

DISABILITIES SERVICES PROCEDURE MANUAL

OFFICE OF EQUITY INCLUSION & TITLE IX



In Compliance with the Americans with Disabilities Act

OFFICE OF DISABILITIES SERVICES PROCEDURE MANUAL

Table of Contents

Section 1: Introduction	2
Section 2: Scope	2
Section 3: Purpose (Assurance Policy)	2
Section 4: Mission Statement	2
Section 5: Legal Framework	3
Section 6: Definition of Key Acronyms	3
Section 7: Statement of Non-Discrimination	3
Section 8: Confidentiality	3
Section 9: The Office of Disability Services Contact Information	5
Section 10: Student Rights and Responsibilities	6
Section 11: Faculty Rights and Responsibilities	6
Section 12: Registering with the Office of Disability Services	8
Section 13: Interim Services	10
Section 14: Temporary Disabilities	10
Section 15: Determining Reasonable Accommodation	11
Section 16: Examples of Academic Accommodations	12
Section 17: Service (Guide) and Emotional Support Animals at SUBR	21
Section 18: SUBR's Procedure for Emotional Support Animals	23
Section 19: Personal Care Attendants (PCAs)	23
Section 20: Institutional Disability Services Responsibilities	25
Section 21: University Rights and Responsibilities	26
Section 22: Grievance Procedure	26
Section 23: Examination Procedures	27
Section 24: Examination Rules and Regulations	29
Section 25: Record Retention	30

Section 1: Introduction

Southern University, under the guidelines of ADA and the Rehabilitation Act, is required to make reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Southern University has designated the Disability Services Coordinator and Director of Human Resources on each campus the responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services individuals should contact the Disability Services Coordinator or Director of Human Resources on the specific campus.

Section 2: Scope

On July 26, 1990, President George Bush signed the Americans with Disabilities Act (ADA) into law. The ADA is built upon the Civil Rights Act of 1964 and the Rehabilitation Act of 1973 (Section 504), which calls for the elimination of discrimination against individuals with disabilities. Southern University is committed to preventing discrimination against persons with disabilities by being proactive in complying with the Americans with Disabilities Act. Southern University is covered under both Title I (Employment) and Title II (State and Local Government) of the ADA. The ADA covers all programs and activities conducted by the University and extends federal civil rights protection to persons with a disability. ADA mandates that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by such entity”.

Section 3: Purpose (Assurance Policy)

It is the policy of Southern University and A&M College – Baton Rouge Campus (SUBR) to provide accessible programs, services, activities, reasonable accommodations, and a harassment-free environment, for any student or employee with a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act of 1990 and recognized best practices.

Section 4: Mission Statement

The Office of Disability Services at Southern University and A&M College is committed to equal access and participation for all persons, including those with disabilities, in academic areas and other sponsored programs. This includes providing reasonable and appropriate academic adjustments/auxiliary aids pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). Appropriate accommodations for students with disabilities are provided on an individualized, collaborative, and flexible basis. However, it is the responsibility of the student with a disability(ies) to request any accommodation(s).

Section 5: Legal Framework

There is no one law or set of rules and regulations that determines policies and procedures for providing services to individuals with disabilities in America higher education; there are two primary acts, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008(ADAAA). These acts, in addition to best practices for the industry, as continually reviewed and improved with guidance from The Association of Higher Education and Disability (AHEAD), inform SUBR's Disability Services.

Section 6: Definition of Key Acronyms

For the purpose of this Office of Disability Services Manual in Compliance with the Americans with Disabilities Act, key Acronyms are defined as follows:

- A. ADA – Americans with Disabilities Act
- B. OCR - Office of Civil Rights
- C. ODS – Office of Disability Services
- D. SUBR – Southern University, Baton Rouge
- E. SUS – Southern University System

Section 7: Statement of Non-Discrimination

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University and A&M College forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration's educational programs and policies, scholarship, and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Section 8: Confidentiality

Southern University Disability Services Coordinator(s) and Director(s) of Human Resources are committed to ensuring that all information regarding students and employees are maintained as confidential as required or as permitted by law.

Disability information collected for the benefit of any student does not become part of the student's academic record, nor does disability information collected for the benefit of the employee become a part of any public document. Information in files will not be released without a student's or employee's written permission except in circumstances mandated by federal or state law.

- A. Confidentiality Caution - Students with disabilities are protected under the Family Education Rights and Privacy Act (FERPA) and the civil rights laws. At no time should the faculty or staff make any statements or implications that the student is any different from the general student population.

For example, faculty and/or staff should not:

- i. Ask the student for documentation other than the Academic Accommodation Memo from the Disability Services Office.
- ii. Give students with disabilities an advantage over the rest of the class. The idea of the law is to give equal access or equal opportunity provided through the recommended accommodations.
- iii. Discuss the student's needs or accommodations other than in a private place.
- iv. Make comparisons between students and their needs.
- v. Use a grading standard that is any different from the rest of the class.
- vi. Distribute testing materials directly to students.
- vii. Faculty should not use their office space to implement the accommodations of private testing room or distraction free environment for testing.
- viii. Placing the student in the hall or any other obvious place to take an exam for the purpose of keeping the student close in case s/he has a question is also prohibited.

B. Confidentiality and Release of Information

The Office of Disability Services is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes.

Guidelines about the treatment of such information have been adopted by the Office of Disability Services and are rigorously followed and shared with students. These guidelines incorporate relevant state and federal regulations, guidelines established by relevant professional associations, and relevant aspects of the Board of Regents' policies found in Access to Student Information and Standards and Procedures Relating to the Use of Human Subjects in Research.

No one has immediate access to student files at the Office of Disability Services except staff from the Office of Disability Services. Any information regarding disability gained from medical examinations or appropriate post- admissions/hiring inquiry shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only.

For example, faculty and staff do not have a right or a need to access diagnostic or other information regarding a student's disability; they only need to know what accommodations are necessary or appropriate to meet the student's disability related

needs. If a student has requested an accommodation, the student will be informed as to what information is being provided to the faculty or staff regarding the request. To protect confidentiality by assuring limited access, all disability related information must be filed with the Office of Disability Services.

