

The University of San Francisco

**Student Disability Services**

# **STUDENT HANDBOOK**

**AVAILABLE IN ALTERNATE FORMATS UPON REQUEST**

Student Life

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## **POLICY STATEMENT**

The University of San Francisco (USF) is committed to providing equal educational opportunity and full participation for qualified persons with disabilities. It is the University's policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity.

## **MISSION STATEMENT**

The University of San Francisco is committed to the full participation of all students. Student Disability Services (SDS) recognizes disability as a valued aspect of diversity and works to facilitate equal access and an inclusive environment for students with disabilities.

## **VISION AND VALUES**

- Guided by Universal Design we suggest accommodations for USF students with disabilities to help achieve their goals.
- We strive to empower the community to acquire and develop the knowledge, skills, values, and sensitivity to become persons for and with others.

## **OPERATING PHILOSOPHY**

SDS functions to determine eligibility for services based on disability status. Disability specialists determine reasonable accommodations and services through a collaborative process between the student, faculty, and SDS staff. SDS strives to empower each student to become as independent as possible. Our services are designed to encourage independence, backed by a comprehensive system of supports.

In order to foster self-advocacy skills, students are expected to articulate their accommodation needs directly to faculty and administrators. If requested, SDS staff will notify faculty verifying the student's eligibility for services and recommended accommodations. In instances where the student requests are met with questions or concerns regarding provision or appropriateness of the recommended accommodations, SDS staff will communicate directly with faculty. Students are expected to adhere to all published deadlines, procedures, and policies for the provision of services.

## **EXPECTATIONS STATEMENT**

All students attending USF, whether or not they have a disability, typically face challenges associated with attending a selective and competitive university in an urban setting. Students with disabilities at USF must be able to function as independently as possible and to seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot meet all of a student's needs associated with managing a disability. USF students with disabilities must follow appropriate health regimens (e.g., medication compliance) secure appropriate medical and therapeutic assistance from qualified practitioners, and arrange necessary personal services (e.g., transportation, individual monitoring of needs, financial assistance, personal care) that USF does not provide.

Qualified students with disabilities who are provided reasonable accommodations must be able to function in their academic and residential environments. They must meet the requirements and expectations of their academic programs, follow established guidelines and procedures for securing and remaining in residential living spaces, and adhere to the University's student conduct and discipline codes.

## **ACCESSIBILITY: THE KEY TO EQUAL OPPORTUNITY**

The University of San Francisco, in accordance with applicable Federal and State laws and university policy, does not discriminate on the basis of disability.

Equal educational opportunity is required by federal and state law, including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, the California State Unruh Civil Rights Act, and California Civil Code Sections 54 through 55.2. Under federal law, a person with a disability is one who: 1) has a physical or mental impairment which substantially limits one or more major life activities; 2) has a record of such impairment; 3) is regarded as having such an impairment.

Individuals seeking reasonable accommodations for academic programs should contact the SDS office.

## **RIGHTS AND RESPONSIBILITIES**

### **A. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **1) Every qualified student with a documented disability has the right to:**

- A timely intake assessment to determine reasonable accommodation eligibility.
- Equal access to University courses, programs, services, activities and facilities with or without reasonable accommodation.
- Reasonable accommodations, as determined on a case-by-case basis through an interactive process between the student and the University.
- Appropriate confidentiality of all information pertaining to his/her disability.

#### **2. Every student with a documented disability has the responsibility to:**

- Meet the University's qualifications and academic standards for participation in programs and activities.
- Identify him or herself to appropriate University personnel as a student with a disability.
- Follow the reasonable accommodations eligibility determination procedures outlined in this handbook.
- Provide documentation from a qualified professional source that verifies the nature of the disability, the functional limitations resulting from the disability, and the need for specific requested accommodations.
- Recognize that accommodations cannot be provided, regardless of eligibility, until the eligibility determination process is completed.

