



UNIVERSITY OF
**HEALTH SCIENCES
& PHARMACY**

in St. Louis

DISABILITY

SUPPORT

PROGRAM

HANDBOOK

SPRING 2021

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WHAT IS THE DISABILITY SUPPORT PROGRAM?

The Disability Support Program is a mandated program designed to assist students with documented disabilities. The Program staff work throughout the university collaborating with faculty, students and staff to foster an inclusive campus. We provide individual consultations and facilitate accommodations for students with disabilities. We provide consultation and training on disability specific issues, legal compliance, universal design for learning, and appropriate accommodations.

DISABILITY SUPPORT PROGRAM GOAL

The Disability Support Program provides accommodations and services to students with disabilities, to enable equal access to education, student organizations and campus life activities.

DSP STAFF ROLES AND RESPONSIBILITIES

The Disability Support Program works with its community partners to provide accommodations for students with disabilities to ensure accessibility throughout the University environment. DSP staff provide support and accommodations for students with disabilities through an interactive, individualized process. The program empowers students with disabilities to succeed in their pursuits of higher education and future careers in the science and healthcare fields, by assuring equal access and opportunity to curricular and extra-curricular activities.

The DSP strives to provide support using a student-centered interactive model. Program staff serve as a source of information regarding federal law pertaining to disabilities and accommodations. As such, DSP staff provides professional development services for faculty, staff, and others in the University community. The DSP advocates for inclusion-based instruction and practices in University programs and activities. The program works to educate members of the University community about inclusion, accessibility, and people with disabilities in the science and healthcare fields.

CONFIDENTIALITY

The [Family Educational Rights and Privacy Act \(FERPA\)](#) is a federal law designed to protect the privacy of students' educational records. Under FERPA, the University may not release records or certain information about a student's progress without the student's consent. Students are recognized by the University and by the law as adults who have a right to privacy. This means that without written consent, a student's involvement in the DSP may not be discussed with parents or other parties, including healthcare providers, vocational rehabilitation counselors or other service providers such as interpreters.

In addition, faculty, staff, and students in the program must respect the rights of all participants in the program by keeping the names and disabilities of the participants confidential.

Two laws mandate that colleges provide equal access to students with disabilities, the [Americans with Disabilities Act of 1990](#), as amended, and [Section 504 the Rehabilitation Act of 1973](#).

THE AMERICANS WITH DISABILITIES ACT

“It is the purpose of this Act

- (1) to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
- (2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
- (3) to ensure that the Federal Government plays a central role in enforcing the standards established in this chapter on behalf of individuals with disabilities; and
- (4) to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.”

SECTION 504 OF THE REHABILITATION ACT

“It is the policy of the United States that all programs, projects, and activities receiving assistance under this Act shall be carried out in a manner consistent with the principles of:

- respect for individual dignity, personal responsibility, self-determination, and pursuit of meaningful careers, based on informed choice, of individuals with disabilities;
- respect for the privacy, rights, and equal access (including the use of accessible formats), of the individuals;
- inclusion, integration, and full participation of the individuals;
- support for the involvement of an individual’s representative if an individual with a disability requests, desires, or needs such support;
- support for individual and systemic advocacy and community involvement

LEGAL IMPLICATIONS FOR COLLEGES INCLUDE:

- Colleges are required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program.
- Colleges are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.
- No student can be excluded from any course, major, or program solely on the basis of a disability.
- Certain accommodations are mandated, such as the provision of testing accommodations.
- Substitutions of a course or a major, or degree requirement may be necessary to meet the needs of some students.

- It is discriminatory to restrict the range of career options for students with disabilities compared to non-disabled students with similar interests and abilities, unless such advice is based on strict licensing or certification requirements that may constitute an obstacle.

DEFINITION OF A DISABILITY

As defined by the Americans with Disabilities Act, an individual with a disability is any person who:

(1) has a physical, sensory or mental impairment that substantially limits one or more of the major life activities;

(2) has a record of such impairment (has a history of, or has been classified as having a mental, sensory or physical impairment that substantially limits one or more major life activities); and/ or

(3) is regarded as having such an impairment (is perceived by others in the University as being limited in performing certain life activities).

In 2008, the Americans with Disabilities Amendment Act (ADA) passed. The Act retains the ADA’s basic definition of a disability but expanded the definition of ‘major life activities’ to include, but not be limited to:

caring for oneself	standing	hearing	learning
interacting with others	walking	concentrating	lifting
performing manual tasks	seeing	writing	sleeping
walking	thinking	reading	working

Disabilities include, but are not limited to, blindness or visual impairments, cerebral palsy, deafness or hearing impairments, epilepsy or seizure disorders, orthopedic impairment, speech disorders, spinal cord or traumatic brain injury, specific learning disabilities, chronic illnesses like AIDS, arthritis, cancer, diabetes, multiple sclerosis, muscular dystrophy, psychiatric disabilities, or is a recovering alcoholic or rehabilitating drug addict. Also, any individual who has a relationship with or is a primary care giver for a person with a disability is protected from discrimination under the ADA.

ACCOMMODATIONS

Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity, adherence to generally acceptable standards of behavior and the university’s Student Code, and adherence to administrative and faculty/staff directions and instructions.

In determining the university’s ability to offer reasonable accommodation to an otherwise qualified student with a disability, each request for an accommodation will be evaluated on an individual basis by the Assistant Director.

Factors to be examined include, among others:

- the purpose and nature of the program, course, and/or service;

- the academic and technical standards required for admission or participation in an education program or service;
- the precise education-related abilities and functional limitations of the student and how those limitations could be overcome with reasonable accommodation;
- the nature and cost of the accommodation required in relation to the university's financial resources;
- the consequences of such an accommodation upon the operation and educational mission of the university, course, program, service, and/or activity;
- other federal, state, and local regulatory requirements.

WHEN ACCOMODATIONS MAY NOT BE REASONABLE

The university is not required to offer or provide an accommodation to admit or to continue to admit an individual with a disability to any particular program, course, service, and/or activity or to provide educational opportunities and other services when:

- the [educational standards](#) or mission of the university would be substantially altered;
- the nature of the program, course, service, and/or activity would be fundamentally altered;
- the student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service, and/or activity;
- the effects of the disability cannot be overcome even with reasonable accommodations;
- the individual would not be able to complete a program, course, service, and/or activity even with reasonable accommodations;
- an undue financial or administrative hardship (university-wide) would be caused by the accommodation;
- if the individual would still pose a direct threat to the health or safety of himself/herself or others.

