasks such as recall, application, analysis, association, synthesis, as well as specific functions such as definition of terms, translation, calculation, etc. The Office of Disability Services will determine reasonable accommodations that provide the student with equal opportunity to engage the assessment and perform to their ability. When necessary, the

service provider will work with the instructor to determine which factors represent essential components of an assessment.

CAS/SBS: When determining the most appropriate application of exam accommodations, the student and instructor should consider all essential, pedagogical components of the assessment.

Law: The student and service provider will discuss the most appropriate application of accommodations and, when necessary, the service provider will communicate with the Office of Academic Services and/or the instructor.

Accommodation, not modification

Exam accommodations are designed to make reasonable adjustments to the factors indicated above, without compromising the integrity of the assessment. The Office of Disability Services will not grant and does not support modifications to exams that alter the academic standards set forth by the instructor, the academic department, or the University.

Exam Accommodations

Accommodation letter language for the most frequent exam accommodations granted is included below:

Extended time testing – Time and a Half (listed below), Double Time – CAS/SBS

“The student may require time and a half to complete timed course assessments. Timed assessments may include, but are not limited to, exams, quizzes, tests, and writing assignments that are assigned to be administered within the scheduled class period. Assessments are not limited to just those listed on the course syllabus, but also include any assessment done spontaneously or planned but not announced to the class. Instructors should be aware of their students' accommodations needs when scheduling such an assessment and work with the Office of Disability Services ahead of time. Extended time for assessments constitutes "time and a half" based on class time allotted for the assessment (i.e., a 60-minute exam will provide a student with 90 minutes to complete the exam). Instructors may provide this accommodation by allowing a student extended time directly before or immediately after a scheduled assessment time, during office hours, or at any other mutually agreed upon time and location. The student may require assessments to be proctored at the Office of Disability Services. Please refer to "ODS Proctoring Guidelines" included in this letter.”

Extended time testing – Time and a Half (listed below), Double Time – LAW

“The student will receive 50% additional time on all examinations. The receipt of additional time will alter the student's examination schedule. Please refer to "Academic Services proctoring guidelines" included in this letter.”

Semi-Private Exam Room- CAS/SBS

“The student may require a semi-private environment in which to take timed class assessments (quizzes, exams, etc.) for the duration of the assessment period. Instructors may administer their assessments at a pre-determined time and location that may include, but not be limited to, office hours or other department locations. The student may require assessments to be proctored at the Office of Disability Services. Please refer to "ODS Proctoring Guidelines" included in this letter.”

Semi-Private Exam Room- LAW

“The student requires a separate exam room, or an exam room with as few students as possible, in which to take timed assessments, such as midterms and final exams. Please refer to "Academic Services proctoring guidelines" included in this letter.”

Exam Proctoring – Reader, Scribe, or Reader/Scribe (Listed below)

“Based upon the nature of the disability, a student may require a reader and/or scribe to complete an exam. This accommodation will always be used in conjunction with Separate Setting for Exams and will be administered through the Office of Disability Services. It is the responsibility of the student to make arrangements for this accommodation with reasonable advanced notice.”

Establishing approved exam accommodations – CAS/SBS

As with other class-related accommodations, it is the student’s responsibility to disclose that they are registered with the Office of Disability Services by providing an accommodation letter to the instructor of each course in which they would like to use their accommodations. Students are encouraged to discuss the logistics of their exam accommodations with their instructors to pre-determine how each accommodation will best apply to a course. The student and instructor should discuss all logistical factors that may impact the delivery of exam accommodations. Factors to consider include, but are not limited to, amount of time permitted during typical assessments, both the student and instructor class schedule (including availability before and after class), the instructor’s office hours and office location, etc., in addition to the student’s preferred method of using their accommodations. If the student and/or instructor cannot determine the most appropriate way to administer a student’s exam accommodations, they should contact the Office of Disability Services to discuss solutions.

Exam accommodation usage

Instructors are encouraged to proctor their own exams. Methods of doing so may include allowing the student to begin the exam early or stay late, allowing the student to test in your office or departmental space, or meeting the student at another day and time to proctor the exam. If the instructor is unable to proctor and exam to meet the level of accommodation needed or if the student is eligible to make use of “Distraction Reduced Test Environment,” “Use of a

Computer on Exams,” “Use of Assistive Technology on Exams,” “Reader,” and/or “Scribe” accommodations, they may schedule to take a test at the Office of Disability Services.

Taking exams at the Office of Disability Services

The Office of Disability has multiple testing rooms available and can accommodate a variety of students and a wide range of accommodations simultaneously. ODS’ testing rooms are monitored by closed-circuit video surveillance. In many cases, the testing space at ODS will offer a reduced distraction environment when compared to the classroom.

To schedule to take an exam at the Office of Disability Services, the student should schedule it in advance according to the Exam Accommodations Policy and Procedures document that is available in print at the Office of Disability Services and online at the following site: <http://www.suffolk.edu/academics/3804.php>. The Exam Accommodations Policy and Procedures are subject to change.

Establishing approved exam accommodations – LAW

All law school examinations are scheduled through the Office of Academic Services. Before the exam period, students will receive a written notification from the Academic Services to confirm the exam accommodations, times, locations, and instructions for each scheduled examination. Under no circumstances should students discuss exam accommodations with their professors. All questions and concerns should be directed to the Office of Disability Services. Maintaining the integrity of the anonymous grading system is a student’s responsibility and a critical component to the student code of conduct.

Academic Honesty

The Office of Disability Services upholds the University’s Academic Honesty Policy. Misconduct of any kind will not be tolerated. In the event that a student is suspected of violating the Academic Honesty Policy, the Office of Disability Services will report the incident to the instructor.

SECTION 4 E:

Extended Time of Coursework – CAS/SBS

For students who have disabilities which may impact their ability to complete coursework within the assigned timeframe, coursework deadline extensions may be necessary as a matter of accommodation. In these cases, the Office of Disability Services will grant “Extended Time on Coursework.” The application of this accommodation may vary on a course-by-course and/or assignment-by-assignment basis and the student should discuss the extension that is most appropriate with their instructor.

