



**Palm Beach Atlantic University  
Disabilities Guidebook\***

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## Section 1. Mission of Disability Services

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The Palm Beach Atlantic University Purpose Statement is to “equip students to lead fulfilling lives through learning, leadership and service” (Palm Beach Atlantic University Academic Catalog, 2006-2007). In accordance with this purpose, the mission of Disabilities Services is to support a diverse population of students with disabilities, providing them with an opportunity to participate meaningfully in the University’s programs and activities. Disabilities Services also works with faculty and staff in an advisory capacity as they provide support to their students.

The Coordinator of Disabilities Services works with students on a case-by-case basis, determining reasonable accommodation; and professors are encouraged to contact Disabilities Services with questions about their students’ needs and to refer students who they suspect may have an undiagnosed disability. Disabilities Services will discuss options for evaluation with the student and make appropriate referrals. Professors should also refer any students who say they have a disability and are eligible for accommodation, but do not present a verification letter so that disabilities can be verified and appropriate accommodations can be determined.

Accommodations are granted only through the established procedures of Disabilities Services presented in this Guidebook—not by individual professors—though professors and students may participate in the decision making process.

Efforts to provide exceptional and comprehensive disability services are collaborative and the sharing of best practices is one of the hallmarks of student development professionalism. We would like to express our sincere gratitude to Priscilla Lipe, Disability Services Director at Elon University, and the administration of Elon University for sharing their hard work and granting their permission to adapt this guidebook.

### *2.1 Preferred Terminology*

We all know that the language we use and the words we speak are important. Certainly the way we refer to or portray people in speech and writing may reflect dignity and promote positive regard. Politically correct vocabularies are constantly changing. Still, the following suggestions appear to be a constant:

Refer to the person first, rather than the disability. This emphasizes the person’s worth and abilities rather than the disability.

The proper term is “disability”—not “handicap.” The term “handicapped” is now used only in relation to parking or other physical structures, and that will probably endure because of the cost of changing signage.

Avoid using a term for a disability as an adjective. For example, instead of saying an “L.D student,” or “blind student,” say a student with a disability or a student who is blind. Again, the focus is on the person, not the disability.

Avoid euphemisms, such as “physically challenged.” These suggest that barriers are good or that disabilities exist to build a person’s character. Simply stated, the person has a disability.

Avoid “clumping” or labeling--for example, the disabled, the blind, the deaf. However, there is one exception to this general guideline. Some people who are deaf are very proud of their deaf culture and prefer to be called *deaf* rather than *a person who is deaf* or *a person who has a hearing impairment*. When in doubt, ask the individual.

## ***2.2 Etiquette and Respectful Practice***

Advisors and instructors may want to consider general recommendations for etiquette and respect when interacting with a person with a disability. Equal Access to Software and Information (EASI) suggests the following:

### **a. In General**

Ask before doing. People with disabilities want to be as independent as possible, so don’t assume people with disabilities need or want your help. Ask, “May I get the door for you?”

Make eye contact. Speak directly to the person, not to or through his or her companion. It’s acceptable to use *common phrases* that contain action words the person is not capable of doing. For example, you could invite a person in a wheelchair to walk with you or to ask a blind person if he or she “sees what you mean.”

Treat people with disabilities with the same respect and consideration you have for everyone else--not as if they are invisible or as if they are children.

### **b. Visual Impairments**

Be descriptive. In helping to orient people with visual impairments, tell them what or who is approaching, if they need to step up or down, if a door is to the left or right, or what kind of handle it has. Warn them of any possible hazards.

People with visual impairments usually can hear just fine, so it is not necessary to speak loudly to them.

Offer to read written information for a person with a visual impairment.

If you are asked to guide a person with a visual impairment, offer your arm— don’t grab his or hers.

**c. Speech Impairments**

Listen patiently. Don't complete sentences for them unless they look to you for help.

Don't pretend to understand what a person says just to be polite.

Ask them to write down a word if you're not sure what they are saying.

**d. Hearing Impairments**

Face people with hearing impairments when you talk with them so they can see your lips. This is especially important in the classroom where it is too easy to talk while facing a chalkboard.

Speak a little more slowly when talking to a person with a hearing impairment.

Raise the level of your voice a *little*.

Communicate in writing if necessary.

**e. Mobility Impairments**

Try sitting or crouching down to the approximate height of people in wheel chairs or scooters when you talk with them. Don't lean on a person's wheelchair unless you have permission.

Be aware of what is accessible and what is not accessible to people in wheelchairs.

Give a push only when asked. Or ask, "May I help you with that?"

**f. Learning Disabilities**

ASK students with learning disabilities whether they understand or agree. Better yet, ask a question that can't be answered with "yes" or "no." Don't assume people are not listening just because you get no verbal or visual feedback.

People with learning disabilities do not necessarily have a problem with general comprehension.

Offer to read written material aloud, when necessary.

**2.3 Teaching and Learning Recommendations**

With appropriate accommodation, qualified students with *all types* of disabilities have been successful in postsecondary education. Disability Services uses a case-by-case analysis to determine reasonable accommodations for a student with a disability, making each student's accommodations personal to him or her. However, there are some general pedagogical techniques which are effective for

a wide variety of students with disabilities and are considered effective teaching strategies—*for all students*. Consider incorporating the following suggestions into your teaching repertoire:

- Select a text with a study guide when possible.
- Include a statement on the syllabus about Disabilities Services. For example,
- “Students with disabilities should contact Disabilities Services in the Student Success Center to request accommodation.”
- Invite students with disabilities to make an appointment during office hours to discuss their disabilities with you.
- Make course expectations clear.
- Ask for volunteer note takers at the beginning of the course.
- With each class, briefly review the previous lecture.
- Write key words/technical terms /proper names on the board or provide a lecture handout.
- Begin each lecture with an outline of material to be covered during that class.
- Provide guided lecture questions.
- Face the class when speaking and speak directly to students.
- Use gestures and natural expressions to convey meaning.
- Briefly summarize material at the end of class.
- Give assignments orally and in writing.
- Provide frequent opportunities for questions and answers.
- Well in advance of exams, provide study questions that illustrate the format as well as the content of the exam.
- Explain what constitutes a good answer and why.
- Be sure exam questions are clear and include a lot of white space on the page.
- Use a multi-sensory approach (visual aids, overheads, handouts along with lectures).
- Distribute samples of finished papers as examples or post a model on your web page.
- Use captioned videos whenever possible. They have proven helpful to not only students with hearing impairments and learning disabilities, but foreign students as well.
- Administer frequent quizzes to provide feedback.
- Provide Power Point slide copies before the lecture.
- Have students work in groups with hands-on activities or very specific group assignments.
- Think about seating arrangements and match student needs with location.

## ***2.4 Confidentiality in the Classroom***

Following are examples of how faculty may avoid breaching confidentiality or creating uncomfortable situations for a student with disabilities. Faculty members should:

- Avoid making any statements or implications that a student with a disability is any different from the general student population;
- Encourage students with disabilities who are approved for taking proctored exams to report to the testing center on the day and time of the exam as scheduled
- Not ask the student for documentation other than that provided by Disabilities Services;
- Discuss the student’s disability accommodations in a private place;



- Not deny a student an accommodation, but check first with the Coordinator for Disability Services
- Look at the student as an individual without comparison to other students, even other students with disabilities;
- Use the same grading standard that is used for the rest of the class;
- Hold students with disabilities to the same academic standards as the rest of the class. The idea of the law is to provide meaningful opportunity through reasonable accommodations—not to provide two different sets of requirements.

## **Section 3. Palm Beach Atlantic University Policies and Procedures for Access of Qualified Individuals with Disabilities**

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### ***Section 3.1 Policy Foundation***

Palm Beach Atlantic University Policies and Procedures for Access of Individuals with Disabilities are based on two major federal laws which protect qualified individuals with disabilities.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination solely because of disability in any program or activity receiving federal funding: “No otherwise qualified handicapped individual in the United States...shall solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

The Americans with Disabilities Act of 1990 (ADA) extends civil rights protection provided by the Rehabilitation Act and creates stronger enforcement mechanisms. (See Appendix A for definitions pertinent to these laws.) The ADA applies to both public and private entities and provides a private course of action for civil damages and penalties not available under the Rehabilitation Act. The ADA requires that institutions make *reasonable accommodations* for qualified individuals with disabilities to eliminate unlawful discrimination on the basis of disability. These reasonable accommodations may include adjustments to allow a qualified student access to educational services and facilities. However, it is not necessary to alter academic standards or course content in order to comply with these legal requirements.

Former commissioner of the U.S. Equal Employment Opportunity Commission, Paul Miller, summarized the goal of disability legislation when he said the ADA is “based on the premise that disability is a natural part of the human experience and in no way diminishes the rights of individuals to live independently, pursue meaningful careers, and enjoy full inclusion in the economic, political, cultural, and educational mainstream of American society” (Milani, 1996, 990-991).

### ***3.2 Palm Beach Atlantic University Policy Statement***

An interdisciplinary committee developed this policy to ensure meaningful access at Palm Beach Atlantic University for individuals with disabilities and to ensure compliance with federal laws.

Palm Beach Atlantic University is committed to the principle of equal opportunity and to the principle of dual rights and responsibilities. Policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied meaningful access to or benefit from academic and co-curricular programs or activities offered by the University.

The rights and responsibilities of both Palm Beach Atlantic University and individuals with disabilities must be considered in translating policy into procedure. This document outlines those rights and responsibilities and creates a mechanism for procedures and for dispute resolution if the usual channels do not result in decisions acceptable to both the individual and the University.

The individual with a disability has a right to access educational programs and services without discrimination based on the disability; the University has the right to set and maintain standards for admitting and evaluating the progress of students. A student's disability is not considered as part of an admissions decision.

### ***3.3 Rights and Responsibilities of the University***

The following enumeration of rights and responsibilities is intended to provide a general overview of the respective roles of the University and the student. It is not intended to be a complete or exclusive list.

Palm Beach Atlantic University:

- has the ***right*** to identify and establish the abilities, skills, and knowledge necessary for success in its programs and to evaluate applicants and students on this basis;
- has the ***right*** to identify and establish the abilities, skills and knowledge that are fundamental to academic programs and courses and to evaluate each student's performance against these standards. Fundamental program and course standards are not subject to accommodations;
- has the ***right*** to request and receive documentation that supports requests for reasonable accommodation for individuals with a disability;
- has the ***right*** to select from among effective reasonable accommodations for individuals with a disability;
- has the ***right*** to refuse an unreasonable accommodation or one that imposes an undue hardship on the University;
- has the ***right*** and the ***responsibility*** to engage in an interactive dialogue process to identify appropriate reasonable accommodations.
- has the ***responsibility*** to evaluate applicants based solely on their abilities. If an evaluation method or criterion unfairly discriminates against an applicant with a disability, the University may seek reasonable alternatives.
- has the ***responsibility*** to ensure that its programs when viewed in their entirety, including but not limited to academic offerings, housing, transportation, student organizations, counseling, and placement, are accessible and usable;
- has the ***responsibility*** to adjust or substitute any academic requirement that illegally discriminates against a student with a disability and that is not essential to the integrity of the student's academic program;

- has the **responsibility** to identify for students the procedures for requesting an accommodation. If a request for accommodation is denied, PBA has the responsibility to inform the individual of his or her right to appeal the decision and the procedures for initiating an appeal.
- has the **responsibility** to educate and provide consultation to University faculty and staff on general disability matters.

### ***3.4 Rights and Responsibilities of Qualified Individuals with Disabilities***

The following enumeration of rights and responsibilities are intended to provide a general overview of the respective roles of the University and the student. It is not intended to be a complete or exclusive list.

Qualified Individuals with Disabilities:

- have the **right** to an opportunity to participate meaningfully in and benefit from programs offered at Palm Beach Atlantic University. This includes access to services, benefits, co-curricular activities, housing, and transportation, that when viewed in their entirety, are comparable to those provided to any student;
- have the **right** to confidentiality and the right to choose to whom information about their disability will be disclosed (except in the case of a health or safety emergency, as permitted by law);
- have the **right** to an opportunity to learn. In order to ensure this, they have a right to reasonable accommodation;
- have the **right** to access published information regarding procedures for requesting accommodation;
- have the **right** to be informed of procedures for initiating an appeal of a decision regarding accommodations;
- have the **right** and the **responsibility** to engage in an interactive process to identify appropriate reasonable accommodation related to their disability;
- have the same **responsibility** as all students to meet and maintain the institution's academic standards and honor codes;
- have the **responsibility** to inform the appropriate university personnel (the Disabilities Services Coordinator) of the disability and to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self-advocates;
- have the **responsibility** to self-disclose a disability and to demonstrate and document how their disability substantially limits their ability to benefit from a particular delivery system, instructional method, or evaluation criterion when they make a request for accommodation. Students requesting an accommodation must provide documentation of need of accommodation from an appropriate professional such as a psychologist, learning disabilities specialist, or medical doctor (when the disability is a health condition)
- have the **responsibility** to follow published procedures for making accommodation requests and to do so in a timely fashion;
- have the **responsibility** of promptly informing Disabilities Services of any difficulty in receiving the approved accommodation(s).
- have the **responsibility** to follow published procedures for filing an appeal.