Unlike section 504, the ADA does allow people who feel they have been discriminated against to seek relief in the courts, and the plaintiff can receive monetary awards if the court finds in their favor. It should be noted that most people would file suit only after every chance for arbitration was exhausted.

ACCOMODATIONS ACROSS SETTINGS

The Disability Support Program strives to work with its campus community partners to make the University accessible in physical, learning, and social environments. To that end accommodations are developed as needed in all campus environments.

Didactic Accommodations

The Disability Support Program will consider requests for reasonable accommodations for students with disabilities to access course content in the classroom and laboratory settings. Didactic accommodations may include, but are not limited to, the use of adaptive/assistive technology, testing accommodations, assignment accommodations, or auxiliary aids.

Clinical Accommodations

The Disability Support Program will consider requests for reasonable accommodations in clinical settings e.g., Introductory Pharmacy Practice Experiences (IPPE), Advanced Pharmacy Practice Experiences (APPE), etc. If students disclose clinical accommodation needs or ask whether clinical accommodations are considered, faculty and staff should direct the student to consult with the Disability Support Program; they should neither provide any additional information, nor discuss the reasonableness or implementation of potential accommodations. After an official request is made, the Disability Support Program will collaborate with faculty and clinical supervisors to determine if the accommodation is reasonable. Student requests for clinical accommodations should be made the semester prior to the rotation or early as possible to allow for faculty and staff to make appropriate arrangements and adjustments.

Meal Plan Accommodations

Students with dietary restrictions may be eligible for a meal plan accommodation. Accommodations are considered in consultation with our Dining Services management. Students requesting meal plan accommodations should share a list of foods and ingredients that they can and cannot consume. Dining services management will meet with the student to develop a menu that meets their dietary needs.

Housing Accommodations

Eligible students may be granted housing accommodations so that they have equal access to the residence halls. Some housing accommodations may include living in an accessible room or living in a single dorm room. Some students may receive approval to bring an Emotional Support Animal (ESA) into the residence halls; an ESA is a housing accommodation and follows the standard procedure for accommodation requests. For more information about ESAs, please read the University's [Service and Emotional Support Animals Policy and Guidelines](#).

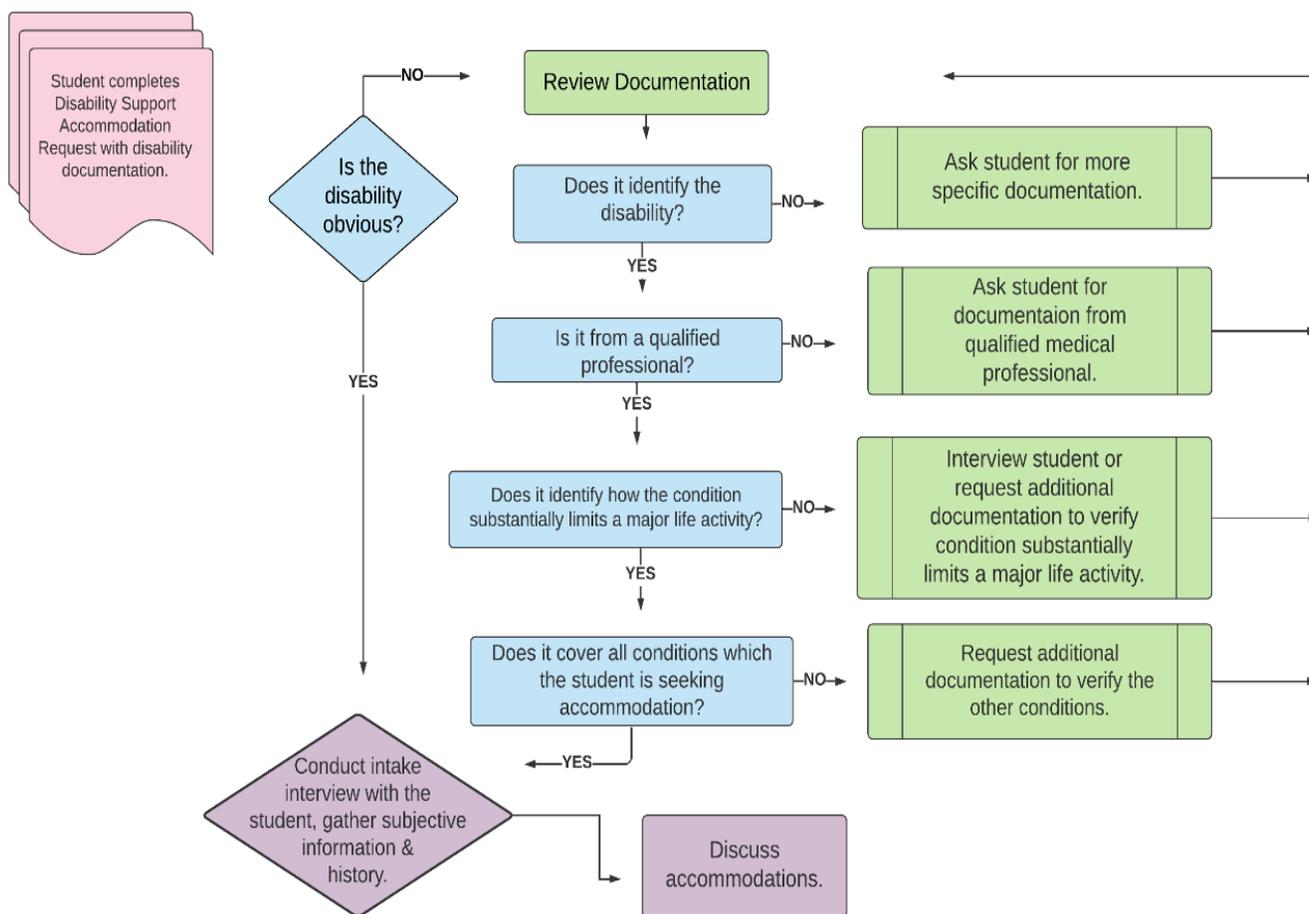
APPLYING FOR SERVICES

Students seeking academic accommodations disclose their disability and enroll in the Disability Support Program. To start the process, students should fill out and submit the Disability Support Accommodation Request. Following is the link to the form:

https://stlcp-accommodate.symplicity.com/public_accommodation/

The Disability Support Accommodation Request requests information about the student's disability and the resulting impact on their educational experience. The completed form is submitted to the Assistant Director of Academic Support, who reviews it with the documentation of the disability prior to meeting with the student. The documentation is reviewed for the appropriate information as shown in the flow chart.