Coursework extension accommodations

Due to the varying nature of conditions that may warrant coursework extensions and the varying nature of assignments, students should determine accommodation request parameters with their instructors at the beginning of the semester. The student and instructor should consider all logistical factors related to the course and the assignment when determining the appropriate extension. Factors to be considered include things such as the type and size of assignment, the pacing of the course, the standard amount of time allotted for the assignment, etc. Students must establish use of the coursework extension accommodation on an assignment-by-assignment, as-needed basis. Extensions must be arranged with their instructor prior to the assigned due date. For students who have chronic conditions with random or cyclical acute episodes, communication guidelines for use of this accommodation should be pre-determined with each instructor. Coursework extensions may not be granted retroactively.

Course work extension accommodation language to appear on accommodation letter:

“The student may require extended time to complete assignments and are eligible for reasonable flexibility with deadlines. Assignments may include, but not be limited to, written assignments, homework assignments, presentations, and other project work. The use of this accommodation should be initiated by the student on a per-project basis prior to the due date. There must be an interactive process for determining an appropriate extension in the spirit of providing reasonable accommodations. The Office of Disability Services (ODS) is able to assist in facilitating this process.”

Coursework extensions accommodation usage

Coursework extensions are not considered open-ended, and do not alter University established deadlines that coincide with end of term and submission of grades. If a student feels that they have experienced extenuating circumstances that qualify them for an Incomplete or a Late Course Withdrawal, they are encouraged to review the process in the Suffolk University Student Handbook. Having a disability and/or being registered with the Office of Disability Services is not considered an extenuating circumstance in and of itself for otherwise qualified students.

Extended Time on Coursework – LAW

Essential performance standards, section I: Time Management Skills: A candidate must be able to meet deadlines, keep scheduled appointments, and manage their time to satisfactorily complete all assignments and administrative tasks within the allotted timeframe.

While timeliness of coursework is an essential performance standard in the Law School, students may experience disability-related barriers and qualify for an extension accommodation. A coursework extension must be requested with the Dean of Law and Graduate Student Affairs and will be reviewed on a case-by-case basis. The review process typically includes the determination of 1) if the request is based on extenuating circumstances, 2) if an extension would compromise the integrity of the assignment, and 3) whether there are additional factors, such as time-bound elements of the assignment.

Course work extension accommodation language to appear on accommodation letter:

“The student may require extended time to complete assignments. This notification establishes that the student's disability can, at times, meet the threshold of being considered an "extraordinary circumstance." The use of this accommodation should be initiated by the student on a per-assignment basis prior to the due date by contacting the Office of Disability Services or the Dean of Law and Graduate Student Affairs. Extension requests are reviewed at that stage and are determined on a case-by-case basis.”

SECTION 4 F:

Note Taking Accommodations

For students who have disabilities which may impact their ability to make a record of information in the classroom environment, note taking accommodations may be necessary. In these cases, The Office of Disability Services will grant “Copies of Class Notes” as a reasonable accommodation that will appear on the student’s accommodation letter. Note taking accommodations cannot guarantee the retroactive provision of notes.

Copies of Class Notes accommodation language to appear on accommodation letter:

“The student may require copies of class notes from the instructor or a peer in the class. Copies of notes are intended to provide a supplement to the student’s own in-class learning. In courses where the instructor provides notes (PowerPoint slides or other), those notes may be sufficient. In some cases, the student will also need a copy of peer notes. The student must identify courses for which they need a copy of notes to the Office of Disability Services. ODS will work with the course instructor to identify a peer in the class to provide notes. In order to maintain confidentiality, ODS may serve as an intermediary between the student providing and the student receiving the notes. If the student prefers, they may ask the instructor directly or seek out a peer in the class to share notes.”

Note Taking Accommodation Requests

In most cases, the student will discuss their “copies of notes” requests directly with their instructor and will determine the best method for the provision of notes. The student should inform the instructor if they wish their request to remain confidential. If the student prefers, their service provider from the Office of Disability Services can assist in advocating with their instructor to help determine and establish a copies of class notes accommodation. In courses where the instructor’s notes are available, the student and instructor should determine if they meet the level of accommodation necessary, keeping in mind that “copies of notes” are intended to provide a supplement to the student’s own notes of the in-class exercises. In courses where notes from a peer in the class are more appropriate, the student and instructor can determine the best way to establish and facilitate copies of class notes. The instructor should recommend a volunteer who can provide a copy of their notes as a supplement. This can be achieved by making a direct recommendation (without disclosing the identity of the student who is receiving the notes, unless the student specifically requests doing so), or by asking the class for a volunteer to provide a copy of their notes.

Provision of Notes

Copies of Class Notes requests

Depending on the way in which the student and instructor establish this accommodation, notes can either be provided directly to the student by the instructor, by a peer, or by an instructor via a

peer, to protect confidentiality. In some cases, the peer providing notes can submit them to the Office of Disability Services, who will post them in a secure location. Notes should be provided in a format that is accessible to the student receiving the accommodations, which may require that the notes be typed. For questions regarding the provision of notes, students should contact their service provider in the Office of Disability Services.

Feedback on provided notes

Note taking accommodations are designed to provide a supplemental copy to the student's own notes. However, if the student has feedback on the quality of the notes being provided by a note taking accommodation, they should contact the Note Taking Coordinator in the Office of Disability Services.

Limitations

The expectation of peer notes is that they provide a general record of information and key concepts as they are addressed in class. Notes may be handwritten or typed. Notes will not include a full transcript of the class. We cannot guarantee that the notes will receive editing or additional formatting beyond what is done in class.

Copies of notes and class attendance

Note taking accommodations are not intended for the purpose of replacing class attendance. In some cases, note taking can be included as part of an attendance accommodation, which should be arranged on a course-by-course basis.

The Office of Disability Services will not continually monitor attendance for the provision of notes. However, the faculty have the right to not provide notes on a day when a student is absent, unless otherwise determined in conjunction with the student's service provider in ODS.

SECTION 4 G:

Alternative Methods of Participation – CAS/SBS

For students who have disabilities that may impact their ability to interact with others and/or respond in class, alternative methods of participation that do not fundamentally alter essential elements of a course may be necessary. In these cases, The Office of Disability Services will grant “Alternative Methods of Participation” as a reasonable accommodation that will appear on the student’s accommodation letter.