Information in files will not be released except in accordance with federal and state laws, and to the extent needed to provide reasonable accommodations, which require release in the following circumstances if a student:

- i. Student states they intend to harm themselves or another person(s).
- ii. Reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years (this includes the occurrence of abuse or neglect to the student if he or she was under age 18 at the time of the abuse).
- iii. Reports the use of an illegal drug for non-medical purposes during pregnancy.
- iv. Reports or describes sexual exploitation by counseling or healthcare professionals.
- v. A student's file may be released pursuant to a court order or subpoena.
- vi. A student may give written authorization for the release of information when she or he wishes to share it with others.
 - Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released.
 - Information will not be released without consent unless it is required by federal or state law.
 - The Office of Disability Services will retain a copy of all information provided. If a student wishes to have a record expunged, he or she must make a written request to the Dean of Academic and/or Student Affairs who will decide whether it is necessary for the office to retain the record.
 - A student has the right to review his or her own file

Section 9: The Office of Disability Services Contact Information

Campus: Southern University and A&M College
Address: 8333 Jesse N. Stone Avenue
P.O. Box 11298
Baton Rouge, LA 70813
Office: Augustus C. Blanks Hall
2nd Floor, Room 246
Baton Rouge, LA 70813
Phone: 225-771-3546
Fax: 225-771-3949
Email: ods@subr.edu

Section 10: Student Rights and Responsibilities

Students with disabilities at SUBR have the right to:

- i. Equal access to courses, programs, services, jobs, activities, and facilities offered through the university.
- ii. An equal opportunity to work and to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- iii. Appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the institution, information about their disability will be disclosed, except as disclosures are required or permitted by law.
- iv. Information, reasonably available in accessible formats.

Students with disabilities at SUBR responsibilities include but are not limited to:

- i. Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities.
- ii. Identify as an individual with a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary.
- iii. Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs, activities, and facilities.
- iv. Adhere to university policies and procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- v. Initiate requests for accommodation by providing an accommodation memo to faculty within the first two weeks of the academic term.
- vi. Meet with the Coordinator for Disability Services every semester to determine accommodations.
- vii. Provide a minimum of a two-week notice for all major accommodation requests (special accommodations of equipment and alternative texts may need more time).
- viii. Provide one-week notice to the instructor and the COORDINATOR when they will be using testing accommodations and follow testing accommodation procedures.
- ix. Provide for personal independent living or other personal disability-related needs.
- x. Assume personal responsibility for meeting with faculty, requesting assistance through supplemental services and meeting college standards.

Section 11: Faculty Rights and Responsibilities

Faculty at SUBR have the right to:

- i. Taped/Recorded Lectures: It is the faculty member's right to request a written agreement before allowing the student to tape record the class.

- ii. Classroom Behavior: All students must adhere to SUBR's code of conduct regardless of whether they have a disability. Infractions of this code should be directed to the Dean of Academic and Student Affairs.
- iii. Alternative Testing: Alternative Testing is provided in coordination with the Coordinator for Disability Services.
- iv. Challenge Accommodations: A faculty member has the right to challenge an accommodation request if s/he believes the student is not qualified, the accommodation would result in a fundamental alteration of the program, the institution is being asked to address a personal need, or the accommodation would impose an undue financial or administrative burden.

Accommodation requests are based on documentation on file in the Disability Services Office. (If warranted, interim services are provided while documentation is being processed). Due to confidentiality, the nature of the disability may not be disclosed to faculty unless there is a specific need to know in order to administer accommodations. When beneficial to the faculty/student academic relationship, students are encouraged to self-disclose.

A. Shared Responsibilities

As an employee of the SUBR who has compliance obligations under state and federal laws, it is the responsibility of the faculty to assume a shared responsibility in providing reasonable accommodations for students with disabilities. Whether a faculty member agrees with the law is immaterial. SUBR is responsible for implementation and all faculty/employees are required to adhere to the policies and procedures. The responsibility for meeting the academic needs of individuals with disabilities through reasonable accommodations has been assigned to the Coordinator for Disability Services, but the Coordinator for Disability Services relies on the faculty member to comply with the accommodation requests.

B. Academic Accommodations Memo

According to the American with Disabilities Act, providing accommodations prior to formal approval will result in the obligation of the faculty member to continue those services. Therefore, the Office of Disability Services highly encourages faculty not to provide academic accommodations under the guise of a disability unless there is an Academic Accommodation Memo from the Coordinator for Disability Services certifying the student is qualified to receive services and the nature of the accommodations. Faculty members are encouraged to make additional recommendations to the Coordinator for Disability Services for adjustments if they believe the student will benefit. Faculty members are also encouraged to refer the student to the Coordinator for Disability Services for identification and registration. If the faculty member has any questions or concerns regarding the implementation of the academic accommodations, the ODS Coordinator should be contacted immediately.

C. Syllabus Statement

Each course syllabus is required to contain the following statement:

Southern University Baton Rouge is committed to providing reasonable accommodations for students with documented disabilities in compliance with the American with Disabilities Act (ADA). Students may request accommodations by registering with the Coordinator for Disability Services. It is important to do this early each semester because ADA accommodations are not retroactive. Upon completion of the application, the coordinator will be responsible for forwarding the letter of accommodations to the students' professors. Accommodations will begin upon acknowledgement that the professor has received the letter of accommodations. All discussions with the faculty/student/Coordinator will remain confidential.

Contact Information

The Office of Disability Services is in Office # 246, A. C. Blanks Hall, in the center of the campus.

Office of Disability Services
Jada J. Netters, Coordinator
P.O. Box 11298
Baton Rouge, LA 70813
Phone: (225) 771-3546 (V/TTDD)
Email: ods@subr.edu
Website: www.subr.edu/ods

The Office of Disability Services (ODS), under the auspices of the Office of Equity Inclusion and Title IX, assists students in meeting their unique academic/educational, personal, vocational, and social needs that would otherwise prove to be an obstacle to educational pursuits. The Office of Disability Services (ODS) provides confidential services to those students who, in this post-secondary setting, **must request and provide the necessary documentation to verify a special needs request**. Diagnostic educational evaluations/examinations are not conducted through ODS. Academic accommodations are made based on a student's documented disabilities.

Section 12: Registering with the Office of Disability Services

In post-secondary education, it is the student's responsibility to self-identify disability status and register with the Office of Disability Services prior to requesting accommodations. There are many differences between services for students with disabilities in secondary education and those at the post-secondary level. The coordinator for the office of Disability Services can provide the student with a summary of those differences (see Summary of Legal Differences between Secondary and Postsecondary Education).