### ***3.5 Reasonable Accommodation***

A *reasonable* accommodation provides a student with a disability an opportunity to benefit from a program in the most integrated setting possible; it does not mean the accommodation is required to produce identical results or achievement. Academic requirements that the university has determined as essential to the program of instruction or to a directly related licensing requirement are not regarded as discriminatory.

The university is not obligated to provide accommodation when

- the student is not qualified;
- the accommodation would result in a fundamental alteration of the course or program, or a change in the standards of the course or program;
- the institution is being asked to provide a service of a personal nature (attendants, individually prescribed devices, etc.);
- the accommodation would impose an undue financial or administrative burden on the university.

When accommodation is determined to be appropriate and reasonable, PBA strives to find a flexible accommodation consistent with the documented need.

Accommodation must be requested in a reasonable and timely manner, dependent upon the request. In general, Disabilities Services requests a two-week notice; some accommodations may require more lead-time (for example, hiring an interpreter, getting books on tape).

### ***3.6 Eligibility for Services***

Students initiate services through self-identification to the Disabilities Services office. They should contact Disabilities Services early and should follow the procedure outlined below. Timely self-identification and documentation are required for eligibility for services.

#### **a. Self-Identification.**

Students must self-identify with disabilities services by completing an “Application for Disability Services” form (see Appendix D), “Authorized Release Form” (see Appendix F) and the Confidentiality of Information Form, (see Appendix G). Students are not eligible for accommodations until they request accommodation from Disability Services and are determined to be eligible.

#### **b. Documentation**

It is the student’s responsibility to provide documentation, per the guidelines in Section 504 or ADA. (See “Evaluation and Documentation Criteria,” Appendix B.) Disabilities Services will determine whether the student has satisfied the documentation requirements. The

documentation, the student's "Request for Accommodation" form, and any information gained in consultation with the student provide the basis for determining accommodations to be granted.

### **c. Interim Services**

If a student received accommodations for a disability before coming to PBA, but does not provide documentation initially, he may receive interim reasonable services, provided that he informs Disabilities Services of the nature of the disability and the type of accommodation formerly provided. However, documentation is still required and must be provided in a timely manner in order for services to be continued.

The provision of interim services, pending the submission of acceptable documentation, is not an acknowledgement by the University that the student is a qualified student with a significant disability.

If the coordinator of Disability Services determines through a screening procedure that there is strong evidence of a disability, interim services will be provided while formal assessment and documentation are in process. Records are reviewed at the beginning of each semester, and services are discontinued if documentation is incomplete or does not meet eligibility requirements of the University.

### **d. Temporary Medical Condition**

Though not required by law, the University recognizes that it is sometimes beneficial to provide assistance to students who have temporarily disabling medical conditions. These may include conditions resulting from surgeries, accidents, severe illness or other medical conditions that temporarily impair regular attendance or academic performance. Documentation is required and appropriate accommodations may be provided at the discretion of the University.

## ***3.7 Procedure for Requesting Accommodation***

Individuals who document that their disabilities substantially limit their ability to benefit from a particular delivery system, instructional method, or evaluation criterion may make a request for reasonable accommodation by following the procedure below:

Students requiring modifications for a disability must complete an "Application for Disability Services" form (Appendix D) and return it to the Disabilities Services Coordinator in a timely manner.

Students must also provide documentation of need for accommodation from an appropriate professional, such as a psychologist, learning disabilities specialist, or medical doctor (if the disability is health related). Documentation must include how the disability impacts the student, along with recommendations for accommodating the student in the university setting. (See Section 4.1 for a general description of evaluation/documentation requirements and Appendix B for evaluation/ documentation criteria specific to various disabilities.)

In a collaborative process using information from the evaluation/documentation, the Disability Disclosure and Request for Accommodation form, any consultation with the student, and consultation with particular professors to the extent necessary, Disabilities Services will identify appropriate reasonable accommodations for students on a case-by-case basis. Then, Disabilities Services will write letters verifying the existence of a significant disability and suggesting appropriate accommodations for the student (see “Application for Disability Services” Appendix D). With the student’s consent, the letters may also provide a few details regarding the disability.

At the beginning of each semester or term, the requesting students will receive an email of their Access Plan (Appendix E) from the Office for Disabilities Services. It is the student’s responsibility to print out hard copies and deliver the letters to their professors. It is strongly recommended that students deliver the letters by the end of the first week of class, since accommodations are not retroactive. At this time, the student and professor may elect to discuss the student’s strengths, need for accommodation, and the implementation of the accommodation plan. Disabilities Services is available for collaboration in this process if either the student or professor requests it. At the time of the discussion, students get professors’ signatures, indicating that they have received the verification form.

Students should keep Disabilities Services informed of their progress and report any difficulty receiving approved accommodations. If the accommodations need to be changed, the student and the Coordinator (and professor in some cases) will collaborate on the changes, and the Coordinator will provide a revised letter for the professor(s).

The final decision regarding the appropriate reasonable accommodation rests with the Coordinator of Disability Services.

### ***3.8 Procedure for Dispute Resolution/Grievance***

Individuals with disabilities who have followed published procedures for requesting accommodations and have done so in a timely fashion, but who believe they have not received appropriate accommodations may file an appeal and expect a timely response. The procedure for the appeal must be instituted within five days of the student’s written notice that an agreed upon accommodation is not being implemented. The procedure for appeal is similar to those established for any academic appeal. This appeals procedure is the sole process for appealing accommodation-related decisions.

#### **Stage One:**

If the dispute involves the failure to implement an accommodation approved by Disabilities Services, the procedure is as follows:

The individual discusses the situation with the professor s/he believes did not provide appropriate accommodation. Disabilities Services is available to serve as a consultant in this discussion if either party so requests.

If the grievance cannot be settled through dialogue with the professor, the student shall immediately submit a written appeal to the Director of the Student Success Center, providing supporting documentation. The department head will discuss the request with both the individuals concerned and with Disabilities Services if needed.

If the grievance cannot then be settled, the student shall appeal to the Dean of Students, who will review the matter with both parties.

If the dispute involves a student's concern that the Disabilities Services Coordinator has not provided reasonable accommodation, the student should attempt to resolve the matter with the Coordinator directly. If the matter is not settled through dialogue, the student should appeal directly to the Director of the Student Success Center, and supervisor of Disability Services.

### **Stage Two:**

If the grievance is still not settled through the mechanisms provided in Stage One, the student, within 5 days of being informed of the decision of the dean, may appeal to the Grievance Committee, which shall consist of people who are informed on disability issues and law: two faculty members, two students, and a member of the Provost's office—all appointed by the Provost. This committee will review the case and make a final decision for the University on the matter.

## **Section 4: Documentation of Disability**

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### ***4.1 Documentation as Eligibility for Accommodation***

Students with disabilities may need reasonable accommodations or auxiliary aids in order to have meaningful access to the programs and services offered by the university. Documentation that legitimizes a student's request for accommodation must come from an appropriate professional. Physical disabilities require documentation from a medical doctor, primarily to provide clarification of the severity of the disability and the extent of the student's needs. Mental health disabilities require documentation from psychologists, psychiatrists, or neuropsychologists. Learning disabilities require documentation from psychologists, psychiatrists, neuropsychologists, or learning disabilities specialists. Diagnosticians must be impartial and not a family member of the student.

In general, the following evaluative criteria must be met:

- Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, mathematics, and written language.
- Documentation for eligibility reflecting the current impact the learning disability has on the student's functioning.
- A clear statement that a learning disability is present along with the rationale for this diagnosis.
- A narrative summary, including all scores (standard and percentile) supporting the diagnosis.
- A statement of strengths and needs that will impact the student's ability to meet the demands of the university environment.

- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. Using these stated criteria, the student and the Coordinator of Disabilities Services and professors to the extent necessary, will collaboratively determine appropriate accommodations.

In determining eligibility for services, Palm Beach Atlantic University will consider documentation based on the following assessment measures.

- On WAIS-R (WISC-R) (IV), a 15-point or greater discrepancy between verbal and performance. (More than one assessment is necessary.)
- Aptitude-achievement discrepancy regression formula.
- Aptitude-achievement discrepancy utilizing norm-referenced standardized testing; an overall/verbal/performance IQ score that is at least one standard deviation or greater below the mean with some specific area of academic achievement that is minimally one standard deviation below measured ability level.
- Intracognitive subtest variability on the WAIS-R (WISC-R); a range of 10 points either in verbal, performance or full scale. (Blalock)
- Lower performance (one standard deviation or greater) on the ACID (arithmetic, coding [digit symbol] information, digit span) cluster of the WAIS-R. (Beckman)
- Recategorization hierarchy of the WAIS-R: Spatial>Conceptual>Sequential Acquired knowledge (Bannatyne) (Groth-Marnot, 1997, p. 195-197).

Professional judgment is important, and justification and reasoning for any learning disability that digresses considerably from the standard definitions (see Appendix A) will be noted.

PBA observes the evaluation criteria for various disabilities as recommended by AHEAD. These are outlined in Appendix B.

## ***4.2 Confidentiality of Documentation***

Disabilities Services maintains disability-related information in confidential files. The university protects the confidentiality of these materials by insuring limited access. Federal law does not allow for other departments or individuals to keep a copy of such documentation.

Confidential information is shared only on a “need-to-know” basis. Faculty need to know what accommodations are recommended as appropriate to meet the student’s disability-related needs, but do not need access to all diagnostic information.

Disabilities Services follows guidelines established by federal and state agencies concerning the treatment and release of confidential information. In accordance with those guidelines, information is shared only when:

- Students present written authorization for release of information (Appendix F);



- Students manifest behavior indicating an intention to harm themselves or others;
- Students experience a medical emergency;
- Students report or describe physical abuse, neglect, or sexual abuse or exploitation as children or as vulnerable adults within the last three years;
- Students report the use of illegal drugs for non-medical purpose;
- Also, student files may be released with a court order or subpoena or as otherwise required by law.

## **Section 5. Accommodations for Qualified Students with Disabilities**

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Some substantial information on various disabilities can be found in Appendix C, “Information and Accommodation Recommendations for Students with Disabilities.” This section will be helpful to those who want to better understand their students with disabilities. Appendix C contains information on the major categories of disabilities, including specific learning disabilities, Attention Deficit/Hyperactivity Disorder, vision, head injury, hearing, orthopedic, systemic disorders, Asperger Syndrome, rehabilitated substance abuse, emotional and other disabilities.

### **5.1 Substitutions**

Since an accommodation is a change in the *learning environment* that may include services, academic accessibility through adjustments, and physical accessibility, the standards and requirements of the university need not be compromised. However, upon occasion substitutions may be called for.

#### **a. Foreign Language**

PBA has no General Studies foreign language requirement though some major concentrations do. However, there is an admissions requirement of two years of one foreign language in high school. If a student is admitted with a foreign language deficiency because of a disability, a substitution may be permitted if two of the following three criteria are met:

1. Documentation of a disability that affects language learning
2. Previous failures in language classes
3. Completion of the Modern Language Aptitude Test with scores indicating a disability in learning languages.

Using two of these three criteria, Disabilities Services will write a letter recommending a substitution to the Academic Dean of the school in question or Provost, who makes the final determination with the student. Substitution of a foreign language will be inappropriate where it fundamentally alters a course of study for a degree.

**b. Mathematics**

PBA's Unified Studies (UST) requirements include at least one mathematics course, and some majors require additional mathematics. Students who present documentation of dyscalculia and a history of difficulty with mathematics may be eligible for a course substitution of Unified Studies math if they cannot successfully complete a math course with other accommodations. The Coordinator of Disabilities Services will consult with the Provost or his/her appointee and the Chair of the Mathematics Department to arrange appropriate accommodation/substitution. However, specific math courses required within a major cannot be substituted as the substitution would significantly alter the nature of the program.

**c. Substitutions for Physical Disabilities**

Some physical disabilities may require accommodation or substitution of other courses. (For example, if a blind student cannot be adequately accommodated to complete microscope assignments in a lab, s/he may require a substitute lab assignment--with manipulatives, for example--or a substitute lab course.)

**d. Other Substitutions**

Students with questions about other possible substitutions should consult with Disabilities Services.

**5.2 Alternative Testing**

The primary alternative testing accommodations are extended time (not unlimited time) and/or testing in a distraction-reduced environment if specified in the documentation. Students first attempt to make these arrangements with the professor unless their schedules make that impractical. Then the student contacts Disabilities Services. Timely notification is required.