## **B. INSTITUTIONAL RIGHTS AND RESPONSIBILITIES**

### **1. The University of San Francisco has the right to:**

- Set and maintain the University's academic standards.
- Request current, comprehensive documentation to verify a student's need for reasonable accommodations in the University setting.
- Discuss a student's need for reasonable accommodations with the professional source of his/her documentation (with the student's signed consent authorizing such discussion).
- Discuss the nature of course, curriculum, program or degree requirements with University personnel responsible for the particular course, curriculum, program or degree.
- Share information regarding a student's disability with University faculty and administrative staff on a need-to-know basis, in order to facilitate the interactive reasonable accommodation process.
- Designate a student's accommodations from a range of equally effective reasonable accommodations.
- Periodically review recommended reasonable accommodations to ensure their continued reasonableness in a particular classroom setting or environment.
- Deny a request for a specific accommodation if documentation is inadequate or not provided in a timely manner, or if an equally effective accommodation is being offered.
- Deny a request for a specific accommodation if the accommodation is unreasonable or inappropriate including any that pose a direct threat to the health and safety of the student or others, fundamentally alter a course or program, or are considered an undue burden.

## **2. The University of San Francisco has the responsibility to:**

- Determine and provide reasonable accommodations in a timely manner for eligible students with disabilities.
- Provide information regarding policies and procedures to students with disabilities in a timely manner and in a reasonably accessible format.
- Evaluate students' academic progress as fairly as possible, without altering the academic standards for each course.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities (except where disclosure is authorized by the student or required by law).
- Coordinate with faculty and staff to ensure recommended accommodations are reasonable on a case-by-case basis in each particular situation and if so, that such accommodations are implemented.

## INTAKE AND REGISTRATION

All students with disabilities who are interested in attending USF must complete the regular admission process prior to accessing SDS services.

Any otherwise qualified student with a documented disability may be eligible to receive services from SDS. In order to access SDS services, a student must (a) be either currently enrolled at USF or admitted to USF and about to attend; and (b) complete the intake and registration process, which includes: completing an online registration form and presenting appropriate, current documentation supporting the student's status as a qualified individual with a disability and their need for accommodation.

The purpose of accommodations is to reduce or eliminate any disadvantages that may exist because of an individual's disability. The law does not require USF to waive specific courses or academic requirements considered essential to a particular program or degree. Modifications that do not fundamentally alter a course or program are made on a case-by-case basis. Students who want to access services must self-identify and provide appropriate verification of their disability. Eligibility for reasonable accommodations will be determined on an individual basis.

During the intake and registration process, the student will participate in an individualized assessment based upon the student's expressed needs and the documentation of disability the student presents. Determination of reasonable accommodations is an interactive process between the student, the faculty, and SDS. A specialist will work with the student to develop a reasonable accommodation plan.

## DOCUMENTATION OF A DISABILITY

In order to qualify for services and accommodations, a student must provide appropriate documentation of the student's disability to SDS. SDS will maintain a copy of these records for seven (7) years after the student has left the university. Appropriate documentation will assist in determining reasonable accommodations.

As part of the intake process, students will be asked to sign an *Permission to Disclose Information* form (**see Appendix A**) or *Permission to Request Information* form (**see Appendix B**) allowing their SDS specialist to communicate with the student's evaluator and/or physician, should there be any need for clarification. Documentation must be recent enough to demonstrate the current need for reasonable accommodations. The description of functional limitations provided in the documentation must specifically state how the disability and/or related



medications or treatments substantially limit current participation in courses, programs, services, or activities of the university. The cost of obtaining appropriate documentation is the responsibility of the student. If the documentation is incomplete or inadequate to support a request for accommodation, additional documentation may be required. In such cases, the cost of providing any additional documentation will be the student's responsibility.

