



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 transportation, interpreters, peer note takers, classroom accommodations, tutors, housing, exam accommodations and assistive technology. For further information, please visit us on the web at the Office of Disability Services Website: <http://www.suffolk.edu/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 450 undergraduate and graduate students with documented disabilities in the College of Arts & Sciences (CAS) and the Sawyer Business School (SBS). The office is responsible for accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and applicable state law. The services provided by ODS include but are not limited to:

- Coordinating services for students with disabilities, which includes verifying eligibility for academic accommodations based on supporting documentation,
- Providing advocacy services for students with documented disabilities,
- Providing assistance to members of the campus community in responding to disability-related issues and concerns,
- Working with the larger campus community to overcome architectural, attitudinal, and administrative barriers,
- Providing access and accommodation services for University-wide activities such as Convocation, Commencement, etc.
- Teaching students about assistive technology,
- Coordinating peer note-taking program,
- Providing early registration,
- Providing exam accommodations,
- Providing in class accommodations,
- Attendance accommodations
- Working with students to fulfill their housing and meal plan accommodation needs,
- Assisting students with learning style strategies, test anxiety, and preparation,
- Assisting with the diagnostic evaluation referral process.

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:

Comparing High School and College for Student with Disabilities

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

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

Additional differences are highlighted in the charts below.

Personal Freedom	
High School	College
High school is mandatory and free.	College is <i>voluntary</i> and <i>expensive</i> .
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities.
You need money for special purchases and or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously.

Classes	
High School	College
Each day you proceed from one class directly to another.	You often have hours between classes; class times vary throughout the day and the evening.
You spend 6 hours each day=30 hours a week in class.	You spend 12 to 16 hours each week in class.
The school year is 36 weeks long; some classes extend over both semesters and some do not.	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.

Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic advisor.
Teachers carefully monitor class attendance.	Some instructors may not formally take attendance, but they are still likely to note whether or not you attended.
Attendance may be excused for medical purposes.	Attendance and participation in class activities may be considered fundamental course components. Disability services works with you and your instructors as a team to determine the best way to provide accommodations for attendance.
Classes generally have no more than 35 students.	Classes may number 100 students or more.
You are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, each semester.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

Instructors	
High School	College
Teachers check your completed homework.	Instructors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Instructors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Instructors expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during or after class.	Instructors expect and want you to attend their scheduled office hours.
Teachers have been trained teaching methods to assist in imparting knowledge to students.	Instructors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Instructors expect you to get from classmates any notes from classes you missed.
Teachers present materials to help you understand the material in the textbook.	Instructors may not follow the textbook.
Teachers often write information on the board to be copied in your notes.	Instructors may lecture nonstop, expecting you to identify the important points in your notes. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Instructors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Instructors expect you to read, save and consult the course syllabus (outline).

Studying	
High School	College
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amount of reading and writing which may not be directly addressed in class.

Tests	
High School	College
Testing is frequent and covers small amount of material.	Testing is usually infrequent and may be cumulative, covering large amount of material. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Instructors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Instructors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented, or to solve the kinds of problems you were shown how to solve.	Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades	
High School	College
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help you raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.

Extra credit projects are often available to help you raise your grade.	Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually “wake-up calls” to let you know what is expected, but they also may account for substantial part of your course grade.
You may graduate as long as you have passed required courses with a grade of D or higher.	You may graduate only if your average in classes meet the departmental standard, typically a 2.0 or C.

SECTION 3:

Documentation Guidelines

The Office of Disability Services (ODS) is committed to providing accommodations and 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 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.
- While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must 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. Medications/Treatment - Information regarding the student's current medication(s) including dosage(s) and frequency (if applicable). Please include any known adverse side effects due to medications, a description of the student's current treatments or other interventions including frequency and a description of any auxiliary aids you use (e.g., hearing aids, assistive listening devices, visual aids, etc.)
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

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

SECTION 4:

Establishing Accommodations

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

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

During a meeting with the student, the assistant director or director will review the student's previous educational experiences and accommodation suggestions found in the documentation. The assistant director or director will then determine which reasonable accommodations will be provided to the student. ODS will write individual accommodation letters detailing what accommodations the student is entitled to receive. It is the student's responsibility to pick up the letters and hand deliver each letter to their instructor in order to receive accommodations. If this is not done, the student risks not receiving accommodations. Students should discuss their accommodations with their instructors when delivering their accommodation letters. Accommodations are not provided retroactively.

Students must request accommodations letters for each semester at the Office of Disability Services.