The information on this link, provided by the Office for Civil Rights (OCR) and the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools:

- <http://www2.ed.gov/about/offices/list/ocr/transition.html>

For a hard copy, please contact the coordinator for the Office of Disability Services.

A. Registration Procedures

Students who are eligible and/or have read will meet the qualifications for services should apply to the Office of Disability Services as soon as possible. The Office of Disability Services highly encourages students to communicate their needs prior to the start of the semester. Students are required to notify the ODS of thirty (30) days before the first day of class. This gives the office time to assess and discuss options with the student. Please note ADA accommodations are not retroactive.

- i. Step 1: Disclosure - Students must follow the application process as outlined by the Office of Disability Services as soon as they are accepted into Southern University – Baton Rouge (SUBR) and has decided to attend.
- ii. Step 2: Documentation Submission - SUBR is not obligated to provide accommodations until the application process has been completed and accommodations have been officially approved. Students should begin this process early to ensure that accommodations are approved prior to beginning coursework.
 - a. Relevant documentation
 - Application for Accommodations Form
 - The Release of Information Form
 - Verification of Disability Form
 - b. Student must schedule an assessment with the coordinator for the Office Disability Services.
- iii. Step 3: Documentation Assessment: The coordinator will review the meet with the student and assess relevant documentation (to determination eligibility. Using the documentation of disability provided, the student and the Coordinator for Disability Services collaboratively determine the most appropriate academic adjustments and review procedures for implementation. Follow-up meetings may be necessary.
- iv. Step 4: Confirmation of Approved Accommodation(s): Students will receive confirmation of approved accommodations via email that they must acknowledge. Faculty members listed on schedule submitted will receive the same acknowledgment email simultaneously. Students are encouraged to discuss their accommodations with their instructors in case there are any questions or concerns regarding implementing them in the classroom.
 - a. Although the instructor must offer accommodation, s/he is not expected to compromise essential elements and components of the course or

evaluation standards. Discussion and negotiation are a normal part of the process.

B. Follow Up

It is recommended that the students contact the coordinator at least once during the semester to provide updates, ask questions, and discuss and/or problem solve any issues that arise.

Continuing students are responsible for submitting a Semester Accommodations Request form each semester. ODS encourages students to submit request no later than four (4) weeks into the new semester.

Student should contact the Office of Disability Services if the accommodations are not implemented in a timely and effective manner, office staff can advocate on the student's behalf. Students with disabilities who believe they have been discriminated against on the basis of their disability should contact the ODS coordinator immediately. ODS always encourages students to enlist the aid and intervention of the Coordinator for Disability Services to resolve complaints informally. If informal procedures do not satisfactorily address the student's concerns or if the grievance is directed toward the coordinator, the student may report concerns to the Office of ADA compliance.

Office of ADA Compliance

Mrs. Debra M. Lawson, M. Ed

J.S. Clark Administration Building, 3rd Floor, Room 319

Phone: (225) 771 – 6279 | TTY (225) 771 - 3824

Email: Debra_Lawson@subr.edu

Section 13: Interim Services

SUBR understands that some students struggle to provide documentation of disability in time to implement accommodations because of delays involving the medical provider's practices. If the Coordinator for Disability Services determines, through an initial intake screening, that there is strong evidence of a disability, interim services may be provided while assessment and documentation is obtained. Interim services will be implemented in 30-day increments only. Services may be discontinued if documentation not submitted within 30 days of the submission of the Application for Accommodations or is incomplete or does not meet eligibility requirements for the school.

Section 14: Temporary Disabilities

Unlike students with chronic disabilities, students with medical conditions that are temporarily disabling and require services for a limited amount of time (no more than six (6) months) may qualify for ADA accommodations. These conditions may include broken bones, surgery, accidents, severe illness, or any other medical condition that temporarily impairs regular attendance and/or academic performance. Students with temporary disabilities will need to fill out

all SUBR ADA eligibility forms (Temporary Accommodation Implement Letter (TAIL), Verification of Disability and Release of Information Form) in order to receive accommodations (including excused absences). On the Verification of Disability form, the appropriate provider(s) should indicate the length of recovery.

Section 15: Determining Reasonable Accommodation

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal opportunity to access information within the learning environment. SUBR is obligated to make a reasonable accommodation for students are registered with the Office of Disability Services.

Final determination of reasonable accommodations is made by the Disability Services Office. Reasonable accommodations are determined by examining:

- A. The barriers resulting from the interaction between the documented disability and the campus environment.
- B. The possible accommodations that might remove the barriers.
- C. Whether the student has access to the course, program, service, job, activity, or facility without accommodation.
- D. Whether essential elements and components of the course, program, service, job, activity, or facility are compromised by the accommodations.

ADA accommodations or academic adjustments are modifications and/or services that give a student with a disability an equal opportunity to have access to the academic environment. Academic adjustments are individualized and specific to each student's disability-related functional limitations. Academic adjustments are accessed by the coordinator to determine that they are reasonable and make sure that academic standards are maintained. According to Section 504.104.12 statutes, an ADA accommodation/adjustment must:

- A. Be reasonable
- B. Not impose an undue hardship on the operation of the program
- C. Include readily accessible facilities
- D. Provide modification of equipment or devices
- E. Provide readers and/or interpreters if necessary

Further, Section 504.104.43 and 44 specifies:

- A. Provision of equal opportunity
- B. Changes in length of time permitted for completion of degree requirements
- C. Substitution of specific courses required
- D. Adaptation of manner in which the course is instructed (Face-to-Face; Hybrid; Online).
- E. Tape/Digital recorders
- F. Examinations must reflect the student's achievement rather than the impairment
- G. Auxiliary aids such as taped text, interpreter, readers, note-takers, and classroom equipment

- H. Academic requirements that are essential to the program of instruction or directly related to licensing requirement may not be modified. In addition, courts have determined that requests for accommodations need not be approved when:
- I. The student is not qualified.
- J. The accommodation would result in a fundamental alteration of the program.
- K. The institution is being asked to address a personal need.
- L. The accommodation would impose an undue financial or administrative burden.

Academic adjustments (accommodations) must be requested in a timely manner depending on the request; preferably, a 2 weeks' notice. SUBR's policy requires students fully registered with the Disability Services Office to request accommodations for specific courses at least 14 days prior to the course start date.

Section 16: Examples of Academic Accommodations

Reasonable accommodations are individualized and flexible, based on the nature of the disability and the academic environment. Below is a partial list of common academic accommodations.