Does the student have a disability under the ADA?



Students should keep in mind that accommodations are not retroactive; therefore, it is in the student's best interest to enroll as soon as possible after recognizing that services may be appropriate. As students may become disabled at any time while in school, the Disability Support Program does not limit when students are able to seek registration.

DOCUMENTATION GUIDELINES

The Disability Support Program provides reasonable accommodations to UHSP students with disabilities. To determine eligibility for accommodations, students must complete a [Disability Support Accommodation Request](#) and provide documentation of a disability. To determine appropriate accommodations for a student, DSP staff requires documentation of a disability that substantially limits a major life activity, as outlined in the

ADA. DSP staff evaluate documentation and complete an interview with each student requesting to join the DSP. Decisions regarding enrollment in the Disability Support Program will be reached on an individual basis.

The student is responsible for providing disability documentation to the Disability Support Program.

SPECIFIC REQUIREMENTS

Documentation must adequately verify the nature and extent of the disability in accordance with current standards. The documentation must clearly show the need for each requested accommodation.

Documentation must be from a qualified professional who is licensed or certified to diagnose the disability in question. All tests used to document eligibility must be technically sound and standardized, and all documentation should be recent enough to reflect the student's current level of functioning. Documentation should be based on an adult assessment, and contain the following:

- A specific diagnostic statement identifying the disability including severity and date of current diagnostic evaluation.
- Specific findings which support the diagnosis including relevant history, tests administered, test results, and interpretation of those test results.
- Length of condition(s) and expected duration.
- Information concerning the impact of the disability on the educational setting including a description of the physical and/or cognitive functional limitations due to the disability.
- Medication(s) being used and side effects.
- Recommended accommodations or services to address the functional impact(s). It is important to note that the recommendations are a point of discussion, and they will be considered in context of all factors affecting the student, and not applied verbatim. The student must meet with DSP staff to determine appropriate accommodations.
- Any other helpful information for working with the student.

The documentation must be on professional letterhead, and must be signed, dated, and include the evaluator's name, address, telephone number and professional credentials.

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, DSP staff may, at their discretion, require additional documentation. The student is responsible for any costs related to obtaining additional documentation.

DOCUMENTATION SOURCES

Professionals conducting assessments, diagnosing, and offering clinical judgments specific to the student about disabilities must be qualified to do so. The evaluator's qualifications must include:

- comprehensive training and relevant expertise in the specialty.
- appropriate licensure/certification.

Qualified health care providers or evaluators are defined as those licensed or certified individuals who evaluate and diagnose physical disabilities or chronic health conditions. These individuals include:

medical doctors	psychologists	surgeons
audiologists	physical therapists	optometrists
neuropsychologists	neurologists	speech therapists
other relevantly trained health care professionals qualified to make such diagnoses		

The health care provider writing the report should have personally evaluated or examined the test taker. Documentation may be provided from more than one source when a clinical team approach employing a variety of professionals has been used. Any professional employing telemedicine to develop an evaluation report must meet Missouri statutory and regulatory requirements.

Internet, website, or other virtual services that offer to create evaluations for a set price, based on an online survey or questionnaire, or any other nonstandard type of documentation is not accepted. These sources do not provide the evaluative data necessary to support a request for accommodation and are not viewed by the university as a reliable source of information.

There are community resources if a student needs an assessment for ADD, ADHD, learning disabilities, or other cognitive evaluations.

These resources include but are not limited to:

[University of Missouri-St. Louis Counseling & Psychological Evaluations](#)

- Services for those under 20 years old are provided at no charge. If students are over 20, services are provided on a sliding scale fee based on income. 314-516-5824

CAN FACULTY OR STAFF SEE A STUDENT’S DOCUMENTATION OF DISABILITY?

If it is determined that there is a legitimate need to know, documentation can be released to appropriate personnel. This usually only occurs when there is a threat to harm a person or property.

CAN FACULTY OR STAFF KNOW A STUDENT’S ACTUAL DISABILITY?

Two circumstances warrant faculty/staff to specific information about the disability:

- The student gives permission to DSP staff to disclose disability to faculty/staff.
- It is determined that there is a legitimate need to know. This usually only occurs when there is a threat to harm a person or property.

INSTRUCTOR NOTIFICATION MEMOS

Instructor Notification Memos are issued after documentation of disability is on file with DSP staff. Students will need a current Instructor Notification Memo each semester in order to receive academic accommodations in their courses. Accommodations are based upon:

- Documentation of disability
 - Recommendations of qualified professionals who have worked with the student
 - Interviews with the student
-
- DSP staff, typically Dr. Kay Davis, will produce an Instructor Notification Memo stating the approved accommodations required by the student with a disability. Copies will be emailed to students and their faculty.
 - It is the student's responsibility to meet with their faculty members within one week of enrolling in the DSP and receiving their Instructor Notification Memo to discuss exam accommodations. If the student is approved for accommodations mid-semester, they should share the Instructor Notification Memo with their faculty as soon as they receive it.
 - Instructors should keep the information confidential and properly dispose of the memo at the end of the course.
 - In the first week of each semester, students are responsible for requesting a new Instructor Notification Memo by submitting a Semester Request through [Accommodate](#).

ENROLLING IN THE DSP

1. Disability Disclosure

Students must disclose that they have a disability to DSP staff, typically the Assistant Director, Academic Support. During high school, it is the school's role to identify students with disabilities. This responsibility shifts to students when they enter college. Therefore, UHSP students must disclose their disability and provide documentation to DSP staff so that appropriate accommodations can be determined.

2. Submit Documentation of their Disability

Students seeking accommodations must complete the [Disability Support Accommodation Request](#) through Accommodate and submit proper documentation of their disability.

