

# DePauw University

## Student Accessibility Services Handbook

### Contents

General Information Regarding Student Accessibility Services	2
Student Accessibility Services Handbook	2
Introduction to Student Accessibility Services	2
Rights and Responsibilities	3
Student Rights	3
Student Responsibilities	3
Student Accessibility Services Rights	4
Student Accessibility Services Responsibilities	4
Faculty and Staff Rights	4
Faculty and Staff Responsibilities	5
The Differences in Disability Rights and Responsibilities between High School and College	5
General Guidelines for Documentation	7
ADA Grievance Process	7
Academic Accommodations	8
Academic Accommodations Process	8
Exam Proctoring Philosophy and Guidelines	9
Exam Proctoring Policies and Procedures	10
Note Taking	11
Lecture Recordings	12
Attendance Policy	13
Chronic Health Conditions	13

Student Understanding of Chronic Illness and Attendance	15
Housing Accommodations	16
Housing Accommodations Process	16
Determining Reasonable Housing Accommodations	17
Dietary Accommodations	17
Dietary Accommodations Process	17
Determining Reasonable Dietary Accommodations	18
Temporary Impairments	18
Accommodations for Other Programs, Activities, Processes, and Services	18
Considerations for Off-Campus Study	19
Contact Information	20

## General Information Regarding Student Accessibility Services

DePauw University strives to maximize student potential by providing reasonable accommodations that ensure equal access to both the campus living and academic environments.

### Student Accessibility Services Handbook

It is strongly recommended that all students who are registered or are considering registering with Student Accessibility Services thoroughly review this handbook. Prior to receiving accommodations each semester, students will be required to electronically acknowledge receipt and review of the information and expectations put forth in this document.

### Introduction to Student Accessibility Services

DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities as covered under The Americans with Disabilities Act and Amendments 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. Student Accessibility Services determines reasonable accommodations for students with documented disabilities that include: long term disabilities and chronic health conditions; temporary impairments and episodic conditions; and housing and dietary needs. Reasonable accommodations will be determined on a case -by -case basis while ensuring the academic integrity of DePauw University remains intact.

The Americans with Disabilities Act and Amendments of 2008 (ADAAA), and Section 504 of the Rehabilitation Act, define a disability as a physical or mental impairment that substantially limits a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or caring for one's self. Physical or mental impairments may include, but are not limited to: mobility/orthopedic

impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention deficit disorder/attention deficit hyperactivity disorder, psychological disabilities, neurological impairments, traumatic brain injury, or chronic medical conditions such as AIDS, cancer, and diabetes.

Disclosure of a disability is optional and voluntary. A student may disclose a disability if academic performance could be adversely affected due to the impact of a disability or if the disability prevents the student from having access to, or participating in services, programs and activities at DePauw University.

Student Accessibility Services strongly recommends that First-Year Students and Transfer Students who may need accommodations request those accommodations as early as possible, even prior to arrival on campus. A student is free to disclose a disability at any time during their academic career at DePauw, however it is vital to note that accommodations are not retroactive.

## Rights and Responsibilities

The following section on rights and responsibilities is intended to provide a general overview of the respective roles of the student, faculty, and Student Accessibility Services Office. It is not intended to be a complete or exclusive list.

### Student Rights

Students with disabilities have the right to:

- Be otherwise qualified
- Equal access to programs, services, and activities
- To request reasonable accommodations
- Discuss concerns related to campus access or accommodations with the Student Accessibility Services Office
- File a formal or informal grievance related to concerns regarding to equal access
- Confidentiality of all disability-related information

### Student Responsibilities

Students with disabilities have the responsibility to:

- Identify themselves to the Student Accessibility Services Office and provide appropriate documentation of a disability
- Document how their disability substantially limits a major life activity
- Request accommodations in a timely manner
- Set up an appointment with Student Accessibility Services to discuss the impact of their disability and the reasonable accommodations they require
- Engage in an interactive process to identify appropriate reasonable accommodation for their disability

- Release their accommodation letter to their professors and other necessary parties each semester
- Follow all policies and procedures related to the documentation and accommodation process
- Confidentiality and to choose to whom information about their disability will be disclosed
- Meet qualifications and maintain the University's academic standards

## Student Accessibility Services Rights

Student Accessibility Services has the right to:

- Determine the reasonableness of documentation and requests for accommodation on a case by case basis.
- Request additional information and documentation in order to determine reasonable accommodations
- Engage in dialogue with the student to determine reasonable accommodations
- Share relevant information regarding the student's disability or accommodations with those who have a legitimate educational interest
- Deny a request or withdraw accommodations when a student fails to provide adequate documentation or uphold their responsibilities in the accommodation process

## Student Accessibility Services Responsibilities

Student Accessibility Services has the responsibility to:

- Serve as an advocate for equal access
- Partner and consult with faculty regarding academic accommodations and compliance
- Ensure confidentiality of all information related to a student's disabilities
- Publish written guidelines and procedures for the process and determination of reasonable accommodations
- Educate and provide consultation to faculty and staff on disability matters

## Faculty and Staff Rights

Faculty and staff members have the right to:

- Maintain the rigor and the fundamental nature of their course content
- Require students to demonstrate their knowledge of crucial course content
- Receive an official accommodation letter before providing accommodations
- Expect the student to initiate a discussion about the accommodations outlined in the accommodation letter
- Negotiate an accommodation with the student and the Student Accessibility Services Office in the event accommodation seems unreasonable or alters the fundamental nature of the course

## Faculty and Staff Responsibilities

Faculty and staff members have the responsibility to:

- Include a syllabus statement on how students can access accommodations
- Meet with students in a timely manner to discuss the content of the accommodation letter and make arrangements for the accommodations.
- Provide, when applicable, the accommodations listed in the accommodation letter
- Maintain confidentiality of students who disclose their disability or need for accommodation
- Refrain from asking for specific information related to the student's disability or question whether a specific disability exists
- Contact the Student Accessibility Services Office with questions and concerns related to the accommodation process

## The Differences in Disability Rights and Responsibilities between High School and College

A key step in a successful transition from high school to college is to anticipate and be prepared for the differences between these two settings. In addition to dealing with the same transition issues that all students face, students with disabilities also have the added challenge of how support services are requested and arranged. In college, students must play a more active role and assume more responsibility in the accommodation process. Self-advocacy is a critical skill, as students must understand and communicate how their specific disability impacts their life in all areas (academically, emotionally, socially and physically).

This transition to a college setting can also be difficult for parents because they are no longer in the legal position to make decisions for their child. At age 18, a person is legally considered an adult with privacy rights and responsibilities afforded to all adults. It is the role of the Director of Student Accessibility Services to assist students during this time of transition.

*The Differences Between Secondary and Postsecondary Disability Laws*

QUESTION	SECONDARY (High School)	POSTSECONDARY (College)
What is the law?	<b>IDEA and Section 504</b>	<b>Americans With Disabilities Act and Section 504 (Subpart E)</b>
What is the intent of the law?	IDEA: To provide a free, appropriate public education in the least restrictive environment to students with disabilities. 504: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.	To ensure that no otherwise qualified person with a disability will be denied access to, or benefits of, or be subjected to discrimination by any program or activity provided by any public institution or entity.
Who is covered under the law?	All infants, children, and youth requiring special education services until age 21 or graduation from high school.	All qualified individuals with disabilities who meet the entry age level criteria of the college and who can document the existence of a disability as defined by the ADA.
Who is responsible for identifying and documenting the need?	School districts are responsible for identifying, evaluation, and planning educational services at no expense to the parent or individual.	Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. The student, not the institution, assumes the cost of the evaluation.
Who is responsible for initiating service delivery?	School districts are responsible for identifying students with disabilities and providing special instruction, individualized education plans, and/or accommodations.	Students are responsible for notifying the Accessibility Support Services staff of their disability and of their need for accommodations. Accommodations (not special education) are provided on a semester- by- semester basis in order for students with disabilities to have equal access to the institution's programs, services, and activities.
Who is responsible for enforcing the law?	IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. ADA/504 are civil rights statutes, enforced by the Office for Civil Rights (OCR), U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).	Section 504 (Subpart E) is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).
What about self-advocacy?	The parent or guardian is the primary advocate. Students with disabilities should learn about the accommodation(s) they need, and ways to become a self-advocate.	Students must be able to communicate what their disability is, their strengths, weaknesses, and how much the disability impacts and functionally limits major activities. They must be able to identify and justify any requested accommodations.