- A. Accessible classroom/location/furniture
- B. Alternative ways of completing assignments (e.g., oral presentation versus written paper)
- C. Assistive computer technology
- D. Assistive listening devices
- E. Auxiliary aids and services (note takers, lab or library assistants, readers, interpreters)
- F. Captions for film and video material
- G. Course substitution (e.g., second language or math substitutions)
- H. Document conversion (alternative print formats: braille, large print, tape, electronic, raised lettering)
- I. Early syllabus
- J. Exam modifications include:
 - i. Alternative test formats (paper/pencil; short answer, multiple choice, oral, essay)
 - ii. Computer or basic calculator for exams
 - iii. Exam administered in two parts (This only applies to students granted this particular accommodation)
 - iv. Private, quiet exam room
 - v. Readers and scribes
- K. Priority registration
 - i. Full time status/part time enrollment
- L. Study skills and strategies training
- M. Time extensions for exams – time and one-half or double time. Unlimited time is not a reasonable accommodation provided by disability services. If instructors allow students unlimited time on exams, the instructor is responsible for proctoring those exams.
- N. Time extensions for assignments – students may be granted additional time to complete assignments or papers if arrangements with instructors are made in advance

O. Recorded lectures

The following are commonly requested accommodations at SUBR:

A. Assistive Technology (Auxiliary Aids)

When specified in the documentation, students are permitted to use such technology as digital\tape records, live scribe pens, noise cancellation headphone (testing centering); calculators, spell checkers, word processing, and any other mechanical tool that might provide an equal opportunity for participation in the academic environment. For other specialized technology needs, students must contact the Coordinator for Disability Services a minimum of two weeks in advance to ensure the availability of such equipment. Portable equipment may be checked out. However, to ensure that equipment is returned and in the same condition it was in when borrowed, students borrowing the equipment will sign an agreement stating they understand that if the equipment is damaged or not returned, their college account will be charged accordingly. Until the fee is paid, students will be unable to register or obtain transcripts.

Instructors are required to purchase closed-captioned videos when new purchases are made. Special arrangements will be made for students who are hard of hearing or deaf when closed captioning is unavailable in existing videos.

B. Readers/Scribes

Readers/scribes, if specified in the documentation, are provided for test-taking only. Otherwise, a reader/scribe is considered a personal service and the college is not required to provide one. The reader will not offer clarification. If clarification of the question is a problem for the student, s/he may write a brief explanation of how they understood the question so the instructor will understand the point of view of the answer. Scribes are to write as accurately as possible what the student dictates.

Readers and scribes will note on the test "scribed by or read by." Students are responsible for contacting the Disability Services Office to request reader/scribe services at least one week in advance of the exam. With updates through technology the reader feature on most computers can be enabled and can read printed material at the student's pace. The student will need to schedule time for access to the program with the coordinator.

C. Texts – Alternative Format

The Office of Disability Services at the SUBR Disability Services Office. Students that have the Texts-Alternative Format are required to purchase a copy of their books – independent of any reformatted material received from Disability Services. Students must produce the materials need to transcription. Reformatted materials are provided to students with print-reading disabilities for the sole purpose of content accessibility. Any further reproduction or distribution of the material is an infringement of copyright law and a violation of SUBR's Student Conduct Code.

D. Alternative Testing Location

The most common alternative testing accommodations are extended time, private/individual/small group; and/or a distraction-reduced environment, if specified in the documentation. These arrangements are to be made with the Coordinator for Disability Services. Requests for other alternatives as specified in the documentation will be considered on an individual basis. In general, alternative formats have not been considered reasonable if the instructor can demonstrate that the alternative format considerably changes the nature of the course. The instructor's denial must be data-based and be as credible as the documentation certifying the need for the adjustment. SUBR at no time is required to compromise its academic standards.

Requests for extended time and/or a distraction-reduced environment are general requests for many disabilities. Should the documentation support the need for an oral exam, reader, or alternative format, the instructor will meet with the Coordinator for Disability Services to discuss and arrange for accommodation requirements. These discussions should begin the first week of the semester. The Coordinator for Disability Services will act as liaison. Extended time does not mean unlimited time.

The following regulations apply to alternative testing:

- i. Students must be registered with the Disabilities Services Office.
- ii. It is the students' discretion to use the accommodation or decline to use it on a test-by-test basis.
- iii. Students must have informed their instructors and the coordinator, one week in advance of the exam that they would like to use the testing accommodation.
- iv. Instructors will have memos from the Disabilities Services Office identifying students who have alternative testing as an accommodation.
- v. Coordinator for Disability Services will coordinate test retrieval from instructors before the scheduled testing day/time.
- vi. Instructors must complete the Testing Accommodation Form given by the coordinator.
- vii. The Coordinator for Disability Services must retrieve the finished exam from the student and turn it over to instructors.
- viii. The coordinator may deny a student the right to test at a particular time if the student did not schedule in advance. The student may schedule at another time after consulting with the instructor & coordinator.
- ix. If a student misses a test, the student should contact the coordinator as soon as possible to discuss options. Special considerations may be made depending on multiple factors, including the nature of the absence, instructor policy, past behavior, etc., but make-up tests are not guaranteed.

E. Alternative Testing Format

Some students may experience difficulty taking assessments in traditional formatting such as multiple-choice exams using scantron; hand-written essay/short answer exams, or the

oral exams. Other students may experience difficulty with taking assessments using the up-to-date method of computerized testing using a Learning Management System such as Moodle. Students' levels of difficulty assessment method may vary based the course content. The accommodations of alternative testing format provide the student with an alternative method to be assess on the same course content as other students enrolled in the course.

Here are some examples of how alternative testing formats can be used:

- i. Paper and Pencil format when the student struggles with taking a scantron or computer-based test.
- ii. Paper and Pencil when the student requires a human reader.
- iii. Computer-based format when the student struggles with completing a hand-written essay/short answer exam.
- iv. Computer-based format when the student requires screen reader. Screen reader is where the computer can read the information to the student.
- v. Oral exam format when the student struggles performance on hand-written or computerized testing.