In summary:

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

NOTE: Accommodation letters are only valid for one semester. Students need to contact ODS each semester that they would like to receive accommodations. 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 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 5:

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. *Please note, it can take up to 4 weeks or longer to get course materials in alternative format; some materials may need to be recreated.
- **Attendance Accommodations:** 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.
- **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 is also available to students who request and pick up their accommodation letters within the first 2 weeks of the semester. Early registration allows eligible students to register one week prior to the beginning of scheduled registration dates.
**Note: Students may not qualify for early registration if they: a) owe the University money, tuition, or other charges, b) are not enrolled in the University's student health insurance program or do not have their own insurance, and/or c) are not immunized or have other department holds on their registrations.*
- **Exam Accommodations:** Exam accommodations include extended time on exams, the ability to take the exam in a quiet setting, the use of a computer or calculator on exams, and the use of a reader/scribe on the exam. Students 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.

- **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 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 third Friday of the semester in which they are seeking accommodations. Students will be required to submit documentation of their disability and meet with the assistant director or director of 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, the use of assistive technology (such as a Livescribe pen), or may provide a dedicated peer note-taker. 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 register with the Office of Disability Services prior to the start of the semester. The student should work with the instructor to identify a seat that will accommodate their needs.
- **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 5 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 engage 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:

“Due to the student's disability, the student may require course content in alternative formats (which may include large print, electronic and braille documents). It is the student's responsibility to identify all course content which will be needed in alternative formats. 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.”

Please note that it is the student's responsibility to identify all course content that will be needed in alternative formats.

Alternative Format Requests

Once the accommodation for alternative format materials is granted, a student may need to meet with the Alt-Text Specialist in the Office of Disability Services to discuss processes and preferences. To request Alternative Format, students will need to fill out the Alternative Course Material Request Form to the best of their ability and provide a proof-of-purchase or rental. A paper copy of the request form can be obtained at the Office of Disability Services, and an electronic copy can be obtained in the “Forms” section of ODS’ webpage. Students are asked to provide the following information on the request form so that the Alt Text 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 that 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 Alt-Text Specialist in the Office of Disability Services will outreach to the student. The Alt-Text 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 fills out the Alternative Course Material Request Form and provides a proof-of-purchase or rental the Alt-Text Specialist will be able to procure the materials.

To procure an electronic copy of the text, the Alt-Text 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 Alt-Text Specialist will the publisher’s seek permission to recreate the text.

In some cases, where permission to recreate content is provided, the text will 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 Alt-Text 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 Alt-Text 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 case manager or the Alt-Text Specialist.

Copyright

A student will not copy, share, or reproduce any provided materials in accordance with the United States copyright laws. All students are 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 Alt-Text 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 5 B:

Attendance Accommodations

University attendance policy (from the CAS & 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. Instructors are responsible for informing students about their attendance policy at the beginning of each term. 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.

Attendance accommodation language to appear on accommodation letter:

“Due to this student's disability, they may experience disability-related absences and may be eligible for reasonable attendance accommodations. Attendance accommodations are determined on a course-by-course basis. Prior to determining the appropriate accommodations, the student and instructor should 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, or media-assisted attendance and/or participation. Once the appropriate accommodations are 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 will not be permitted if they fundamentally alter essential course components. Attendance accommodations must be agreed upon in advance, and are not retroactive to disability-related absences. If the student and/or instructor require additional consultation, please contact student's case manager at the Office of Disability Services.”

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.

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 requires 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.
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
 - 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 the Office of Disability Services and should be provided to the instructor by the student.
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 case manager in the Office of Disability Services, who will provide additional consultation. In the event of such consultation, the student, instructor, and case manager 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. If a request is deemed unreasonable, the case manager 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 Blackboard, Skype, FaceTime, etc.).

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.

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

Disability services for students enrolled in the Law School are coordinated through the office of the Law School Dean of Students. In the event that students are enrolled in a joint degree program that involves taking courses at both the Law School and CAS/SBS, accommodation support for their CAS or SBS courses will be facilitated through the Office of Disability Services (CAS & SBS) and accommodation support for their Law courses will be facilitated through Disability Services at the Law School. Please consult the Law School Rules & Regulations regarding attendance standards for the Law School, found at this link: <http://www.suffolk.edu/law/student-life/rulesandregs.php>

SECTION 5 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.

Audio recording accommodation language to appear on accommodation letter:

“Under certain circumstances, a 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.”

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. In the event that such agreement does 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 5 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 “Distraction Reduced 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. 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 case provider from the Office of Disability Services.

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 Blackboard tests and quizzes and other forms of “take home tests”. 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 case manager when appropriate.