Different disabilities require different forms of documentation. There are specific requirements for documenting *physical impairments* (e.g., orthopedic, visual, hearing), *psychological disabilities*, *temporary disabilities*, and *chronic illnesses*, (**see Appendix C**). In some cases it may be acceptable for students with such disabilities to submit the appropriate SDS Disability Verification Form (**see Appendices D and E**). There are also specific requirements for documenting *learning disabilities* (**see Appendix F**) and *Attention Deficit-Hyperactivity Disorder* (**see Appendix G**). An Individualized Education Plan (IEP), Summary of Performance (SOP) or 504 Plan may also contain valuable information.

## **CONFIDENTIALITY OF RECORDS**

Student SDS files are confidential and are not part of a student's educational record (as defined by the Family Educational Rights and Privacy Act (FERPA)) at USF. Information about a student's disability is not shared with anyone without the student's written consent, except on a need-to-know basis as defined by FERPA.

## **DISCLOSURE OF DISABILITY**

Often, students disclose their disability status directly to SDS, but sometimes students may disclose directly to the student's faculty and/or request specific accommodations from them. However, in order to receive academic accommodations, students must identify themselves directly to SDS as a student with a disability. If a student discloses their disability to faculty and/or requests academic accommodations from them, the faculty should refer the student to SDS for reasonable accommodation eligibility determination. Faculty members are not required to honor a student's accommodation request before they receive reasonable accommodation eligibility verification from SDS. Requests for accommodations must be made in a timely manner so that appropriate evaluation of and planning for the request can take place, including consultation between SDS and faculty/staff if necessary. Faculty and staff are not responsible for retroactively accommodating a student who has not previously disclosed a disability and made a request through SDS for an accommodation in a timely fashion.

Students who complete the intake and eligibility process are advised to submit a request every semester to notify their faculty of his or her eligibility for reasonable accommodations. Students need not disclose the specific nature of his or her disability to faculty. Students are advised against sharing documentation directly with faculty, as faculty are not required to be knowledgeable about disability regulations and accommodation options. As such, faculty are not responsible for interpreting, evaluating, or responding to disability documentation.

## ACCOMMODATIONS AND SERVICES

SDS assists students in obtaining reasonable accommodations and auxiliary aids. SDS also provides assistance with issues related to on-campus housing, accessibility, transportation services, and advocacy. Academic accommodations for qualified students may include, but are not limited to: extended testing time, interpreters, notetaking services, scribes, alternative media formats for coursework, and assistive technology services.

SDS also assists students in arranging services not required by law, on a case-by-case basis and as resources allow, as a part of a comprehensive program. Such services may include learning skills assistance, support groups and referral services.

The following accommodations are available:

1. **Accessibility to Programs/Facilities:** To request an accommodation for a University-sponsored program or event, please contact the department responsible for the event at least 14 days in advance.
  
2. **Access to Adaptive Equipment and Assistive Devices:**
  - 2.1 SDS may loan assistive technology and other equipment to individual students, as available. Students eligible for this service must complete an *Equipment Agreement Form (See Appendix J)* before borrowing any equipment.
  
  - 2.2. Computer lab rooms in both Gleeson Library and Zief Library contains adaptive technology.
  
  - 2.3. A student needing to use adaptive technology to complete exams will need to use one of the versions of USF licensed software. SDS has a limited number of laptops with this software installed.
  
  - 2.4. Software available includes comprehensive screen reading programs (e.g. Read & Write Gold, Kurzweil, and JAWS), text-to-speech (e.g. Dragon Naturally Speaking, narrative function and other accessibility features built into operating systems). Other available software may be recommended on a case-by-case basis. Please contact your specialist to see which version is currently being used by the University.