F. Flexible Attendance Accommodations

Generally, students are expected to follow established classroom attendance policies. However, some disabilities are episodic in nature, resulting in a student having to miss class for medical concerns related to their disability. ODS encourages faculty to be flexible with the attendance policy in these instances; however, you are not required to alter any essential functions of the course. These guidelines are designed to:

- i. Assist faculty and students in assessing how to implement this accommodation; and
- ii. Outline legal guidelines, the implementation process, responsibilities of the parties and common scenarios

Process for implementing this accommodation:

- i. ODS determines that the accommodation is reasonable based on a thorough review of all file elements. We explain to the student the limits of this accommodation and provide support for faculty and students.
- ii. The student initiates the conversation with the faculty member early in the semester. This private discussion is a required element of the accommodation grant. In instances where students delay in presenting and discussing their accommodation letter, faculty are not expected to provide any retroactive accommodations. Faculty may still benefit, however, from receiving this information from the student at any point in the semester.

- iii. The professor should assess the impact of attendance on class and determine what accommodations can be made. There are some classes where this accommodation is not appropriate, such as classes where student learning is assessed almost solely in the classroom or when allowing an absence would place an undue burden on the professor. The Flexible Attendance Agreement document should guide this discussion between student and faculty member.

Responsibilities of Involved Parties

- i. Student Responsibilities:

- Initiate conversation with faculty as early as possible. Complete the Flexible Attendance Agreement while meeting with your professor. Be clear in all communications. Understand that not all classes can offer flexible attendance. Although the letters of accommodation are emailed to faculty, students should schedule a private conversation in order to implement this accommodation.
- Complete all coursework. When you miss class, notify your professor immediately. This accommodation does not mean you receive automatic deadline extensions for work due on the day of your absence. You should work to still turn in your work via email. If you do not turn in an assignment or miss a quiz or exam, it is your responsibility to contact your professor to verify if you will be allowed to make up the work.
- Notify your ODS Coordinator if your absences are becoming excessive.

- ii. Professor Responsibilities:

- Be available to discuss the accommodation with your student.
- Determine how essential attendance is to your course. If, through a deliberative consideration of the bullet points provided on the reverse, it is determined that attendance is an essential requirement, this accommodation may not be appropriate for your class. Involve others in your department (department chair, etc.) in this deliberation.
- Be very clear in your expectations when you meet with the student. Use the items listed on the Flexible Attendance Agreement to guide these expectations and your discussion with the student.
- If absences become excessive, discuss this first with the student. Feel free to contact ODS to help address this concern. If make up exams are provided, these should not be more difficult in nature than the original exam.

- iii. ODS Responsibilities:

- Review request and approve the accommodation when appropriate.

- Meet with student to provide accommodation letter, Guidelines, Student Responsibilities and Flexible Attendance Agreement.
- Provide support to faculty and student when questions or difficulties arise.

G. Interpreting or Real-Time Captioning Services

Interpreting or real-time captioning (CART) services are provided by the Disability Services Office as an accommodation for deaf students or students with a documented hearing loss.

i. Student Responsibilities:

- All students receiving interpreting/CART services are required to have a documented hearing loss on file.
- Course schedules need to be given to the Disability Services Office at least two weeks prior to the first day of classes (or earlier if possible) to ensure that interpreters will be available at the first class.
- Room/Time Changes: The Disability Services Office must be notified of any changes that differ from the student's scheduled print out as soon as the student is aware of the changes.
- Student cancellations must be emailed (ods@subr.edu) by the student to both the interpreter/vendor and the Disability Services Office 24 hours in advance. If not cancelled, the SUBR/Disability Services Office will be required to pay for these services.
- Instructor Cancellations: When a class has been cancelled by the instructor, students are responsible for notifying both the interpreter and the Disability Services Office immediately via email.
- No show: Students must notify the Coordinator of the Disability Services Office as soon as possible as to the reason for the failure to cancel an interpreter when not attending class. Students may be subject to suspension of services when the no-show behavior occurs the third time in a semester unless s/he can demonstrate a good cause.
- Tardiness: Interpreters are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes. However, the interpreter must be paid the two-hour minimum when the student does not arrive.
- Supplemental Interpreting: If students need additional interpreting time for a conference with the instructor, team assignments, or to attend a co-curricular event as assigned by the instructor, a special and timely request must be made to the Coordinator for Disability Services before submitting a request to the vendor.

ii. Interpreter Responsibilities: (In accordance with SUBR Code of Ethics)

- Interpreters are not editors and must transmit everything that is said in exactly the same way it was intended. If the interpreter's feelings interfere with rendering the message accurately, they shall withdraw from the assignment.
- Interpreters will report no-shows or consistent tardiness to the Coordinator for Disability Services.
- Interpreters will arrange for a substitute in the event of a sudden inability to attend class.
- Interpreters will discuss break times with instructors at the beginning of the term.
- Instructors are notified that an interpreter will be in the classroom. It is the responsibility of the interpreter to discuss with the instructor an appropriate time for a break or any other reasonable accommodations the interpreter may desire.
- If a problem arises between the interpreter and any persons involved in an assignment, the interpreters should first discuss it with the persons involved. If no resolution can be reached, the Coordinator for Disability Services should be contacted.

H. Note Taking Assistance

Note taking is a commonly requested accommodations and is provided to students with a variety of different disability issues.

i. General information about taking services:

- Note takers are not required to provide notes to students for days the student is absent from class.
- Note takers may use either a digital or electronic device to take notes.
- A mutual agreement can be made between the note taker and the student concerning the manner in which the notes will be delivered (i.e., same, next day) but no longer than one week.

ii. Student Responsibilities:

- Note taking services are provided to students on the basis of documented need.
- Students shall provide their instructors with an accommodation memo stating that they have requested and been given the

accommodation with Coordinator for Disability Services the services of a note taker.

- Notes can be retrieved on a weekly basis from the Disability Services Office.
- Students should inform the Coordinator for Disability Services of missing notes or other problems.
- If a student decides that s/he no longer needs note-taking services, the student should meet with the Coordinator for Disability Services to discuss the change in accommodation request.
- In the event that the student drops the class, s/he must inform the Coordinator for Disability Services of the change as soon as possible.
- If note taker is absent, students should obtain a tape recorder from the Coordinator for Disability Services.

iii. Note-Taker Responsibilities

- The note taker will make two copies of notes: one set for student receiving services and one for the master file.
- Notes must be dated.
- Notes should be submitted to the coordinator no less than one time per week via email.
- If a note taker must unavoidably miss a class, it is his/her responsibility to notify the Coordinator for Disability Services via email, so the student can use a tape/digital recorder during class. Additionally, the note taker can plan to obtain the class notes from someone else for the student.
- In the event that the note taker drops the class, s/he must inform the Coordinator for Disability Services of the change as soon as possible. The Coordinator for Disability Services will reassign a new note-taker as soon as possible.
- Note takers need to be dependable and attend classes each day in a timely manner
- Note takers should copy all information from the board and overheads in addition to taking notes from class lectures. Notes should be arranged in an organized manner and must be written legibly.
- Note takers should always include class announcements such as: test dates, review sessions, assignments, and due dates in notes.
- Note takers should meet with student to discuss the note taking format that will be used in the class (see number 3 above).