Requests for other alternatives as specified in the documentation will be considered on an individual basis. If the documentation supports the need for oral testing, a reader, or alternate test format, consultation among the student, the professor and Disabilities Services will determine the appropriate course. These discussions should begin in the first two weeks of the semester. However, generally, alternative test formats are not considered reasonable. (Milani [1996] cited an accommodation request that was denied and upheld by the court when the school had documented that "the multiple choice format provides the fairest way to test the students' mastery of the subject matter of biochemistry.") The university is not required to compromise academic standards, and the decision as to whether an alternative test format is a reasonable accommodation rests with the University.

**5.3 Assistive Technology**

Generally, the university should provide educational auxiliary aids for students with impaired sensory, manual, or speaking skills. When specified in the documentation, students with disabilities are

permitted to use such technology as calculators, spell checkers, word processors, and any other mechanical tools that might enhance their opportunity for participation in the academic environment. If a professor has compelling pedagogical arguments why calculator use should be eliminated, exceptions to this general practice may be made. Calculators may not be used during a placement test since the purpose of the test is to determine an appropriate level mathematics class.

Students must give Disabilities Services timely notification of technology needs to assure the availability of such equipment. Students who abuse University equipment will be charged a fee.

### ***5.4 Closed-Captioned Videos***

Professors are strongly encouraged to purchase **closed-captioned videos** when new purchases are made. When closed captioning is unavailable in existing videos, special arrangements will be made for students who require this accommodation to provide a copy of the script of the production, or arrange for the student to view the video with an interpreter, or to provide an alternative comparable assignment, if necessary.

### ***5.5 Audio-Taped Lectures***

When determined to be a reasonable accommodation for students with a documented disability, students are permitted to audio record class lectures. However, if requested by the professor, the student may be required to sign an audio recording agreement. If the class is primarily a discussion class, peer students may also request that an agreement be signed to protect their confidentiality. (See Appendix L)

### ***5.6 Faculty-Student Liaison***

Students are encouraged to be self-advocates and are provided guidance when requested. Most faculty-student issues can be resolved between the two parties. In the event there is a communication problem or no resolution, Disabilities Services will act as liaison. If a faculty member is not providing an authorized accommodation, the student has the obligation to inform Disabilities Services so that remedial action can be taken. In the event the issue remains unresolved, the student is encouraged to follow the grievance policy set forth in Section 3.8 of this Guidebook.

### ***5.7 Final Exams***

It is PBA's policy that no student is required to take more than two final exams per day. Please refer to the final Exam Policy in the University Catalog. Any exception to this policy for students with disabilities will be considered on an individual basis.

## ***5.8 Interpreting Services***

For disabled students for whom an interpreter has been determined to be a reasonable accommodation, interpreters will be selected on the basis of experience, level of RID certification, and college-level interpreting experience.

If a particular subject area is new to the interpreter, a textbook may be requested from Disability Services to assist the interpreter in becoming familiar with the discipline's vocabulary and developing new signage. It is important that the interpreter request the text early enough to allow timely delivery.

See Appendix H, "Student Responsibilities When Working with an Interpreter."

See Appendix I, "Registry of Interpreters for the Deaf"

See Appendix J, "Interpreter Responsibilities"

## ***5.9 Note-Taking Assistance***

As with any accommodation, it is the student's responsibility to request a note taker by completing an Accommodation Request Form, available in the Student Success Center. When note-taking assistance is determined to be a reasonable accommodation for a student with a disability, peer volunteers generally provide note-taking services. Students with a hearing loss may talk with Disabilities Services about their particular class note needs. Note-takers may use the copy code from Disabilities Services so no expense is involved in making copies. Folders for notes (labeled with the course number, section, and professor's name to protect student confidentiality) are maintained in Disabilities Services, where the requesting student can pick up notes as needed. The Disabilities Services Coordinator will assist in facilitating this process upon request.

## ***5.10 Off-Campus Facilities, Internships, Programs***

Academic adjustments should be provided in internships, student teaching, and other certified school-related programs to ensure that off-campus facilities and programs are accessible to the extent such adjustments do not alter the fundamental nature of the educational program. Disabled students in such programs should follow the procedure outlined in this Guidebook to determine the appropriate reasonable accommodations which should be provided while they are participating in such programs. Disabilities Services will serve as liaison between the student and the program coordinator.

## ***5.11 Personal Needs***

The University is not required to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Personal needs that necessitate an attendant are the responsibility of the student. (This may range from assistance in toileting, to being repositioned in chairs, to placing medication in the person's

mouth—any personal service.) Students with such needs must retain a personal assistant. Failure to do so may result in an administrative stop being placed on future enrollment until such time that the student demonstrates a personal attendant will be with the student to attend to personal needs.

We strongly recommend that personal attendants are trained and certified. Requesting such services from an untrained, random individual can be a safety threat to both the student with the disability and the individual providing the service. Palm Beach Atlantic University cannot assume the liability of risk involved.

### ***5.12 Readers***

When determined to be an appropriate accommodation for a student with a disability, readers are provided for test-taking only. Otherwise, a reader is considered a personal service and the university is not expected to provide one. The test 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 s/he understood the question so the instructor will understand the point of view of the answer. Or, prior to the test, the student may ask for permission to call the professor to ask for clarification. A reader will note on the test “Read by ....” Additionally, students may use disability software in the testing center (i.e. Kurzweil; Dragon).

### ***5.13 Scribe/Typist for Papers or Exams***

The *typing of papers* is a personal service. However, for testing situations, students with disabilities that limit their ability to write will be furnished with assistive technology or a scribe. Students should request this service at least one week in advance of the exam. Typists may transcribe from dictated audiotapes.

Scribes are to note on the test, “Scribed by ....” Scribes are expected to write as neatly as possible or to type what the student dictates. Scribes and typists are not to interpret, explain, or assist with answers at all.

### ***5.14 Service Animals***

Animals are generally not permitted in university facilities. However, it is possible that a reasonable accommodation for certain qualified students with disabilities will be the use of a service animal. (See Appendix O, “Policy on Service Animals.”)

### ***5.15 Absences***

Absences of students with disabilities do not generally have to be accommodated. However, each request must be considered individually.

An occasional student may have an illness/condition that requires the student to miss class fairly often (a student receiving chemo-therapy, for example). The student can be proactive by notifying Disabilities Services that excessive absences are a possibility.

When a portion of the grade is based on classroom participation, the student's professors are notified in advance so that they can discuss the situation, individually, with the student and decide whether other alternatives should be considered. Otherwise, professors may want to consider the following recommendations:

- a. It is imperative that a professor avoids the pitfall of "grading the disability" rather than the student's knowledge. So reducing a grade simply because of absences directly related to the disability should be avoided.
- b. *IF* the student can acquire the required skills, competencies, and knowledge of the course, it is reasonable that absences should not affect grades. Even if reasonable accommodation is required (altered delivery system or instructional methodology; altered system of demonstrating knowledge; etc.) the grade should reflect only the skill/knowledge/competency.
- c. However, *IF* with reasonable, altered approaches, the student is not able to acquire and demonstrate the required skill/knowledge/competency, the student's grade should reflect the actual knowledge acquired. Also, there may be courses or classes for which no "reasonable" accommodation exists (for example, First Aid, co-ops, internships, or other highly participatory classes in which there can be no substitute for attendance).
- d. A professor must be informed when a student has such a disability and both professor and student need to be clear about the manner in which competency will be gained and demonstrated.

### ***5.16 Incompletes***

According to the PBA Catalog, an Incomplete grade ("I") indicates that requirements of the course were not completed because of illness, emergency, extreme hardship or because of the nature of self-paced courses. An incomplete is generally not given when a student has missed over 30% of the class work. Nor is an incomplete given to a student who misses the exam unless an arrangement has been made with the appropriate department chairperson beforehand.

Incomplete grades must be made-up no later than nine class days after mid-semester grades are due during the following semester (not including summer or winter terms). The precise date in each semester for completing "I" grades is printed in the university catalog. When work is not completed by this date, the "I" grade becomes an "F" unless the Provost/Vice President for Academic Affairs has granted an extension.

### ***Section 5.17 Reduced Course Loads/Full Time Status***

Section 504 of the Rehabilitation Act of 1973 defines extended time to complete a degree program or course of study as an appropriate, disability-related, academic modification.

Typically, extended time for degree completion results from the legitimate need for reduced course loads. For some students, reducing the number of credit hours attempted in a given semester is an accommodation that gives them the "equal access" guaranteed by the law. There are many reasons why students with disabilities may need to request a reduced course load -- a limited list includes:

- a. Students with physical/medical disabilities may have to devote an unusual amount of time or effort toward the activities of daily living and may request a reduced course load to have adequate time for studying, projects, term papers, etc.
- b. Students with chronic medical disabilities may request a lower credit hour load in order to conserve energy for their studies.
- c. Students with sensory impairments may rely on alternate media for processing their assignments and thus will require additional time to complete course requirements.
- d. Students who have learning disabilities, traumatic brain injury or Attention Deficit/Hyperactivity Disorder may need to enroll in fewer courses so they can focus their energies and attention and work with tutors on coursework that directly impacts their particular disability.

An important consideration with regard to course load reductions is that of eligibility for benefits. Full-time students are eligible, by virtue of the number of credit hours in which they enroll, for all of the University's programs, privileges and extracurricular activities. Their status does not make them more qualified as students, just eligible for these benefits. Therefore, students with disabilities who are granted full-time status while carrying less than the usual course load must be eligible to have access to and participate in the full complement of the University's programs and activities.

### ***5.18 Retroactive Withdrawals***

Retroactive Withdrawals are rarely considered and then only when a student has been extremely ill and provides documentation from a medical doctor. The documentation is submitted to the Director of Health and Wellness and the Director of the Student Success Center who make the final determination.

### ***5.19 Disabilities Services Evaluations***

Disabilities Services conducts separate evaluations of students and faculty/staff (in alternating years) to determine the effectiveness of its services, to assure that students' needs are being met in accordance with the law, and to assess the balance between student and university rights and responsibilities. The

information received is tabulated and used to make informed changes. Evaluation results are on file in the Disabilities Services office and are available to students or faculty upon request.

### ***5.20 Testing Center Policies***

The University acknowledges its obligations under the Americans with Disabilities Act (“ADA”) and uses its best efforts to provide accommodations granted to students under the ADA in an efficient manner. The University provides a testing center for students who have been granted accommodations of either extended time and/or a reduced noise environment for test taking (“Test-Taking Accommodations”). Given the number of students granted Test-Taking Accommodations relative to the number of seats available in the testing center, it is not always possible for the Office of Disability Services to schedule all such tests in the testing center at the time otherwise prescribed. It has been the experience of the Office of Disability Services that many students granted Test-Taking Accommodations do not avail themselves of such accommodations in all classes; but instead, select which classes, or more specifically, which tests, they wish to take utilizing the Test-Taking Accommodations. As such, the Office of Disability Services ask all students who are granted Test-Taking Accommodations to notify the Office of Disability Services as to which classes, or specific tests will be proctored in the Testing Center. The foregoing request for notification is not a condition to a student’s grant of an ADA accommodation, and failure to provide such notification does not act to revoke any previously granted ADA accommodation, but is solely intended to provide a method for the University to provide the ADA accommodation in an efficient manner.

#### **Location and Office Hours:**

The Testing Center, which is located in Room 226 on the second floor of the Lassiter Student Center, west of the Student Success Center, can proctor a total of six students during the times specified. Hours of operation are from 8:00 AM to 5:00 PM Mondays through Fridays. The latest that a student may begin to write an exam will be at 3:00 PM. For the purposes of efficiency, reservation of a testing booth and accountability, we strongly urge the following procedures be observed.

#### **Scheduling of Exams:**

- Exams that fall under any of the above conditions will be administered on the days and times as approved by the instructor
- Students are responsible to make sure the scheduled exam does not conflict with a class or another exam. Should there be conflicts, students are advised to discuss this with their professors
- No exam is untimed



**Delivery Method:**

Professors are asked to submit their exam to the Testing Center no later than **1 business day** before the assigned date of the exam. They may submit the exam either by emailing it to [academic\\_support@pba.edu](mailto:academic_support@pba.edu) or by delivering a sealed copy to Witfield Felix, Assistant Director in the Student Success Center, located in the Lassiter Student Center.