## General Guidelines for Documentation

A critical aspect in determining a need for accommodation is supporting documentation that enables the Director of Student Accessibility Services to understand the student's strengths and challenges. The diagnostic documentation must confirm the existence of a disability and provide evidence on the functional impact.

This information is essential to the process of identifying possible accommodations. A clinical diagnosis is not synonymous with a disability and may not be adequate to determine if reasonable accommodations can be determined.

General criteria for documentation includes the following:

- The documentation must be prepared by a professional (unrelated to the student) who is licensed to practice within a field directly related to, and associated with, the student's condition
- Be printed on official stationery and include printed name, contact information, and signature of the provider
- Include a clear statement of diagnosis identifying the disability and describe by what means the condition was diagnosed
- If the supporting documentation submitted is not adequate to validate the existence of a disability, the Director of Student Accessibility Services reserves the right to request updated assessments or additional evaluations

## ADA Grievance Process

Student Accessibility Services assists students in negotiating disability related barriers and strives to improve access to university programs, activities and facilities. Students who wish to voice concerns or discuss university access, policies, and procedures are encouraged to contact the Director of Student Accessibility Services.

The following policy has been developed to protect the rights of students with documented disabilities and to assure university compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. This policy protects persons with disabilities from discrimination associated with access to, or participation in, university programs and services.

Student Accessibility Services has been designated by the university to coordinate ADA compliance efforts in partnership with the ADA Compliance Officer. To ensure that complaints are addressed promptly, students should contact the Director of Student Accessibility Services within thirty (30) calendar days of the event giving rise to the complaint. Students should initiate a complaint by contacting Student Accessibility Services, a unit within Student Affairs:

Meggan Herrald Johnston  
Director of Student Accessibility Services

[studentaccessibility@depauw.edu](mailto:studentaccessibility@depauw.edu)

Union Building Suite 100

765-658-6267

Student Accessibility Services, at the request of the student, will review the issue(s) and seek to resolve the matter informally. If the complaint remains unresolved, the student will be provided with the ADA Student Grievance Form. Students should complete the grievance form and file it with the Vice President for Student Affairs within fifteen (15) days of receiving the form. After receiving the completed Grievance Form, the Vice President for Student Affairs or their designee will conduct a formal review.

The university's internal procedures are designed to ensure a timely and effective resolution to student grievances. Although students have the right to pursue appeals through external channels, they are encouraged to use the university's internal procedures prior to lodging complaints with agencies outside the university.

For additional information regarding the ADA, you may visit the ADA Web site: [www.ada.gov](http://www.ada.gov).

## Academic Accommodations

### Academic Accommodations Process

The process of requesting academic accommodation begins with the *self-disclosure form* and documentation. The self-disclosure form, located on the Student Accessibility Services Website, is completed by the student in their words and remains confidential. Accommodations cannot be determined until the self-disclosure form and documentation have been submitted. Students seeking accommodation are encouraged to complete the self-disclosure form and submit documentation before the semester begins. Doing so will ensure accommodations are determined in a timely manner.

Step by step accommodation process:

1. Complete the self-disclosure form. All supporting documentation must be submitted when completing the self-disclosure form.
2. Upon successful completion of the self-disclosure and documentation, the student will receive a confirmation message. Once the self-disclosure form is reviewed by the Student Accessibility Services Office, the student will be sent a link to schedule an intake appointment with the Director of Student Accessibility Services. The student is expected to use this link to make an appointment.
3. The student and the Director of Student Accessibility Services will meet to review the documentation to determine reasonable accommodation. The Director may request additional information at this time.
4. Once reasonable accommodations are determined, a formal letter of accommodation will be released to the student with a copy to faculty and staff members on a need-to-know basis.
5. For academic accommodations, students will make an appointment with each faculty member to discuss the implementation of the accommodations.

Accommodations are not retroactive. Academic accommodations must be renewed each semester.

## Exam Proctoring Philosophy and Guidelines

There are three basic options for administering exams to students who have authorized accommodations: a. Take the exam with the class. b. Take the exam with the appropriate accommodations at a mutually agreed upon time, with the professor. c. Take the exam with Student Accessibility Services. Student Accessibility Services recommends that each student and professor work together to develop the best plan for the administration of accommodations subject to the conditions of the ADA Letter of Accommodation. It is possible that exam proctoring arrangements will vary from class to class.