Factors to be accommodated

When determining the most appropriate application of exam accommodations, the student and instructor should consider all essential, pedagogical components of the assessment. 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 case manager will work with the instructor to determine which factors represent essential components of an assessment.

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

Exam accommodations apply to an exam, quiz, or test that an instructor chooses to give to students. Exam accommodations are not limited to just those exams 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 exams constitutes "time and a half" based on class time allotted for the exam (i.e., a 50-minute exam will provide a student with 75 minutes to complete an exam). Instructors may provide this accommodation by allowing a student extended time directly before or immediately after a scheduled exam time, during office hours, or at any other mutually agreed upon time and location. Instructors may provide this accommodation by administering the exam through the Office of Disability Services. Students must make these arrangements with reasonable advanced notice.

Distraction Reduced Exam Room

Based upon the nature of the disability, a student may require a quiet and/or distraction reduced environment in which to take the exam. Instructors may administer their exams during office hours or ask a staff assistant to administer the exam with the separate setting accommodation. Instructors may choose to administer exams through the Office of Disability Services. Students must make exam accommodation arrangements with reasonable advanced notice.

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

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.

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 5 E:

Extended Time of Coursework

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:

Based on the nature and severity of the disability, a student may require extensions on certain coursework throughout the semester, which can include assignments, presentations or papers. It is the student's responsibility to talk with his/her instructor and request an extension prior to the scheduled due date. The student must plan in advance for his or her extension requests. This accommodation is requested by the student on a per-project basis and is granted at the discretion of the instructor in the spirit of providing reasonable accommodations.

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.

SECTION 5 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 either “Peer Note Taking” or “Copies of Class Notes” as a reasonable accommodation that will appear on the student’s accommodation letter. When appropriate, students may be granted both accommodations and should discuss which is most appropriate to use on a course-by-course basis with their instructor and/or case provider from the Office of Disability Services. Note taking accommodations cannot guarantee the retroactive provision of notes.

Peer Note Taking accommodation language to appear on accommodation letter:

“When appropriate, a student will qualify for assistance from a peer note taker during class. The student is responsible for requesting this accommodation through the Office of Disability Services, prior to the start of the semester, or at the very beginning of each semester. The Office of Disability Services hires and trains peer note takers and places them in a class. The provision of notes may take up to three days, which includes time for transcription of the notes and posting them in a secure digital location. The peer note taker does not know who they are taking notes for in the interest of confidentiality.”

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

“When appropriate, a student will be permitted to receive copies of class notes from the instructor or a peer in the class. There are three different ways in which this accommodation can be accomplished. 1) If the instructor is able and/or willing, they can transmit their notes to the student electronically, or photocopies can be provided. 2) Instructors may also ask for a volunteer in the class to share a copy of their notes with the student. In order to maintain the confidentiality of the student with the disability, the instructor should collect the volunteer's notes, photocopy them and then give them to the student with the disability privately. 3) The instructor can encourage and/or assist the student with the disability to identify a peer in the class who can share their notes. The students are welcome to use the photocopy machine or scanner in the Office of Disability Services to assist with this.”

Note Taking Accommodation Requests

Peer Note Taking requests

For a peer note taker request, students must request a peer note taker for each course for which they are requesting coverage for by completing a Peer Note-Taker Request Form through the Office of Disability Services (available at ODS or on the Forms page of ODS’ website). If the student has questions about which of the two accommodations is more appropriate for a

particular course, they should speak to their case manager in the Office of Disability Services and/or their instructor.

Once requested, the Note Taking Coordinator will work to place a note taker in the course to meet the student's accommodation. When the request has been filled, the Note Taking Coordinator will outreach to the student and instructor to inform them of details pertaining to the note taker coverage. The note taker may not be aware of which student they will be providing notes (see confidentiality for further information). In the event that peer note taker coverage is not available in a timely manner, the Office of Disability Services will work with the student and the instructor to establish the temporary provision of notes (to be provided by either the instructor or a peer in the class).

Copies of Class Notes 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 case manager 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 has provided consent to do so), or by asking the class for a volunteer to provide a copy of their notes.

Provision of Notes

Peer Note Taking requests

Notes provided by a dedicated peer note taker will be typed and posted to a secure digital location, accessible to the student receiving the accommodation. Note takers have forty eight hours to submit notes to the peer note taking coordinator, who will post them to Blackboard.

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 case manager 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.

SECTION 5 G:

Alternative Methods of Participation

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 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:

“Due to the nature of the student’s disability, the student may be 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 the student from participation in your course. Instructors are encouraged to contact the student’s service provider at the Office of Disability Services to determine the appropriate level of accommodation.”