**Proctoring Request:**

- It is the responsibility of the student to make arrangements for their exams in the Testing Center
- A separate request form must be submitted for *each* exam, a copy of which may be obtained by first logging on to myPBA then follow the steps below:
  1. Click on the “Departments” tab
  2. Click on the “*Student Success Center*” link
  3. Choose the “*Disability Services*” link on the left side of the page
  4. *Under “Handouts”* click on the “*Test Proctoring*” form
- After downloading a copy of the form, the student is responsible for:
  1. Filling out the top (student portion)Section A  
Submitting forms to and discussing with professors for completion of Section B (instructional portion)
  2. Returning the completed document to the Office of Academic Disability Services at
- The completed Test Proctoring form must be submitted to the Office of Disability Services at least **1 week** prior to the date of the test. This can be done either through emailing the completed document to [academic\\_support@pba.edu](mailto:academic_support@pba.edu) or hand delivering the form to the disabilities office located in the Student Success Center.
- Students are encouraged to submit the completed forms earlier in the semester if possible.
- The student will receive a calendar appointment confirming receipt of the request and approval for the requested time, and the instructor will be informed accordingly. If there are any conflicts with the student’s request and the availability of the testing center, the student and professor will be notified immediately so that an alternate option may be worked out.

**Proctoring:**

- Academic support staff, with the assistance of surveillance cameras, will monitor every exam
- The student is expected to take all exams at the scheduled times. Students who are late for an exam will receive the prearranged time allotted for the exam.
- The Student is required to present a valid ID prior to taking the exam.
- The student will be required to surrender personal belongings (e.g. cell phones, smart watches, other technological devices, pocket books, class notes, books, etc.) which will be secured in a nearby locker.

- The student is responsible for supplying the necessary exam materials, as one would in class – this includes pencils, pens, a scantron, blue book, approved calculators, etc.
- The student is responsible for following the instructions on the exam.
- Anyone found engaged in academic dishonesty during the course of the exam will be required to surrender his/her exam, and his/her professor will be notified immediately.
- No food and or drinks will be allowed in the Testing Center except water in a clear plastic container or if approved for medical reasons.
- The student finishes the test when the allotted/approved time ends. The exam is then collected by the proctor.
- Upon completion of the exam, the professor will receive an email, and the exam will be returned to the professor for grading.

### **Computer-Based Exams**

The Office of Disability Services has access to a limited number of software packages and testing stations that can be used for test administration.

### **Quizzes**

Office of Disability Services also proctors quizzes, including “pop quizzes,” when necessary and the same procedures must be followed provided that the professor, rather than the student, shall complete the Proctoring Request form and submit it to the Office of Disability Services. Professors administering “pop quizzes” must post written notice of such “pop quiz” on the classroom door prior to the scheduled class time to notify any student with Test-Taking Accommodations to instead report to the Testing Center. Unless otherwise instructed by the applicable Professor, such students shall return to class upon completion of the “pop quiz.”

## **Section 6: ACCESS TO THE PALM BEACH ATLANTIC UNIVERSITY CAMPUS**

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### ***6.1 Activities: Theater Productions, Guest Speakers, etc.***

Departments that offer programs or events that are open to the public must be accessible to those with disabilities. Public announcements or advertisements should include a statement regarding accessibility and whom to contact to request special assistance.

Disability Services is not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree.

Students with disabilities may request accommodation for extracurricular activities from the activity host (athletic department, theatre, graduation committee, student sponsored activity board, etc.).

Disability Services will serve as a consultant to an individual with a disability and to the department, committee, or board in meeting individual requests for accommodations at such events.

## ***6.2 Admission, Readmission, and Registration***

### **A. Admission.**

All students who meet the academic standards necessary for admission and are otherwise qualified are accepted and are provided services. A student's disability is not considered or inquired about during the admission process. Once admitted, students with disabilities are strongly encouraged to notify the University about their disabilities and to comply with the established procedures for requesting accommodation.

In an effort to notify students of the disability-related services available, the University provides this information in several major publications:

- in the Pre-registration Guide sent to all incoming freshmen
- in mailings to incoming transfers and readmitted students
- in the Palm Beach Atlantic University Catalogs
- in the Student Handbook section of the Navigator
- on the application to Palm Beach Atlantic University
- on the cultural calendar
- and in other major publications

### **B. Readmission after Suspension or Withdrawal**

Students with disabilities who have been suspended, voluntarily withdrawn or who took a medical withdrawal are subject to the same readmission requirements as all other students. A student seeking readmission after a medical withdrawal may be asked to submit a letter from a health professional indicating that the student is medically able to return to campus. Upon admission, students should make their request for accommodation.

## **C. Registration/Pre-registration**

Early or pre-registration is based on need. Students who have followed procedures in a given semester, have distributed disability notes to their professors, have returned forms to Disabilities Services, have met with their advisor and with Disabilities Services may be eligible for early pre-registration—if a need exists.

Disability Services works with the Registrar in determining appropriate pre-registration times for students with disabilities. Disabilities Services notifies students by campus mail of their eligibility for early or pre-registration. Students may receive further assistance, if needed, by contacting Disability Services. For example, a blind student may need assistance in reading the schedule or the directions for registration.

This procedure is subject to modification with changes in the University pre-registration process.

### ***6.3 Facilities: Buildings and Other***

- A. Existing: Each program or activity *when viewed in its entirety* is to be accessible. The University will remove architectural and structural barriers in existing facilities where readily achievable. This does not always necessarily mean a structural change when other methods are effective. Alternatives may include relocation of classes, redesign of equipment or other adaptations. For example, a professor whose office is not accessible to an individual using a wheel chair must arrange to meet that student at another reasonable location.
- B. New Construction: Each facility or part of a facility is to be designed and constructed in such a manner that the facility or part of the facility is readily accessible.

### ***6.4 Field Trips and Other Off-Campus Activities***

Any activities held off-campus such as a field trip, internship, or study abroad must afford comparable opportunities for qualified students with disabilities. Reasonable accommodations will be provided to offer a comparable benefit to the extent appropriate and available. When a student is unable to participate in such an activity (a geological field trip, for example), accommodations will be provided such as detailed pictures, drawings, specimens, or printed material. This is applicable to any course whether it regularly includes fieldwork or does so as a supplementary assignment.

### ***6.5 Financial Aid***

Students with disabilities are provided equal assistance in obtaining financial aid and student employment as the assistance provided to all other students. The Higher Education Act of 1965 requires that institutions of higher education establish minimum standards of “Reasonable Academic Progress” toward their degree to receive financial aid. Federal guidelines consider a student with 12 credits to be a fulltime student.

An important issue to be considered for taking a reduced course load is health insurance. If a student is receiving benefits under a parent's policy, it is important they understand that many policies will drop a dependent whose course load falls below fulltime status.

## ***6.6 Housing***

A college or university that provides housing to its non-disabled students must provide comparable, accessible housing to disabled students at the same cost. Housing for disabled students must also be available in sufficient quantity and variety so that the handicapped students' choice of living accommodations is, as a whole, comparable to that of other students.

Residence Life observes the legal requirements that housing be accessible to all students and has rooms that are appropriate for individuals with special needs. The Coordinator of Disabilities Services consults with the Director of Residential Life when special accommodations are requested for a qualified student with disabilities.

## ***6.7 Inclement Weather Access***

The Palm Beach Atlantic University administration determines when the weather is hazardous to the safety of its staff and students. When such determinations are made, public announcements are made on area radio and television stations and by University-wide email. The University's inclement weather policy states, "If weather conditions are so severe as to render it dangerous for students to reach the university, those who elect not to come to campus on that particular day will not be penalized for failure to do so."

In addition, there are some students with mobility problems whose safety may be affected by less-than-hazardous weather conditions. These students may contact Campus Safety to determine conditions on campus. If they believe it is unsafe for them to attend school that day, they should leave a voice mail or an email with both the instructor and the Disability Services office. The disability verification letter at the beginning of the semester will note this potential accommodation. Students must clarify with faculty how such absences are handled within the stated attendance policy of the specific class.

## ***6.8 Parking Permits***

Students qualifying for handicapped parking permits must register with the Campus Safety office. Students who provide a state handicap permit must display it properly at all times. Students who do not have a state permit must provide medical verification to Campus Safety. If documentation supports the request for a handicapped parking permit on campus, the permit will be provided for the student. Disabilities Services may support the student by writing a letter of support.

## ***6.9 Temporary Parking Permit***

Students who have a temporary medical condition requiring special parking or who have been unable to process the state handicap parking permit may request a temporary handicap permit from the Campus

Safety office. In some cases, permits may be renewable. Disabilities Services may assist the student by writing a letter of support.

### ***6.10 Emergency Response***

Campus Safety is responsible for emergency responses, including medical alerts, evacuations, etc. At the beginning of each semester, Disability Services notifies Campus Safety of any student on campus who may require an emergency medical response. Public safety keeps records of those students' housing and class schedules so they can respond accordingly.

### ***6.11 Publication of Disability Services***

PBA strives to include a reference to accessibility for individuals with disabilities and the name of contact persons in major University publications.

The increased use of computers makes publications accessible to a larger audience. The Palm Beach Atlantic University catalog and class schedule as well as other major publications are in print format and are on-line. Disability Services will provide assistance for students whose disabilities preclude using either of these formats.

### ***6.12 Recruitment***

Recruitment by university personnel does not discriminate on the basis of disability. Reasonable accommodations will be provided to prospective students and their families while they are actively considering and pursuing admission to the university. The Admissions Office does not make preadmission inquiries about disabilities.

### ***6.13 Scholarships***

The Financial Aid Office provides scholarship services. Any student who meets the individual scholarship requirements may apply.

### ***6.14 Student Conduct***

Students with Disabilities are subject to the Palm Beach Atlantic University Student Code of Conduct, as are all other students. Inappropriate behavior will be referred to the Director of Residence Life.

### ***6.15 Student Employment***

Students with disabilities meet the same employment criteria that all other students meet, i.e. they must qualify for the employment. If a student meets the financial criteria, work-study grants are part of the financial aid package.

### ***6.16 TTD/TTY Technology Locations***

PBA has telecommunications devices that provide equal access to individuals who rely on TTD/TTY communications technology. The equipment is evaluated periodically to ascertain that it is in working order, and adequate training is provided to personnel associated with the technology. Disability Services, Campus Safety and Police, and the Moseley Center are primary locations for this technology.

### ***6.17 Student Health Services***

Student health services are provided in the Health and Wellness Center. Students with disabilities qualify for the same services as all other students. Any medical services specific to the disability are the responsibility of the student. The Health Center staff will provide specific information regarding their services.

### ***6.18 Academic Advising***

At the student's request advisors work with Disability Services to determine if a course load, course combinations, or class times are appropriate. Advisors may also refer students to offices on campus that provide support services.

### ***6.19 Career Services***

The Career Center is open to all students, providing services without bias or limitation to students with disabilities.

### ***6.20 Counseling Services***

Counseling Services provides free short-term counseling related for personal issues for all students. Formal diagnoses are referred to clinicians in the community. When students sign a release, a counselor from the center and Disability Services may collaborate with the student on strategy development or problem solving.

## APPENDIX A

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### ***DEFINITIONS of “Learning Disabilities”***

Different definitions and standards exist concerning **specific learning disabilities**, their diagnoses and treatment. Below is a review of current thought and definitions of “specific learning disability” or “perceptual or communicative disorder.” These are provided here for convenient reference and informational purposes.

#### **Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)**

The DSM-IV criteria for learning disorders specifies there are learning disorders in reading (315.00), mathematics (315.1), written expression (315.2) and uses the assessment that the “ability, as measured by individually administered standardized tests, is substantially below that expected given the person’s chronological age, measured intelligence, and age-appropriate education.” (Note: The state of North Carolina specifies “substantially below” as 15 points below.)

#### **2. As defined by the Center for Adult Learning of the American Council on Education,**

“Learning Disabilities constitute a chronic handicapping condition of neurological origin that selectively interferes with the acquisition, integration, and/or expression of verbal and/or nonverbal abilities. It is an inherent, lifelong handicap which manifests itself in both academic and non-academic areas. It includes, but is not limited to, the following conditions which may affect an individual’s ability to be tested fairly: dyslexia, dysgraphia, dyscalculia, hyperactivity, attention deficit disorder, receptive aphasia, and distractibility. It may result from a variety of circumstances including trauma, illness, or arrested drug or alcohol abuse.”

#### **The Federal Definition of Specific Learning Disability**

“Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include students who have learning problems that are the result of visual, hearing or motor



limitations, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage” (U.S. Office of Education, August, 1977).

### **Definition from the National Joint Committee on Learning Disabilities**

“A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of speaking, reading, writing, listening, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span” (1990, p. 65).

### **5. As defined by the Americans with Disabilities Act, a person is disabled if s/he:**

- a. has a mental or physical impairment which substantially limits one or more of the person’s major life activities;
- b. has a history of such impairment; or
- c. is regarded as having such an impairment.

### **Other ADA Definitions:**

Disabled person: any person who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment.

Physical impairment: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine.

Mental impairment: any mental or psychological disorder such as organic brain syndrome, emotional or mental illness, specific learning disabilities, and Attention Deficit/Hyperactivity Disorder.

Major life activities: functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Record of such: a history of or has been misclassified as having an impairment.