3. **Alternate Media:** *See Section on Alternate Media Policy*
4. **Attendant Care:** SDS does not provide attendant care for students, although SDS does assist students in securing additional housing space for certified attendants if necessary. It is the student's responsibility to secure the services of certified attendant care and make all necessary arrangements, including payment for such services. SDS will assist a student's certified attendant in accessing housing, dining, and entry to university buildings, as appropriate.
5. **Digital Recording of Classes:** Students with a documented need to digitally record a class may request permission from their instructors with the *Recording Lectures Agreement Form (See Appendix K)*. SDS will also notify a faculty member recommending this reasonable accommodation. If a faculty member objects or raises confidentiality or copyright concerns regarding this practice, SDS will work with the student to develop an equally effective reasonable accommodation alternative to recording the lecture.
6. **Alternative Media Formats:** Students with a documented need for alternative media formats for their course documents must first meet with their disability specialist to determine that alternative formats are a reasonable and appropriate accommodation. Students who are eligible for this service must request this service every semester in a timely fashion. Please refer to the *Alternative Media Formats Policy* for more information.
7. **Course Substitutions:** Course substitutions may be reasonable accommodations for some students with disabilities, provided that 1) documentation of disability clearly supports any request for substitution and 2) the essential requirements of the University's program are not compromised. Student requests for course substitutions are evaluated on a case-by-case basis.
8. **Equipment Loan:** *See "Access to Special Adaptive Equipment and Assistive Devices"*
9. **Examination Accommodations:** *See Section on "Accommodated Exam Policy"*
10. **Attendance Flexibility and Assignment Extensions:** Requests for attendance/assignment flexibility are evaluated on case-by-case basis, taking into account the nature of the disability, the essential requirements of the course, and any reasonable alternatives.

10.1 The accommodation of flexibility regarding attendance policies or assignment completion dates must be an appropriate response to a disability-related need without compromising academic standards or fundamentally altering the curriculum. Thus, this accommodation may not be reasonable in courses where participation is essential, where the student is supposed to be gaining a given number of hours of experience within a specified time period, where skills are taught and evaluated sequentially, where the nature of the program is an accelerated one (e.g. School of Management) or where ongoing feedback is provided. Other options such as taking an incomplete or withdrawing from the course may be more appropriate alternatives in some cases.

**11. Housing Accommodations:** SDS collaborates with Student Housing and Residential Education in providing appropriate reasonable accommodations for students with disabilities who live on campus. These accommodations are made on the basis of availability, and must be made as far in advance as possible or upon onset of disability.

**12. Interpreting/CART Services:** Depending on the nature of a student's hearing disability, SDS may provide a Sign Language Interpreter or Computer Assisted Real-Time Translation (CART). A Sign Language Interpreter or CART may be provided for any activity directly related for a student's academic program. Students requesting this accommodation must contact their Disability Specialist as soon as possible to discuss eligibility for these accommodations. Students must request Sign Language Interpreting or CART services for a specific class or event in a timely manner to ensure availability. Students may receive a transcript from the CART provider in a timely manner after the event.

Students are required to notify SDS if they are unable to attend class so that the interpreter/reporter may be cancelled for the day. If students do not notify SDS in a timely manner, this accommodation may be subject to review or suspension. Students are also responsible for notifying SDS if Sign Language or CART service is not satisfactory, or to discuss any other concerns.

**13. Laboratory Assistants:** Student lab assistants may be provided to students as part of a reasonable accommodation, to assist with physical manipulations on the lab when appropriate. This service must be requested and reviewed by SDS and the student on a case-by-case basis.

**14. Learning Specialists:** SDS provides learning specialists to assist students in developing compensatory learning skills and strategies. Learning specialists assist students with the

development of appropriate study, note taking, and time management skills to help students improve their writing, organizational, and study skills.