Participation as an essential element of a course

In-class participation policies are determined by the course instructor or academic departments. The course content often dictates the interactive or participatory nature of a course. If participation is determined to be an essential element of a course, students must work with the instructor to determine a reasonable alternative that can be employed without compromising the integrity of the course.

The “spirit” of participation accommodations

In-class participation takes place in a variety of ways in both the traditional, experiential, and the technology-enhanced classroom. Because of this, it is impossible to create an exhaustive list of potential factors to accommodate. The student and instructor should discuss methods of participation that both meet the spirit of the participation requirement and meet the accommodation needs of the student without compromising the integrity of the course. If the student and/or the instructor have questions on how to best achieve this through alternative arrangements, they should contact the Office of Disability Services prior to the participation to be accommodated.

Alternative methods of participation as an accommodation

Participation accommodations will be determined on a course-by-course basis. Some examples of reasonable accommodations may include, but are not limited to: alternative methods of response to question and answer and/or discussion, cues for more predictable requests during participation, extended response time, priority and/or facilitated group selection, etc. Participation accommodations should be established prior to the participation for which accommodations are being requested, and not retroactively.

Participation accommodation language to appear on accommodation letter:

“The student is eligible for appropriate accommodations related to class participation. Recommended accommodations include, but are not limited to, alternative methods of response and more predictable participation requests. This accommodation does not exempt students from participation in class. Instructors are encouraged to contact the

student's service provider at the Office of Disability Services to determine the appropriate level of accommodation.”

In such cases when participation is fundamental to a course, alternative means of participation may not be possible without compromising the integrity of the course. In those cases, alternative accommodations will be explored.

Alternative Methods of Participation – LAW

Essential performance standards, section 1I: Communication Skills: A candidate must be able to participate, be called upon without advanced warning, and answer questions in a classroom or other instructional setting. A candidate must be able to communicate with members of the law school faculty and administration without the assistance and intervention of third parties.

While communication in this way is an essential performance standard in the Law School, students may experience disability-related barriers and qualify for a participation-based accommodation. A participation accommodation must be arranged on a course-by-course basis. A student may choose to communicate with their professor directly, or may choose to have their service provider in the Office of Disability Services contact their professor.

Course work extension accommodation language to appear on accommodation letter:

“The student has documentation of a condition that may affect their ability to engage in spontaneous class participation (e.g. cold-calling). This notification establishes that the student qualifies for reasonable accommodations that provide flexibility with, or alternatives to, in-class participation, except when spontaneous participation is an essential course component. Reasonable accommodations may include, but are not limited to, opportunities for more predictable participation. In most cases, this accommodation will not exempt students from participation in class. Exemption from in-class participation is at the discretion of the instructor. The Office of Disability Services may work with the student and instructor to assist in determining the appropriate level of accommodation.”

SECTION 4 H:

Presentations

For students who have disabilities that may impact their ability to give a presentation in class, presentation accommodations or alternative methods of presentation that do not fundamentally alter essential elements of a course may be necessary. In these cases, The Office of Disability Services will grant “Presentations” as a reasonable accommodation that will appear on the student’s accommodation letter.

Presentations as an essential element of a course

In-class presentations are a common component to many courses on the University level, and can be structured in a variety of ways, such as individual speeches or group presentations. In some cases where the act of presenting is not an essential element of an assignment, alternative presentation methods may be appropriate. If the act of presentation itself is determined by the instructor to be an essential element and learning outcome of the assignment, students must work with the instructor to determine a reasonable accommodation that can be employed without compromising the integrity of the course.

Presentation accommodations

Presentation accommodations will be determined on a course-by-course basis. Some examples of reasonable accommodations may include, but are not limited to preferential or predictable scheduling of presentation date, use of podium, extended time to present, presentation to a smaller audience, etc. Alternative methods of presentation, when appropriate, may include things such as the use of multimedia to submit a recorded presentation. Presentation accommodations must be established prior to the presentation for which accommodations are being requested, and not retroactively.

Participation accommodation language to appear on accommodation letter:

“The student may require appropriate accommodations related to individual or group presentations. Recommended accommodations include, but are not limited to extended time to present, reduced audience (e.g. presenting to the instructor or designee privately or presenting to smaller group), alternative presentation methods, advanced notice of presentations, and pre-arranged order of giving a presentation. The student must request the use of this accommodation with reasonable notice prior to the scheduled presentation. Instructors are encouraged to contact the student’s case manager at the Office of Disability Services to determine the appropriate level of accommodation.”

SECTION 5:

Assistive Technology

The Office of Disability Services has a collection of assistive technology and a computer lab with assistive application located on the 9th floor of 73 Tremont. 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, and we frequently purchase new technology as the needs of our students change. Please check with ODS to see what we have available. A sample of technology we have available is as follows:

- **ViewPlus Rogue** - Braille/tactile graphics embosser
- **Freedom Scientific Focus Blue** - Refreshable braille display
- **Echo pens** (Live Scribe) – Audio recording smart pens
- **Glean** – Audio note taking software
- **Read&Write** – Text-to-speech software
- **Equatio** – Advanced equation editing software

SECTION 6:

Service Animal Policy

Suffolk University recognizes the importance of Service Animals to individuals with disabilities and has established the following policy regarding Service Animals. This policy ensures that people with disabilities, who require the use of Service Animals to provide equal access or as a reasonable accommodation, receive the benefit of the work or tasks performed by such animals and/or the therapeutic support they provide. Suffolk is committed to allowing people with disabilities the use of a Service Animal on campus to facilitate their full-participation and equal access to the University's programs and activities. Set forth below are specific requirements and guidelines concerning the appropriate use of and protocols associated with Service Animals.

In accordance with the Americans with Disabilities Act, Service Animals are permitted in University facilities for persons with disabilities. Access for Service Animals in university buildings, residence halls and/or at university events does NOT require documentation of disability.

Students with disabilities in the College of Arts and Sciences, the Sawyer School of Business, or the Law School who have questions should contact the Office of Disability Services. Employees should contact Human Resources. Visitors to Suffolk's campus seeking further information regarding Service Animals should contact the coordinator of the program or event that they will be attending. Suffolk University reserves the right to amend this policy as circumstances require.

Definition of a Service Animal: A "Service Animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability. In some cases, a miniature horse may be permitted as a Service Animal. Other animals, whether wild or domestic, do not qualify as Service Animals.