Regarded as having: does not limit a major life activity but is treated as such, is limited only as a result of attitudes of others or is treated by a recipient as having such an impairment. Individuals regarded as having such an impairment include individuals with stigmatic conditions

(such as persons who have been burned) that are viewed as physical impairments even if they do not substantially limit major life activities; the person's ability to work may be substantially limited as a result of negative reactions of others to the impairment. Perceived disabilities include such conditions as those controlled by medication (epilepsy, diabetes) or cerebral palsy.

Substantially limits: prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person. The term physical or mental impairment includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, AIDS, HIV, cancer, heart disease, diabetes, mental retardation, emotional illness, and arrested drug addiction and alcoholism.

Determining whether a person is substantially limited depends on the nature and severity of the person's disabling condition. Temporary disabilities fall within the definition of disability to the extent that they "substantially limit one or more major life activities" even if only temporarily. A student's ability to mitigate the impairment also factors into whether the student is "substantially limited."

Qualified person with a disability means a person with a disability who meets the essential eligibility requirements for participation in or receipt from a program or activity given appropriate accommodations.

Documentation means a written document explaining how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria. A student requesting accommodation must provide documentation from an appropriate professional such as a psychologist, psychiatrist, neuropsychologist, learning disabilities specialist, or medical doctor (if the disability is health related).

Conditions excluded from the definition of disability include: homosexuality, bisexuality, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from illegal use of drugs.

Specifically included in the definition of individual with a disability are people who:

1. have successfully completed a supervised drug rehabilitation program and who are no longer engaging in the illegal use of drugs or have been otherwise rehabilitated successfully and are no longer using drugs; and
2. are participating in a supervised rehabilitation program and are no longer using illegal drugs.
3. are not using drugs but are erroneously regarded as engaging in drug use. However, illegal drug use is excluded from the definition of disability.

## APPENDIX B

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### *Evaluation and Documentation Criteria*

#### **Recommended Instruments for Assessment of Specific Learning Disabilities in Late Adolescents and Adults:**

Assessment measures selected for use in any evaluation should be normed appropriately and used according to the test author's recommendations. Reliability and validity data should also be considered in the selection of test instruments. Abbreviated test batteries are not acceptable for the assessment of learning disabilities unless the test authors recommend the shortened version for this purpose.

*Note: Individual learning deficits, learning styles, learning differences, or learning preferences do not, in and of themselves, constitute a significant learning disability.*

Minimal assessment of learning disabilities and their academic impact should include measures of:

- a. Intellectual/cognitive/information processing abilities (one instrument unless the diagnostician determines otherwise).
  - Halstead-Reitan Neuropsychological Battery (complete battery not indicated unless there is a head injury or suspicion of some other cognitive dysfunction)
  - Stanford-Binet IV
  - Wechsler Adult Intelligence Scale II or III
  - Woodcock Johnson Psycho-educational Battery-Revised (Part I, Tests of Cognitive Ability)
  - Wechsler Memory Scales-Revised (supplement to WAIS-R)
- b. Academic Achievement (one only)
  - Woodcock Johnson Psycho-educational Battery-Revised (Part II, Tests of Achievement)
  - Peabody Individual Achievement Test – Revised (ages 5 to 18)
  - Stanford Test of Academic Skills (grades 8 – 13)
  - Nelson-Denny Reading Test ELF (used only to determine reading rate when extended time accommodation is a consideration (grades 9+))
- c. Current and Historical Socio-Emotional Adjustment

The purpose of this comprehensive interview is to screen for other factors that may contribute to learning difficulties. It is vital in making differential diagnoses and identifying current needs. Information gathered helps rule out emotional, sensory, head injury, substance abuse and educational deficiencies as the primary diagnoses or explanation for current academic difficulties. Objective personality tests may also be used for screening purposes but never in the absence of or in lieu of a thorough clinical interview.

## **2. Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)**

AD/HD is considered a medical or clinical diagnosis. Recommended practitioners who may render a diagnosis include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians or a combination of such professionals. The diagnostician must be impartial and not a family member of the student.

Recommended documentation includes:

- A clear statement of AD/HD with the DSM-IV diagnosis and a description of supporting past and present symptoms.
- Current documentation, completed within four years of enrollment at Elon.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis. The evaluation should include both intelligence/ability and achievement tests.
- A narrative summary, including all scores supporting the diagnosis.
- A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- A clear statement of specific recommendations and how they relate to the disability.
- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of university life. Further assessment by an appropriate professional may be required if co-existing learning disabilities and/or other disabling conditions are indicated.

## **3. Documentation of Blindness / Low Vision**

Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals who are blind or who experience low vision.

Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

- A clear statement of vision-related disability with supporting numerical description that reflects the current impact the vision loss has on the student's functioning. The age of the acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
- Present symptoms that meet the criteria for diagnosis.5.6-d Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program.
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, including functional limitation, the use of corrective lenses and ongoing visual therapy (if appropriate).
- A statement of the functional impact of limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

### **Documentation of Head Injury/Traumatic Brain Injury**

Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include physicians, neurologists, licensed clinical, rehabilitation and school psychologists, neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
- Documentation for eligibility must reflect the current impact the head injury has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodation.
- A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
- A summary of present residual symptoms which meet the criteria for diagnosis.
- Medical information relating to the student's needs including the impact of medication on the student's ability to meet the demands of the postsecondary environment.

- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

## **5. Documentation of Physical and Systemic Disorders**

These include but are not limited to: multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy and spina bifida. Any physical disability or systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist, physiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes:

- A clear statement of the medical diagnosis of the orthopedic/mobility disability or systemic illness.
- Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodation and the current status of the student). Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- A description of present symptoms that meet the criteria for diagnosis.
- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the university environment.
- A statement of the functional limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or in the area in which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

## **6. Documentation of Psychiatric / Psychological Disorders**

These include depressive disorders, post-traumatic stress disorder, bipolar disorders and dissociative disorders. A diagnosis by a licensed mental health professional, including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrists and

neurologists is required and must include the licensee number. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes.

- A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
- Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodation is requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

## **7. Documentation of Asperger Syndrome**

DSM-IV-TR Diagnostic Criteria for Asperger Syndrome, 299.80 Asperger Syndrome is a qualitative impairment in social interaction, as manifested by at least two of the following:

1. marked impairment in the use of multiple nonverbal behaviors, such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
2. failure to develop peer relationships appropriate to developmental level
3. a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people)
4. lack of social or emotional reciprocity

In some situations, people with Asperger Syndrome exhibit restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:

1. encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in intensity or focus
2. apparently inflexible adherence to specific, nonfunctional routines or rituals
3. stereotyped and repetitive motor mannerisms (from finger twisting to whole body movements)

The disturbance causes clinically significant impairment in social, communication, behavioral, occupational, or other important areas of functioning.

Asperger Syndrome does not evidence a clinically significant general delay in language development or in the development of age-appropriate self-help skills, adaptive behavior, and curiosity about the environment in childhood. Asperger Syndrome is usually diagnosed by neuropsychologists. Testing is involved, ruling out other specific Pervasive Developmental Disorders or Schizophrenia.

## **8. Documentation of Rehabilitated Drug Addiction /Alcoholism**

Professionals who are qualified for diagnosing, treating and providing documentation for individuals who have been rehabilitated for drug addiction or are under treatment for alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists and licensed mental health professionals or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student. **Note:** Read the Palm Beach Atlantic University policy on drug abuse and student expectations in the Student Handbook.

Recommended documentation includes:

- A clear statement of successful completion of a supervised drug rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- A summary of qualitative and quantitative information that supports the diagnosis.
- Medical information relating to the student's needs, including the functional limitation and the impact of medication the student's ability to meet the demands of the university environment.
- A statement of the current functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodation is requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

## **9. Documentation of Visual Disorders (Not Acuity)**

Learning-related visual disabilities include, but are not limited to, the following disorders: ocular motility dysfunction/eye movement disorders, vergence dysfunction/ inefficiency in using both eyes together, strabismus/misalignment of the eyes, amblyopia/lazy eye, accommodative disorders/focusing problems, visual sensory disorders, and motor integration. Professionals conducting assessment and rendering diagnoses of these disabilities must be qualified to do so and have experience in assessing the needs of late adolescents or adult learners. The qualified



professional in this field is licensed to practice as an optometrist. The diagnostician must be impartial and not a family member of the student.

Recommended documentation includes:

- A clear statement of the learning-related visual disability with supporting numerical description (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation). Documentation must reflect the current impact the disability has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores.
- Present symptoms that meet the criteria for diagnosis.
- Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile, including the use of corrective lenses and ongoing visual therapy (if appropriate).
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

## 10. Learning Disability Not Otherwise Specified

The American Psychiatric Association has included a consideration, 315.9 Learning Disorder Not Otherwise Specified, which states:

“This category is for disorders in learning that do not meet criteria for any specific learning disorder. This category might include problems in all three areas (reading, mathematics, written expression) that together significantly interfere with academic achievement even though performance on tests measuring each individual skill is not substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education” (American Psychiatric Association, 1994).

Diagnostic Criteria from DSM-IV, p. 52-53.) See 5.5-g for Palm Beach Atlantic University position statement on Learning Disorder Not Otherwise Specified.

It is Palm Beach Atlantic University's position that the DSM-IV Learning Disorder Not Otherwise Specified will not generally be recognized. Subjective criteria will not be adequate for a diagnosis of learning disability when there are a number of recognized assessments in the field.

## APPENDIX C

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### *Information and Accommodation Recommendations for Students with Disabilities*

Anne R. Thompson and Leslie Bethea of Mississippi State University prepared “A Desk Reference Guide for Faculty and Staff” as a quick reference for information, accommodations, and legal requirements in providing access for students with disabilities. Many of their suggestions are included in this appendix.

#### **Specific Learning Disability**

As defined in Definitions in Appendix A, Specific Learning Disabilities are significant difficulties in reading, writing, speaking, listening, reasoning, or mathematical abilities. They affect how a person acquires, integrates and/or expresses information. To support students with these disabilities, faculty may consider incorporating the following suggestions into their teaching repertoire:

- Select a text with a study guide when possible.
- Include a statement in the syllabus about Disabilities Services. For example, “Students with disabilities should request accommodations from Disabilities Services in Duke 108.”
- Invite students with disabilities to make an appointment during office hours to discuss their disabilities
- Make course expectations clear.
- Ask for volunteer note-takers at the beginning of the course.
- With each class, briefly review the previous lecture.
- Write key words, technical terms, and proper names on the board or provide a lecture handout or outline.
- Begin each lecture with an outline of material to be covered during that class.
- Provide guided lecture questions.
- Face the class when speaking and always speak directly to students.
- Use gestures and natural expressions to convey meaning.
- Briefly summarize material at the end of the class.
- Give assignments orally and in writing.
- Provide frequent opportunities for questions and answers.
- Well in advance of exams, provide study questions that illustrate the format as well as the content of the exam,
- Explain what constitutes a good answer and why.

- Be sure exam questions are clear and include a lot of white space on the page.
- Use a multisensory approach (visuals, overheads, and handouts along with lecture)
- Distribute samples of good papers as examples or post a model on your web page.
- Use captioned videos whenever possible. They have proven helpful not only to students with hearing impairments and learning disabilities, but to foreign students as well.
- Administer frequent quizzes or short in-class writing assignments to provide frequent feedback
- Provide PowerPoint slide copies before the lecture.
- Have students work in groups with hands-on activities or very specific group Assignments.
- Think about seating arrangements and match student needs with location.

### **Attention Deficit/Hyperactivity Disorder**

AD/HD is officially called Attention Deficit/Hyperactivity Disorder and is a neurologically based medical problem. It is a developmental disability characterized by inattention, impulsivity; sometimes hyperactivity, difficulties with organization, and dysgraphia. Students with AD/HD may demonstrate difficulty with one or more of the following:

- Concentration
- Listening
- Starting, organizing, and completing tasks
- Providing structure for their work and assignments
- Following directions
- Making transitions
- Interacting with others
- Producing work at a consistently normal level
- Organizing problems that involve multiple steps
- Performing well in late afternoon or evening classes
- Following through with directions with several steps/parts at once
- Organizing multi-step tasks

Determined on a case-by-case basis, accommodations for students with AD/HD may include but are not limited to:

- sitting in the front of the class
- getting assignments in writing
- help with structure
- class scheduling that includes a long break between classes
- testing in private
- extended testing time
- one-on-one clarification of material
- frequent feedback.

See also suggestions for students with specific learning disabilities above.

## **Blind/Impaired Vision**

Visual disabilities, which vary greatly, include disorders in the senses of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Legal blindness may be caused by tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia.