I. Recorded Lectures

When the documentation warrants, students are permitted to tape/recorded lectures. If requested by the professor, the student may be required to sign a recording agreement.

If the class is primarily a discussion class, peer students may also request that an agreement be signed to protect their confidentiality.

J. Faculty Liaison

Students are encouraged to be self-advocates and are provided guidance when necessary. Most faculty-student issues can be resolved between the two parties. In the event there is a communication problem or no resolution, the Coordinator for Disability Services will act as liaison.

K. Course Alternatives / Modifications

- i. Course Alternatives - Section 504.104.44 (a) specifically states that "substitution of specific courses required for the completion of degree requirements" is a legitimate academic adjustment. Such accommodations are made only when it is clear that the student's disability makes completion of the requirement impossible and that such an accommodation does not alter the integrity of the academic program. Any requests for substitutions will be considered on an individual basis.

The guidelines that will be used in considering the substitution are:

- Is it a reasonable accommodation request?
 - Does the content of the substituted course meet the nature and intent of the course for which it is being substituted?
 - Is the reasoning presented by the student for this substitution credible and logical?
 - Does the documentation on file with the Coordinator for Disability Services justify the need for the substitution?
 - Has the student accessed available resources such as assistance from faculty and the Student Success Center, when applicable?
 - Has the student attempted the course?
 - Is there an alternative to substitution?
- ii. Course Modifications - SUBR understands that certain disabilities may be sensitive to classroom or course requirements. Therefore, the Coordinator along with the Instructor and Department Chair may collaborate to determine reasonable adjustments for course instruction to accommodate the student's needs.

An Academic Accommodation Memo must be presented by the Coordinator for Disability Services to faculty at the beginning of each semester to notify them that the student will be receiving accommodations and the nature of those accommodations. No student is entitled to receive accommodations unless the instructor has received the notification. The Office of Disability Services will submit notification of Accommodation via email to faculty on

behalf of the students. It is the student's responsibility to discuss all accommodation with all professors within the first two weeks of the beginning of the semester. The Academic Accommodation Memo does not relieve the student from attending class unless absences are indicated in the documentation of the disability.

Students must still adhere to the attendance policy on campus. Special consideration may be given with instructor discretion. For summer school programming, the time for notifying the instructor will vary.

Section 17: Service (Guide) and Emotional Support Animals at SUBR

SUBR recognizes the importance of "Service (Guide) Animals" as defined by the Americans with Disabilities Act Amendments Act (ADAAA) and the broader category of "Emotional Support Animals" under the Fair Housing Act (FHA) that provide physical and/or emotional support to individuals with disabilities. Below is an overview of what animals will qualify.

A. Service (Guide) Animals

Service (Guide) animals are defined under the ADAAA as:

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

The work or task that the dog performs must be directly related to the individual's disability, such as, but not limited to:

- i. assisting those with low vision
- ii. alerting individuals who are deaf or hard of hearing
- iii. pulling a wheelchair or stabilizing a person's gait
- iv. retrieving items such as medicine or the telephone
- v. recognizing and assisting during seizures
- vi. alerting individuals who may be experiencing flashbacks of emotional trauma

A service (guide) animal may only be a dog or a miniature horse. Emotional, support or companionship animals do not qualify as service animals. Subject to some limitations, service dogs may generally accompany students throughout campus, such as classrooms, recreational facilities and campus residences.

When a service (guide) animal is on campus with their handler, but it is not evident what service the animal provides, only two questions may be asked of the handler:

- i. Is this animal required because of a disability?
- ii. What work or tasks is the animal trained to perform?

If the answer to either question is not clear, contact the ODS Coordinator. Questions about the person's disability, requiring medical documentation, requiring a special identification card, or training documentation for the animal, or asking that the animal demonstrate its ability to perform the work or task are not permitted.

The animal's handler must be in control of the animal at all times. A leash is recommended, but not necessary to be in control. A university employee may request that a service (guide) animal be removed if it is determined that the animal is not controlled properly or is disruptive in the classroom or to the college learning environment.

B. Emotional Support Animals (ESA)

In some instances, disabled students may be allowed to have an emotional support animal within campus housing facilities. Emotional support animals may alleviate one or more identified symptoms or effects of a disability and are often referred to as "emotional support" or "therapy" animals. The ODS Coordinator in conjunction with Director of Housing at SUBR must approve all requests for emotional support animals as an accommodation in campus housing facilities.

Students, please note this is separate application process from housing and registering for services with the Office of Disability Services. This can be a stand-alone process or can be in conjunction with both housing and ODS. A student may be able to have an emotional support animal in a campus housing unit as a reasonable accommodation if:

- i. the student has a documented disability; and
- ii. the animal is necessary to afford the student with a disability an equal opportunity to use and enjoy a dwelling; and
- iii. there is an identifiable relationship or nexus between the disability and the assistance the animal provides.

If a student is allowed to have an emotional support animal, it may be restricted to only housing areas. It is not allowed to enter classrooms, recreational facilities or other campus buildings.

