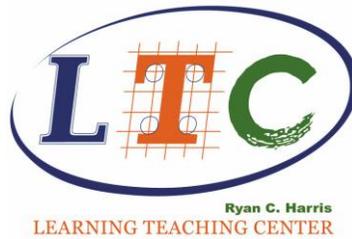




# Office of Learning Resources Handbook for Students with Disabilities

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## Table of Contents

Welcome & Mission .....	3
Office hours.....	3
Contact Information.....	3
Staff.....	3
Interactive Accommodations Discussion .....	4
Disability Documentation Practices .....	5
Cost of Testing: .....	6
Student Rights and Responsibilities.....	7
Confidentiality and Release of Information.....	8
Reasonable Accommodations.....	8
Alternative Formats Guidelines and Processes .....	11
Note-Taker Support .....	11
Testing Guidelines and Processes.....	11
Standardized Testing.....	14
Assistive Listening Device (ALD) Guidelines and Processes.....	15
Sign Language Interpreting & Captioning (CART & C-Print) Guidelines Processes:.....	15
Attendant Care Guidelines and Processes .....	17
Service and Support Animals .....	20
Ryan’s Lab .....	22
University Policies, Procedures, and Regulations.....	25
Emergencies and Evacuation Suggestions .....	31
Other University of Dayton Programs.....	33

### Welcome & Mission

Ryan C. Harris Learning Teaching Center's (LTC) Office of Learning Resource (OLR) works with students with disabilities to assist in coordination of formal accommodations and connection to existing campus supports. OLR ensures that qualified students with disabilities have equal access to educational opportunities at the University of Dayton so they can participate freely and actively in all facets of university life. Disability Services staff members are available for individual consultation and ongoing disability management. In addition, OLR provides access to programs and services, which may include academic and non-academic accommodations and supports for qualified students with disabilities.

The University of Dayton is committed to including individuals with disabilities as full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008.

### Office hours

Monday- Thursday 8:30 AM - 7:00 PM\*

Friday 8:30 AM - 4:30 PM

Please call and schedule your appointment in advance

\*Open until 7:00 PM Fall and Spring Semester when classes in session.

All other dates, we close at 4:30 PM.

### Contact Information

University of Dayton  
Office of Learning Resources  
C/O Disability Staff  
300 College Park  
Ryan C. Harris Learning Teaching Center  
Dayton, OH 45469-1302  
Phone: 937-229-2066  
Fax: 937-229-3270  
TTY: 937-229-2059  
Website: <http://go.udayton.edu/disability>  
General Email: [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu)

### Staff

Deanna L. Arbuckle, MRC, CRC, Disability Services and Assistive Technology Coordinator  
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### **Interactive Accommodations Discussion**

The LTC's Office of Learning Resources (OLR) asks students who wish to make an official request for disability accommodations to contact a member of the OLR staff to discuss the barriers they anticipate or are facing and the kinds of accommodations that may be appropriate while attending classes and participating in community life at the University of Dayton.

OLR has established an interactive process that will enable us to work together to determine reasonable accommodations. The goal of gathering information from the student and other key sources is to assist in establishing an understanding of the disability, how disability may impact a student, and making informed decisions about accommodations to provide effective access.

The best method for addressing this process is through direct interaction between the student and the experienced disability professional. The weight given to the individual's description will be influenced by its clarity, internal consistency, and congruency with the professional's observations and available external documentation. However, if the student is unable to clearly describe how the disability is connected to a barrier and how the accommodation would provide access, the institution may need to request third party documentation.

The question is not whether a given condition is a "disability," but how the condition impacts the student. A student's specific accommodation needs may vary based upon the unique characteristics of the course, program, or requirement. This requires a clear understanding of how disability impacts the individual to establish the reasonableness of the accommodation for the individual. No third party information may be necessary to confirm disability or evaluate requests for accommodations when the condition and its impact are readily apparent or comprehensively described. If the student cannot describe a potential connection or identify the potential documentation that would support the request, the accommodation may not be reasonable.

Disability documentation should be current and relevant but not necessarily "recent." Disabilities are typically stable lifelong conditions. Therefore, historic information, supplemented by interview or self-report, is often sufficient to describe how the condition impacts the student at the current time and in the current circumstances.

Formal documentation, should you choose to share with OLR prior to your face-to-face meeting, can be sent via email ([disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu)), fax (937-229-3270) or regular mail (Office of Learning Resources, 300 College Park, Dayton, Ohio 45469-1302).

Here are some things you might want to think about prior to our discussion:

- What tools or strategies facilitate your access?
- Consider any accommodations, auxiliary aids, assistive technology, services, and medications currently in use and their general effectiveness as tools for access.
- What barriers do you anticipate?
- If your condition is variable or has known triggers, do these suggest accommodations?

As we work with you to examine the reasonableness of the accommodations you have requested, we will look at your request in relation to your disability or condition and the essential elements of the course, program, or services involved. Accommodations cannot constitute a fundamental alteration.

### **Disability Documentation Practices**

The Office of Learning Resources (OLR), in keeping with best practices, utilizes the experience of professional staff and the documentation practices outlined by the Association on Higher Education and Disability (AHEAD) while maintaining the spirit of the legislation. Taken as a whole, the changes under the Americans with Disabilities Act Amendment Act (ADAAA) statute and regulations for Titles I, II, and III clarify (a) who has a disability entitled to protection under the ADA/ADAAA and Section 504 of the Rehabilitation Act of 1973, (b) who is entitled to accommodations, and (c) how those determinations are made and by whom. The information outlined below is extracted from the AHEAD Guidelines (full document: <https://www.ahead.org/learn/resources/documentation-guidance>).

### **Sources and Forms of Documentation**

Acceptable sources of documentation for substantiating a student's disability and request for particular accommodations can take a variety of forms. Any individual or combination of the information outlined below may be sufficient for establishing disability and a need for accommodation.

#### ***Student's Self-Report***

A student's description of his or her experience of disability, barriers, and effective and ineffective accommodations can be obtained through structured interview or questionnaire and interpreted by experienced disability professionals.

#### ***Observation and Interaction***

The higher education disability professionals form impressions and conclusions based on information provided during interviews / conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations.

#### ***Information from External or Third Parties***

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system such as multifactorial, psycho-educational or other evaluations. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), 504 Accommodation Plans, Summary of Performance (SOP), teacher observations, and other reports of past accommodations.

### General Disability Documentation Guidelines:

If you plan on taking future standardized testing (OAE, PRAXIS, MPRE, GRE, GMAT, LSAT, etc.), you should utilize the guidelines of that governing body. Should a student require formal assessment, the following guidelines should be shared with your diagnostician.

This information will enhance consistency and provide students, prospective students, parents and professionals with the information they need to assess a student for a disability. This information is adapted from guidelines previously used by AHEAD and MPRE.

1. The best quality documentation is provided by a **licensed or otherwise properly credentialed professional** who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated.
2. Quality documentation includes a **clear diagnostic statement** that describes how the condition was diagnosed, provides **information on the functional impact**, and details the **typical progression or prognosis** of the condition. This should include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.
3. Include information on how the disabling condition(s) **currently impacts** the individual, taking into account the individual's self-report, the results of formal evaluation procedures, and clinical narrative to provide necessary information for **identifying possible accommodations**.
4. A description of **current and past accommodations**, services, medications (and side-effects), auxiliary aids, assistive devices, and support services, including their **effectiveness**. While accommodations provided in another setting are **not binding** on the current institution, they may provide insight in making current decisions.
5. **Recommendations** for accommodations, services, auxiliary aids, assistive devices, compensatory strategies and support services **and a logical relationship to their functional limitations**.
6. Formal reports should be submitted in **English, on signed-dated letterhead**.
7. **Resources for your diagnostician** may include current editions of Diagnostic and Statistical Manual of Mental Disorders, International Statistical Classification of Diseases and Related Health Problems, documentation guidelines for standardized testing (OAE, PRAXIS, MPRE, GRE, GMAT, LSAT, etc.).