Determined on a case-by-case basis, accommodations may include but are not limited to:

- Reading lists or syllabi in advance to permit time for transferring into an alternate format.
- Books on tape
- Large print for handouts, notes, tests
- Seating in the front of the class to be free from glare from windows
- Tape recording lectures and class discussions
- Note-taking services or devices
- Clear black print, on white, pale blue, or pale yellow paper
- Testing accommodations: taped tests, reading of tests, scribes, extended time, separate place, enlarged print, computer word processing software with speech access
- Materials presented on the board or on transparencies read out loud and later provided in large print format
- Lab assistant
- Advance notice of class schedule and location changes
- Passageways and walkways kept clear
- Professors are encouraged to use a black felt tip marker on written assignments and white boards.
- Use of a service animal or white cane.

## **Closed Head Injury/Traumatic Brain Injury**

Head injury is one of the fastest growing disabilities for people 15 to 28 years old. More than 500,000 cases are reported in hospitals each year. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include memory, cognitive/ perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor ability, sensory perception, and physical disabilities including speech impairment.

Students with TBI may demonstrate one or more characteristics and the form may be mild, moderate, or severe:

- Difficulty organizing thoughts, cause-effect relationships, and problem solving
- Difficulty processing information
- Slow word retrieval
- Difficulty establishing routine or structure
- Difficulty generalizing and integrating skills
- Difficulty interacting with others
- Poor judgment
- Poor memory
- Difficulty with voice projection and clarity of voice
- Discrepancies in abilities (such as a reading comprehension level much lower than spelling ability)

Determined on a case-by-case basis, accommodations for TBI may include but are not limited to:

- Providing aids to compensate for memory loss
- Establishing routines with step-by-step directions
- Providing books and lectures on tape
- Providing repetition or some type of reinforcement of information to be learned
- Providing a tutor
- Accommodations may also include those for students with specific learning disabilities.

## **Deaf/Impaired Hearing**

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication.

Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids and rely on lip reading. Others may require an interpreter.

Determined on a case-by-case basis, accommodations may include but are not limited to:

- Seating in the front of the classroom
- Written supplement to oral instructions, assignments, and directions
- Visual aids as often as possible
- Closed-captioned video tapes

- Speaker facing the class during lectures
- Overhead or whiteboard
- Speaker repeating the questions and statements of other students in the class
- Note-taker for class lectures
- Test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions
- Unfamiliar vocabulary written on the board or a handout
- Small amplification system
- Interpreter, seated where the student can see the interpreter and the lecturer
- Excess noise reduced as much as possible to facilitate communication
- Instructor facing the student who is lip reading, speaking slowly, using shorter sentences and appropriate facial expressions and gestures
- Alternative oral presentations
- The use of overheads and all types of visual aids providing better communication
- Copies of PowerPoint slides in advance.

## **Orthopedic/Mobility Disorders**

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), Cerebral Palsy, Spina Bifida, amputation, Muscular Dystrophy, cardiac conditions, Cystic Fibrosis, paralysis, Polio/post-polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities so accommodations vary greatly.

Characteristics may include:

- Pain, spasticity, or lack of coordination
- Flare-ups of intensity of the symptoms
- Period of remission in which little or no symptoms are visible
- Inability to walk without crutches, canes, braces, or walkers
- Inability to sit for long periods or time
- Inability to stand or walk and may use wheelchair to conserve energy or gain speed
- Limited lower body use but full use of arms and hands
- Limited lower body use and limited use of arms and hands
- Impairment of speech or hearing
- Limited head or neck movement
- Decreased physical stamina and endurance
- Decreased eye-hand coordination

Determined on a case-by-case basis, accommodations include but are not limited to:

- Accessible location for the classroom and place for faculty to meet with student

- Extra time to get from one class to another, especially in bad weather
- Special seating in the classroom
- Note-takers, use of tape recorders, laptop computers, or photocopying of peer notes
- Test accommodations: extended time, separate place, scribes, access to word processors
- Special computer equipment/software: voice-activated word processing, word prediction, keyboard modifications
- Extra time for assignments because of slow writing speed
- Adjustable lab tables or drafting tables
- Lab assistant
- Accessible parking in close proximity to the building
- Customized physical education class activities that allow the student to participate within their capabilities
- Taped texts
- Advance planning for field trips to ensure accessibility

### **Other Disorders: Primarily Systemic Disorders**

Some students have disabilities that originate from a systemic disorder. The degrees to which these disabilities affect students in the academic setting vary widely. At times, it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases, the degree of impairment varies from time to time because of the nature of the disability or the medication. Some conditions are progressive and others may be stable.

A partial list of such disabilities includes:

- AIDS
- Hemophilia
- Arthritis
- Lupus
- Asthma
- Motor neuron diseases
- Burns
- Multiple sclerosis
- Cancer
- Muscular dystrophy
- Cardiovascular disease
- Dysgraphia—inability to write words with appropriate syntax or physical difficulty with handwriting
- Dysphasia—inability to speak with fluency or sometimes to understand others

- Figure-ground perception—inability to see an object from a background of other objects
- Visual discrimination—inability to see the difference in objects
- Auditory figure-ground perception—inability to hear one sound among others
- Auditory sequencing—inability to hear sounds in the right order

Characteristics may include an inability to perform in accordance with the norm in such areas as:

- Oral language—understanding, word recall, grammar, pronunciation
- Listening comprehension
- Written expression—spelling errors, sentence structure, organization and development
- Basic reading skills—slow reading rate and retention, tracking skills, difficulty with syntax on tests
- Mathematical reasoning and calculation—basic operations, number reversals and confusion of symbols, copying problems, concept of time
- Social skills—spatial disorientation, low frustration level, low self-esteem, problem resolution
- Study skills and time management

Determined on a case-by-case basis, accommodations may include but are not limited to:

- Reduced course load (i.e., number of semester hours—not course requirements)
- Extended time to complete assignments
- Tape recorders
- Note-taking
- Taped texts
- Extended time for in class assignments
- Assistive technology (calculator, word processor)
- Extended time for testing in a distraction-reduced environment

## **Asperger Syndrome**

Asperger Syndrome is a pervasive developmental disorder in the group of disorders more commonly known as Autism Spectrum Disorders. Asperger Syndrome is generally thought of as one of the “higher functioning” forms of Autism.

Dr. Lorna Wing writes that AS is characterized by a “triad of impairments affecting social interaction, communication, and imagination, accompanied by a narrow, rigid repetitive pattern of activities.” AS results from anomalies in the physical brain, not from emotional or behavioral problems. The impact of AS varies greatly from person to person.

Individuals with Asperger Syndrome may have some of the following characteristics:

- Average or higher intelligence
- Marked social impairment



- Inability to read nonverbal communication cues, body language, gestures.
- Inability to make or keep eye contact
- Inability to share interests and pleasures with other people except perhaps immediate family.
- Inability to express emotions appropriately; tendency to under- or over-express emotion
- Preoccupation with one or more “special interests”
- Strict adherence to routine
- Repetitive mannerisms
- Unusual facial grimaces or tics
- Constant stress, easily upset
- Unusual fear or distress due to ordinary sounds, touch, smells, tastes, visual stimulation, common objects, noisy and crowded places.
- Motor clumsiness
- Difficulty with generalizing, difficulty with abstractions

#### Strengths of People with Asperger Syndrome:

- Often academically precocious
- May have amazing memory
- May have amazing concentration
- Interest in adult topics, intellectual topics
- May be good conversationalist on certain topics
- Are incredibly courageous, given what they have to deal with every day.

Accommodations for students with Asperger Syndrome are determined on a case-by-case basis and may include the following strategies as well as those identified for students with specific learning disabilities and AD/HD.

#### Suggested classroom strategies:

- Provide explicit instructions
- Provide clear expectations and rules
- Teach flexibility, cooperation
- Be as concrete as possible in presenting new concepts, show examples
- Seat the student in the front of the class
- Help the student learn when to ask for help
- Help him see how other people react as they do
- Pause before restating questions or prompts
- Provide oral material in writing as well—especially instructions, directions
- Allow tape recording of class
- Consider the student’s resistance to change as an indicator of stress
- Use examples, models

## **Rehabilitated Substance/Alcohol Abuse**

A rehabilitated substance abuser's performance is dependent upon the length of time the substance was abused, the age of onset, and the type of substance(s) abused.

Characteristics and accommodations may be similar to ADHD or there may be comorbid psychological disabilities. Accommodation is granted on a case-by-case basis.

## **Vision Disorders (Not Acuity)**

Learning-related visual disabilities include, but are not limited to ocular motility dysfunction/eye movement disorders, vergence dysfunction/inefficiency in using eyes together, strabismus/misalignment of the eyes, amblyopia/lazy eye disorders, and motor integration. The functional limitation varies according to the intensity of the problem.

Characteristics of these disorders may include:

- Eye fatigue
- Slow reading
- Difficulty with maps, charts

Determined on a case-by-case basis, accommodations may include but are not limited to:

- Avoiding seats where there is a glare from light
- Using a guide for reading
- Taking frequent breaks to rest eyes
- Using extended time for testing
- Experimenting with various colors of paper for testing
- Using readers for tests
- Using books on tape

## **Temporary Medical Conditions**

Though not required by law, assistance of temporary medical conditions is a humane consideration that might be provided through various student services on campus. Students who are recovering from surgery, injury, trauma, or severe illness may receive reasonable assistance for a limited time period. Encouragement to contact their professors and the Disabilities Services office may prevent a student from dropping out of school.

Documentation is requested for temporary disabilities. Reasonable services are based on the nature of the medical condition.

Some accommodations may include:

- Using a liaison with faculty regarding absences
- Requesting a volunteer to share notes and gather handouts
- Determining if the student qualifies for an incomplete and collaborating with the instructor
- Taking make-up exams
- Testing in isolation
- Relocation of classrooms
- Other assistance that may be appropriate (Skyping, technological assistance, etc.)

## **Medical Emergencies**

It is not uncommon to have students on campus who may be prone to heart attack, seizure, diabetes, or other disorders that require immediate medical response. One procedure that has been most beneficial is to have the student sign a release of information form. Then, Campus Safety and Police, individual instructors, Residence Life staff and Student Life staff are provided information regarding the procedure to follow. Classroom instructors may also need this information. At the student's request, an Emergency Protocol is written for a student. The emergency protocol will vary depending upon the person and the medical condition.

## **Seizure Disorder**

Student Life, Health & Wellness, and Disabilities Services have adopted the following plan for assisting a student with a seizure disorder.

The student provides information regarding:

- The particular seizure disorder, the frequency, duration and intensity
- The best method of assistance
- Documentation from a physician
- A signed self-disclosure and release of information form

A protocol is established. It is signed by the student and includes instructions as to how long to wait before calling Health & Wellness, Campus Safety and Security or an ambulance. Other relevant information may be included as needed. A copy of this protocol is furnished to persons and offices that "need to know" the established protocol.

## **General Seizure Occurrence Protocol**

The faculty member instructs a class member to call Campus Safety and Security at

X32500. The faculty member instructs students to clear an area and wait in the hall to give the student privacy. The faculty member (or Campus Safety officer, or nurse) assists the student by following the established protocol. Generally, this means making the student comfortable, placing a soft object under his/her head.

If the seizure lasts longer than the time indicated in the disclosure, security may call an ambulance. When the student recovers, she/he may elect to continue class, or Campus Safety may need to assist the student to her/his room or to Health & Wellness.

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## APPENDIX D



Date: \_\_\_\_\_  
**Student Success Center**  
**Application for Disability Services**

**Students with disabilities (SWD) are required to submit this completed forms to the Office of Disability Services (ODS), before the beginning of the student’s first semester at PBA. The SWD will receive an emailed copy of their access plan, and are therefore responsible for providing each of their respective professors with a copy. Unless and otherwise instructed in writing, ODS will, every semester continue to email students a copy of their plan for that given semester. All information is confidential and kept in locked file cabinets. Sensitive information in the ODS student files will not be released unless in accordance with federal and state laws. Documentation information is not part of your academic transcript.**

<b>Name:</b>		<b>Student ID #:</b>	<b>Class: F So Jr. Sr.</b>
<b>Local Phone:</b>	<b>Cell:</b>	<b>Email:</b>	
<b>Address/Campus Box:</b>			
<b>FYE Advisor:</b>		<b>Faculty Advisor:</b>	
<b>Major:</b>	<b>Minor:</b>	<b>Birth Date:</b>	

**Type(s) of Disability:** *Identify all that apply and for which you are submitting official documentation from a medical provider:*

- |  |   |
|--|---|
| <input type="checkbox"/> Learning Disability         | <input type="checkbox"/> Emotional / Psychological Disability       |
| <input type="checkbox"/> Medical / Health Impairment | <input type="checkbox"/> Attention Deficit / Hyperactivity Disorder |
| <input type="checkbox"/> Speech Impairment           | <input type="checkbox"/> Physical / Mobility Impairment             |
| <input type="checkbox"/> Visual Impairment           | <input type="checkbox"/> Hearing Impairment                         |
| <input type="checkbox"/> Other:                      |   |

**Medications:** *Please list all medications you are currently taking.*


### Background Information:

<b>High School:</b>		<b>Graduation Year:</b>
<b>City:</b>		<b>State:</b>
<b>Did you receive any support services in high school?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		

<b>College/University:</b>		<b>Graduation Year:</b>
<b>City:</b>	<b>State</b>	
<b>Did you receive any support services at a previous college/university?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Did you receive any support services from an outside agency (e.g. Vocational Rehabilitation, Division of Blind Services, Veterans Administration, Deaf Services)?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Please list the kinds of services you have received in the past:</b>		

Please print detailed, thorough answers in order to best help us develop your Student Success Plan.