Many professors at DePauw are willing to proctor their own accommodated exams using testing arrangements that are fair to the student and that also meet course requirements. When feasible, this approach is preferred by Student Accessibility Services because it provides the faculty member with the greatest control over the exam environment and gives the student direct access to the faculty member in the event of questions or problems.

Student Accessibility Services does offer exam-proctoring services as an alternative, should the professor and student mutually determine that necessary accommodations are best met in this way. If the professor and student have difficulty determining the best approach, The Director of Student Accessibility Services should be consulted.

The student is responsible for signing permission that allows the electronic release of the ADA Letter of Accommodation to each professor, and discussing with the professor options for having accommodated exams proctored. ADA accommodations are not retroactive and therefore, it is critical that the student requests the release of the ADA Letter of Accommodation to the professors as soon as possible in the semester and have a conversation to reach a mutual understanding about how to best implement exam accommodations.

Students are responsible for ensuring that exam proctoring does not conflict with their other scheduled courses or academic obligations. If there is a conflict, it is critical that the student communicate this conflict to the professor and Student Accessibility Services in order to arrange for an alternative time for the exam to be proctored. Missing one class in order to have an accommodated exam proctored for a different class is not an excused absence.

If the student and professor agree to have an exam proctored by Student Accessibility Services, it is the student's responsibility to schedule the exam in the DePauw Accommodate electronic management system.

Students must electronically schedule their exams at least five (5) school days prior to the date of the scheduled exam. Students who do not schedule their exam within the outlined timeframe will not be able to utilize Student Accessibility Services for proctoring that specific exam.

When exams are proctored at Student Accessibility Services, The Director of Student Accessibility Services or a designee will serve as a proctor of all exams and will make determinations in any

adjustments, conflicts or exam-integrity issues. Proctors are not allowed to explain or express opinions concerning the exam.

Other office staff in Student Accessibility Services will assist with proctoring, for example by escorting students to exam rooms and checking on them periodically while exams are in progress.

Student Accessibility Services is dedicated to maintaining the highest academic integrity possible in the exam-proctoring environment. Students having exams proctored by Student Accessibility Services will be required to follow the university academic integrity policy. While staffing constraints prevent a proctor from staying in the room with a student during the exam, unless needed to implement the specific accommodation, proctors will periodically enter the room to check on the integrity of the exam environment.

Student Accessibility Services is open Monday – Friday. Exams are usually scheduled for proctoring beginning at 8:00 AM, and must be concluded by 5:00 PM on class days. Student Accessibility Services offers extended hours for final exams.

### Exam Proctoring Policies and Procedures

It is the goal of the Student Accessibility Services Office to have the testing environment be as comparable to the in class testing environment as possible. In order to achieve this, the following policies are in place:

Exams must be electronically scheduled five (5) school days prior to the exam. Late exam scheduling will not be accepted and the student will need to work with the faculty member to have the exam proctored.

Students should arrive ten minutes prior to the exam. Exams will start precisely at the scheduled time. The allotted time for the exam will begin at the scheduled time and missed time will be deducted for students who arrive late. Failure to arrive on time could result in the exam being returned to the professor. All late arrivals and missed exams will be reported to the professor.

The only materials permitted in the testing room are: those provided by the professor; items specified by the professor on the completed exam proctoring form and/or materials provided by Student Accessibility Services at the request of the professor. Should items that are not specified as permitted by Student Accessibility Services or the professor are discovered during the exam proctoring session, the specific non-permitted items will be collected by the exam proctor. The Director of Student Accessibility Services will communicate the violation of procedure to the professor, and will return the non-permitted item or items to the professor, along with the completed exam, for further examination.

Students with 1.5 extended time are permitted one (1) five-minute restroom break. Students with 2.0 extended time are permitted two (2) five-minute restroom breaks.

Once a student has entered a testing room, and the timer started, the timer will not be stopped for restroom breaks, snack breaks, etc. unless stopping the timer is a specific accommodation.

A Student Accessibility Services proctor may enter the test room at any time to perform a random integrity check.

Students are not permitted to leave Student Accessibility Services once the exam begins.