### Cost of Testing:

Costs associated with diagnosing, evaluating, and testing or retesting are the responsibility of the student. For students currently enrolled at the University of Dayton, information and referral to the student Health and Counseling Center and/or other professionals in the community may be appropriate. It is the student's responsibility to verify if the professional's qualifications and ability to provide necessary information on their specific disability, if known.

## **Student Rights and Responsibilities**

### **Eligible Students have the right to:**

- Timely and effective implementation of reasonable accommodations.
- Confidentiality of disability information in keeping with University policy and federal laws unless otherwise requested by the student in writing.
- Equitable access to programs and services offered at the University of Dayton.
- Support from OLR when the student has requested reasonable accommodations from an instructor in a timely manner but the accommodations have not been implemented.
- File an appeal with the Office of Learning Resources or University of Dayton's Equity Compliance Officer and/or file a grievance with the Office of Civil Rights.
- Freedom from discrimination based on disability.

### **Eligible Students have the responsibility to:**

- Contact OLR to request an Accommodation Letter each academic term the students wishes to utilize accommodations.
- Meet with the instructors in a timely manner to discuss their request for reasonable accommodations and how those accommodations will be implemented.
- Provide instructors with a copy of their current OLR Accommodation Letter.
- Provide adequate notice for accommodation requests as outlined in published OLR guidelines.
- Inform OLR of any request for evidence of eligibility for reasonable accommodations, denial of reasonable accommodations, or difficulties with working out arrangements for reasonable accommodations
- Fully participate with faculty, staff and OLR in the interactive process for determining and implementing reasonable accommodations.
- Use reasonable accommodations appropriately.
- Adhere to institutional standards of conduct as outlined in the "Student Standards of Behavior" published by the Office of Community Standards & Civility in the Student Handbook (<https://udayton.edu/studev/dean/civility/index.php>).

**Confidentiality and Release of Information**

Office of Learning Resources (OLR) is dedicated to keeping all personal student information confidential and complies with the standards set by the Family Education Records and Privacy Act (FERPA), applicable federal and/or state law and university policy. Disability verification will be maintained by OLR in a secure environment.

In general, the OLR Staff will not discuss nor release information about a student's disability and information provided about the disability unless required by federal and/or state law and/or University policy and guidelines. OLR Disability Staff, in keeping with FERPA standards, will only discuss confidential information with university officials who have a compelling need to know that information in order to complete the requirements of their position. Students can designate in writing additional individuals with whom information can be shared.

Students registered with OLR have a right to review their educational records under FERPA which does not mandate the University of Dayton allow students to make photocopies of their educational records maintained by the institution. OLR generally allows students to have a copy of their disability verification upon request when appropriate identification has been verified. However, OLR reserves the right to deny copying privileges. The right to review an institution maintained student file cannot be denied. Every effort will be made to fulfill requests for file review at OLR within 5 working days.

**Reasonable Accommodations****Non-Academic Settings**

Eligible students with disabilities may require reasonable accommodations outside of the classroom setting. Residential life, parking, and student programs represent types of non-academic settings where reasonable accommodations may be necessary. For all non-academic requests for reasonable accommodations, students may need to contact the office supporting the student program and follow their established process (e.g. Residence Life has a published deadline for requesting housing accommodations for returning students and incoming students). If you have general questions, contact the Office of Learning Resources (OLR).

**Academic Settings**

For reasonable accommodations in academic settings, an eligible student will receive an Accommodation Letter identifying reasonable accommodation recommendations for classes in which the student is enrolled. The student must request an Accommodation Letter for each academic term they wish to use formal accommodations. In addition, eligible students must deliver the Accommodation Letter to the instructor of the course and discuss how to implement reasonable accommodations with the instructor e.g., how will extended time on the exam be addressed. Please see the Office of Learning Resources' (OLR) website regarding Alternative Testing for more information.

If there is any concern about the need for or methods of providing reasonable accommodations, or if the student and professor cannot agree on reasonable accommodations implementation, the student

should contact OLR as soon as possible for consultation. It is up to the student to utilize agreed upon reasonable accommodations following established and published guidelines.

### **Sample Accommodations:**

(Eligibility for specific accommodations is made on a case by case basis)

#### ***Classroom***

- Ability to take breaks as needed
- Alternative formats for classroom materials such as electronic copies of materials, enlarged font or Braille for exams, handouts, and required reading from journal articles
- Alternative formats for required texts
- Change of classroom to an accessible location
- Faculty member facing the class when speaking and/or wearing an assisted listening device
- Permission to tape record lectures (student must provide their own device and related supplies)
- Preferential seating in the classroom
- Use of sign language interpreters/C-Printers or similar transcription service

#### ***Laboratory***

- Adaptive equipment, if necessary
- Individual orientations to laboratory and equipment
- Lab assistant, if necessary
- Labeling all tools and materials, if necessary, in Braille, large print, or other formats

#### ***Testing***

- Provision to take breaks, if necessary and appropriate to the student's disability
- Reduced distraction exam environment (no environment is totally distraction free)
- Time extension on exams
- Use of assistive technology for accessing and completing exams

[See Section on Testing Guidelines and Processes for more details.](#)

### **Priority Registration**

Because of specifics related to some disabilities, Office of Learning Resources (OLR) will evaluate students regarding the option for priority registration beginning the term following their registration with OLR. Students who receive priority registration have an opportunity to register for classes earlier than students without disabilities of the same class standing to assist with access to courses, time and day scheduling, building and mobility considerations, and other unique disability considerations. Priority registration must be pre-approved by OLR Disability Staff. If you have questions about your priority registration status, please contact Disability Staff in the OLR. Please see the recommendations below:

- Follow the university process regarding meeting with your Academic Advisor to determine class schedule.
- Check porches for specific registration date, time and deadline.
- Priority registration only enables students to register early for classes with vacancies. It does not remove or replace existing students.

When planning your schedule, consider your disability-related needs and issues.

- Do you need to build time into your schedule to allow for extended test time?
- When do classes meet and how might that impact your disability?
- How often classes meet?
- Do you handle back-to-back classes well or do you do better with breaks?
- Do you perform better in classes that are shorter in duration that meet more frequently or longer classes that meet less frequently?
- Do any current medications impact your functioning, early morning or late evening?
- Does your disability impact a particular part of a course (e.g., taking three classes that involve a considerable amount of reading)?

OLR Disability Staff are not academic advisors, but they can assist you in balancing your course load to better address your disability needs.

### **Accommodation in Alternative Settings**

#### ***Internships / Practicum / Student Teaching***

In the event a student is interested in receiving accommodations while participating in a clinical component of an educational program, please meet with Office of Learning Resources (OLR) Disability Staff and the clinical experience professor, supervisor, and on-site supervisor well before the experience begins. It is recommended that planning begin one term prior to your scheduled experience, but at a minimum six weeks prior to starting internship, practicum or student teaching experiences. The request for reasonable accommodation must be made to, and approved by, OLR and other university officials, as necessary.

#### ***Remote Campus Studies***

Students with disabilities, who because of the nature of the University of Dayton program, policy, or deadline, may conduct the initial interactive process for reasonable accommodation meeting over the phone for those students who attend University of Dayton academic programs at remote sites and require reasonable accommodations. Students at remote campus sites should contact the Office of Learning Resources (OLR) to facilitate reasonable accommodations.