Examples of such work or tasks include, but are not limited to guiding a person with impaired vision, alerting a person with a hearing impairment, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, and/or performing other duties. Service Animals are working animals, not pets. The work or task a Service Animal has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as Service Animals.

Health and Well-being of a Service Animal:

- **Identification, License, and Tags:** The Service Animal should wear a harness, identification tag or other gear that identifies its working status. If there is not a visible tag, University officials may ask the handler if the Service Animal is a working animal. All Service Animals must have an Owner identification tag. If the Service Animal is a dog, it must be licensed from an approved training program or have current license tags from local authorities.

- **Training:** Service Animals must be individually trained to do work or perform tasks for the benefit of the individual with a disability.
- **Control:** If appropriate, the Service Animal must be on a leash, unless the leash would inhibit the Service Animal's ability to be of service. Otherwise the Service Animal must be under voice control.
- **Health:** The Service Animal must be in good health. Service Animals living in University housing must have an annual clean bill of health from a licensed veterinarian.
- **Vaccination:** In accordance with local ordinances and regulations, the Service Animal must be immunized against diseases common to that type of animal. Dogs must have current vaccination against rabies and wear a rabies vaccination tag. Local licensing requirements must be followed.
- **Other Conditions:** The Office of Disability Services, Residence Life & Housing or Human Resources may place other reasonable conditions or restrictions on the Service Animal depending on the nature and characteristics of the Service Animal.

Guidelines for Maintaining a Service Animal: The following guidelines apply to all Service Animals and their Owners unless the nature of the documented disability of the Owner precludes adherence to these guidelines, and permission for a variance from the guidelines has been granted by the Office of Disability Services, or Human Resources Office.

Care and Supervision: Care and supervision of a Service Animal are the responsibility of the Owner. The Owner is required to maintain control of the Service Animal at all times. The Owner is responsible for ensuring the cleanup of the Service Animal's waste. Indoor animal waste must be placed in a sturdy plastic bag before being disposed.

Removal of Approved Animals: Suffolk University may exclude/remove a Service Animal when (i) the Service Animal poses a direct threat to the health or safety of others; (ii) the Service Animal's presence results in a fundamental alteration of the University's program; or (iii) the Owner does not comply with Owner's responsibilities in University housing, in University facilities and/or at University events.

Disruption: The Owner of a Service Animal that is unruly or disruptive may be asked to remove the Service Animal from University facilities. If the improper behavior happens repeatedly, the Owner may be required to take significant steps to mitigate the behavior before bringing the Service Animal into any University facility. Mitigation may include, but is not limited to, muzzling a barking animal, obtaining refresher training for both the Service Animal and the Owner, and other appropriate measures.

Damage: Owners of Service Animals are solely responsible for any damage to persons or University property caused by their Service Animals.

Areas off Limits to Animals: The University may prohibit the use of Service Animals in certain locations because of health and safety restrictions. Restricted areas may include, but are not limited to: custodial closets, boiler rooms, facility equipment rooms, research laboratories, classrooms with research/demonstration animals, areas where protective clothing is necessary,

wood and metal shops, motor pools, rooms with heavy machinery, and areas outlined in state law as being inaccessible to Service Animals.

Exceptions may be granted on a case-by-case basis. To request an exception, the Owner must contact the Office of Disability Services or, in the case of employees, Human Resources or the appropriate department representative.

Requirements for Faculty, Staff, Students, and Other Members of the University

Community: Members of the University community are required to abide by the following practices:

- They are to allow a Service Animal to accompany its Owner at all times and in all places on campus, except where animals are specifically prohibited.
- They are not to touch or pet a Service Animal unless invited to do so.
- They are not to feed a Service Animal.
- They are not to deliberately startle a Service Animal.
- They are to immediately report any disruptive behavior to SUPD.
- They are not to separate or attempt to separate an Owner from their Service Animal.
- They are not to inquire for details about the Owner's disability(ies). The nature of a person's disability is a private matter.

Any questions regarding Service Animals or their Owners should be directed to the Office of Disability Services or, in the case of employees, Human Resources.

Service Animals in the Residence Halls: Students who reside on-campus and have a Service Animal that needs to reside with them on-campus do not need to register with the Office of Disability Services nor do they need to request housing accommodations. In advance of bringing a Service Animal to live on-campus, however, the Owner must register the Service Animal with the Department of Residence Life & Housing. Owner's Responsibilities for Service Animals in Residence Halls:

- The Owner is responsible for assuring that the Service Animal does not unduly interfere with the routine activities of the residence hall or cause difficulties for students who reside there.
- The Owner is financially responsible for the actions of the Service Animal including bodily injury or property damage. The Owner's responsibility covers but is not limited to replacement of furniture, carpet, window, wall covering, and the like. The Owner is expected to cover these costs at the time of repair and/or move-out.
- The Owner is responsible for any expenses incurred for cleaning above and beyond a standard cleaning or for repairs to University premises that are assessed after the student and Service Animal vacate the residence. The University shall have the right to bill the student account of the Owner for unmet obligations.
- The Owner's residence may be inspected for pests once a semester or as needed. The Department of Residence Life & Housing will schedule the inspection. If pests are detected through inspection, the residence will be treated using approved fumigation methods by a University-approved pest control service. The Owner will be billed for the

expense of any pest treatment above and beyond standard pest management in the residence halls.

- Service Animals may not be left overnight in University housing to be cared for by another student.
- Service Animals must be taken with the student if they leave campus for a prolonged period.
- The Department of Residence Life & Housing may relocate the Owner and Service Animal as necessary according to the license agreement.
- The Owner agrees to continue to abide by all other residential policies. Reasonable accommodation which may constitute an exception to a policy that otherwise would prohibit having a Service Animal does not constitute an exception to any other policy.
- Any violation of the above rules may result in immediate removal of the Service Animal from the University and may be reviewed through the Student Conduct System and the Owner will be afforded all the rights and procedures provided by that process.
- The Owner undertakes to comply with animal health and wellbeing requirements described in this policy.