<b>1. Describe your interests and strengths in the classroom setting:</b>

<b>2. Describe your interests and strengths outside the classroom: (e.g. What extra-curricular activities do you enjoy and perform well?)</b>

<b>3. Describe your professional/career goals:</b>

**4. Describe your personal goals:**

--

**5. Describe how your disability affects you in the classroom and outside the classroom:**

--

**6. Describe your comfort level with your discussing your disability with PBA faculty and staff members:**

--

For further information regarding your accommodation options, please see the Disabilities Guidebook on myPBA

**APPENDIX E**



Date \_\_\_\_\_

**Student Success Center**

**Student Access Plan**

Semester:		Year:	
Name:		Student ID #:	Class:
Local Phone:		Email:	
Address/Campus Box:			
FYE Advisor:		Faculty Advisor:	
Major :	Minor:	Birth Date:	

This access plan affirms that the above named student is registered with the Office for Disability Services, (ODS) and is eligible to receive the accommodations attached. These services are necessary as they stem from the student's disability, as documented by the student's attending clinician. Testing accommodations are provided by the ODS, after the necessary processes have been followed by both the student and the professor. For more information and to access the test proctoring form required, please log on to myPBA, then click on **Departments, Student Success Center and Disability Services**.

**Support Services** (granted by Student Success Center based on documentation of disability) may include:

- Extended time on tests [up to time and one half (i.e 1hr class =1.5 hr test time)]
- Separate location for testing
- Faculty/Staff notification of student's disability(with student's written permission)
- A copy of the lecture notes when possible
- Tape Recording of class lecture

Academic accommodations are designed to protect students from discrimination on the basis of disability as stated in Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and other ADA amendments. The provisions of academic accommodations are not meant to compromise the academic standard of a course or the academic integrity of the university, nor are they meant to provide unfair advantage to students with disabilities. Rather, they are to afford students with disabilities an equal opportunity to achieve equal results. All information is confidential and kept in locked cabinets. Documentation information is not part of your academic transcript.

I agree to this Access Plan and understand that it is my responsibility to share it with my professors and. I further agree that unless otherwise instructed, ODS will, every semester, continue to email me a copy of the access plan.

Signature:	Date:
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Disabilities Services Provider: Witfield Felix  
Email Address, [Witfield\\_felix@pba.edu](mailto:Witfield_felix@pba.edu)

Phone 561-803-2063  
[Academic\\_support@pba.edu](mailto:Academic_support@pba.edu)



**APPENDIX F**



Date: \_\_\_\_\_  
**Student Success Center**  
**Disability Services Authorized Release Form**

Please type or print clearly. Return completed form to the Student Success Center, 2<sup>nd</sup> floor of the Lassiter Student Center, or fax ATTN: Disability Services to (561) 803-2574.

<b>Name:</b>	<b>Birthdate:</b>	<b>Phone #:</b>
<b>Address:</b>		<b>Student ID#:</b>
<b>City:</b>	<b>State:</b>	<b>Zip code:</b>

**I permit Disability Services to release information about myself to (Name/agency and address):**

- Faculty/Staff as appropriate
- Palm Beach Atlantic University Registrar’s Office
- Other: \_\_\_\_\_

**The information to be released is about my:**

- Academic accommodations
- Scheduling classroom needs
- Physical condition
- Psychiatric condition
- Diagnostic test/reports
- Disability related health & safety issues

**The purpose of this release is to:**

- Aid in the implementation of accommodations
- Communicate diagnostic evaluation results
- Provide necessary information to Registrar’s Office for priority registration

**You may cancel this authorization to release information at any time by informing the Office for Disability Services in writing. Otherwise, this form expires one year after the completion of accommodations with the Office for Disability Services.**

<b>Signature:</b>	<b>Date:</b>
<b>Printed Name:</b>	

**APPENDIX G**

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**Confidentiality of Information**

The Office of Disability Services (ODS) is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law.

The following guidelines about the treatment of such information have been adopted by ODS and will be shared with students. These guidelines incorporate relevant state and federal regulations

1. No one will have immediate access to student files in ODS except appropriate staff of ODS or the Student Success Center in which ODS is located. Any information regarding a disability is considered confidential and will be shared only with others within the university who have a legitimate educational interest.
2. This information is protected by the Family Educational Rights and Privacy Act (FERPA).
3. Sensitive information in ODS student files will not be released except in accordance with federal and state laws.
4. A student's file may be released pursuant to a court order or subpoena.
5. If a student wishes to have information about his/her disability shared with others outside the University, the student must provide written authorization to the Disability Coordinator to release the information. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released. The student should also understand that there may be occasions when the Disability Coordinator will share information regarding a student's disability at his/her discretion with institutional personnel if circumstances necessitate the sharing of information and the Disability Coordinator has determined that there is an appropriate legitimate educational interest involved.
6. A student has the right to review his/her own ODS file with reasonable notification.

I have been informed of the policy regarding confidentiality and the release of information from my ODS file. I understand that ODS may release information from my file to be used in a confidential manner with appropriate University faculty and officials who have a legitimate educational interest while I am a student at Palm Beach Atlantic University

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Signature

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Date

## APPENDIX H

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### *Student Responsibilities When Working with an Interpreter*

- 1) Arrive a few minutes early on the first day of class to meet your interpreter, introduce yourself and your interpreter to the instructor, and to find an appropriate seat. It is important to inform the interpreter where you prefer him/her to be positioned in the classroom. Keep in mind your preferences may change during class. (Teachers may use overheads, films, or move through the classroom; the interpreter can move to different positions if necessary).
- 2) **Before** the first day of class, inform your professors that note-takers are essential.
- 3) It is always your decision whether or not to use your voice while you sign or cue. However, it is important to inform your interpreter ahead of time of your preference.
- 4) Remember all course-related questions should be directed to your instructor—not your interpreter. If you have any questions, the interpreter is available to interpret for you and the instructor. Class notes and assignments are your responsibility.
- 5) Inform Disabilities Services as soon as possible when you know you will be late or absent from class. The interpreter will wait only 15 minutes unless he/she has been informed otherwise. Notify Disabilities Services immediately if you are aware that a class will be cancelled. After one failure to notify Disabilities Services and the interpreter of a class absence **BEFOREHAND**, the payment of the interpreter for any missed classes will be the student's responsibility.
- 6) Tutoring services are available in the Library. You may request an interpreter by filling out an interpreter request form in the Coordinator's Office in Duke 108.
- 7) Meet with your interpreter to discuss technical signs or to invent signs for specialized vocabulary. If you do not understand a sign the interpreter has used, ask for clarification. If you have problems understanding an interpreter, try discussing it with him/her before seeing the Coordinator.
- 8) You are expected to have a professional, respectful attitude toward your interpreter at all times. If a conflict arises between you and an interpreter, you should first address your concerns with the interpreter. If the issue is not resolved you should bring your concerns to the Disabilities Services Coordinator. This office will make every effort to ensure reasonable and appropriate accommodations.
- 9) When taking an exam, you may wish to excuse your interpreter. However, it is a good idea to check with the instructor first. Many times an instructor will continue a lecture after an exam or quiz.
- 10) If you opt to keep your interpreter in the room for the exam, the interpreter **will not interpret the exam** in any way. If you are unsure of a question's meaning, direct your questions to the instructor only. The interpreter can then interpret the instructor's answer to you.
- 11) Familiarize yourself with the RID Code of Ethics for Interpreters. A copy is attached. Also, read the Responsibilities of Interpreters so that you can be clear on their role and responsibilities.

- 12) Students should regularly meet with the Coordinator to discuss progress and interpreting services.
- 13) If a student schedules an interpreter without first going through the Coordinator's office, payment of that interpreter will be the student's responsibility
- 14) When requesting interpreters for class-related meetings, remember to make the request as soon as possible to give us ample time to locate an interpreter. Also class-related meetings must be scheduled to meet on campus and during the week— preferably during business hours, unless specifically approved by the Coordinator beforehand.
- 15) In the event of an interpreter shortage, priority will be given in the following order:
  - 1) regularly scheduled classes
  - 2) academic events and meetings required by classes
  - 3) meeting with faculty
  - 4) other campus activities
- 16) If for some reason your interpreter is habitually late or does not show up, please report this immediately to the Interpreter Coordinator.

**I acknowledge that I have read and understand these guidelines.**

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Student's signature

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Date

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Interpreter's signature

---

Date

## APPENDIX I

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### ***REGISTRY of INTERPRETERS for the DEAF (RID)***

The Registry of Interpreters for the Deaf, Inc., (RID) is the only national association dedicated to the professional development of interpreters and transliterators. Founded in 1964, RID has played a leading role in establishing a national standard of quality for interpreters and transliterators. The association encourages the growth of the profession, educates the public about the vital role of interpreters and transliterators, and works to ensure equal opportunity and access for all individuals.

RID's mission is to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

The Registry of Interpreters for the Deaf  
8630 Fenton Street, Suite 324  
Silver Springs, MD 20910  
(301)608-0050 (v/tty), (301)608-0562 (tty)  
(301)608-0508 (fax)

### **Registry of Interpreters for the Deaf CODE OF ETHICS**

In an effort to protect and guide interpreters, transliterators, and consumers RID members established principles of ethical behavior. The organization enforces this Code of Ethics through its national Ethical Practices System. Underlying these principles is the desire to ensure for all the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc., and to all certified non-members. All interpreters whose services are used at Palm Beach Atlantic University are expected to uphold the Code of Ethics.

#### **Registry of Interpreters for the Deaf (RID) Code of Ethics:**

1. Interpreters/translitterators shall keep all assignment-related information strictly confidential.
2. Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
3. Interpreters/translitterators shall not counsel, advise or interject personal opinions.
4. Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumer involved.
5. Interpreters/translitterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/translitterators shall function in a manner appropriate to the situation.
7. Interpreters/translitterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

8. Interpreters/transliterators, by virtue of membership in or certification by RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

## APPENDIX J

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### *Interpreter Responsibilities*

1. Interpreters are expected to abide by RID's Code of Ethics and to comply with the policies and procedures of Palm Beach Atlantic University. Please refer any questions about our expectations to Priscilla Lipe, Disabilities Services, 336-278-6500.
2. If a student receiving services is late to an appointment, an interpreter is expected to wait 15 minutes unless she/he has been instructed otherwise. If after that time, the student has not arrived, the interpreter will leave and inform the Coordinator. Interpreters will report absences and consistent tardiness to the Coordinator.
3. If an interpreter needs a text book to prepare vocabulary and review names, etc., s/he should make the request in a timely manner.
4. Interpreters on the Elon campus are to wear solid contrasting colors to their skin tone to provide a contrasting background for the hand while interpreting. Clothing may be business casual. Sweatshirts and torn jeans, for example, are inappropriate. In addition, nails will be kept clear and limited jewelry should be worn on the hands and wrists while interpreting.
5. In adhering to the Interpreter Code of Ethics and Palm Beach Atlantic University's policies, interpreters are to interpret all audible information (i.e., lecture, class comments/discussions) as well as voicing for the deaf/heard-of-hearing student as needed. Interpreters are not to engage in casual conversation while interpreting.
6. Interpreters are not to accept jobs directly from students, but should refer any requests to the Coordinator. Any assignment accepted that was not approved by the Coordinator will be the student's financial responsibility.
7. Interpreters should not accept any outside interpreting jobs (even for Elon) which conflict with arranged interpreting obligations at Palm Beach Atlantic University.
8. Interpreters should not take it upon themselves to interpret any part of a test or quiz. If the student has questions (even about the meaning of words or phrases) s/he should direct them to the instructor. The interpreter can then interpret the conversation between them.
9. When available for interpreting during tests, please stay on assignment until the test is turned in. If the student feels comfortable enough to take the test without an interpreter, s/he will let you know.
10. Interpreters are not editors and must transmit everything that is said exactly the way it is intended. If the interpreter's feelings interfere with rendering a message accurately, s/he may need to withdraw from the assignment.
11. Interpreters working at Palm Beach Atlantic University have an obligation to both the student and the instructor. It is normal for interpreters to talk with an instructor before or after class regarding classroom logistics, material to be covered, etc. However, it is not appropriate for the instructor to discuss the student with the interpreter. If the instructor has questions regarding reasonable academic accommodations for the student, those questions should be referred to the Coordinator. Although such questions may seem simple, they are specific to each student and should be addressed by the Coordinator only. If the questions are of a more personal nature, they should be referred directly to the student for answers.