The following items are not permitted in the testing room and can be held at the front office:

- Food snacks of any kind
- Drinks other than water in clear bottles with no labels
- Heavy jackets, coats, hats, hoodies or cumbersome outerwear
- Cell phones, smartwatches, or electronic devices
- Backpacks, purses, or bags

## Note Taking

Documentation provided to Student Accessibility Services must confirm that the request for a notetaker is a reasonable and necessary accommodation for the student. The notetaking accommodation is evaluated on a case-by-case, course-by-course basis.

When determining if a notetaker request is a reasonable accommodation in order to provide access to a particular course, various factors are explored:

- Is this a hands-on (i.e.: art, design, math) course or primarily a lecture style (i.e.: history, political science)?
- Does this course focus mainly on self-discovery and content that would be individualized to the student?
- Does the instructor post notes on Moodle and does it provide the information to supplement the student's own class notes?
- Will another accommodation, such as recording lectures, better meet the needs of the student?

The process for applying for a notetaker is as follows:

- The notetaking accommodation is specified in the accommodation letter to faculty.
- The student must initiate a conversation regarding their accommodation letter with the professor and discuss the various options on how to best have access to lectures. It is critical that the professor have input on the request for a notetaker.
- Student Accessibility Services will hire a notetaker after the professor confirms that the discussion has occurred and both the professor and student agree there is a need for a notetaker in order to best access the information presented in the course.

Students using notetakers are expected to assume an active role in acquiring this service. The following are expectations and responsibilities of students with a notetaking accommodation:

- The process of identifying and hiring a notetaker takes time and it is important that students notify the Student Accessibility Services of their need for a notetaker as early as possible.
- Students using notetakers are not excused from attending class.
- Notetaking accommodations do not substitute for students' full participation and attendance in class.

- The accommodation of notetaking is a supplemental service, and is not to be used in place of class attendance, active participation, or the effort of the student's own notes.
- Students should notify the Student Accessibility Services Office if they will be absent from class
- Students are to inform Student Accessibility Services if they withdraw from the course or no longer wish to receive notes.
- Students are to inform their professor and Student Accessibility Services should they experience any problems with the notetaking process.

The following are the roles of the Student Accessibility Services Office in relation to notetaking services:

- Student Accessibility Services will contact the professors(s) and confirm receipt of the accommodation letter and of notetaking needs for the course.
- Student Accessibility Services will work with the student and professor to acquire a notetaker.
- Student Accessibility Services will resolve and respond to any issues related to note taking accommodations.

The following are the expectations of the student hired to provide notetaking services:

- Notetaker will maintain confidentiality in all steps of process
- Notes will be uploaded into the DePauw Accommodate system by the end of the next academic day
- Notetakers will notify the SAS Office of all class absences ahead of time

## Lecture Recordings

Students with this accommodation have the right to record class lectures for personal study use only. Lectures recorded for this purpose may not be shared with other people without the consent of the instructor. Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as a part of the class activity. Information contained in the recorded lecture is protected under federal copy-righted laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-5161).

## Attendance Policy

Student Accessibility Services does not determine class attendance policies. DePauw University considers attendance to be integral to the pedagogic process. Similarly, faculty members determine policies regarding make-up work, missed quizzes and exams in their classes. A faculty member is not required to alter standards fundamentally for accommodation purposes.

Student Accessibility Services, upon written permission from the student, will issue an accommodation letter verifying the presence of a disability, including temporary impairments and episodic conditions (ADAAA), which have the potential to impact attendance. Verification is based upon written medical and/or psychological documentation from an appropriate professional and reviewed by The Director of Student Accessibility Services.

The student utilizes the accommodation letter to initiate discussion with their professors. The classroom attendance policy, procedures for notifying professors about absences, and make-up policies and procedures should all be discussed. A determination should be made as to how the student's academic progress may be impacted by absences within a particular course or field of study.

Students are responsible for reporting absences directly to their professors in accordance with the professors' attendance policies. Students are also advised to listen closely to faculty announcements about attendance, make-up policies and procedures. Students should also check course syllabus for additional information about these issues.

Regular attendance at class, laboratory and other appointments for which credit is given is expected of all students according to the guidelines established by individual faculty members. There are no "allowed cuts" or "free" absences from class sessions. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent. As a general rule, students who miss two or more weeks of class may no longer be eligible to continue in the class. The final decision about whether a student may continue with a class rests with the faculty member subject to constraints set by other academic policies. (DePauw University Academic Handbook)

Early departure or late return from breaks: Faculty members are expected to hold class on the days immediately before and after breaks. Students will not be excused from class attendance or from taking examinations at their announced time to accommodate travel schedules. It is the responsibility of students and their families to make travel arrangements accordingly. (DePauw University Academic Handbook)

A complete description of DePauw University's Class Attendance and Absences Policy can be found in the DePauw University Academic Handbook.