3. Meet and Discuss Eligibility

Once disability documentation has been submitted, students must meet with the Assistant Director to review their documentation and discuss their needs. During the meeting, the student will be asked to share their educational experience and discuss how their disability affects their participation in

educational activities and in college life. Any known environmental barriers and student concerns will be discussed. Students will discuss their needs and learn about their rights and [responsibilities](#). Appropriate accommodations will be developed based all information provided. It is important to note that all sources of information are considered in the context of the collegiate environment and that accommodations recommended by the student's health care provider may not be implemented based on the discussion of all factors in the environment.

4. Enroll in the DSP

During this meeting, the student will complete the Semester Request through Accommodate. Accommodations are not provided until approved and are not retroactive in nature. After initial enrollment, students will renew their accommodations at the start of subsequent semesters.

5. Meet with Professors

After the student's meeting with the Assistant Director, faculty will be emailed an [Instructor Notification Memo](#) outlining the student's accommodations. Students are encouraged to discuss their accommodations with their faculty. This does not mean students must disclose their disability, but students should discuss their approved accommodations and any information they feel will help them be successful in the course. This information is confidential.

6. Book Exams

If a professor prefers the DSP office administer accommodated exams, students must book each exam through [Accommodate](#) at least five business days prior to the exam. Students can book exams on the first day of class.

The DSP office administers exams concurrently with the faculty exam administration to the class. Exams may be scheduled earlier if a student with extended time needs to return to class for activities scheduled after the exam. Students must obtain consent from the instructor to take an accommodated exam at any other time.

If an exam scheduled through the DSP is changed by an instructor (date, time, etc.), it is the student's responsibility to inform Kay Davis as soon as possible to ensure space and proctors are available.

7. Students must keep their own record of exam times and locations. A list of scheduled exams can be viewed in [Accommodate](#). Log in, click on the Testing Room tab to view pending and approved exam booking requests. Students can access the [Disability Support Program Moodle page](#) for tutorials on booking exams.

Ethical Behavior

Students must adhere to ethical guidelines when taking exams with accommodations

If students are found cheating on a quiz or exam, they will be subject to academic dishonesty procedures as outlined in the [Student Code](#).

8. Communicate with Faculty and DSP Staff

Students enrolled in the DSP are encouraged to speak up when they are uncomfortable with an accommodation or how the support process is handled. These issues should be brought to the attention of DSP staff and faculty so that they can be addressed. Students are also expected to play an active role in finding solutions to problems. Keep in mind that not all programs are perfect, and with disabilities there is no one-size-fits-all resolution to problems.

If students feel they have addressed an issue and cannot come to a resolution that is appropriate for their situation, a formal grievance may be filed with the DSP. [Grievance forms and procedures](#) may be found on the Disability Support Moodle Page, or be requested through the DSP.

9. Students must submit a [Semester Request](#) in Accommodate to renew their accommodations each semester.

Please observe the following guidelines during testing.

- All students are expected to adhere to the University's Academic Honor Code and Integrity Policy.
- Arrive on time and be ready to take exams. Any student who begins testing late, must complete the exam in the time allotted. No additional time will be allowed.
- Respect others by maintaining a quiet exam environment, including:
 - Entering and exiting the testing room quietly.
 - Refraining from creating distractions for other students.
 - Refraining from visually or verbally communicating with other students.
 - Direct any questions to the proctor.
- During all exams, personal belongings must be placed beside the proctor's desk, or outside the testing room. All cellular phones or any type of wearable electronics must be turned off and left on the proctor's desk for the duration of the exam.
- Any items not required for your exam including notes, books, purses, and calculators must be placed beside the proctor's desk or outside the testing room.
- Only calculators specified by faculty may be used during exams.
- No hats are allowed in the testing room.
- Food or drinks may not be consumed during testing.
- Once testing has begun, students are not permitted to leave the testing room until their test is finished.
- All exam materials, including scratch paper, must be given to the proctor. You may not leave with any notes or any portion of the exam.
- Paper exams should be placed into an envelope and sealed. Students should sign over the seal.

Creating a diverse and inclusive learning environment includes providing equal access for students with disabilities. Faculty are an important partner in this effort, and the following information is designed to provide you with a brief overview of providing equal access to students with disabilities.

1. Syllabus Statement

Include a statement on your syllabus each semester inviting students with disabilities to meet with you that provides contact information for the DSP.

Sample syllabus statement: If any student in this course has a need for academic accommodations because of an appropriately documented disability, please feel free to discuss the accommodations process with the Course Coordinator privately. If you are a student with a disability, or think you may have a disability, you can also meet with Dr. Kay Davis, who currently oversees UHSP's Disability Support Program, and she will evaluate and approve student's accommodation needs. All information will be kept confidential. The student must meet with her before accommodations will be provided. She can be contacted in person in her office on the 4th floor of RAS, by phone at 314.446.8355, or by email at kay.davis@uhsp.edu. All information will be kept confidential.

2. Class Announcement

We expect that all professors will make an announcement regarding the DSP at the beginning of each semester, referring students to Dr. Davis to discuss documentation requirements and possible accommodations.

3. Discuss Accommodations with Students

Because some students may require accommodations that instructors are unable to provide on their own, e.g. accommodations requiring assistive technology or changes to the physical environment, it is important that they meet with these students as soon as possible. Information regarding a student's participation in the program is confidential, so please hold this meeting in your office or via Microsoft Teams rather than in the classroom. Students should initiate this meeting, but faculty can take the initiative when students are reluctant to self-advocate.

During this meeting, the instructor and student should discuss all accommodations for which the student qualifies. If a student requests an accommodation not listed on the Instructor Notification Memo, an instructor may not provide it without first consulting Dr. Davis **or** allowing all students in the class the same accommodation.

4. Referring Students to the DSP for Accommodations

All students requesting services provided by the DSP are required to have an **Instructor Notification Memo**. Faculty are strongly encouraged to refrain from providing any accommodation for a student for whom they

have not received a faculty notification memo. Students should be referred to the DSP office to register and authorize faculty notification. Students may become registered at any time during the semester, so it is possible that faculty will receive notices throughout the semester. Additionally, if students have a change in their disability status, faculty will receive an updated faculty notification during the semester.

5. Educational and Behavioral Standards

Students with disabilities must meet the same educational and behavioral standards as all other students in the class. Please contact DSP staff and/or the counseling center for any concerns about a student's behavior in your class.