SECTION 7:

Emotional Support Animal Policy

Suffolk University recognizes the importance of Emotional Support Animals to individuals with disabilities and has established the following policy regarding Emotional Support Animals. This policy ensures that people with disabilities, who require the use of Emotional Support Animals to provide equal access or as a reasonable accommodation, receive the benefit of the therapeutic support they provide. Suffolk is committed to allowing people with disabilities the use of an Emotional Support Animal in campus housing in accordance with the rules set forth below.

In accordance with the Fair Housing Act, residence students with documented disabilities are permitted to have an Emotional Support Animal in University housing when that Emotional Support Animal has been approved by the University as an accommodation. Typically, the presence of only one Emotional Support Animal will be approved per student. Emotional Support Animals are allowed only in the residence hall unit or campus apartment to which the individual with a disability is assigned by Residence Life and Housing Services. Individuals who do not live in University housing are not permitted to bring Emotional Support Animals to any University facilities.

Students with disabilities in the College of Arts and Sciences, Sawyer Business School, or Law School who have questions about Emotional Support Animals should contact the Office of Disability Services. Employees with disabilities who have questions about Emotional Support Animals should contact Human Resources.

Definition of an Emotional Support Animal: “Emotional Support Animals” are animals that provide emotional support, well-being, comfort, or companionship which alleviates one or more identified symptoms or effects of a person's disability. Emotional Support Animals are not Service Animals under Title III of the Americans with Disabilities Act. Therapy dogs are also not considered Emotional Support Animals when those dogs have not been individually trained to do work or perform tasks for the benefit of an individual with a disability. Some, but not all, animals that provide emotional support for persons with disabilities are professionally trained. Other Emotional Support Animals are trained by their Owners. In some cases, no special training is required. The Office of Disability Services will determine whether or not the animal provides the benefit needed as a reasonable accommodation by the person with the disability.

Permitted animals:

Animals that are permitted are those that qualify to be an Emotional Support Animal as defined in both Massachusetts state and federal law. Dangerous, venomous/poisonous, and/or illegal animals are not permitted.

Health and Well-being of an Assistance Animal:

- **Vaccination:** In accordance with local ordinances and regulations, the Emotional Support Animal must be immunized against diseases common to that type of animal. Dogs must have current vaccination against rabies and wear a rabies vaccination tag. Although not

mandated, cats should have the normal shots required for a healthy animal. Local licensing requirements must be followed.

- **Health:** Emotional Support Animals must be in good health as documented annually by a licensed veterinarian. Documentation can be a vaccination certificate for the Emotional Support Animal or a veterinarian's statement regarding the animal's health. The University has authority to direct that the Emotional Support Animal receive veterinary attention. Local licensing laws must be followed.
- **Leash:** If appropriate, the Emotional Support Animal must be on a leash, unless the leash would inhibit the Emotional Support Animal's ability to be of service.
- **Other Conditions:** The Office of Disability Services may place other reasonable conditions or restrictions on the Emotional Support Animal depending on the nature and characteristics of the Emotional Support Animal.

Procedures for Residence Students to Request Approval to Keep an Emotional Support

Animal: A residence student requesting permission to keep an Emotional Support Animal in University housing must make a formal request to the University's Office of Disability Services. To do so, the residence student should submit the appropriate "Housing Accommodation Form," as well as documentation of their disability to be reviewed by the Office of Disability Services. The form is available online at www.suffolk.edu/disability. This form is due to the Office of Disability Services no later than July 1st for new students and February 1st for returning students. While applications submitted after these dates will be accepted and considered, Suffolk University cannot guarantee that it will be able to meet late applicants' accommodation needs, including any needs that develop during the semester.

Documentation of the need for an Emotional Support Animal should follow the Office of Disability Services' guidelines for documentation of disability, and should generally include the following information:

- Verification of the student's disability from a physician, psychiatrist, social worker, or other mental health professional
- Statement on how the Emotional Support Animal serves as an accommodation for the documented disability from a physician, psychiatrist, social worker, or other mental health professional
- Statement on how the need for the Emotional Support Animal relates to the ability of the student to succeed at the University
- Current documentation of items requested must be dated within the last 12 months.

The Office of Disability Services will review documentation and arrange a meeting with the residence student requesting that an Emotional Support Animal be permitted in University housing. This policy will be carefully reviewed with the residence student at that time.

The Office of Disability Services will meet with the student to review their request for an Emotional Support Animal accommodation. In many cases, a determination will be made during this initial appointment (i.e. the intake appointment). In some cases, additional information may be needed to make a final determination. In those cases, a determination will be made in a timely manner. If the Office of Disability Services is able to approve a student's request The

Department of Residence Life & Housing Services will be notified. The student must register their approved Emotional Support Animal with the Department of Residence Life & Housing Services.

Once an approved Emotional Support Animal has been registered, the Department of Residence Life & Housing Services will make a reasonable effort to notify tenants in the residence building where the Emotional Support Animal will be located. Students with medical condition(s) who are affected by animals (e.g., respiratory diseases, asthma, severe allergies) are asked to contact the Office of Disability Services if they have a health or safety related concern about exposure to an Emotional Support Animal. Students with concerns not related to a medical concern should bring their concerns to the Director of Residence Life and Housing Services. The University is prepared to also reasonably accommodate individuals with such medical conditions that require accommodation when living in proximity to Emotional Support Animals.

The Office of Disability Services and the Office of Residence Life & Housing will resolve any conflict in a timely manner. Staff members will consider the conflicting needs and/or accommodations of all residence students involved.

Residence students, whose request for an Emotional Support Animal through this process is not granted, will have the opportunity to appeal such decisions. Information regarding grievances is available at suffolk.edu/disabilityservices. Students will also receive information about the appeals process upon notification of the decision regarding the request for disability accommodations.

Owner's Responsibilities for Emotional Support Animals in the Residence Halls: The Owner is responsible for maintaining control of the Emotional Support Animal at all times and assuring that the Emotional Support Animal does not unduly interfere with the routine activities of the residence hall or cause difficulties for students who reside there. The Owner is also responsible for ensuring that the Emotional Support Animal remains in the Owner's residence hall unit or campus apartment. Other than when entering and exiting the Residence Hall, the Emotional Support Animal is not permitted elsewhere in the Residence Hall or in any other campus facility or on other University property.