SECTION 5 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 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:

Student may be eligible for appropriate accommodations related to individual or group presentations. Recommended accommodations include but are not limited to extended time to present and alternative presentation methods. The student must request the use of this accommodation prior to the scheduled presentation. Instructors are encouraged to contact the student’s service provider at the Office of Disability Services to determine the appropriate level of accommodation.

SECTION 6:

Assistive Technology

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

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

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

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

Echo pens (Live Scribe) – these pens work with specific notebooks to audio record a class meeting. The audio recording can then be downloaded onto a student's computer for review later on.

Inspiration is software with integrated diagramming and outlining views that assists students with brainstorming, writing, organizing, and comprehending concepts and information. Inspiration software can be used across the curriculum to analyze complex topics, brainstorm and explore ideas, improve writing proficiency, and develop planning skills.

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

Kurzweil 3000 is a Microsoft's Windows based software program that offers a comprehensive set of tools for language learning, study skills, and test-taking in one software package. It is

highly flexible and customizable to accommodate diverse learning abilities and requirements from low visual impairments to severe learning disabilities to foreign language learning. All features of Kurzweil 3000 are designed to extend the essential learning process by reinforcing mastery of the subject matter and allowing users to work as efficiently and independently as possible.

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

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

Read and Write Gold is a reading and writing tool that is available to all students at Suffolk University. This software includes text-to-speech that will read aloud any electronic text, giving the student the ability to control the voice and reading rate. Additional tools include word prediction, graphic organizers for paper outlining, research and bibliography support, etc.

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

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

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

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

SECTION 7:

Service Animal Policy

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 or the Sawyer School of Business who have questions should contact the Office of Disability Services. Students in the Law School who have questions should contact the Dean of Students for the Law School. 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, the Law School Dean of Students, 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, Law School Dean of Students Office 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 law students, the Law School Dean of Students Office, 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 his/her 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 law students, the Law School Dean of Students Office, 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 8:

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. 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. 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 or the Sawyer School of Business who have questions about Emotional Support Animals should contact the Office of Disability Services. Students with disabilities in the Law School who have questions about Emotional Support Animals should contact the Dean of Students for the Law School. 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.

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 Department of Residence Life & Housing 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. 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. Appeals will be heard by the Associate Dean of Students, or designee.

Owner's Responsibilities for Emotional Support Animals in the Residence Halls: The Owner is responsible for 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 facilities 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'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 providing the Office of Disability 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 file a new "Housing Accommodation Form."
- 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.
- The Department of Residence Life & Housing 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 law students, the Law School Dean of Students Office, 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 his/her 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 9:

Residential Accommodations

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

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

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

2. **New students:** New students who have been granted housing through the Office of Undergraduate Admission and have documented disabilities that may impact potential housing assignments, should fill out the [housing accommodation form](#) on the Office of Disability website, make an appointment to meet with a staff member in ODS and submit documentation materials to the director of the office. Students should note the deadline for requesting housing accommodations listed on the housing accommodation form. Housing accommodation requests received after the deadline will be considered, however available space in the residence halls will be extremely limited.

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

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

SECTION 10:

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 11:

Temporary Disabilities

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

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 12:

Diagnostic Referral

If you think that you may have a disability but have not yet seen a medical provider, make an appointment with the assistant director or director, who will be able to refer you to a diagnostic evaluator. ODS will also determine whether or not temporary accommodations are warranted while you go through the necessary diagnosis process.

Students should begin the process of seeking a diagnosis by contacting their insurance carrier's customer service department to determine coverage for diagnostic evaluations. Students should request the following information from their insurance provider:

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

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

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

SECTION 13:

Math Substitutions

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

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

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

Process

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

All documentation should be submitted to:
Office of Disability Services
73 Tremont, 9th Fl.

SECTION 14:

Additional Information for Suffolk Students with Disabilities

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

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

- 3. Fire and Emergency Evacuations:** Students who require assistance during an emergency, such as an evacuation, are encouraged to identify themselves through the Office of Disability Services by phone: 617.994.6820 or TDD: 617.994.6813 or in writing. At the beginning of each semester, students with disabilities who require assistance in an emergency should provide the office of Disability Services with their class schedules. A copy of his/her class schedule will be provided to the University Police who will keep the schedule in the police dispatch office to facilitate location of the individual if emergency building evacuation is required. It is also recommended that students identify several classmates who can report their location in an emergency to the University Police. For further information on evacuation procedures, refer to Suffolk University's Fire and Emergency Evacuation Procedures by contacting the University Safety Office at 617.573.8628 or University Police, 617.573.8333; TDD 617.557.4874.
- 4. 504 Coordinator:** Suffolk University's Section 504 Coordinator is the Senior Associate Dean of Students, or designee. You may contact or schedule an appointment with the ADA Coordinator by calling the Student Affairs Office at 617-573-8239 or (617.557.4875 TTY) or visiting the Student Affairs Office, located on the 12th floor of 73 Tremont St.
- 5. Grievance Procedure:** Students with disabilities who believe they have received inappropriate treatment or inadequate service from the University pertaining to their granted accommodations have the right to file a grievance with Director of Disability

Services. The grievance must be submitted in writing to disabilityservices@suffolk.edu 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.