- 15. Faculty Notification Letters:** A student may request that SDS notify his or her faculty of his or her recommended reasonable accommodations. The letter states that the student is registered with SDS, although the specific nature of the disability is not discussed. Students are encouraged to follow up directly with faculty about their requested accommodations. Accommodations outlined in the letter may require further consultation among SDS, the faculty, and the student. In these cases, the nature and extent of the accommodations originally recommended may be altered.
- 16. Notetaking Services:** SDS may recommend that a student with a qualifying disability be permitted the use of a notetaker for in-class lectures as a reasonable accommodation. Students qualifying for the use of a notetaker must submit a notetaking request online before receiving this accommodation through the SDS office. This request must be submitted every semester. The appropriateness of a notetaker must be discussed with the student's disability specialist each semester and for each class in which a note taker is desired. Notetakers are hired per class and not per student. Once a notetaker has been hired for a class, the requesting student will be notified and can expect to obtain notes at least once a week. The requesting student will alert the Notetaking Services Coordinator if they are not receiving their notes in a satisfactory manner. If students fail to use their notetaking accommodation appropriately, they may be in jeopardy of losing their notetaking accommodation. Any questions or concerns about notetaking procedures and policies should be directed to the Notetaking Services Coordinator.
- 17. Reduced Course Load:** Students with disabilities with or without reasonable accommodations are expected to complete the same course and credit load and meet the same graduation requirements as students without disabilities. However, in some cases, less than full time enrollment may be a reasonable accommodation.
- 18. Scribing Services:** Student scribes may be provided to students with disabilities as part of a reasonable accommodation during exams or for homework assignments, as appropriate. This service must be requested by the student and reviewed by SDS and the student each semester and on a case-by-case basis.
- 19. Support Groups/Workshops:** SDS periodically offers support groups and/or workshops for students with similar types of disability or for students with similar disability-related issues (e.g., career planning, advocacy skills improvement). Participation in any support group or workshop is voluntary and confidential.

- 20. Transportation:** Accessible campus transportation services are available to students with disabilities that make navigating the campus terrain difficult. Eligibility for this service is determined by SDS and the student. Transportation is provided by the Department of Public Safety. Students who feel they are in need of this service should alert SDS as soon as they are aware of their need, or if their needs change. Students with disabilities may be eligible for a USF Campus Parking Permit as an accommodation if they have a valid Temporary or Permanent Disability Placard from the Department of Motor Vehicles.
- 21. Tutorial Services:** Applicable Federal and State disability laws do not require funding for tutorial services. Provision of tutoring is determined on a case-by-case basis, as resources allow.
- 22. Auxiliary Aids:** Please see **Appendix M** for a list of definitions of Auxiliary Aides and Services.

## ALTERNATE MEDIA FORMATS POLICY

1. Eligibility for this service is determined by SDS and is based in part on the disability documentation provided by the student.
2. Receiving materials in alternative format as an accommodation will be considered and determined each semester in collaboration between the SDS staff and the student.
3. Alternate media requests must be submitted by the student each semester.
4. Students requesting material in alternative formats must own a physical copy of the textbook or other course material, and provide SDS with a copy of the itemized receipt before the alternate media will be distributed. It is recommended that the student purchase a new copy of the textbook, rather than a used or electronic copy.
5. SDS will determine the media format for each text. Although consideration will be given to the format requested by each student, if SDS considers the requested format unreasonable, one of the other formats will be used.
6. Alternative format requests for texts must be submitted to SDS as soon as the student is aware of his or her need. SDS will make a reasonable effort to process these requests within 3 weeks from date of the request submission; however turnaround times for alternative format requests are determined on a case-by-case basis. Upon review of material to be formatted and converted, the SDS office will notify the student of the projected completion date. Late requests will be honored provided that the student making the request understands that the SDS office will set the timeline for the completion of the work accordingly. The same guidelines stand for course materials submitted throughout the semester.
7. Alternative format requests for materials provided by the faculty throughout the semester must be submitted immediately after the student receives the material. Students should speak with their faculty at the beginning of each semester about these types of materials and each faculty member's responsibility to comply with the deadlines, outlined in the *Faculty and Staff Responsibilities* section in the notification letter sent to faculty.
8. Students will be provided with one alternative format copy for each material required for academic use. The student may not copy or reproduce any material provided by SDS, (Fair Use Act excepted) nor allow anyone else to do so. Misuse of this material may result in disciplinary action by the University. These actions will be treated as



copyright infringement and/or theft and dealt with in the same manner as laid out in the Fogcutter's Summary of Copyright, Photocopy and Media Reproduction Policy under the Non-Academic Student Conduct Code.