- The Owner is financially responsible for the actions of the Emotional Support Animal including bodily injury or property damage.
- The Owner is responsible for providing the Department of Residence Life & Housing Services with emergency contact information for an off-campus individual who can provide care for and make care-based decisions for the animal in the event that the Owner is unable to do so.
- The Owner is responsible for any expenses incurred for cleaning above and beyond a standard cleaning or for repairs to University premises that are assessed after the student and Emotional Support Animal vacate the residence. The University shall have the right to bill the student account of the Owner for unmet obligations.
- The Owner must notify the Office of Disability Services in writing if the Emotional Support Animal is no longer needed as an Assistance Animal or is no longer in residence. To replace an Emotional Support Animal, the Owner must submit a new request through the Office of Disability Services.

- The Owner's residence may be inspected for pests once a semester or as needed. The Department of Residence Life & Housing will schedule the inspection. If pests are detected through inspection, the residence will be treated using approved fumigation methods by a University-approved pest control service. The Owner will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.
- Emotional Support Animals may not be left overnight in University housing to be cared for by another student.
- Emotional Support Animals must be taken with the student if they leave campus for a prolonged period.
- Residence Life & Housing Services may relocate the Owner and Emotional Support Animal as necessary according to the license agreement.
- The Owner agrees to continue to abide by all other residential policies. Reasonable accommodation which may constitute an exception to a policy that otherwise would prohibit having an animal does not constitute an exception to any other policy.
- Any violation of the above rules may result in immediate removal of the Emotional Support Animal from the University and may be reviewed through the Student Conduct System and the Owner will be afforded all the rights and procedures provided by that process.
- The Owner undertakes to comply with animal health and well-being requirements described in this policy.

Guidelines for Maintaining an Emotional Support Animal: The following guidelines apply to all Emotional Support Animals and their Owners unless the nature of the documented disability of the Owner precludes adherence to these guidelines, and permission for a variance from the guidelines has been granted by the Office of Disability Services.

- Care and supervision of an Emotional Support Animal are the responsibility of the Owner. The Owner is required to maintain control of the Emotional Support Animal at all times.
- The Owner is responsible for ensuring the cleanup of the Emotional Support Animal's waste. Indoor animal waste must be placed in a sturdy plastic bag before being disposed.

Removal of Emotional Support Animals: Suffolk University may exclude/remove an Emotional Support Animal when the Emotional Support Animal poses a direct threat to the health or safety of others or the Emotional Support Animal's presence results in a fundamental alteration of the University's program, or the Owner does not comply with Owner's responsibilities in University housing.

Disruption: The Owner of an Emotional Support Animal that is unruly or disruptive may be asked to remove the Emotional Support Animal from University facilities. If the improper behavior happens repeatedly, the Owner may be required to take significant steps to mitigate the behavior before bringing the Emotional Support Animal into any University facility. Mitigation may include, but is not limited to, muzzling a barking animal, obtaining refresher training for both the Emotional Support Animal and the Owner, other appropriate measures.

Damage: Owners of Emotional Support Animals are solely responsible for any damage to persons or University property caused by their assistance animals.

Exceptions may be granted on a case-by-case basis. To request an exception, the Owner must contact the Office of Disability Services or in the case of employees, Human Resources.

Requirements for Faculty, Staff, Students, and Other Members of the University

Community: Members of the University community are required to abide by the following practices:

- They are not to touch or pet an Emotional Support Animal unless invited to do so.
- They are not to feed an Emotional Support Animal.
- They are not to deliberately startle an Emotional Support Animal.
- They are to immediately report any disruptive behavior to SUPD.
- They are not to separate or attempt to separate an Owner from their Emotional Support Animal.
- They are not to inquire for details about the Owner's disability(ies). The nature of a person's disability is a private matter.

Any questions regarding Emotional Support Animals or their handlers should be directed to the Office of Disability Services.

SECTION 8:

Residential Accommodations

Suffolk University is deeply committed to the full participation of students with disabilities in all aspects of University life, including residential life. All students (new and returning) must complete the following steps and provide all required information in order to be considered for a housing accommodation.

Housing accommodations are only based on disability-related needs and are determined on a case-by-case basis. Housing accommodations do not circumvent the standard housing process.

Housing accommodation process

To be eligible to receive housing accommodations all students (new and returning) must complete the following steps:

1. Complete the housing accommodations request form, located at Suffolk.edu/disability
2. Submit diagnostic documentation of your disability to the Office of Disability Services
3. Make an appointment with an ODS staff member prior to the respective deadline
4. During the intake appointment, the Office of Disability Services will review your documentation and need for housing accommodations. They will determine if you are eligible for those accommodations and make a recommendation to the Office of Residence Life & Housing, who oversees the housing placement process.

Types of housing accommodations

Housing accommodations are determined based on individual factors of living on campus in relation to major life activities and major bodily functions as outlined under the Americans with Disabilities Act. Common accommodations include, but are not limited to, placement in an appropriate location (building, floor, type of room), access to a kitchen, access to a semi-private bathroom, and a reduced number of roommates. Placement in a specific room and/or with specific roommates or suitemates are typically not considered reasonable accommodations.

Provision of housing accommodations

Housing accommodations are subject to availability. A granted housing accommodation is valid for one academic year, or the length of the housing license agreement. If students wish to renew their housing accommodation for the following year they must submit a new request by completing the housing accommodations request form.

There are many factors involved in matching students with the appropriate housing assignment. While most accommodation matches are reviewed in the order in which they were granted, the Office of Disability Services and the Department of Residence Life & Housing Services reserve the right to prioritize requests as necessary.

Deadlines

For best consideration, students must complete the Housing Accommodation Form, have all necessary diagnostic documentation and meet with a representative from the Office of Disability Service by June 30th for Fall requests and December 1st for Spring requests. Requests submitted after the deadline will be considered but space will be extremely limited. Please contact either office for more information.

Housing accommodation waitlist

If space for a granted housing accommodation is not available at the time of housing placement or selection, the student will remain eligible for the accommodation and will be placed on a waitlist that is managed by Residence Life and Housing.

Questions regarding housing accommodation

All questions about housing placements, roommate requests, and room change requests should be directed to Residence Life and Housing. All questions pertaining to granted accommodations, requests to adjust granted accommodations, requests for new accommodations, or to request an accommodation for a process related to housing should be directed to the Office of Disability Services.