#### ***Learning Abroad***

The University of Dayton offers a wide range of campus learning experiences. We currently have exchange programs available for students to study in several foreign countries. Individuals with disabilities are encouraged to plan early for these opportunities. It is important to note that programs which are supported by University of Dayton, like the Learning Abroad, may also be appropriate for approved academic accommodations; however, within the Learning Abroad program, not all affiliated programs are experienced in providing reasonable accommodations as these do not always if not covered by United States managed legislation. Students are encouraged to communicate their plans to learning abroad early so that we can discuss potential methods to address reasonable accommodations. For more information about Learning Abroad opportunities, visit the Center for International Programs (<http://udayton.studioabroad.com/>).

**UD China Institute**

The University of Dayton has established partnerships with several universities and schools in China. A growing number of students are completing study abroad programs in China at the UD China Institute. Faculty teach at the Institute in our academic programs and serve as visiting scholars at our partner institutions. For more information about attending the UD China Institute, please visit their website at [https://www.udayton.edu/china\\_institute/](https://www.udayton.edu/china_institute/).

**Alternative Formats Guidelines and Processes**

Because of specifics related to some disabilities, OLR will evaluate students for the use of alternative formats. Alternative formats can then be transferred into braille, large print or audio by the student. Alternative formats can also be used for test taking. If a student has requested and received alternative formats of standard print material, he or she is responsible for using the information solely for their individual use in conjunction with academic coursework at the University of Dayton. Improperly disseminating or reproducing material is strictly prohibited and may be a violation of established copyright regulations and/or academic misconduct. The University of Dayton maintains an inventory of material produced and of individuals who received alternative format materials to prohibit unauthorized access to copyrighted materials. Students must agree to follow copyright laws prior to receipt of alternative formats.

The Office of Learning Resources can provide training and access to software options for accessing alternative formats. This is required before a student can utilize alternative formats during test taking.

To make a request, visit the Office of Learning Resources website and complete the request ([https://www.udayton.edu/lrc/learningresources/onlineforms/alt\\_format\\_request.php](https://www.udayton.edu/lrc/learningresources/onlineforms/alt_format_request.php)).

**Note-Taking Support**

The Office of Learning Resources recognizes many students may need support in the area of note taking. Some of the accommodations that may be provided to support a student in note-taking include, but are not limited to, tape recording classes and copies of material electronically posted in class. Decisions regarding note taking support are made on a case-by-case basis. Utilizing note-taking supports does not take away your responsibility for taking notes nor is it a substitute for class attendance.

If a student records their class, they may also choose to use Dragon Naturally Speaking software (available in Ryan's Lab) to create a transcript of the lecture for supplementing their personal notes.

**Testing Guidelines and Processes**

All students should discuss testing accommodation needs with their faculty to determine when and where accommodations will be provided. This is critically important if you have a need to modify the start time of an exam due to scheduling conflicts. All testing accommodations should be coordinated in advance.

- For students approved for extended test time and/or a distraction-reduced area for testing: Discuss options with your instructor regarding viable test location. If it is agreed that a suitable space is available that will allow for distraction-reduced testing and extended time, this is a perfectly acceptable solution. If no area is available to ensure these accommodations, students may schedule an appointment to take the test in the Office of Learning Resources (OLR).
- For students approved for specialized testing accommodations: Examples of accommodations for this purpose can include, but are not limited to: the use adaptive equipment or interpreters for the Deaf. Adaptive equipment, most often, is specialized computer software that will allow the student to access information and complete tests independently. Students choosing to use specialized accommodations must schedule an appointment to take the test in the Office of Learning Resources (OLR) via the online form.
- Schedule an appointment for each test that you plan to take in the OLR. Students are encouraged to schedule their examinations within the first two weeks of the term based on the syllabus provided by the instructor. Tests should be scheduled at the beginning of the term based on your syllabus.
- Tests occurring during the semester should be scheduled at least five (5) business days in advance; at a minimum, tests must be scheduled by **8:00 AM three (3) business days prior to each test.**
- Tests during **Finals Week must be scheduled by date identified on the OLR website.** (See test request form for the date [https://www.udayton.edu/lrc/learningresources/onlineforms/exams\\_final.php](https://www.udayton.edu/lrc/learningresources/onlineforms/exams_final.php))
- Final exams utilize block scheduling starting at 9:00 AM (for final exams with a start time between 8:00 AM and 12:00 PM) and 1:00 PM (for final exams with a start time is between 12:01 PM and 4:30 PM).
- Prior arrangements can be made for final exams that are scheduled during the evening hours (for final exams with a start time 4:31 PM or later).
- Final exams **cannot be rescheduled** after 11 am the Wednesday before finals week begins.
- OLR will make every effort to meet your requested test time based on staff, proctor, and testing space availability, if scheduled appropriately.
- All tests must be scheduled online.
- All testing accommodations should be completed during normal office hours whenever possible (Monday through Thursday from 8:30 a.m. to 7:00 p.m. and Friday from 8:30 a.m. to 4:30 p.m.).
- For testing after normal office hours, seek prior approval by contacting the OLR Testing Coordinator via 937-229-2066 (phone), 937-229-2059 (TTY) or [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu) (email).
- Changes in examination day/date require pre-approval. This includes approval in writing from your Instructor **AND** OLR. It is expected that the student initiate this process.
- Neither the instructor nor OLR are obligated to provide testing accommodations for requests made outside of the established timelines.
- For extended time accommodations, you may need to evaluate the start time of your exam to prevent missing a class immediately before or after the regular class time. The test will be

scheduled at the time requested if possible, or at the nearest time available. Communication with your instructor regarding start times different from the class is required. Unless arranged with your instructor, you should take the exam on the same date scheduled for the class.

- You and the instructor need to discuss a method for getting the test to OLR. It is preferable that your instructor email the test to [disabilitytesting@udayton.edu](mailto:disabilitytesting@udayton.edu) or deliver to OLR Testing Services (002 Albert Emanuel). OLR will deliver completed tests to the instructor.
- Strictest confidentiality and handling of test materials is followed by OLR.
- Students are encouraged to understand the UD Final Exam Policy as approved by the Academic Senate: "When a student with a disability has two or more final exams scheduled for the same day, faculty are encouraged to accommodate the individual student on an alternative day agreeable to both the student and the instructor which may include use of an alternative testing site. The student must make the request by the last scheduled class meeting."  
<https://www.udayton.edu/flyersfirst/registration/final-exam-schedules.php>

Please visit our website for online scheduling.

- Exams, Tests & Quizzes during the Semester:  
[https://www.udayton.edu/ltc/learningresources/onlineforms/exams\\_regular.php](https://www.udayton.edu/ltc/learningresources/onlineforms/exams_regular.php)
- Final Exam:  
[https://www.udayton.edu/ltc/learningresources/onlineforms/exams\\_final.php](https://www.udayton.edu/ltc/learningresources/onlineforms/exams_final.php)

For additional assistance contact OLR via 937-229-2066 (phone), 937-229-2059 (TTY) or [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu) (email).

### **Standardized Testing**

If special accommodations (such as extra time, audio version, Braille, etc.) is needed for nationally standardized tests (OAE, PRAXIS, MPRE, GRE, GMAT, LSAT, etc.) applicants should contact the corresponding testing agency directly or refer to their webpage to determine their requirements, forms, documentation guidelines, and time frames for eligibility determination.

Documentation will be kept on file in the Office of Learning Resources (OLR) for five years after your last date of attendance. Please note, eligibility for Disability Services at the University of Dayton, does not ensure eligibility for accommodations on standardized tests or other post-secondary institutions.