6. Providing Accommodations

Accommodations are only provided for students with documented disabilities. Each accommodation is based upon recommendations by trained professionals. Accommodations may include, but are not limited to:

- extended time on examinations,
- distraction reduced testing environment, or private testing room
- assistive listening devices, such as FM systems or microphones,
- the ability to record lectures, and/or access to lecture recordings,
- the ability to miss class or delay an assignment or deadline,
- note taking assistance,
- a reader for study or examinations,
- a scribe for examinations
- assistive technology,
- preferential seating in class or in lab.

Each student's specific, approved accommodations will be listed on the Instructor Notification Memo. Faculty should provide each service listed on the Instructor Notification Memo.

Faculty can view students' accommodations in Accommodate. Log in and click the Courses tab. Then select the course. Click the Enrolled Students tab. This screen populates with a table of all students enrolled in the course. Individual student's accommodations are listed under the Accommodations column.

7. Disputing Required Accommodations

The DSP strives to meet the legal requirements in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act by finding appropriate accommodations for students with disabilities, but we want to assure that they do not interfere with the integrity of a course. Accommodations must not:

- alter technical standards
- fundamentally alter the educational program

- cause an undue financial or administrative burden on the University
- threaten the health or safety of the student or others.

If an instructor feels that an accommodation alters the course requirements, please contact Kay Davis to discuss the matter.

8. Faculty Options for Administering Testing Accommodations

Faculty members are permitted to provide testing accommodations for students on their own, or they may use the DSP testing services. Testing Accommodations, especially distraction-reduced environment, private testing room, or extra time, may best be administered in the testing center, which has five private rooms and a group testing room and dedicated proctors. Administering these accommodations in the testing center helps assure accommodations are met and allows you to not manage these in the classroom while other tests are being administered.

Faculty members may administer testing accommodations on their own by scheduling exams directly with the student, providing space and the proctor. This option allows faculty members to create their own plan with the student, allowing the faculty member to be present for the exam to answer any questions during the exam. Any time a faculty member administers testing accommodations, the accommodations on the Instructor Notification Memo **must** be provided. If faculty choose to proctor their own exams, it is expected that they read and follow guidelines outlined in the Instructor Notification Memo and in this handbook. Students should sign out of the exam indicating they have been given their accommodations. Faculty can use the [Accommodated Exam Sign Out](#) to document administering exams with accommodations.

Faculty members are encouraged to use the DSP testing services by having students schedule their exams through [Accommodate](#). The system will notify faculty of the scheduled accommodated exam via email. Faculty are expected to deliver exam materials to the Success Center a minimum of 24 hours prior to the exam. Exam materials may be uploaded through the Accommodate system, [emailed to the Assistant Director](#), or hand delivered to RAS 448.

Faculty may upload exams to their account in Accommodate. Log in and click the Courses tab. Then select the course. Click the Exam tab. The screen will populate with a form to list the exam, administration instructions, Moodle passwords and administration time. The paper copy is uploaded and protected behind a firewall until the designated administration time.

9. Exam Scheduling

Due to the volume of exams scheduled by the DSP, students must schedule exams in [Accommodate](#) five business days prior to the administration date, or plan to take the exam in class. Students should book exams as soon as they complete their semester renewal and receive their course syllabi.

Faculty can view exam requests in Accommodate. Log in and click the Courses tab. Then select the course. Click the Exam/Quiz Requests tab. This screen will show approved and pending student requests. More information can be found on the [Disability Support Moodle page](#).

10. Confidentiality

A student's participation in the DSP is confidential, as is his or her disability. A student may be comfortable disclosing his or her disability to others, but it is his or her decision whether to do so. By law, this information should not be discussed with anyone outside of the DSP, including students and other faculty members. Requesting specific information about a student's disability is inappropriate. Requesting a letter from the student's physician is inappropriate. The Instructor Notification Memo is all that is needed to justify the accommodation.

13. Documentation of Exam Completion

For each exam given to students in the DSP, students [sign out](#). By signing the form, they acknowledge they received their approved accommodations. If a student forgoes accommodations in a class, you may want to document that the student chose to waive their accommodations.

If you are proctoring your own exam, please send the completed sign out form to Kay Davis following the test to document that students have received their approved accommodations.

UNIVERSAL DESIGN

Universal Design (UD) in teaching is the concept of creating a learning environment where everyone can learn without special concessions or treatment. In a classroom environment that conforms to Universal Design, the instructor is not required to specially modify his or her lectures when a student with a disability is present, nor do the course materials need to be modified for any student.

It is also important to understand what Universal Design is not; it is not the diminution of the intellectual level of the course material or reduction of academic standards to reach the lowest common denominator of ability. Rather, by adopting UD principles, instructors should maintain those standards but also be able to meet the needs of most students with a disability, while, at the same time, enhancing the learning experience for all other students.

ACCOMMODATIONS AND UNIVERSAL DESIGN

Students with disabilities are not looking for preferential treatment, just courtesy and a basic understanding of their needs and accommodations. Nevertheless, it is important to be informed of a few ways you as a teacher can make the learning process easier for them. In fact, under the Americans with Disabilities Act and Section 504 of The Rehabilitation Act, it is your legal responsibility to provide the accommodations determined by the DSP.

Any requests for accommodations should be initiated by the student; it is not your responsibility to anticipate every accommodation issue that might come up and have a solution for it, but it is the responsibility of The University to have a process in place for considering and implementing reasonable accommodations. Instructors play an important part in this process.

APPLYING SOME PRINCIPLES OF UNIVERSAL DESIGN

In advance

Provide the reading list in advance so students needing alternative formatted text can acquire them, or provide an alternative format for students. Locating and obtaining alternative formatted text can take time and it would be beneficial for students to begin this process as soon as possible. Also, ensure all video material to be used is captioned.

Check the physical accessibility of the room you are scheduled to use. If you are aware that a student with a physical disability is enrolled in your class you can contact the Registrar's Office to have the class re-scheduled.

In-class

Let your students know that to provide accommodations, you will need to receive their Instructor Notification Memo from the DSP office, and that if a student feels that accommodations are needed but they are not yet registered with the DSP then they should begin the process as soon as possible.

Allow students to record lectures; this helps students who cannot make handwritten notes or can make better use of alternative format materials and also gives students the ability to review material and add to their notes later to ensure that they have a thorough set of notes.

Speak clearly and at an appropriate volume for the size of the room. Face the class while speaking, and make eye contact with the students; in addition to assisting students with hearing impairments, this will help you measure the level of understanding of the students and will let you know if you need to provide more help in one area.