## Chronic Health Conditions

Student Accessibility Services, in compliance with ADAAA Law and Amendments, cannot determine course attendance policies. Attendance is integral to the pedagogic process, and students should consult the DePauw University Academic Handbook for information regarding class attendance and absence policies. Students are also strongly encouraged to consult the class syllabus for specific attendance requirements for individual courses, as attendance expectations can vary from course to course.

Students are always strongly encouraged to communicate with the professor should a question arise regarding attendance concerns.

Professors determine policies regarding make-up work, missed quizzes and exams in their classes. A professor is not required to alter standards fundamentally for accommodation purposes. Student Accessibility Services, upon written permission from the student, will issue an accommodation letter verifying the presence of a disability, including temporary impairments and episodic conditions as specified within ADAAA Guidelines. Verification is based upon written medical and/or psychological documentation from an appropriate professional and reviewed by The Director of Student Accessibility Services.

There are some conditions and disabilities that may have the potential to impact attendance, and in those specific cases, The Director of Student Accessibility Services will confirm with the instructor that a student has a health condition that has the potential to impact attendance. This recommendation is only made when comprehensive medical and /or psychological documentation has been received. The documentation must include a diagnosis and recommendations from professionals in the area of disability. The student often needs to provide updates from medical and psychological professionals in order to validate absences. Medical and psychological conditions are always kept confidential, and are not shared as part of the accommodation process. The student will often choose to disclose to faculty and staff the nature of condition, however, the role of SAS is only to confirm that absences are disability related. Student Accessibility Services will meet and communicate confidentially with the student and collect updated documentation.

Allowing some flexibility in attendance policies may be reasonable for some students with chronic health challenges. The student must provide documentation that indicates clearly the need for attendance policy flexibility. It is required that student and instructor agree on attendance expectations and communicate with each other when chronic health concerns are likely to impact the student's ability to meet standard attendance requirements. It is required that the student reach out and communicate with the instructor early in the semester so that expectations are clearly understood by both the student and the instructor. It is important to note that allowing some flexibility toward attendance expectations should never compromise course objectives or diminish academic standards.

The U.S Office of Civil Rights recently released the following guidelines for higher education professionals to consider in determining what is reasonable when students have conditions that impact attendance:

- What does the course description and syllabus say about attendance?
- Is there classroom interaction between the instructor and students?
- Do student contributions constitute a significant component to the learning process?
- Is the learning experience based on the acquisition of cumulative knowledge?
- Does the fundamental nature of the course rely upon student participation as an essential method of learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- To what extent is attendance used to calculate the final grade?

In general, the expectation for flexibility in attendance would be that a student may miss additional 1 –3 class meetings beyond the established course attendance expectations, however, there will always be exceptions to that recommendation.

The Director of Student Accessibility Services will work in cooperation with the professor and the student to help problem-solve should attendance questions and concerns arise.

## Student Understanding of Chronic Illness and Attendance

Students who are registered with Student Accessibility Services as having a chronic illness are responsible for reading and understanding the following:

- Student Accessibility Services does not determine course attendance policies.

- The primary role of Student Accessibility Services in attendance concerns is to confirm that a student has a condition that could impact attendance.
- Attendance is integral to student success at DePauw and students can consult *The DePauw University Academic Handbook* for information regarding class attendance and absence policies.
- Students should consult the class syllabus for specific attendance requirements for individual courses, as attendance expectations can vary from course to course
- Students should communicate with the professor when questions arise regarding attendance concerns.
- Professors determine policies regarding make-up work, missed quizzes and exams in their classes.
- Professors are not required to alter standards fundamentally for accommodation purposes.
- Once the letter from Student Accessibility Services is released it is required that students meet with their professors and agree upon attendance expectations.
- Until the student releases the letter and meets with the professor, the student's attendance will be held to the same academic policy as the student's peers.
- Attendance considerations are not retroactive and will only be considered after the student has met and discussed the accommodation letter with the student's professors.
- Students are responsible for contacting professors when health problems arise, as Student Accessibility Services will not contact professors on a student's behalf.
- With the student's permission, Student Accessibility Services can confirm absences related to chronic health conditions once medical documentation is provided.
- Student absences, even when health related, could cause students to fail or withdraw from courses.
- Students need to provide Student Accessibility Services with updates as their health changes, and Student Accessibility Services has the right to request updates as needed. Failure to provide health updates could result in a change of attendance recommendations.
- Student Accessibility Services will assist in proctoring make-up exams upon request of the professor and the student.
- Accommodation letters will need to be updated each semester, and will only be released after the student has requested it. The Director of Student Accessibility Services may request an individual meeting prior to releasing the accommodation letter.