For completion of verification forms, students should schedule a face-to-face meeting with the OLR Disability Staff. During this meeting, OLR Disability Staff will review the documentation guidelines of the governing body to determine if and to what extent we can assist in the process. The student is responsible for ensuring timeframes etc. as outlined by the governing body. Students may also request their documentation be made available through the Accommodate system. In order to do this, please send an email to [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu).

### **Assistive Listening Device (ALD) Guidelines and Processes**

An assistive listening device (ALD) is any type of device that can help you function better in your day-to-day communication situations. They are utilized by students who are in need of amplification in the classroom. An ALD can be used with or without hearing aids to overcome the negative effects of distance, background noise, or poor room acoustics.

The Office of Learning Resources has limited ALD's that can be borrowed by students for use in academic situations, including the FM Loop System, the Pocket Talker, and Ubi-Duo. Please contact OLR for additional information.

### **Sign Language Interpreting & Captioning (CART & C-Print) Guidelines Processes:**

Office of Learning Resources (OLR) will coordinate sign language interpreting/captioning for registered OLR students who are Deaf or Hard of Hearing and who make known their need known in a timely fashion.

Interpreting is receiving a message in one language and delivering it in another (i.e. English to American Sign Language). Professional sign language interpreters develop interpreting skills through extensive training and practice over a long period of time.

Captioning is a method of captioning that attempts to provide simultaneous, word-for-word transcription of a speaker's words. It is typically used for live presentations including classroom lectures. Captioning is performed by a trained steno-captionist. Captioning is often not synchronized with the visible speech. Examples of real-time captioning can include C-Print or CART services.

For academic class, ***requests should be received at least three weeks before the beginning of a term.*** Requests that are not received at least three weeks prior to the start of a term may cause a delay in the University of Dayton's ability to locate a qualified provider. A qualified provider will be available for classroom and lab requirements as well as academic advising and meetings with other University offices, when requested following established guidelines.

All sign language / captioning providers are contracted by OLR and are selected based on history of interpreter and transliterating skills and experience in a post-secondary setting. Family members cannot be hired to serve as interpreter/writer because of a conflict of interests/dual relationship ethical issues.

There are a few things we would like you to know about captioning procedures.

- If you need the display adjusted in any way, let the captionist know. For example, the font size can be increased or the spacing in between each line can be changed. The screen can be changed to display a blue background with white letters as well.
- You do not have to stare at the computer screen all the time. Please feel free to look around the classroom, and then look back up at the screen to catch up when if needed.
- If you have a question during class and you prefer the captionist voice the question for you, please type the question on your computer. It will come up on the captionist's screen at which time the question will be asked.

- The computer may break down during class. If that happens, please allow the captionist 5 minutes to get it running again. If the captionist is not able to, she or he will take notes for you.
- If you are NOT there at the beginning of the class, the captionist will wait for 15 minutes for you to arrive. Nothing will be captioned during that time. If you do not arrive after 15 minutes, the captionist will leave. You are responsible for getting the missed information from the instructor or another student.
- The captionist is responsible for editing the lecture. This edited transcript will be e-mailed to you within 24-hours after each class ends. If there are ways we can change this transcript to better suit your needs, please let the captionist know.
- Anytime you will not be in class, please notify OLR 24-hours in advance to allow a staff member to cancel the captionist without charge to the university.
- Failure to notify OLR when services are not needed or arriving late on three occasions will result in services being suspended until you have had further discussion with OLR Disability Staff.
- Please do not have food or drinks around the laptop computers. Any spill can damage the computer.

### **Special Events**

Should you need Interpreting and/or Captioning for a special event, please contact the office coordinating this event.

### **Attendant Care Guidelines and Processes**

Prospective students with personal care needs are encouraged to meet with the OLR to discuss attendant care process. A student should not underestimate his/her abilities or potential; neither should he/she fail to honestly identify those routines and activities that do need assistance. OLR may provide some suggestions on resources for prospective attendants, but the responsibility for the hiring of an attendant is that of the student. See information below on attendant requirements.

University of Dayton does not provide any aspect of attendant care or service of a personal or medical nature. University of Dayton is not responsible for any aspect of transporting students from one location to another inside or outside the building, for feeding or toileting student, or for serving as caregivers or monitors in the absence of professional attendant care.

### **What is Attendant Care?**

Attendant Care can range from minor duties such as light cleaning or laundry needs to advance care such as bowel and bladder assistance. Attendants occasionally may be roommates, but in many cases, a professional is necessary for attendant care such as those available through a bonded home health care agency. Your care level will be determined by you; however, assistance can be obtained from other sources e.g., vocational counselor, physician etc.

### **What are the requirements for Attendant Care at University of Dayton?**

You must have your attendant care arranged prior to moving into university housing. **It is strongly recommended that the student advise attendant care persons that the offer of employment is contingent on completion of a favorable criminal background check.**

The University of Dayton ***requires ALL*** attendant care persons, including emergency coverage persons, who work on campus, to adhere to the University of Dayton's process regarding verification of favorable criminal background check. Favorable Criminal Background Verification must be received and processed prior to attendant care persons coming on campus. Written verification will be provided to the student by University of Dayton's Office of Human Resources regarding the status of the criminal background check. Specific questions should be directed to the Office of Human Resources at 937-229-2541. For individuals who need to secure a criminal background check, resources are available at <http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck>.

Attendants must wear appropriate identification at all times. It is important for the student to work with the University of Dayton Residence Life Office, Office of Learning Resources and Public Safety regarding attendant access to University Property. Depending on the specific attendant care needs, the attendant / agency may be issued a key card and/or room key for direct access or the attendant / agency may need to check in at a pre-designated location at the residence hall to secure a key card / room key (key card and room keys must be returned after each use if securing from the designated location). Attendant may also have restrictions on locations they can be when not in the presence of the student for whom they are working e.g., if overnight access and a break is needed, the attendant may be restricted to designated areas.

Regarding parking, University of Dayton Parking policy states “Visits extending beyond two consecutive weeks or for more than three times per month require the purchase of a permit.” The student is responsible for addressing parking permit requirements. You may contact Parking at 937-229-2128 or view their information on their website:

[http://www.udayton.edu/publicsafety/parking/student\\_permit\\_information.php](http://www.udayton.edu/publicsafety/parking/student_permit_information.php).

Attendants should follow University of Dayton process for lost/forgotten parking permits e.g., check with Public Safety or Parking Services.

Evacuation procedures are critical to safety as the validity of an emergency may not be known until after an event is investigated. All students who have the ability to evacuate the building during an emergency are expected to do so for each alarm event. Students are prohibited from use of an elevator during emergencies. Students should develop an evacuation plan and communicate this plan with their attendant staff and others who may assist with evacuation. See Emergency Evacuation Suggestions.

### **Resources Concerning Personal Care Attendants (PCA)**

- Financial obligations associated with attendant care are the responsibility of the student. In some cases, payment is covered by Vocational Rehabilitation (VR) or health insurance. It is crucial that financial arrangements and tasks be understood both by the student and the attendant before the attendant begins to assist the student. Vocational Rehabilitation (VR) may assist with financial related issues. Contact your local VR office to apply for services. Visit <http://www.parc.org/svrp.html> to check for your state’s VR office.
- Making the Move to Managing Your Own Personal Assistance Services: This guide is designed for individuals with disabilities. It includes information on determining your needs, finding and paying for personal assistance services and much more <http://publications.usa.gov/USAPubs.php?PubID=6092>.
- Auxiliary Aids and Services for Postsecondary Students with Disabilities - Higher Education's Obligations Under Section 504 and Title II of the ADA <http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>.
- Questions and Answers on Disability Discrimination under Section 504 and Title II <http://www2.ed.gov/print/about/offices/list/ocr/qa-disability.html>.
- Title 34 Education Part 104 -- Nondiscrimination On The Basis Of Handicap In Programs Or Activities Receiving Federal Financial Assistance <http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#S47>.