Handouts

Distribute key or outline notes prior to starting class. This helps to make sure students who cannot write, or are just bad note-takers, get all of the key points of the lecture in an easy to review form. This also allows the teacher to emphasize the areas that are the most important and doesn't leave the student unsure of what to study. Outline notes can provide students with shaky study skills a great framework for their own notetaking and a 'scaffold' to get them started.

For handouts created in Word - use in-built style settings. Word offers a gallery of presentation styles that you can choose from within the Home tab on the MS Word 2010 ribbon. Use the Styles settings within Word 2010 to specify and customize the way your document is structured and presented. For maximum accessibility, try to develop the habit of using Styles features in all of your documents. For instance, instead of changing the font size of certain text and making it bold, it is a better practice to use one of the pre-determined style options. Once you build a complete style set for your documents, you will find it more efficient to rely on built-in formatting rather than recreating styles for each new document. If you make your styles available to new

documents based on the template you can avoid the need to recreate styles for each new document or situation.

Avoid a mixture of styles, formats, and justification variations. Please note that italicized text can be particularly difficult for some students with 'print disabilities' to read.

Use 'align left' only; avoid 'full' justification which distributes text evenly between both left and right margins – for people with print disabilities this can be very difficult to read as the spaces between words and letters are varied to achieve the full justification effect.

Assignments, quizzes, tests and examinations

Incorporate a range of question and answer styles in your timed assessments including multiple choice, short answers and longer answers. If you can incorporate options into your timed assessments all the better as students can then choose a means of responding which is most suitable to their strengths and abilities.

Announce all assignments, especially reading assignments, well in advance. Students needing alternative format materials will need time to source the materials. Be sure to give all assignments both orally and in written form and ensure students have plenty of opportunity to seek clarification and be clear about deadlines.

Short / Pop Quizzes can be particularly challenging for instructors to manage in relation to accommodations. Students with disabilities qualify for extended time accommodations on timed assessments, including Pop-Quizzes. Student with the disabilities are clearly outed as such placing the student under extraordinary stress or even preventing the student identifying him/herself in the first place. Pop Quizzes are simply not "accessible" and fair to all students. Some creativity is required, and faculty should work with the testing center to schedule pop quizzes so that students can use accommodations. Some possibilities include:

Give the pop quiz before or after class or simply allow a student to complete the quiz at home. Another alternative is to provide the quiz via Moodle out of class time.

Put pop quiz-type questions on the course or department Moodle page or on a class e-mail list at a certain time, to be e-mailed back or turned in (hard copy) by the next class time;

Put all pop quiz-type questions on the syllabus reading list, following each assigned reading (this allows students' reading to be more directed); vary the response mode requirement each week to be posted on Moodle, e-mailed to the professor or handed in at the beginning of the next class.

Put pop-quiz questions into a PowerPoint. Each class member is asked to speak to a question in turn or ask for volunteers. Alternatively ask for contributions to an answer and build up the answers iteratively from several students. Such a technique has proven to be a good learning experience for everyone, in that students whose cognitive abilities are different are allowed the opportunity to observe how their peers think, problem solve and internalize course elements. This also allows the Instructor to observe how students absorb course material and display knowledge in different ways.

Offer a short take-home pop quiz, due for submission at the beginning of the next class. The Instructor can put the question on a standard-sized sheet of paper and specify the maximum length of the answer e.g. 200 words.

Assign an in-class, small-group question and have students construct the answer with one student from each group reporting the collective answer. Depending on the size of the class and the amount of material to be covered, the Instructor might assign each small group the same questions or a different question, asking that the answers be turned in at the end of class to be uploaded to Moodle or emailed, for everyone's benefit.

The Instructor could turn the tables and ask students to devise their own Pop Quiz-questions that they think are relevant to the assigned readings and ask to have it answered; again the answers could be made available via a website, blog or via email, for everyone's benefit.

PROCTOR REQUIREMENTS

The DSP utilizes student proctors for DSP scheduled exams. Student Proctors must:

- Apply to be a proctor.
- Receive a letter of recommendation from a faculty member, former teacher or employer.
- Complete an Interview with DSP staff.
- Attend a Proctor Training Session.
- Agree to maintain student and exam confidentiality.

Faculty may proctor their own exams, but we ask that they follow the above requirements. If faculty have any recommendations for mature, reliable students to serve as proctors, please contact [Dr. Kay Davis](#).

The Americans with Disabilities Act specifies that case-by-case exceptions will be made to established policy to avoid discrimination based on disability. Reasonable accommodations regarding attendance, make-up exams and late assignments are provided based upon consideration of the essential components of the course and the course schedule. Guidelines for absences may be different in the experiential program.

VERIFICATION OF DISABILITY

Based on documentation provided by the student from a qualified healthcare professional, DSP staff will verify that the student's disability may cause the student to miss classes or delay an assignment or exam. When a student qualifies for this accommodation, a statement will be included on the Instructor Notification Memo. Students who present documentation after absences occur will not be eligible for retroactive accommodations.

WHAT DOES THE ABSENCE POLICY MEAN?

Some examples of allowances that should be made by instructors as accommodations for disability related absences may include:

- Reasonable flexibility regarding attendance policies, considering class activities such as discussion and group activities. In most cases, students will not be permitted to have more than two missed classes per semester.
- Reasonable flexibility regarding make-up exams, considering the pace of the class and course participation, as outlined in the course syllabus. In most cases, students will not be permitted to have more than two make up exams.
- Reasonable flexibility regarding late assignments, considering the outline of assignments, and each assignment's relationship to students achieving the designated learning outcomes. In most cases, no more than two make up assignments will be permitted.

STUDENT RESPONSIBILITIES BEFORE AND AFTER ABSENCE

- Carefully review the syllabus for each course to learn the essential course requirements and the attendance policy for the course.
- Meet with EACH instructor at the beginning of the semester to present the Instructor Notification Memo. DSP staff can attend this meeting upon student request.
- Work with the instructor to address if and how the instructor's absence policy can be amended to accommodate disability related absence(s).
- Email the Dean's Office and cc instructors and DSP staff as soon as one knows the absence is unavoidable. If the student is too ill to communicate, a designated representative may notify DSP staff, who will then notify the Dean's office and instructors. Continue to communicate with instructors through the absence period.
- Discuss with faculty ways to make up classes, assignments, and tests.