SECTION 9:

Personal Care Attendants (PCAs)

Policy Statement

Suffolk University is committed to providing equal access for students with disabilities to all services, programs, and activities, and does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. We offer a variety of reasonable accommodations, auxiliary aids, and auxiliary services to ensure access for all qualified students with disabilities.

Suffolk University permits students with disabilities and who have a documented need to use a Personal Care Attendant (PCA) for assistance with daily living and/or nursing care within a residential setting. Suffolk University does not provide, coordinate, or fund PCA services, even on an interim basis. The student is responsible for providing, coordinating, and funding (including housing and meal plans if applicable) all PCA-related services.

We recognize that the use of a PCA may be fundamental to a student's university experience and can play an important role of a student's quality of life. Included in this policy are some recommendations for students considering hiring a Personal Care Attendant. We believe that following these guidelines may help facilitate a successful PCA experience.

Students who seek accommodations must contact and register with the Office of Disability Services. The Office of Disability Services will review all requests on a case-by-case basis and will make every effort to provide reasonable accommodations. Students who require PCA services must make arrangements to provide for their own PCA and must follow the guidelines listed below.

Student Guidelines

1. Complete and submit the Housing Accommodations request form located at <http://www.suffolk.edu/campuslife/3797.php> and submit appropriate documentation to ODS that supports the medical need for PCA services.
2. Contact ODS to schedule an intake appointment for the purpose of registering with the office and to discuss the accommodation process.
3. Notify ODS of the need to have a PCA in the classroom.
4. Obtain a PCA prior to attending any university-related activity.
5. Provide documentation that the PCA is qualified to perform the required services and register each individual PCA and agency representative with ODS.
6. Ensure that any personnel changes regarding the PCA are registered with the ODS and SUPD.

7. Ensure that the appropriate care and services are provided by the PCA and that all agreed-upon/contracted responsibilities are fulfilled. Suffolk University will not assume responsibility for the PCA.
8. Develop an alternative plan should the regularly assigned PCA not be available to work, or not be able to continue fulfilling the contracted responsibilities.

PCA Guidelines

1. Follow all Suffolk University policies and procedures. The university reserves the right to remove a PCA from campus if they violate university policies and/or procedures, regardless of the contractual agreement between the student and the PCA.
2. Assist with personal care needs in the classroom if approved by ODS and contracted by student, but PCAs may not assist with academic needs. PCAs may not advocate for the academic or accommodation needs of the student.
3. Allow the student to assume responsibility for their own actions, progress, or behaviors.
4. Refrain from contact with students, faculty, staff or others that is on behalf of the student.
5. PCAs may not be involved with academic tasks related to completing coursework or course-related assessments beyond assisting with the agreed upon mechanics of completing said tasks (such as reading and/or scribing).

Guidelines if PCA is going to reside on campus

1. Student provides written verification to the University that each PCA residing on campus has undergone a Criminal Offender Record Information (CORI) check.
2. Same gender PCAs are encouraged, but not required. In the event that the PCA is not same gender, The Office of Residence Life and Housing may need to notify residents within the housing unit (i.e. suite or apartment) that the space will be gender-neutral.
3. PCAs must submit documentation to the university showing they are current with all immunizations that are required for students living in campus housing.

Non-Compliance Policy

Incidents of non-compliance in adhering to the policies set forth by Suffolk University either by the student or the PCA will result in an investigation by the appropriate university administrators, including but not limited to Suffolk University Police, The Office of Residence Life and Housing, The Office of Disability Services, The Office of Student Affairs, Counseling Health and Wellness, and General Counsel. The appropriate department will meet with the student to discuss the issue of non-compliance and work with the student to determine possible solutions. A resolution will be provided in writing to the student upon completion of the investigation. Student violations of the University's Community Standards will be addressed through the Student Conduct System, when appropriate.

Appeals Process

Appeals will be reviewed consistent with the terms of the Student Conduct System or appropriate policy alleged to be violated.

Considerations When Hiring a Personal Care Attendant

1. Develop a clear job description and list of responsibilities for assistance with daily living activities.
2. Use a licensed and insurance bonded medical/nursing agency that will provide the services of an impartial PCA who is not a family member or close friend.
 - a. Request verification of agency certifications and insurance bonding
 - b. Request verification of PCA background check clearance
 - c. Request verification of PCA immunization clearances

Use an agency that fits the students' needs and communicates effectively

SECTION 10:

Temporary Disabilities

If you have a documented temporary disability, the Office of Disability Services offers a wide variety of services. In many cases, accommodations can be granted on a temporary basis.

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 the assistant director or director in ODS.

At your appointment, you **must** bring information detailing your disability. If you have been recently diagnosed (for example you have a broken bone, concussion or mental health disability), 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 work with you and 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 11:

Diagnostic Referral

The Office of Disability Services does not provide direct evaluation support, or diagnose physical or mental conditions. If you think that you may have a disability but have not yet seen a care provider, make an appointment with ODS, who will review evaluation options, documentation guidelines, and any available referral information. ODS will also determine whether or not temporary accommodations are warranted while you go through the necessary diagnosis process.

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 a staff member.

SECTION 12:

Course Substitutions

Suffolk University recognizes that some students with a diagnosed learning disability or neurological disorder, which significantly impairs academic performance in specific course area, may be eligible for a substitution of University core requirement. In order to petition for a substitution of a required course, a student must collect current, valid diagnostic evidence that the nature and severity of the disability or disorder precludes completion of the requirement despite the provision of accommodations. *Substitution is not an option if the course 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 course 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 specific disability.
- High school and/or college transcripts documenting a student's experience in taking the course. If the course was not taken in high school, a history of difficulties in related academic areas must be included in the student's personal statement.

Process

The student and a service provider in ODS will meet for an intake appointment. The purpose of this meeting is to determine that the documented condition meets the threshold of being a disability as well as the threshold of consideration for a course substitution. Significant difficulty in a subject matter alone may not be enough to qualify for a substitution. If the service provider determines that the student is eligible for a course substitution, they will communicate with the appropriate academic dean who will determine if a course substitution will be granted based on the student's academic program. The appropriate academic dean may confer with other academic leadership, the department chair, faculty advisor, and/or individual faculty members to make a final determination. The final determination shall be made by the academic dean or their designee.