## Housing Accommodations

### Housing Accommodations Process

Housing assignment and the residential learning environment are integral parts of campus life at DePauw University. It is the goal of DePauw University to provide a safe and healthy campus living environment. Reasonable accommodations can be issued in order to maximize student potential by ensuring equal access to both the campus living and academic environments.

Step by step accommodation process:

1. Complete the self-disclosure form. All supporting documentation must be submitted when completing the self-disclosure form.

2. Upon successful completion of the self-disclosure and documentation, the student will receive a confirmation message. Once the self-disclosure form is reviewed by the Student Accessibility Services Office, the student will be sent a link to schedule an intake appointment with the Director of Student Accessibility Services. The student is expected to use this link to make an appointment.
3. The student and the Director of Student Accessibility Services will meet to review the documentation to determine reasonable accommodation. The Director may request additional information at this time.
4. Once reasonable accommodations are determined; a formal letter of accommodation will be released to the student with a copy to staff members on a need-to-know basis.
5. Some common housing accommodations (such as air conditioning) may not require a meeting prior to making a determination on accommodations. In that case, the letter will be sent to the student in lieu of the meeting.

Accommodations are not retroactive. Academic accommodations must be renewed each semester.

## Determining Reasonable Housing Accommodations

In addition to a diagnosis, it is necessary for the service provider address the following questions as they relate to the request for Housing Accommodations:

- Is the impact of the condition life threatening if the request is not met?
- Is there a negative health impact that may be permanent if the request is not met?
- Is the request an integral component of a treatment plan for the condition in question?
- What is the likely impact on academic performance if the request is not met?
- What is the likely impact on the student's level of comfort if the request is not met?

Student Accessibility Services does not assign specific housing locations. It is important to keep in mind that what SAS is accommodating is the disability and not the student's social needs, such as roommates and/or preferences, such as a specific residence hall. The Director of Student Accessibility Services validates and determines the housing accommodation(s) necessary for the student, but not the location where the accommodation will be met or specific roommates.

## Dietary Accommodations

### Dietary Accommodations Process

Dietary needs and meal plans are integral parts of campus life at DePauw University. It is the goal of DePauw University to provide a safe and healthy campus living environment. Reasonable accommodations can be issued in order to maximize student potential by ensuring equal access to both the campus living and academic environments.

Step by step accommodation process:

1. Complete the self-disclosure form. All supporting documentation must be submitted when completing the self-disclosure form.
2. Upon successful completion of the self-disclosure and documentation, the student will receive a confirmation message. Once the self-disclosure form is reviewed by the Student Accessibility Services Office, the student will be sent a link to schedule an intake appointment with the Director of Student Accessibility Services. The student is expected to use this link to make an appointment.
3. The student and the Director of Student Accessibility Services will meet to review the documentation to determine reasonable accommodation. The Director may request additional information at this time.
4. Once reasonable accommodations are determined; a formal letter of accommodation will be released to the student with a copy to staff members on a need-to-know basis.
5. Some common dietary accommodations may not require a meeting prior to making a determination on accommodations. In that case, the letter will be sent to the student in lieu of the meeting.

## Determining Reasonable Dietary Accommodations

In addition to a diagnosis, it is necessary for the service provider address the following questions as they relate to the request for dietary accommodations:

- Is the impact of the condition life threatening if the request is not met?
- Is there a negative health impact that may be permanent if the request is not met?
- Is the request an integral component of a treatment plan for the condition in question?
- What is the likely impact on academic performance if the request is not met?
- What is the likely impact on the student's level of comfort if the request is not met?