### **Residence Life & Attendant Care**

There are two types of attendant care, live-in and drop-in. Need and personal preference may help determine living arrangements. Some attendant situations are non-roommate arrangements (drop-in).

Drop-in Attendants can also be used for professional care situations. All Non-University persons must provide a favorable criminal background check. See section above regarding University of Dayton’s Criminal Background Check Requirement. Depending on the living arrangements, there may need to be consideration for use of a same-gender attendant care professional e.g. if the student lives on a single gender floor with a common bathroom.

Some students and their student attendants choose to live together in the same residence hall room or off-campus location (live-in). In order to have a live-in attendant in University Housing, the attendant must be a University of Dayton Student of the same gender. Both students are required to sign housing contracts.

## **Service and Support Animals**

### **Service Animals**

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) definition of service animals as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability....” The regulations specifically provide that “... [O]ther species of animals whether wild or domestic, trained or untrained, are not service animals....” Further, the regulation clarifies that “... emotional support, well-being, comfort, or companionship do not constitute work or tasks.” (See [ADA Regulations Section 35.104](#)).

A student with a service animal should submit information to the Office of Learning Resources (OLR) that will answer the following:

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

Emotional Support animals are not considered service animals by the ADA Regulations published by the United States Department of Justice, Civil Rights Division.

### **Emotional Support Animals**

Emotional Support animals are not considered service animals by the ADA Regulations published by the United States Department of Justice, Civil Rights Division. Emotional Support animals have additional restrictions regarding where they can be utilized. Emotional Support animals provide people with therapeutic contact to improve physical, social, emotional, and/or cognitive functioning.

A student who is requesting an emotional support animal should submit information to the Office of Learning Resources (OLR) that will answer the following:

- Is this emotional support animal required because of a disability?
- What assistance (related to the disability) does the animal provide?

Supporting documentation regarding the above items must be submitted including reliable documentation of a disability and the disability-related need for an assistance animal.

### **Guidelines for service & support animals**

- The services animal should meet the licensing requirements of Ohio, or the student’s home state.
- Students are encouraged to bring vaccinations records.
- The student must immediately clean up after the animal.
- Students need to maintain the hygiene of the services animal. Preventative measures should be taken for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene of assistance animals.
- It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

### **Control Requirements**

- While in public, the animal should be on a leash when not providing a needed service to student.
- The animal should respond to commands at all times, and be in full control of the student. To the extent possible, the animal should be as unobtrusive to other students and the learning environment as possible.
- A service/emotional support animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. Although the campus may exclude any service animal that is out of control, it will not exclude the individual with a disability. A corrective action plan may be developed to allow the animal to return to campus e.g. muzzling a barking animal, refresher training for the animal and the student, etc.
- Emotional support animals are not permitted in University Buildings or general public areas other than personal residence.

### **Public Etiquette**

The animal should not:

- Sniff people, restaurant tables or the personal belongings of others.
- Display any behaviors or noises that are disruptive to others unless part of the service being provided the student.
- Engage in personal grooming in public settings.
- Block an aisle or passageway for fire egress.

The general public should avoid:

- Petting a service animal as it may distract them from the task at hand.
- Feeding the service animal.
- Deliberately startling a service animal.
- Separating or attempting to separate a student from his/her service animal.
- Hesitating to ask a student if she/he would like assistance if there seems to be confusion.

### **Areas of Safety Concern**

As cited above, there are certain instances when it may be considered unsafe for service animals in such places as medical facilities, laboratories, mechanical rooms or any other place where the safety of the animal or student may be threatened.

When it is determined unsafe for the student and service animal to be in one of these areas, reasonable accommodations will be provided to assure the student equal access to the activity. The decision regarding safety of the service animal and student will be determined through consultation with the student, Office of Learning Resources Disability Staff and may include faculty from the designated program.

### **Emergency Situations**

Any emergency response efforts should make every effort to keep the service animal and its student together; however, the first effort should be toward the student; this may necessitate leaving the animal behind in certain emergency evacuation situations.

**Ryan's Lab**

In May of 1997, Ryan C. Harris had just finished his second year as a psychology major at the University of Dayton. He had successfully navigated through a semester and was looking forward to spending summer at home in Phoenix, Arizona. Ryan's life, however, tragically ended on May 13, 1997 by an armed carjacker.

Before leaving campus and just weeks before his death, Ryan wrote a paper in which he described his vision of a learning center on campus, where students with disabilities could access state-of-the-art technology and caring, expert staff. Ryan had been diagnosed with Attention Deficit Disorder as a child. Through his own determination and the assistance of Disability Services, Ryan met this challenge head on and succeeded in a very demanding academic environment.

The Ryan C. Harris Adaptive Learning Lab is the embodiment of Ryan's dream. It is specifically designed for students with disabilities to reach their academic goals and to prepare them for the future.

**What is Assistive Technology**

Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.

**Auxiliary Aids and Services**

Students are encouraged to review the Department of Education publication regarding "Auxiliary Aids and Services for Postsecondary Students with Disabilities" (<http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>), which speaks to post-secondary institutions and individual responsibilities associated with auxiliary aids. Neither the Office of Learning Resources (OLR) nor the University of Dayton provides individual software for student use on personal computers. Information about free and open-source software is available on the OLR website; however, this technology is not supported by the University of Dayton.

**Software Available in Ryan's Lab****Dragon Naturally Speaking**

This software allows users to talk to their computer instead of typing on it. As they talk, their words are transcribed into the screen and into documents or e-mail messages. This software can also be used to create a transcript of recorded material. Only available in Ryan's Lab given the nature of the software and potential for disturbance of other people. Students who have a disability which impacts the ability to produce written work (not poor handwriting) can work with OLR regarding additional options for use of Dragon Natural Speaking (Windows and Mac).

**Ginger Software**

Ginger Software is a contextual grammar and spell checker. Based on a full sentence context, Ginger can suggest corrections for severe spelling and grammatical mistakes. It assists the users in producing error-free texts, quickly and easily. The product operates as an online service and supports MS-Word, MS-Outlook, MS-PowerPoint, Internet Explorer and Firefox. Ginger Software is available from the publisher via the internet at <http://www.gingersoftware.com/>.

**Inspiration**

This software is a visual mapping, outlining, writing and presentation software. Brainstorm ideas, structure your thoughts and visually communicate concepts to strengthen understanding with the Diagram and Map Views. To take notes, organize information, and structure writing for plans, papers and reports, use the integrated Outline View to focus on main and supporting ideas and to clarify thinking in written form. A free demo is available from the publisher via the internet (<http://www.inspiration.com/Inspiration>).

**JAWS**

This software is a screen reading software which allows for access to students who are blind or visually impaired by use of voice output. JAWS can also be configured to work with refreshable Braille. If refreshable Braille is necessary, please contact the Office of Learning Resources. A free demo is available from the publisher via the internet (<http://www.freedomscientific.com/products/fs/jaws-product-page.asp>).

**Microsoft Office XP**

All computers in Ryan's Lab have Microsoft Office XP applications including MS Word, MS Excel and MS PowerPoint. Students can utilize the computers, but must save documents on an external drive, either portable or the student's network drive.

**Read & Write Gold**

Read & Write Gold is a literacy software which makes the web, documents and files more accessible. Check <http://software.udayton.edu> (pending).