- 12. Students at Palm Beach Atlantic University are adults and are responsible for themselves. Interpreters are not expected to act as parents or “guardian angels.” Rather, they should allow students to make phone calls for themselves and make decisions for themselves (i.e., sleeping in class) and take responsibility for their decisions.
- 13. Interpreters should arrive early enough to be prepared when the class or event begins. Arriving more than five minutes late or missing an assignment must be reported to the Coordinator. Failure to do so could result in being pulled from an assignment.
- 14. If an interpreter knows s/he cannot work a scheduled class or other event, s/he should notify disabilities Services as soon as possible. Though interpreters are not responsible for finding their own replacement, recommendations will be appreciated. Disabilities Services will make every effort to find a replacement, given the restraints of time and availability.
- 15. Interpreters are responsible for reporting any location or time changes (temporary or permanent to the Coordinator as soon as they are announced.
- 16. If you need to discuss an interpreting situation with another interpreter, please do so only in private.
- 17. Interpreters do not eat while on assignment.
- 18. Team interpreting:
  - a) Only one interpreter is needed to interpret during testing. The interpreters assigned to the class may decide among themselves who will interpret each test/exam, or they can ask the Coordinator to assign them.
  - b) The interpreter who is not interpreting is expected to be supportive of the working interpreter in the classroom by listening to the speaker and helping with anything that is missed, letting the working interpreter know what is going on behind him/her visually (i.e., writing on the board), helping with sign choices, etc.
  - c) Collaboration on sign choices helps make the transition between interpreters easier for the client.
  - d) Interpreters should decide together if feedback/critique will be offered.
  - e) Both interpreters should stay the whole time and arrive early enough to agree on logistics.
  - f) An interpreter in rest should leave the room only if necessary and return promptly.
- 19. The coordinator is available for feedback so that we can improve our service.
- 20. All information you share with us or we share with you is strictly confidential.

I have read and I understand the information explained above.

\_\_\_\_\_  
Interpreter’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date



**APPENDIX K*****Emergency Medical Protocol***\_\_\_\_\_  
Student\_\_\_\_\_  
ID#

I request that information concerning my medical needs be provided to (*may include the, Health and Wellness, Counseling Center, Student Accountability Office, Campus Safety and Police, professors, advisors, professional residence staff*)

\_\_\_\_\_  
I understand that this information will be treated confidentially.

**INSTRUCTIONS REGARDING MY MEDICAL CONDITION**

1. Nature of condition \_\_\_\_\_

2. Frequency, duration,  
intensity \_\_\_\_\_

3. Best method of assistance \_\_\_\_\_

4. Before calling an ambulance, wait (length of time) \_\_\_\_\_

5. Family member to call \_\_\_\_\_

6. Family member's phone number \_\_\_\_\_

7. Other information \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**General Instructions for a Seizure Episode**

1. The attending person (faculty or other supervisor) instructs a class member to call Campus Safety and Police at x5555.
2. The attending person instructs other students to clear the area and wait in the hall to give the student privacy.
3. The attending person helps the student lie down (assuming this is the plan of action described above.)
4. The attending person places a soft object under the student's head.
5. If the seizure continues longer than the time stated above, Campus Safety, at their discretion, may call the ambulance.
6. If the seizure ends in the specified time and feels recovered, s/he may rejoin the class.
7. If s/he is fatigued or confused, the attending person may have Campus Safety escort the student to Health Services or to her/his room.

## APPENDIX L

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### *Audio Recording Agreement*

Lecturer \_\_\_\_\_  
Student \_\_\_\_\_ ID# \_\_\_\_\_  
Class \_\_\_\_\_ Term \_\_\_\_\_

Students who require an accommodation for note taking have a right to audio record class lectures and presentations for their personal study only. (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516). Lectures audio taped for this purpose are not to be shared with other people without the consent of the lecturer.

Audio-recorded lectures may not be used in any way against any lecturer or a student whose remarks in class are recorded. All information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer or speaker without giving proper identity and credit to the person. Tapes of class lectures or discussions are to be erased at the end of the semester.

### **Student Pledge**

I have read and understand the above agreement on audio-recorded lectures. I pledge to abide by the above policy with regard to any lectures I tape while enrolled in this class.

Student signature \_\_\_\_\_

Witness signature \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX M**

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**Office of Disability Services  
Test Proctoring Form**

***Section A      To Be Completed By Student:***

Student Name: \_\_\_\_\_ Student Cell Phone: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

Test Date: \_\_\_\_\_ Test Time: \_\_\_\_\_

---

***Section B      To Be Completed By Instructor:***

Please indicate with an "X" any materials the class will use during the test:

- |                                   |  |  |
|-----------------------------------|--|--|
| <input type="checkbox"/> None     | <input type="checkbox"/> Dictionary      | <input type="checkbox"/> Data Sheet            |
| <input type="checkbox"/> Diagrams | <input type="checkbox"/> Formulas/Tables | <input type="checkbox"/> Pencil/Pen            |
| <input type="checkbox"/> Books    | <input type="checkbox"/> Notes           | <input type="checkbox"/> Other: _____          |
| <input type="checkbox"/> Scantron | <input type="checkbox"/> Blue Book       | <input type="checkbox"/> Calculator/Type _____ |

Amount of class time allotted **without** accommodations: \_\_\_\_\_

When a student's test is proctored by the Office of Disability Services, the student loses the opportunity to ask questions during the test. If possible, please provide a means of contact if a question arises:

Cell Phone: \_\_\_\_\_  Other: \_\_\_\_\_  
 Email: \_\_\_\_\_

Please indicate with an "X" how you would like the test delivered to the Office of Disability Services

- Email to [witfield\\_felix@pba.edu](mailto:witfield_felix@pba.edu)
- Instructor will deliver or have test delivered

Please indicate with an "X" how you would like the completed test returned:

- Scanned and Email
- Return to the administrative support staff (Location: \_\_\_\_\_)
- Instructor will have test picked up - Date/Time: \_\_\_\_\_
- Return to the instructor (Location: \_\_\_\_\_)
- Campus Mail

\_\_\_\_\_  
Class Instructor's Signature

\_\_\_\_\_  
Date

## APPENDIX N

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### *Note Taker Information*

\_\_\_\_\_  
Date

Professor \_\_\_\_\_ class \_\_\_\_\_  
\_\_\_\_\_ has been approved to receive a copy of class notes in this class.

When you ask for a volunteer note taker, please remember that this accommodation, like others, is a confidential request. The name of the requesting student should not be revealed—unless the student opts to do that him/herself, and some will.

Others will protect their confidentiality stridently. (If you prefer, you may provide a copy of your notes. If your notes are provided as a part of the class structure [on-line, Blackboard, etc.] that fulfills the request for notes.)

Generally, to provide a copy of class notes for a student with a disability:

1. Tell the class “a student in the class needs a copy of class notes.” The University has approved this service.
2. A note taker needs to attend class regularly, be a serious student, be dependable, and have legible handwriting.
3. S/He should photocopy notes at Elon’s expense, and file the notes in the Academic Advising Center twice a week if not after each class.
4. If you have more than one student requesting notes in the same class, just ask the note taker to make the appropriate number of copies.
5. It is advisable to have a stand-by note taker in case the appointed note taker misses class.
6. Send the note taker to the Academic Advising Center, Duke 108 to talk with Ms. Emond or Ms. Lipe about our procedure for note copying and exchanges.
7. Notes are to be provided as of the day you receive this notice. The student receiving the notes is instructed to take notes as well, concentrating on main points and getting as many details as possible, but relying on the provided notes for those details that are missed.

**Professor:** To help us monitor and improve the efficacy of our class note system, please complete the form below and return it to Priscilla Lipe, CB 2284, as soon as possible.

\_\_\_\_\_  
Note taker’s name

\_\_\_\_\_  
Note taker’s phone number

\_\_\_\_\_  
Note taker’s email address

## APPENDIX O

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### *A Discussion of Extended Testing Time*

UCLA conducted a study of the amount of extended time appropriate for students with learning disabilities. Over a four-year period (1991-1994) they accumulated data bases from 1000 tests on types of disability, test format, and time needed.

They learned:

- There is a great variability among test taking needs of students with learning disabilities.
- The use of readers, scribes, and large print format requires the most extended time of any testing format or situation for a student with disabilities.
- The more time allotted for a test/exam, the less extra time students with learning disabilities required. A three-hour exam required .07 to .16 extended time, whereas a 50-60 minute test required .69 more time.
- The average amount of extended time used was 33 to 39 percent more time.
- Twenty-five percent of the disabled students needed 40 to 60 percent more time to complete their exams.
- Twenty-five percent completed their exams within the time limit for all students.
- Eight percent of learning disabled students required more than double time to complete tests/exams.
- The length of the test definitely affects the amount of time needed.
- Test takers needed the most extended time for short answer exams (affecting retrieval of information, ID words, terminology) and the least extended time for multiple-choice formats.
- English exams required the most extended time (.55); the math and the physical sciences were second (.45); and the social sciences required the least amount of extended time (.36).

As a result of this study, students with learning disabilities at UCLA receive 75 percent to 100 percent more time to complete their tests and mid-term exams, and 50 percent extended time for three-hour final exams. However, each student's case must be considered individually as individual differences (sometimes the combination of learning disabilities) and the severity of a disability determine actual needs.

For more information on this study you may contact Dr. Arline Halper:

Office for Students with Disabilities  
Murphy Hall A-225, 405 Hilgard Avenue  
Los Angeles, CA 90024-1426

## APPENDIX P

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### *Policy on Service Animals*

Service Animals are animals trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) defines a service animal as “...any...animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items.” If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a *state* or *local government* training program.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in university facilities.

Service Animal: Any animal, usually a dog, individually and professionally trained to do work or perform tasks for the benefit of a person with a disability. If there is a question about whether an animal is a service animal, contact Disability Services in Academic Advising. A service animal is also sometimes called an assistance animal.

### **Types of Service Animals**

- A guide dog has been carefully trained to serve as a travel tool for a person with a severe visual impairment or who is blind.
- A hearing animal has been trained to alert a person with significant hearing loss or who is deaf when a sound, such as a knock on the door, occurs.
- A service animal has been trained to assist a person who has a mobility or health impairment.
- Types of duties the animal may perform include: carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, and helping a person up after the person falls.
- An assist animal has been trained to assist a person with autism. The animal alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement. A person with autism may have problems with sensory input and may need the same support services from an animal that might be given to a person who is blind or deaf.
- A seizure response animal is trained to assist a person with a seizure disorder. How the animal serves the person depends on the person’s needs. The dog may stand guard over the person during a seizure or may go for help. A few dogs have learned to predict a seizure and warn the person in advance.

## **Requirements for Faculty, Staff, and Students**

Faculty and staff should allow a service animal to accompany the handler at all times and in all public access areas. A service animal would not be allowed in food preparation areas or other places on campus where animals are specifically prohibited, such as the office of a person allergic to the animal.

Petting a service animal when the animal is working distracts the animal from the task at hand, so do not pet service animals. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill. Do not feed a service animal.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a handler from the person's service animal.

## **Requirements of Service Animals and Their Handlers**

The animal must be immunized for common diseases. Dogs must have had the general maintenance vaccine series, distemper, and parvovirus. Other animals must have had the appropriate vaccination series for that type of animal. All vaccinations must be current. Most animals (dogs and cats for example) must wear a rabies vaccination tag. Proof of vaccination must be on file with Disabilities Services.

The handler must have a certificate from a training program stating that the animal has successfully completed a training program. Some handlers carry a certification from the school that trained the animal. Many service animals will wear a harness, cape or backpack, but others will have only a leash.

The animal must be in good health. Animals to be housed in campus housing must have an annual clean bill of health from a licensed veterinarian.

The animal must be on a leash at all times. The handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its handler.

The handler must always carry equipment sufficient to clean up the animal's feces whenever the animal and handler are off the handler's property. The handler must always dispose of the feces in outside dumpsters – not in residence halls or other campus buildings. Individuals with disabilities who cannot physically clean up after their own service animal may not be required to pick up and dispose of feces. However, a nearby person should be asked to assist.

## **Conditions for Keeping a Service Animal**

**Disruptive Behaviors:** If an animal demonstrates unruly or disruptive behaviors (e.g., barking, growling, running around), the handler may be asked to remove the animal from university facilities. If the improper behavior happens repeatedly, the handler may be told not to bring the animal into any university facility until the handler takes significant steps to mitigate the behavior. This may include muzzling a barking animal or refresher training for both the animal and the handler

**APPENDIX Q**

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Policy on Emotional Support Animal (ESA)