Section 18: SUBR's Procedure for Emotional Support Animals

- A. Animals may not be allowed if they pose an undue financial or administrative burden to the college, may cause substantial physical damage or if they may fundamentally alter SUBR's operations (including housing).
- B. Animals cannot be a threat to the health or safety of others. Student owner is responsible for any bodily injury associated with the animal.
- C. Juvenile animals may only be granted probationary status or not allowed at the discretion of SUBR.
- D. Dogs must be house trained.
- E. Animals need to be well cared for. If the animal is left unattended over the weekend it may be considered animal abuse and you may be asked to remove the animal from campus or animal control may be called.
- F. Animals must be in good health with regular checkups and must comply with all state and local licensure and vaccination requirements. Documentation of vaccinations and licensure are required if the student and animal reside in campus housing facilities. Students will be required to submit a veterinary health each semester.
- G. The student owner is responsible for all clean up and/or damages associated with the animal, which includes picking up your animal's feces from SUBR grounds.
- H. The animal's handler must be under the control of the animal at all times. The animal must be accompanied by its handler any time it is outside the student's room. Any university employees may request that an emotional support animal be removed if it is determined that the animal is not controlled properly.
- I. The student owner is responsible for educating others in the campus community on how to appropriately interact with the animal. It is further understood that the animal is considered an emotional support animal and is working when out in public. The animal does not need to interact with other students, faculty, or staff unless required due to the nature of the disability.
- J. In order for a student who is residing on campus to have an emotional support animal, all paperwork must be submitted and approved before the animal is allowed in the residence halls.
- K. If student is desiring to change the type of emotional support animal. The student must submit another application for approval before any changes with the emotional support animal can occur.

Section 19: Personal Care Attendants (PCAs)

Southern University and A&M College – Baton Rouge (SUBR) is committed to providing access to all individuals. One way that SUBR does this is by acknowledging that some students may require a Personal Care Attendant (PCA) while in the learning environment.

Please be aware:

- A. SUBR does not provide PCA services
- B. PCA's are hired, paid, and employed by the student they are assisting
- C. PCA's are not classroom or lab assistants
- D. PCA's are required to abide by all SUBR policies, including but not limited to the Student Code of Conduct
- E. PCA's are only permissible in the classroom or lab when the student is in attendance
- F. PCA's may not be enrolled in the class they are working in and will not receive academic credit for the class

A student bringing a PCA to SUBR must register with the Office of Disability Services (ODS) prior to the PCA attending classes with the student. A student must identify the classes the PCA will attend with them on the concise student schedule submitted to the ODS office.

If a student will require a PCA while living in the residence halls the student must register with ODS and request housing accommodations through University Housing and Dining Services.

Personal Care Attendant (PCA) Responsibilities

The following information provides clarification on the responsibilities of the PCA, the student, and the Office of Disability Services (ODS).

The following are the responsibilities for all parties involved:

A. Student Responsibilities

- i. Informing ODS of the need for a PCA and providing appropriate documentation
- ii. Employing the PCA (hiring, training, paying, replacing, ensuring back-ups, etc.)
- iii. Ensuring the PCA abides by all SUBR policies, including but not limited to the Student Code of Conduct.
- iv. Establishing a non-disruptive mode of communication between themselves and the PCA in the learning environment.
- v. Ensuring the PCA is acting as a non-academic participant in the learning environment.

B. PCA Responsibilities

- i. Remaining available to assist the student with personal needs in the learning environment, as needed
- ii. Acting as a non-academic participant in the learning environment

- iii. Abiding by all SUBR policies, including but not limited to, the Student Code of Conduct
- iv. When an educational environment requires students for safety or health related reasons to meet certain criteria, such as a background check, inoculations, personal protective equipment, etc., the PCA must meet the same requirement(s).

C. ODS Responsibilities

- i. Requesting appropriate documentation from the student that supports the need for a PCA in order for ODS to determine eligibility for the academic accommodation allowing the PCA access to the educational environment,
- ii. Notifying faculty of PCA attendance in the learning environment.
- iii. Addressing faculty and student concerns regarding a PCA in the learning environment.
- iv. Facilitating discussion(s) between the faculty and student regarding PCA related questions and/or concerns, upon request.

D. Best practices for interacting with a PCA in the classroom:

- i. Address the student directly when interacting in the learning environment, such as looking at the student when speaking.
- ii. If the student's disability effects communication, the PCA may verbalize the students' comments. The student and the PCA will have already established a non-disruptive mode of communication between themselves prior to the class. For example, the student may use a communication board and the PCA will read out loud the students' comment or question.
- iii. If you have been notified by ODS that a student will be bringing a PCA to your class, there is a possibility that this student may also utilize a classroom assistant. A classroom assistant provides academic support in the classroom, such as scribing in-class assignments, using a calculator, etc. This may mean that there are extra people (sometimes up to 2) in the class other than the enrolled students. NOTE: ODS will provide additional chairs as needed.
- iv. A PCA is not an academic participant (auditing the class, taking the class, etc.); therefore, the PCA should not be asking questions, making comments, taking notes, or recording activities. A PCA should be available (in the classroom or close by) to the student as needed.

Section 20: Institutional Disability Services Responsibilities

Institutional disability services are in place to:

- A. Prohibit discrimination against individuals with disabilities.
- B. Reduce or eliminate physical, academic, and attitudinal barriers.
- C. Provide reasonable accommodations.

- D. Maintain the strictest of student confidentiality.
- E. Develop a shared responsibility and community for individuals with disabilities.
- F. Assist the student in self-advocacy.
- G. Assist the student in problem-solving.
- H. Guide the student to possible resources that might assist him or her, whether it is on campus or networking in the community.
- I. Be sensitive to the individual personalities of students, whether it is in communicating their needs or an attempt to maintain dignity with a very difficult issue.
- J. Serve as liaison with faculty when a medical emergency necessitates an extended absence.

Section 21: University Rights and Responsibilities

SUBR has the right to:

- A. Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate faculty, staff, and students on this basis.
- B. Request and receive, through the Disability Services Office, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- C. Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation.
- D. Select among equally effective accommodations, adjustments, and/or auxiliary aids and services.
- E. Refuse an unreasonable accommodation, adjustment, and/or auxiliary aid and service that impose a fundamental alteration on a program or activity of the university.

Section 22: Grievance Procedure

SUBR and the Coordinator for Disability Services recognize the right of students to file a grievance if they believe they have been denied equal access to the college's academic programs, campus activities, or other services because of a disability. To establish the basis for such a grievance, students must first register with the Disability Services Office and provide documentation of their disability.

SUBR always encourages students to enlist the aid and intervention of the Coordinator for Disability Services to resolve complaints informally. If informal procedures do not satisfactorily

address the student's concerns or if the grievance is directed toward the Coordinator for Disability Services, the student may file a written grievance with the Office of ADA Compliance.