**WYNN**

The University of Dayton offers free access to the network version of the WYNN software from Freedom Scientific. This reading, writing, and studying software can be used in conjunction with your university LDAP log-in information. This program is windows based. If you utilize a MAC, you will have to use a program that allows you to run windows on your system.

As part of this process, you will need to download the software and update your environment variable within your computer. There are also additional voices you can download for free from the Freedom Scientific website. If you are working off-campus, you will need to log-in via the VPN.

Visit OLR website for information on how to get WYNN on your computer:  
<http://www.udayton.edu/lrc/learningresources/disability/wynn.php>

**Zoom Text Software**

This software enlarges and enhances everything on your computer screen, making all of your applications easy to see and use. This particular program includes two adaptive technologies, screen magnification and screen reading. A free trial version is available from the publisher via the internet ([http://www.aisquared.com/zoomtext/more/download\\_zoomtext\\_trial/](http://www.aisquared.com/zoomtext/more/download_zoomtext_trial/)).

## **Other locations to secure access to technology**

### **Roesch Library**

Accessible computer workstations containing the assistive technology supported through Ryan's Lab are available in the Roesch Library. Hours of operation are consistent with the Roesch Library posted schedule. Visit the circulation desk for locations.

### **Course Specific Computer Labs**

Students approved for assistive technology as an academic accommodation who are in a course specific computer lab, must communicate their needs with the instructor and OLR Disability Staff three weeks before the start of the semester. OLR Disability Staff will work with the student and instructor to determine the level of need for assistive technology software and how this can be implemented.

### **Training on Assistive Technology**

Students who are approved for assistive technology (AT) as an accommodation are also offered training through OLR. The student should set up an appointment to address this training. Students are encouraged to bring their laptop as some software may be set up on your personal computer.

In addition to the individual training, the University of Dayton provides students access to Atomic Learning which is an online technology training tool which includes short video presentations associated with specific software packages. Sample programs addressed through Atomic Learning include Dragon Naturally Speaking, Inspiration, JAWS, Microsoft Office applications, Read & Write Gold, and WYNN. Access Atomic learning on-line with your UD Username and Password:

<https://www.atomiclearning.com/highed/login/udayton>

**University Policies, Procedures, and Regulations**

Please reference the University of Dayton Student Handbook for additional information. The University Student Handbook is located on the internet. Follow the link to the student handbook:

<https://udayton.edu/studev/dean/civility/index.php>.

**Class Attendance Policy**

The University of Dayton outlines class attendance expectations in the Class Attendance Policy located on the internet in the Academic Catalog under the General Information section, Academic Information-Undergraduate. The Academic Catalog website is <http://catalog.udayton.edu/>.

**Lenient Attendance Guidelines**

When a student's disability impacts attendance, the student should work with OLR Disability Staff to determine if leniency is appropriate. If a student is approved for this accommodation, it will be outlined on the Accommodation Letter. It is important for students to understand and address the following items BEFORE a disability related absence:

- (1) As with all accommodations, Lenient Attendance is not retroactive.
- (2) Lenient Attendance does not mean unlimited absences. There is value in attending class lectures and this can be critical to the learning environment.
- (3) The student is still responsible for on-going communication with the faculty member. You and the faculty member need to agree upon how your disability related absence will be communicated and within what timelines.
- (4) The student is responsible for addressing all missed work and following previously posted deadlines. A Lenient Attendance Accommodation does not mean an extension of due dates. You and the faculty member need to agree upon how assignments, tests, etc. will be submitted/completed should an absence occur on a due date.
- (5) Should the student (or faculty) have concerns about the number of absences, consultation should be addressed with OLR Disability Staff.

**Lenient Tardy Guidelines**

When a student's disability impacts punctuality, the student should work with OLR Disability Staff to determine if leniency is appropriate. If a student is approved for this accommodation, it will be outlined on the Accommodation Letter. It is important for students to understand and address the following items BEFORE a disability related tardiness:

- (1) As with all accommodations, Lenient Tardiness is not retroactive.
- (2) Lenient Tardiness does not mean unlimited tardiness. The student needs to take necessary steps when possible to get to class on time. Leniency should be considered for unexpected disability related issues.
- (3) The student is responsible for addressing all missed work/information and following previously posted deadlines. A Lenient Tardiness Accommodation does not mean an extension of due dates or an extension of test taking time should you be late to a class.

- (4) Should the student (or faculty) have concerns about the number of tardy occurrences, consultation should be addressed with OLR Disability Staff.

### **Final Examination Policy**

When a student with a disability has two or more final examinations scheduled for the same day, faculty is encouraged to accommodate the individual student on an alternative day. The University of Dayton outlines the Final Examination Policy (Document No. I-04-01) on the internet in the Academic Catalog under the General Information section, Academic Information-Undergraduate. The Academic Catalog website is <http://catalog.udayton.edu/>.

### **Housing/Residence Life**

The learning environment and residential living are central to the University of Dayton experience. An internal team, including a representative from Office of Learning Resources (OLR), Residence Life, a medical doctor, and other consultants, as necessary, evaluates requests for accommodations in housing based on medical or disability related need carefully.

A request for housing accommodations must be accompanied by documentation (see documentation guidelines above). All requests should be submitted directly to OLR via the online form ([https://udayton-accommodate.symlicity.com/public\\_accommodation/](https://udayton-accommodate.symlicity.com/public_accommodation/)). Students must meet with OLR disability staff (in-person or via telephone) to discuss all housing related requests. Students need to follow published deadlines. Requests cannot be processed without the completed online form and conversation with DS Staff. Requests received after the published deadline will be considered on a case-by-case basis. Review the website information at <https://www.udayton.edu/studev/housing/housingoperations/medicalrequests.php>.

Questions about housing issues are addressed through Residents Life. For specific questions visit contact them directly at 937-229-3317 or their website (<http://housing.udayton.edu/>).

See information above regarding Residence Life & Attendant Care.

### **Parking Services**

Due to the very limited parking available on campus, Disability Permits are sold only to individuals with disabilities who present a copy of their State Disability Placard. Student's with disability parking needs should provide information via the online form ([https://udayton-accommodate.symlicity.com/public\\_accommodation/](https://udayton-accommodate.symlicity.com/public_accommodation/)). Students must meet with OLR disability staff (in-person or via telephone) to discuss all parking related requests. Vehicles must display a University disability permit along with the state placard. Handicap placards are not valid for resident student lots, unless assigned.

Students with a temporary disability should contact Parking Services to discuss what, if any, options exist for a temporary permit. A State Temporary Identification is required in order to receive a temporary permit for an extended time period.

For general parking questions contact Parking Services directly at 937-229-2128 or via their website (<http://community.udayton.edu/finadmin/publicsafety/parking/>).

### **Campus Transportation (non-medical)**

University of Dayton **does not offer on-going transportation services to and from the resident halls.**

Should a student have temporary condition which needs transportation assistance, they can contact Public Safety (937-229-2124) to discuss the medical escort services. Long-term support requests should be addressed through the Office of Learning Resources.

Public Safety's website also provides information for the UD Transportation Services Information ([https://www-secure.udayton.edu/publicsafety/parking/transportation\\_services.php](https://www-secure.udayton.edu/publicsafety/parking/transportation_services.php)). This includes:

- Saturday Shopping Shuttle (to Walmart and Governor's Place)
- Campus Shuttle Service - The University provides campus shuttle services while classes are in session. The pick-up/drop-offs locations are Irving Commons, RecPlex, Fitz Hall, Roesch Library, and River Campus/1700 South Patterson.
- Medical Escort
- Motorist Assistance

### **Medical Withdrawal**

When necessary, the implication of a prolonged absence resulting from emergencies, serious illness, or disability related issue will be handled on a case-by-case basis. We encourage any student who is considering a voluntary medical withdrawal to speak with someone in their Dean's office to determine all of their options before making a final decision. Should a student choose to proceed with a voluntary medical withdrawal, a consultation should be scheduled with the Office of Learning Resources (OLR). For more information, visit our website:

<https://www.udayton.edu/lrc/learningresources/disability/withdrawal.php>.