- Meet newly established deadlines.
- Report and keep track of absences via the electronic absence request portal.
- Inform the Dean's Office, instructors and DSP staff of concerns or questions.
- If asked to do so, provide the Dean's Office and DSP with documentation that verifies that the absence is disability related.
- Any new absence must again be approved through the Dean's Office using the above procedure.

INSTRUCTOR RESPONSIBILITIES BEFORE AND AFTER STUDENT'S ABSENCE

- Meet with the student as soon as possible to discuss the disability related absence accommodation.
- Explain how attendance is factored into the final grade.
- Work with the student to address if and how the course absence policy can be amended to accommodate a disability related absence.
- Discuss ways that the student can make-up missed classes, assignments, or exams. (i.e., Can arrangements be made for taping or recording of the lectures? Can arrangements be made for the provision of notes? Is there an opportunity for the student to attend another course section taught by the same instructor?)
- Contact DSP staff with questions or concerns about this accommodation.

TEMPORARY/COURTESY SERVICES

Disability Support Program staff provides limited assistance for students in need of temporary services (i.e. inability to write because of a broken bone, etc.). DSP staff will respond to the request in a timely manner.

TYPES OF ASSISTANCE

Assistance is determined on a case-by-case basis and may be dependent upon documentation. Services may include the following:

- Classroom support such as readers and note takers
- Alternate seating
- Adapted test-taking (i.e. using a scribe, assistive technology, etc.)
- Referrals to appropriate resources or agencies

HOW TO RECEIVE SERVICES

- The student should contact DSP staff as soon as possible to make the request.
- An application for services will need to be filled out.
- The university has the right to request documentation of the need for temporary assistance from the student's physician prior to the provision of services.

READER SERVICES

The need for this accommodation must be supported by the student's documentation of disability.

POLICIES

- All readers are proctors who are carefully screened and trained by DSP staff.
- This accommodation will be provided for exams and quizzes.
- Students should submit their request for reader services through [Accommodate](#) at least five business days prior to their exam or quiz.
- If the reader is not arranged or the student is late, the student may have to miss the quiz or exam or take it without accommodations in the class. It is the decision of the instructor whether the student may make up the exam.

WHAT IS THE ROLE OF THE READER DURING EXAMS/QUIZZES?

- A reader may only read what is printed on the exam/quiz.
- Readers absolutely do NOT interpret or clarify information on exams/quizzes

NOTE TAKER SERVICES

The need for this accommodation must be supported by the student's documentation of disability. The accommodation will be included in the student's Instructor Notification Memo.

POLICIES

There are several options regarding notes for students. The faculty member may use available technology that allows closed captions and transcripts of notes **or** may request a volunteer note taker from the class.

Volunteer note takers are students enrolled in the same class as the student enrolled in the DSP.

Fellow students are good candidates for note taking because they:

- Have background information from attending the class and listening to the lectures
- Will be familiar with the material covered in the textbook
- Have a stake in understanding the material and therefore will take good notes

How does a student obtain a volunteer note taker?

First, the student must first provide documentation of a disability to the Disability Support Program and supporting evidence that a note taker is needed. The accommodation is then developed. Then DSP staff will generate an Instructor Notification Memo that will be delivered to the faculty member via email from the DSP

staff. Next, the student and instructor should meet to discuss the best note taking method. The following issues should be discussed:

How will the student obtain notes?

- **Volunteer note taker.** If a volunteer note taker is used, it is the University's responsibility to locate the note taker. Is the student comfortable with an announcement in class or would the note taker be found another way? What should the student do if the volunteer note taker does not show up? Should a backup note taker be found? How are the notes transferred to the student? The student should not be required to disclose they have a disability, if the student is uncomfortable asking a classmate, the instructor should assist the student in locating a volunteer note taker. Some students may ask the instructor to make an announcement to the class that there is someone in class who needs a note taker. The instructor can ask that any volunteers stay to talk after class. The student and the instructor can then talk to the volunteers. Whatever method you use to identify a volunteer, please know that DSP staff will be happy to meet with the student volunteer to discuss their role. Some students do not wish to be identified to the note taker and the notes will be given to the student through the department office or the Disability Support Program.
- **Lecture recording.** Is the lecture recorded through Microsoft Teams or Panopto? Is the recording closed captioned?

WHAT IS THE ROLE OF THE NOTE TAKER?

- A note taker takes notes during class and delivers them to the student via the agreed upon process.
- The note taker is not responsible for the student's progress.
- Students are responsible for communicating any questions or concerns regarding note taker services to the instructor or DSP staff.

WHAT ARE THE RESPONSIBILITIES OF THE STUDENT USING A NOTETAKER?

- Students are responsible for their own progress.
- Students are responsible for communicating any questions or concerns regarding note taker services to the instructor or DSP staff.

The Disability Support Program strives to create an environment of support that is confidential, comfortable, and easily accessible, so students with disabilities can be successful. For this to happen, students, faculty, and program staff must all do their part. It is important that students, faculty and staff work together to ensure the elimination of any arbitrary or unreasonable practices that result in disability discrimination.

To ensure that students with disabilities gain equal access to educational opportunities, the University has a designated grievance procedure for student appeals.

Please remember that there is not a one-size-fits-all resolution to problems relating to disabilities. It is important that students play their part in helping to determine solutions to issues that arise.

Filing a Discrimination Grievance Based on Disability

The University makes every effort to provide equal access to programs, courses, and college life by providing reasonable accommodations. If a student disagrees with an approved accommodation or has a concern involving discrimination on the basis of a disability, they have the right to file a grievance.

These guidelines provide information on how to proceed if a student believes they have been denied equal access in the form of appropriate accommodations, or suffered [discriminatory harassment](#) as described in Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990 and its amendments.

These guidelines are not mandatory and students may proceed with their complaint at any of the levels listed below. Although a complainant is not legally required to use the institutional grievance procedure before filing a complaint with The Office of Civil Rights (OCR) both the OCR and the University encourage seeking resolution by using internal grievance procedures before filing an OCR complaint.