Student Accessibility Services does not assign meal plans nor recommend a student be removed from a meal plan. The Director of Student Accessibility Services validates and determines the dietary accommodation(s) necessary for the student to remain healthy and safe. The dietary staff then communicates with the student so that dietary needs are met.

## Temporary Impairments

Sometimes students who do not have disabilities can benefit from some of the services that Student Accessibility Services coordinates. If you are going to have surgery, have a temporary condition, such as a broken arm/leg or concussion, or have orders from a physician on your level of mobility, feel free to contact our office to learn about the various services Student AccessibilityServices can provide.

## Accommodations for Other Programs, Activities, Processes, and Services

Student Accessibility Services and the ADA Compliance Officer partner to work with students with disabilities to provide reasonable accommodations so that they may enjoy the same benefits, experiences, and opportunities as persons without disabilities. As such, students seeking accommodations in addition to those that are related to academic, housing or dietary impairments should follow the same processes and procedures to initiate the accommodation process as outlined in this handbook. This may include, but is not limited to students seeking accommodations for student organizations, university or student sponsored programs and activities, campus events, and the community standards, academic integrity and Title IX processes.

## Considerations for Off-Campus Study

### ACCOMMODATION OF DISABILITIES

When planning to study off-campus, it is important to understand there may be vast differences in the perception of disabilities and the services available to accommodate people with disabilities. Some locations have a wide range of services for people with disabilities while others have very minimal support. If you are a student who desires accommodations for a disability for academics, housing, medical, mobility, or dietary needs, it is strongly recommended that you communicate this as soon as possible to The Director of Off-Campus Programs within the Hubbard Center of Student Engagement. It is also important that you register with DePauw University Student Accessibility Services, if you have not done so in the past. The Director of Off-Campus Programs and Director of Student Accessibility Services can assist you in determining reasonable accommodations and options available in your programs of interest. There will also be a coordinated effort to guide you as you make plans to study off-campus.

### DISCLOSURE OF A DISABILITY

The Americans with Disabilities Act protects your right to disclose a disability or the decision not to disclose a disability. However, if you choose to disclose, The Director of Off-Campus Programs and Director of Student Accessibility Services will be able to work with you to assist with your specific accommodation needs. As you investigate options outside of DePauw University, the protections available in your selected location will depend on individual laws in that location, therefore it is important to use the following considerations and checklist to guide your decision making if you wish to study off-campus.

### DISABILITY RELATED STUDY ABROAD CONSIDERATIONS & CHECKLIST

#### GENERAL ACCESSIBILITY

- \_\_\_\_\_ Review the overall physical, attitudinal and cultural access in your chosen location.
- \_\_\_\_\_ Does the host location have any disability rights protection?
- \_\_\_\_\_ Are there charges for accommodations in the host location?

#### TRANSPORTATION

- \_\_\_\_\_ What are your domestic/international transportation needs?
- \_\_\_\_\_ Is there public transportation in your host location? Is it accessible?

#### HOUSING AND DIETARY CONSIDERATIONS

- \_\_\_\_\_ What are housing and living conditions like in your host location?
- \_\_\_\_\_ Does your host institution have housing accommodations to meet your health needs?
- \_\_\_\_\_ Will your host location be able to accommodate your special dietary needs?
- \_\_\_\_\_ Does your host institution offer dietary accommodations?

#### MEDICAL CONSIDERATIONS

- \_\_\_\_\_ Is there access to counseling and medical resources in your host location?
- \_\_\_\_\_ What are guidelines and laws in your host location regarding prescription medications?
- \_\_\_\_\_ What are the guidelines and rules for medications while in transit? Airports? Customs?
- \_\_\_\_\_ Will your host location require a medical statement for medications or a medical emergency?
- \_\_\_\_\_ Will you have insurance coverage at your host location? Will you need a special policy?

#### ACADEMIC ACCOMMODATIONS

- \_\_\_\_\_ What is the nature of the curriculum and academic support at your chosen institution?
- \_\_\_\_\_ What activities will take place outside of the classroom and are they accessible?
- \_\_\_\_\_ Are there disability support programs available at your host institution? Who is the contact?
- \_\_\_\_\_ Is there support for auxiliary aids and assistive devices at your host institution?
- \_\_\_\_\_ What are the physical rigors of the program? What are the challenges? Is there access?