### **Course Substitution / Waiver**

Reasonable accommodations ensure complete access to, and full participation in, the educational process for students with disabilities. Accommodations are not intended to require faculty to compromise academic standards; rather, they make it possible for students to truly learn the material presented to them, and for instructors to fairly evaluate understanding of the material, without interference from their disability. Essential components of each academic discipline are determined by the individual program. Essential components cannot be removed; however, academic accommodations may allow the student to demonstrate these components. Academic requirements that are essential to that program are not considered discriminatory. Student with disabilities are expected to meet all requirements of the course to receive credit.

If a student makes a request for course substitution, this will be reviewed by the Office of Learning Resources in conjunction with the appropriate academic representative from the department, school or college (generally through the Dean's Office). Decisions are addressed on a case-by-case basis.

If the student believes the course substitution or waiver is necessary as a disability accommodation, they must communicate with the Office of Learning Resources (OLR) Disability Staff. The ultimate decision for course substitution or waiver falls to the individual program personnel, not OLR Disability Staff.

To make a request please complete the online Course Substitution / Waiver Form (<https://www.udayton.edu/lrc/learningresources/onlineforms/substitution.php>) and schedule an appointment to meet with OLR Disability Staff. During this appointment, information will be reviewed including information from the student, third-party documentation, etc. After the appointment, a recommendation will be made to the appropriate Dean's office. The Dean's office considers the recommendation in light of the essential functions of the specific program for which the student is seeking a degree. If the essential functions are not impacted by the substitution / waiver, the Dean's office communicates specific courses the student can substitute to meet degree completion requirements.

**Non-Disability Course Waiver Policy:**

Students can consider use of the Non-Disability Course Waiver Policy. This policy requires the student to speak with the appropriate person within their school or college as they have the best understanding of specific program requirements. A good place to start with this discussion is your Academic Advisor or Dean. This information is available on the internet in the Academic Catalog under the General Information section. The Academic Catalog website is <http://catalog.udayton.edu/>.

**Standards of Behavior**

The Standards of Behavior and Code of Conduct are informed by the Catholic and Marianist Philosophy of Community Living, the University Mission Statement as well as federal, state and local laws. The Standards of Behavior are applicable to all students and student organizations regardless of where the violation occurs. The Code of Conduct details specific policies that a student or student organization may be found in violation of as a part of the documented Standard of Behavior. All students, staff, faculty and/or community members are encouraged to report violations of these standards and codes to the Office of Community Standards and Civility. All violations are cumulative for the duration of the student's attendance at the University of Dayton.

This document can be located at the Office of Community Standards and Civility (<http://www.udayton.edu/studev/civility/index.php>).

**Disability Appeal and Grievance Guidelines and Process**

The determination of reasonable accommodations is an interactive process between the student and the Office for Learning Resources (OLR). Decisions are made on a case by case basis. If a mutually acceptable accommodation cannot be determined through consultation with the original Disability Counselor, or a second opinion seems warranted, the student may request consult with other OLR Disability Counselor. At any point in the interactive process, the DS Counselor may consult with other professionals and/or members of the appropriate units or committees e.g. Housing, Dining, Counseling before reaching a final decision. At any time a student may file formal appeal on a decision.

### **Formal Appeal Process for Students**

If a student disagrees with the decision of the Office for Learning Resources (OLR) to deny services through this office, or with the specific accommodations approved by the office, s/he can appeal the decision through the following formal appeal process. OLR can provide assistance with composing the written appeal.

#### ***Level one appeal***

An appeal should be submitted in writing. The preferred method is through the online appeal form. Any supporting documentation can be submitted via email to [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu). If the student is unable to complete the online form, the information can be submitted via email or print; however, it must clearly be indicated as an appeal. The student's appeal should set forth the specific action disputed and the specific accommodation(s) sought by the student. The additional information presented by the student will be reviewed by a Disability Counselor who did not make the original decision. When necessary, direct consultation with the student will occur. The Disability Counselor will make a decision on the appeal within five working days after meeting with the student and reviewing the information collected. A written decision will be provided to the student and filed in the student's record.

#### ***Level two appeal***

An appeal should be submitted in writing. The preferred method is through the online appeal form. Any supporting documentation can be submitted via email to [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu). If the student is unable to complete the online form, the information can be submitted via email or print; however, it must clearly be indicated as an appeal. The student's appeal should set forth the specific action disputed and the specific accommodation(s) sought by the student. The additional information presented by the student will be reviewed by Director of the Office of Learning Resources (OLR). The Director will notify the Disability Counselor and secure necessary information regarding the original decision.

The Director will meet with the student in a timely manner to discuss the appeal and may consult with members of the appropriate units or committees. The Director will make a decision on the appeal within five working days after meeting with the student and reviewing the information collected. A written decision will be provided to the student and DS Staff.

#### ***Level three appeal - Decisions not resolved through the appeal process***

If an acceptable accommodation cannot be determined through the appeals process, the student may file an appeal with the University of Dayton's Title IX/504 Coordinator and Equity Compliance Officer. An appeal to the Title IX/504 Coordinator and Equity Compliance Officer should be submitted in writing (email or print) and set forth the specific action disputed and the specific accommodation(s) sought by the student. The Title IX/504 Coordinator and Equity Compliance Officer will notify the Office of Learning Resources and secure necessary information regarding the previous decisions. As necessary, the Title IX/504 Coordinator and Equity Compliance Officer will meet with the student to discuss the appeal and may consult with members of the appropriate units or committees. The Title IX/504 Coordinator and Equity Compliance Officer will make a decision on the appeal within five working days after meeting with the student and reviewing the information collected. A written decision will be provided to the

student and DS Staff. The decision of the Title IX/504 Coordinator and Equity Compliance Officer is the final decision at the University level.

### **Grievance**

For issues not covered in this policy statement individuals may elect to file a formal grievance with the Office for Civil Rights (OCR), U.S. Department of Education, 401 S. State St., Chicago, IL 60605 (312-886-3456).

**Emergencies and Evacuation Suggestions**

As with all students, it is important that you take responsibility for your own safety. In order to ensure your safety, you should develop an emergency plan or a strategy in advance.

If you have concerns about development of an emergency evacuation plan, contact the Environmental Health and Safety / Risk Management office at 937-229-4503.

Responding to an emergency depends on the following:

- Type of emergency
- Your specific disability
- Your current location
- Where you work or live on campus.

**Important\***

For any emergency, the first step is to contact Public Safety at 937-229-2121, Campus Phone 92121 or 911.

When reporting the emergency, it is important to indicate your location, specific needs, and type of emergency. With respect to evacuation, you may need to provide additional information (e.g., you use a wheelchair, a respirator, or have breathing, stamina or health related impairments).

Students should also be familiar with the *University of Dayton Emergency Response Procedures Guide* (<http://emergency.udayton.edu/>). Questions can be directed to the Department of Public Safety 937-229-2121, or Campus Phone 92121. Students are encouraged to program key phone numbers such as Public Safety into their cell phone.

**Students with visual impairments**

An ideal time to develop your emergency plan is at the start of each term as you locate your classrooms and, if applicable, work with a mobility and orientation specialist.