Contact Information

Mrs. Debra M. Lawson, M. Ed
ADA Compliance Coordinator
Room 319, J.S. Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana 70813
Ph: (225) 771-6279
TTY: (225) 771-3824

Section 23: Examination Procedures

Students who plan on using the following examination accommodations: 1) Individual / Private / Small Group Testing; 2) Testing in a Distraction-Free Environment and 3) Extended time. May schedule their testing session(s) with the Office of Disability Services. The student is responsible for completing the Examination Request Form at least five (5) business days prior to the examination date. Listed below are the student and instructor responsibilities in the examination procedures.

The Office of Disability Services Testing Lab Instructions:

A. Students:

- i. Examination Request Form can be located by following the steps below:
 - Go to www.subr.edu
 - Click on "Student"
 - Click on "ADA and Title IX Compliance"
 - Click on "Office of Disability Services" from the left of your screen.
 - Scroll down until you see the "Forms" section in blue.
 - Click on "Examination Request Form"
- ii. The examination request form must be ENTIRELY completed and submitted (Dynamic Forms) at least three (3) business days prior to the exam. The Office of Disability will send confirmation of request receipt to the student and faculty. Faculty will then complete his/her part and submit the form back to the Office of Disability Services (ODS).
 - Please note: All Examination Request Forms that are not received at least three (3) business days before the examination will NOT be

accepted and the student will have to reschedule the examination if he/she wish to test with the Office of Disability Services (ODS). A rescheduled test MUST be approved by the faculty member in order for the Office of Disability Services (ODS) to provide the requested accommodations. Midterm and Final examinations MUST be scheduled one (1) week prior to the examination date.

B. Faculty:

- i. Faculty should complete the faculty section of the Examination Request Form that will be emailed to them once the student submits their portion of the form.
- ii. The faculty portion of the Examination Request Form includes confirmation of the date and time examination is to be given, time allowed in the classroom for the test, instructions/materials that can be used to administer the examination and building and room the examination is to be returned to.
- iii. Complete the Examination Request Form before submitting the completed Faculty section of the Examination Request Form. Email the completed form to the Office of Disability Services (ODS).
- iv. Examination must be delivered via email (ods@subr.edu), fax (225) 771-3949, or hand-delivered by the scheduled exam date and time. If you hand-delivered, please bring the examination to A. C. Blanks Hall room 246. Please place the exam in folder or envelope with the student's name and the instructor office location and desk telephone number.

The following charts can be used to assist the students and faculty with examination scheduling:

If the examination is on this day:	Student should submit examination request form no later than this day and time:
Monday	Monday of the previous week (Dynamic Forms by 5 pm)
Tuesday	Tuesday of the previous week (Email by 5 pm)
Wednesday	Wednesday of the previous week (Email by 5 pm)
Thursday	Thursday of the previous week (Email by 5 pm)
Friday	Friday of the previous week (Email by 5 pm)

Examination reminders for students and faculty:

- A. If the student determines he/she can take the examination in class with everyone else and does not need the accommodations or if the faculty member can accommodate them, then please check OTHER ARRANGEMENTS HAVE BEEN MADE on the Examination Request Form and submit the form by email to ODS.
 - i. Faculty should note that faculty office is not conducive to administer exams.

- B. All examinations are monitored and are returned to the faculty member in a tamperproof envelope. The instructor or the person receiving the examination must sign to acknowledge that the examination has been returned. Instructors may pick up their exams from the ODS or request delivery. Exams must be returned to the instructor within 3 business days.
- C. Extended time will be calculated according to the time that the examination is scheduled to begin, (e.g., if the student shows up 10 minutes late to take his/her examination he/she will not receive an additional 10 minutes to finish their test). Note: If a student shows up 15 minutes after the examination is scheduled, he/she will not be allowed to take the examination in ODS unless approval is given by the faculty member.
- D. If the student registers for a test at ODS and for some reason decides to cancel, the student must notify ODS and well as the professor of the course. The office of disability services will cancel the testing arrangements. If a student is a no show three (3) times without notifying ODS, he/she may lose testing accommodations with this office. To resume testing privileges with ODS, a student must meet with the Coordinator of ODS.
- E. Instructors should not send a student's test to ODS if he/she did not receive an e-mail requesting verification of examination information and confirmation of schedule testing arrangements.
- F. Instructors should not send a student with an exam/test in their hand to ODS. The student will not be permitted to take the exam.
- G. Instructors should include all rules/guidelines in written format that are to be enforced for each exam.
- H. Please note that all tests taken in ODS, with the exception of final exams, must be completed by 4:30 p.m.

Section 24: Examination Rules and Regulations

- A. All Personal belongings must be stored in 246 A. C. Blanks Hall. This includes backpacks, cell phones, pagers, etc.
- B. No hats/caps, cell phones, MP3 players or any electronic devices will be allowed in the testing rooms during an exam.
- C. No food or drinks are allowed in the examination labs unless this is an approved accommodation and is medically necessary.
- D. Examination materials will be supplied by the ODS Office. This includes blue books, pencils/pens, scratch paper, and scantrons. No other materials will be permitted in the examination labs unless otherwise specified by the instructor/professor.

- E. Please take care of personal needs before taking an exam, such as going to the restroom, getting a drink of water, etc. Activity during an exam is disruptive to other students who may be entitled to a distraction-reduced environment while taking an exam. Exceptions will be made for those students who receive drink/restroom breaks as an accommodation.
- F. Breaks will only be permitted if the student was approved for the rest break during testing accommodation.
- G. Academic dishonesty of all types WILL NOT be tolerated. All incidents will be reported to the instructor/professor and to Student Advocacy and Accountability in the Office Student Conduct for disciplinary review.
- H. Exam time will be deducted for students who are not on time for the exam time requested. If you are more than 15 minutes late, ODS will not administer the exam and you will have to reschedule the exam and will be considered a “NO SHOW” and notification will be sent the professor. All rescheduled exams must be done in the same procedure, by completing the Examination Request Form. ODS will not be allowed to reschedule exams via the telephone.

Section 25: Record Retention

The Office of Disability Services will purge student’s disability files annually (June of each year). If a student has graduated, their file will be moved to an archive storage system. These files will be stored for seven (7) years from the graduation date and then destroyed. If a student file is designated “Inactive” it will be held in the Disability Services Office for one academic year (Fall and Spring) from date designated “Inactive,”

Disability files of applicants (students who have sent documentation but have not attended SUBR will be kept in the Disability Services Office for one year from date received, then moved to an archive storage system for five (5) years.

The Office of Disability Services will then destroy Student disability files will retain an active status while the student attends the college, regardless of whether the student uses disability services.