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 ADA Coordinator, Dr. Ann Coyne, Dean of Students, Student Affairs Office, 12th floor 73 Tremont Street, Boston, MA 02108, 617-573-8239, TDD: 617-557-4875, acoyne@suffolk.edu. Students with disabilities must state the resolution they are seeking. The decision of the appeal by the Dean of Students is final.

SECTION 15:

Campus Resources

Career Development Center:

(617) 573-8480

73 Tremont Street, 9th 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 (S.O.U.L.S.):

617-305-6306

Sawyer, 8th floor (824)

The Center for Community Engagement (S.O.U.L.S.) 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) 573-8235

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 Center & Health and Wellness Services:

(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.

Diversity Services:

(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) 573-8154

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.

Off Campus Housing Office (OCHO):

617-573-8647

73 Tremont Street, 7th Floor

The Off-Campus Housing Office (OCHO) is a free resource for the entire Suffolk University community, including all current or future undergraduate and graduate students, staff and faculty. OCHO maintains updated listings of available apartments and roommates. OCHO also offers advice and counseling for students and parents, on the housing process. OCHO can discuss anything from roommate issues, to general lease questions.

Office of Student Affairs:

(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.

Office of Student Financial Services/Student Employment on Campus:

(617) 720-3569

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.

Sodexo Dining Services:

(617) 223-4408

Contact Person: Bob Cirame

E-mail: rcirame@suffolk.edu

Sodexo Dining Services assist students in navigating their food allergies in Suffolk dining facilities.

Sport Injuries and Athletic Training:

(617)573-8379

Ridgeway Building, 2nd & 3rd Floor

Jeff Stone, Trainer

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 and Involvement (SLI):

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.

Telecommunications Devices for the Deaf and Hard of Hearing (TDD):

There are six TDD machines available in various locations around the University:

- a. The Office of Disability Services: (617) 994-6813 (73 Tremont, 9th Floor)
- b. The Office of Student Affairs: 617.557.4875 (73 Tremont, 12th Floor)
- c. Human Resources: 617.227.8130 (73 Tremont Street, 5th Floor)

- d. University Police: 617.557.4874 (Donahue Lobby)
- e. University Residence Hall: 617.723.5746 (150 Tremont, 1st Floor)
- f. Undergraduate Admissions: 617.557.4876 (73 Tremont, 5th Floor)
- g. Law School Admissions: 617.557.4820 (120 Tremont, 1st Floor)

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

Undergraduate Academic Advising Center:

(617) 573-8345
73 Tremont Street ,9th floor

SECTION 16:

Outside Services

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

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

SECTION 17:

Important Telephone Numbers, Emails and Websites

Disability Services
Tel: 617.994.6820
FAX: 617.994.6812
TDD: 617.994.6813

E-mail: disabilityservices@suffolk.edu

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

Suffolk's Main Number:

Tel: 617.573.8000

www.suffolk.edu

Bursar's Office/Student Accounts

Tel: 617.573.8407

E-mail: stdact@suffolk.edu

Dean, College of Arts & Sciences

Tel: 617.573.8265

Dean, Sawyer Business School

Tel: 617.573.8300

Health & Wellness Services

Tel: 617.573.8260

FAX: 617.305.1745

E-mail: healthservices@suffolk.edu

Student Financial Services

Tel: 617.573.8470

E-mail: finaid@suffolk.edu

Registrar

Tel: 617.573.8430

E-mail: registrar@suffolk.edu

Residence Life and Housing

Tel: 617.305.2500

TDD: 617.723.5746

Student Affairs

Tel: 617.573.8239

TDD: 617.557.4875

FAX: 617.973.5362

E-mail: studentaffairs@suffolk.edu

University Police

Tel: 617.573.8333

TDD 617.557.4874

SECTION 18:

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 Dr. Ann Coyne, Dean of Students, Student Affairs Office, 12th floor 73 Tremont St., 617-573-8239, TDD: 617-557-4875, acoyme@suffolk.edu.

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