- Identify the emergency exit(s) closest to your classroom, residence hall, or workspace.
- Determine if you will need assistance in the event of emergency. If you will require assistance, discuss your specific needs with your instructor, resident advisor, or supervisor.

**Students with Seizure Disorders**

If you have a seizure disorder and have seizures often, it is wise to alert your instructor to your condition and how you wish for them to respond. Let them know what to expect if you were to have a seizure during class and under what circumstances it would be necessary to call for an ambulance. Faculty are required to follow University Policy regarding emergency situations; however, insight from the student as to what their needs are and what to expect can be invaluable during an emergency.

**Students with Hearing Disabilities**

If you have a hearing disability and live in university housing, please follow Residence Life Guidelines to communicate your disability in order to ensure necessary safety precautions are addressed (Website: [http://www.udayton.edu/studev/housing/current/medical\\_requests.php](http://www.udayton.edu/studev/housing/current/medical_requests.php)).

**Students with Mobility Impairments**

Mobility impairments may include any condition that limits the person's functional ability to ambulate, climb, descend, sit or rise or to perform any related function.

Elevators provide access to classrooms throughout campus for students with mobility impairments. However, during an emergency such as a fire or tornado, elevators can be very dangerous and often cease working. Furthermore, elevators have been known to break down and at times leave people with mobility impairments stranded on upper floors. As a result, it is unlikely that you will be able to evacuate without the assistance of others. The evacuation of a person with mobility impairments is best left to emergency personnel with extensive training in evacuation procedures and the proper equipment. Asking untrained individuals to assist in evacuation could lead to injury to yourself and/or the person assisting you.

The following steps can help to ensure your safety in an emergency:

- Make a Plan
- Share your plan information with others as appropriate.
- In an emergency situation, you should immediately contact Public Safety at 937-229-2121, Campus Phone 92121 or 911 and inform them of your location and evacuation needs.

**For non-emergency situations**

When an elevator becomes inoperable, students with mobility impairments should alert someone (faculty or staff) to the situation. Facilities must be made aware that a person with mobility impairments is in the building. Maintenance personnel will be dispatched immediately in order to repair the elevator. Additional information is available on the internet at <http://www.udayton.edu/facilities/services/elevators.php>.

## **Other University of Dayton Programs**

### **Academic Advising**

The University of Dayton understands that effective academic advising is a major factor in student success, and is committed to providing each student with a competent and caring academic advisor. Academic advising addresses not only the information needs of students but also their total development, including career and life planning. The student is ultimately responsible for selecting proper courses and completing degree requirements. Students should contact their majors' departments or divisions for assistance. Academic Advisors or Deans have specific insight and responsibilities (such as course approval for scheduling, degree audits, cluster requirements, etc.) in their prospective disciplines to help guide students in their decision making.

### **Career Services**

The mission of Career Services is to encourage students and alumni to: explore career interests by utilizing our programs and services, experience hands-on exposure in a real work environment, to develop a more competitive edge, evolve in chosen fields as distinctive graduates of the University of Dayton.

Office Hours and Contact Information:

Alumni House

Monday-Friday, 8:30 am-4:30 pm

Phone: 937-229-2045

Website: <http://careers.udayton.edu/>

### **Counseling Center**

The Counseling Center is a component of Student Development that provides the University of Dayton students with psychological, vocational, and educational support systems. The major responsibility of the Counseling Center is to assist each student in personal growth and development. The highest degree of confidentiality is maintained so as to encourage the student to gain the necessary confidence and trust in the staff.

Emergency assistance is provided 24 hours a day during the academic year when the residence halls are open. Immediate psychological help is available either by calling the Counseling Center (937-229-3141) during business hours Monday through Friday, 8:00 a.m. to 4:30 p.m., or after hours, by calling Public Safety (937-229-2121). If after hours, Public Safety will ask the student for his/her name and phone number and then the "on call" professional will phone the student to provide assistance.

Office Hours and Contact Information:

Gosiger Hall ~ Phone: 937-229-3141

Monday - Friday, 8:00 am -4:30 pm

Website: <http://www.udayton.edu/studev/counselingcenter/index.php>

**Facilities**

The men and women of the University of Dayton Facilities Management organization are committed to supporting UD's Vision to be a National Leader in Catholic Higher Education. Their mission is to exceed the University community's expectations by creating and maintaining a safe, functional and appealing physical environment, conducive to learning and living.

The Work Request Form allows students, faculty and staff to submit a work request or to check the status of an existing request (<http://facilities.udayton.edu/workrequests/>). While Facilities makes every effort to address key areas such as snow removal, elevator services and repair, pest control, etc., students are expected to communicate their needs directly.

The Facilities Management Call Center is staffed Monday through Friday, 8:30am-12:00pm and 1:00pm-4:30pm at (937) 229-3753. After hours emergencies contact Public Safety at (937) 229-2121. For more information about University of Dayton Facilities visit their website (<http://facilities.udayton.edu/>).

**Flyer First**

The Flyer First office is a one-stop location for information about Registration, Financial Aid, Student Employment, Student Success & Parent Engagement and Veterans Services. Visit them on the web (<http://www.udayton.edu/flyersfirst/>) or in St. Mary's Hall Room 411 or via phone at 937-229-4141.

**Health Center**

All students enrolled in the University, including Night School, Summer School, Special Sessions, and Workshops, may use the Health Center. During the academic year, students not officially enrolled in at least one current course, regardless of past or future status, cannot be treated. During summer sessions, students who have been enrolled and have not yet completed their academic programs may be treated at the Health Center even if they are not enrolled in the summer session in progress. Health care is not provided for the families of students.

**Hours**

8:30am-6:00pm	Monday-Friday	During regular school year
8:30am-4:30pm	Monday-Friday	Summer Hours

Gosiger Hall  
 300 College Park  
 Dayton, OH 45469-0900  
 Phone # - 937-229-3131  
 Fax # - 937-229-3107  
 Website: <http://www.udayton.edu/studev/healthcenter/index.php>

**International Learning Resources**

Take advantage of the many ways you can learn from and with people different from yourself! The Office of Learning Resources offers a wide variety of services to help everyone become successful learners in American classrooms. Explore our web site, attend one of our global learning support sessions for international and American students, or contact our office and meet with a staff member.

Contact: International Student Education Specialist

Phone: 937-229-2066

Website: <https://www.udayton.edu/lrc/learningresources/International/index.php>

**Public Safety**

The Department of Public Safety is a service oriented organization which provides police, emergency medical, student transportation, and parking services to the University community. We are committed to building cooperative relationships within the University community by providing quality service with integrity, respect, and fairness. Public Safety provides a level of personal accountability to our students that will help them develop into a person who makes good choices and takes responsibility for self and community. Public Safety is dedicated to promoting safety through education, communication and crime prevention.

Information about the following programs can be located on the Public Safety website (<http://www.udayton.edu/publicsafety/>).

- Student Cadet Program
- Emergency Medical Services
- Student Transportation options

**Tutoring**

Drop-In tutoring supports most entry-level general education courses. A list of Drop-In tutoring with specific times is available on our website ([go.udayton.edu/learning](http://go.udayton.edu/learning)). General tutoring information is also available on the website (<http://www.udayton.edu/lrc/learningresources/index.php#2>) or contact our office at 937-229-2066.

Should you have additional issues not resolved through university supported tutoring services, please contact OLR Disability Staff for additional recommendations.

**Writing Support**

The Mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process. A list of Write Place times and location as well as digital drop off information is available on their website.

Contact: Write Place Coordinator

Phone: 937-229-2066

Website: <http://www.udayton.edu/lrc/writeplace/index.php>