Grievance Procedure

- A formal complaint of discrimination on the basis of disability, including complaints about the denial by the University of requested accommodations can be made by submitting the [ADA/Section 504 Grievance form](#) to the Assistant Director of Academic Support within 15 business days of the allegedly discriminatory act.
- An investigation will follow the filing of a complaint.
- Every reasonable effort will be made to complete each stage of the grievance process within 10 business days unless circumstances require a more rapid response. Due to the urgency of many issues, it is likely that many problems will be resolved sooner.
- In some circumstances it may be appropriate to provide accommodations on a provisional basis without obligation to continue the accommodation if it is found to be unreasonable or inappropriate.
- The Assistant Director of Academic Support will maintain the confidential files and records for University of Health Sciences and Pharmacy relating to the complaints filed.

Level One Informal Grievance

The first attempt at resolving a complaint should begin with the student requesting a meeting with Dr. Kay Davis. She can be contacted at kay.davis@uhsp.edu or 314.446.8355.

During this meeting, the student should discuss their complaint and help develop a resolution plan. The Assistant Director will attempt to resolve the issues causing concern by assisting the student in discussing issues with the faculty member, department, or program, participating in such discussions, or calling the faculty member and/or head of the department in an effort to clarify and resolve issues. If the student has tried and failed to resolve their complaint through the informal complaint process, they may file a formal, written grievance. The [ADA/Section 504 Grievance form](#) should be submitted to the Assistant Director of Academic Support within 15 business days of the allegedly discriminatory act. The grievance form may be found by clicking the link above, in the resources section of this manual, or may be requested from one of the Disability Support Program staff.

When a student has a grievance against the Assistant Director and/or a staff member in the Disability Support Program, the student should first discuss the grievance with the Assistant Director of Academic Support. If for a specific reason the grievance cannot be discussed with the Assistant Director, the student may proceed directly to Level Two. A student who is unsatisfied with the resolution at Level One, may choose to proceed to Level Two.

Level Two Formal Grievance

If a student believes that a satisfactory resolution has not been reached regarding their grievance at Level One, the student may contact the Disability Support Program in writing to request a committee review. The committee will be comprised of faculty with the appropriate knowledge to review the matter, the Assistant Vice President of Student Affairs, the Assistant Dean for Student Academic Affairs, and as a nonvoting member, a disability services staff member. The committee may contact the instructor, program managers or other appropriate personnel to discuss the requested accommodations as needed. The committee may also request additional medical documentation or an independent medical evaluation on the request for accommodation. A student who is not satisfied with the resolution at Level Two may choose to proceed to Level Three.

Level Three Appeal

Both parties have right to an administrative appeal of the outcome of a case. The appeal must be submitted in writing within ten (10) business days to the Assistant Vice President of Student Affairs and must specifically state grounds for appeal and the rationale and evidence in support of the reason for appeal.

The permissible grounds for appeal are limited to the following reasons:

- A procedural error occurred that materially affected the outcome of the hearing (e.g. substantial and material deviation from established procedures, erroneous relevance determinations or failure to

objectively evaluate all relevant evidence if they affected the outcome etc.). The procedural error and its impact must be explained.

- To consider new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter. A summary of this new evidence and its potential impact must be included along with an explanation showing why the evidence was not presented at the original hearing
- The investigator, or decision maker had a conflict of interest or bias for or against Complainants or Respondents generally or against one of the parties that affected the outcome of the matter. The conflict of interest or bias and its impact must be explained.

The University must notify the other party when an appeal is filed including a copy of the written submission received from the appealing party. The other party will be given five (5) business days to submit a written statement opposing the appeal and supporting the outcome. The University will give a copy of the opposing party's response or opposition to the party filing the appeal.

An Appeal Review Board will be established to review the case. The three-person appeals panel will be selected from various constituencies of the College (students, staff and/or faculty). Selection will be made in such a way as to ensure that the members of the appeals panel are trained appropriately and screened for potential conflicts of interest and bias.

The appeals panel may examine all documentation and evidence relating to the case. The responsibility of the appeals panel is to conduct a closed and confidential review of the case and report and make recommendations to the appeal administrator. The appeal administrator in complaints where the Respondent is a student will be the Vice President, Student Affairs. The appeal administrator in complaints where the Respondent is a faculty or staff member will be the Chief Diversity Officer.

The appeal administrator will make a determination based on the report of the appeal review board and has ultimate authority in all decisions and recommendations. The determination of the appeal administrator is considered final and not appealable. Both parties will receive a written decision describing the result of the appeal and the rationale for the decision within ten (10) business days). Simultaneous notice of the written decision will be sent to both parties.

Level Four Grievance: the Office of Civil Rights

If the grievance is not resolved at the University level, the student may choose to file a complaint with the Office of Civil Rights. Generally, a complaint must be filed within 60 days of the termination of the internal grievance process or appeal process and within 180 calendar days of the last act that the complainant believes was discriminatory. Any individual can file a complaint with the Office of Civil Rights. For information about filing an ADA complaint with the Office of Civil Rights and other disability rights information please visit [Questions and Answers on OCR's Complaint Process](#), or the [ADA website](#). A complete description of the process can be found here: [How to File a Discrimination Complaint with the Office for Civil Rights](#)

The [UHSP Academic Catalog](#) is published annually and includes comprehensive descriptions of the academic programs, curriculum, technical standards, as well as information on campus, admissions, housing, tuition and fees, and financial aid.

[20 Minute Accessibility Modules](#) This UCSF Faculty Training Series was created to guide faculty who work with students with disabilities. It was developed by: UCSF Medical Student Disability Services (MSDS) and UCSF Student Disability Services (SDS) in partnership with other health sciences programs from around the country. Each 20 minute module provides guidance on working with students with disabilities in health science settings.

The [ADA National Network](#) provides information, guidance and training on the Americans with Disabilities Act. This [Fact Sheet](#) discusses guidance from the Department of Justice on exams in post-secondary courses.

[Medical School Students with Disabilities: A Generation of Practice](#) This document provides an overview of the state of Disability Law. The guidance provided in this document should provide the reader with a general sense of how to work through the challenging application of Section 504 and the ADA in the context of undergraduate medical education.

[Accessibility from Microsoft](#) Learn about accessibility in Microsoft products.

[The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center](#) is dedicated to empowering people with disabilities through technology and education. It promotes awareness and accessibility—in both the classroom and the workplace—to maximize the potential of individuals with disabilities and make our communities more vibrant, diverse, and inclusive.

[The Accommodation Dilemma of Pop Quizzes](#) by Ruth J. Fink, Ph.D., discusses alternatives to pop quizzes.