SECTION 13:

Additional Information for Suffolk Students with Disabilities

- 1. Wheelchair accessibility:** Suffolk University buildings are wheelchair accessible. Individuals who need accommodations to provide more individualized access 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 their 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 is the Vice President for Student Affairs, or designee. You may contact or schedule an appointment with the 504 Coordinator by calling the Student Affairs Office at 617-573-8239 or visiting the Student Affairs Office, located on the 12th floor of 73 Tremont St.
- 5. Grievance Procedure:** Students with disabilities who believe their disability accommodation request(s) has been improperly denied or a granted request(s) has been improperly implemented, have the right to file a grievance with the Director of Disability Services (ODS). The grievance must be submitted in writing to the Disability Services and should include a detailed

description of the inappropriate or inadequate service and supporting documentation (when appropriate). Students with disabilities must indicate the resolution they are seeking. The Director of ODS (or their designee) will meet with the student and investigate the claim. A response will be communicated to the student in writing.

Students with disabilities who are unsatisfied with the response from the Director of Disability Services may submit an appeal within 5 business days to the Vice President for Student Affairs. The Vice President of Student Affairs (or their designee) will not conduct a de novo review of the grievance. Instead, only the following will be considered:

1. Whether a procedural irregularity may have affected the outcome;
2. Any new evidence or information that was unavailable at the time that the Director of ODS (or their designee) issued a response to the grievance;
3. Whether conflict or bias may have affected the response of the Director of ODS (or their designee); or
4. Whether the decision was inconsistent with the weight of the evidence

Appeals must be in writing and must provide detail regarding one or more of the above factors. The decision of the appeal by the Vice President for Student Affairs (or their designee) is final and cannot be appealed within the University.

In some cases, a student with an approved accommodation may feel that the University has failed to effectively implement a granted accommodation. This includes, but is not limited to a complaint or allegation that staff or faculty have failed to provide a student with disabilities with an approved accommodation, the student has experienced significant delays in the implementation of an approved accommodation, or the student may perceive resistance or discouragement about using an accommodation. The Disability Accommodation Grievance Procedure is the proper grievance process for such a situation. Alternatively, students who believe they have been discriminated on the basis of a disability but the situation does not involve an allegation of an improperly denied accommodation request or improper implementation of a granted request, may submit a grievance under the University's Nondiscrimination Policy.

SECTION 14:

Campus Resources

The Career Center:

(617) 573-8480

73 Tremont Street, Ground floor

The Career Development Center can assist students in finding their career goals, providing support to develop an independent proactive and successful search for fulfilling employment.

Center for Community Engagement:

617-305-6306

Sawyer, 8th floor (824)

The Center for Community Engagement creates lasting connections among Suffolk University, non-profits, and community-based organizations. We support projects that serve community-identified needs and enrich our students' education. Drawing on the combined resources of the local and Suffolk communities, we forge and maintain long-term partnerships that engage our students in service and social action.

Center for Learning and Academic Success (CLAS):

(617) 573-8034

73 Tremont Street, 9th floor

The Center for Learning and Academic Success provides a comfortable learning environment and a home for students who are interested in finding help and improving academically. Services include: peer tutoring, study groups, and educational coaching. Academic coaches can assist students with time management, organization, and study skills.

Counseling, Health, and Wellness (CHW):

(617) 573-8226

73 Tremont Street, 5th Floor

The Counseling Center offers a wide range of preventative, remedial, and developmental services to students. They help students to define and meet their own personal and academic goals. Assists students with health-related matters and operates similarly to a clinic or primary care office.

Center for Student Diversity and Inclusion (CSDI):

(617) 573-8613

Sawyer, 8th floor

The Office of Diversity Services is at the center of Suffolk’s efforts to maintain a welcoming climate on campus for everyone. Diversity Services are the primary resources for African American, Hispanic, Asian, Native American, gay, lesbian, bisexual, and transgender members of Suffolk.

International Student Services (ISSO):

(617) 573-8034

73 Tremont Street, 9th floor

The International Student Services Office (ISSO) provides a variety of services to international students, visiting scholars, faculty and academic departments at Suffolk University. Our staff provides advice, information and referrals on immigration, employment and travel. We can also assist with problems related to social and personal adjustments to a new culture, as well as practical matters on learning to live in Boston.

Office of Student Affairs and Suffolk CARES:

(617) 573-8239

73 Tremont Street, 12th floor

The Office of Student Affairs coordinates all areas of student services, including: leaves of absences, discipline issues, and academic or social complaints.

Student Financial Services, Registrar’s Office, and Student Employment:

(617) 573-8488

73 Tremont Street, 6th floor

The Office of Student Financial Services, along with private agencies and organizations, awards scholarships, grants, and loans to students when their personal and family resources can’t meet the cost of higher education.

Residence Life and Housing:

(617) 305-2500

73 Tremont Street, 7th Floor

Residence Life and Summer Programs assists students with the on-campus housing process. Please refer to Residence Life and Summer Programs for your housing questions, comments, and concerns.

Chartwell’s Dining Services:

(617) 223-4408

Contact Person: Bob Cirame

E-mail: Bob.Cirame@compass-usa.com

Chartwell's Dining Services assist students in navigating their food allergies in Suffolk dining facilities.

Sport Injuries and Athletic Training:

(617)573-8772

Ridgeway Building, 2nd & 3rd Floor

The Athletic Training Department provides for the health and welfare of the student-athletes of Suffolk University. Through the care and prevention, management, evaluation and treatment of athletic injuries, the Athletic Training Department maintains the medical well-being of the 13 sports offered by the SU Athletic Department.

Student Leadership Center (SLC):

617-573-8320

Sawyer, 3rd floor

The Office of Student Leadership and Involvement (SLI) is to provide an atmosphere that fosters campus community and lifelong learning through student engagement, relationship building, and leadership development. Some of the work we do on campus are involved in clubs and organizations, Leadership Development Program and Student Activity Programs.

Undergraduate Academic Advising Center:

(617) 573-8034

73 Tremont Street ,9th floor

SECTION 15:

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 Andrew Cioffi, Director, Disability Services, 9th floor 73 Tremont St., 617-573-8034, acioffi@suffolk.edu.

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