9. USF faculty members who expect students with disabilities to have access to and knowledge of standard print materials must submit these materials to SDS ten (10) working days before their initial intended use.
10. Student questions regarding the provision of alternative media formats should be addressed directly to SDS staff at (415) 422-2613 or [sds@usfca.edu](mailto:sds@usfca.edu).

## ACCOMMODATED EXAM POLICY

Students with disabilities may receive exam accommodations determined on an individual basis. “Exam,” used in this context, refers to quizzes and examinations taken during the semester in conjunction with an academic class. Students eligible for exam accommodations are able to take their exams with accommodations in class with their faculty or in the faculty’s office, when feasible. When not feasible, SDS may be able to proctor accommodated exams. Faculty will be notified of a student’s registration with SDS. It is the student’s responsibility to verify with his or her faculty that they have received said notification. In those cases where faculty is unable to accommodate a student’s request for exam accommodations, a student can arrange to take his or her exam with SDS.

Students should discuss their specific needs for exam accommodations (e.g. extended time, assistive technology, reduced distraction environment; use of a computer, etc.) with SDS or their specialist **within the first two weeks** of the beginning of the semester.

SDS authorizes and/or provides exam accommodations for students who present appropriate documentation supporting such needs. Exam accommodations include, but are not limited to: extended time, a distraction-reduced room, use of a computer, use of auxiliary aides such as scribe or reader, use of assistive technology, permission to have food, and restroom breaks.

## PROCEDURES

1. **Accommodation Agreement:** Once it is determined that a student will receive reasonable accommodations, they are asked to provide a digital signature on the *Accommodation Agreement Form (See Appendix I)* indicating that he or she understands and agrees with whatever specific accommodations he or she will be receiving, as well as abiding by the [University Academic Honor Code](#).
2. **Required Testing Contracts:**
  - 2.1. **Undergraduate and Graduate students:** Before SDS can proctor an exam, the student and faculty are required to fill out an electronic testing contract. This document informs SDS that the faculty is aware that the student will be taking an accommodated exam with SDS. It also provides SDS with instructions from the faculty about the exam. SDS cannot schedule any exam without a completed testing contract. SDS will follow the instructions on the testing contract unless the faculty notifies SDS otherwise. **Students and faculty must abide by the terms of the testing contract.**

- 2.2. Law students:** Law students/faculty are not required to fill out testing contracts; proctoring information is distributed through the Law School Registrar's office.

### **3. Scheduling Exam Appointments**

- 3.1. Undergraduate and Graduate students:** With the exception of pop quizzes and finals, all exams must be scheduled at least one week in advance. SDS cannot guarantee the student an exam appointment if SDS is not provided with at least one week's advance notice.

If the student's accommodations include reading or writing assistance, or the use of assistive technology, please inform SDS of this when you schedule your exam.

- 3.2. Law students:** all exam appointments are scheduled through the Law School Registrar office.

- 4. Pop Quizzes:** Please have your faculty contact us if pop quizzes are part of the course.

- 5. Delivering Exam Materials:** Exams are to be delivered to SDS as indicated by the faculty on the testing contract. If the student is required to deliver the exam, then the student must come immediately upon receipt of the exam unless alternative arrangements have been made.

- 6. Returning Exam Materials:** Once the exam is completed, the exam must be returned as indicated by the faculty on the testing contract. If the student is required to return the exam, then the completed exam must be returned immediately unless alternative arrangements have been made. If the student is unable to return the exam, the student is responsible for returning the exam to SDS and notifying the faculty.

### **7. Finals**

- 7.1. Undergraduate and Graduate students:** Students will receive a notice via email, to sign up for their finals exam(s) approximately 3-4 weeks before finals. In order to facilitate the large number of exams, students must sign up by 5:00 pm on the stated due date. If students sign up past the due date, SDS cannot guarantee the student a time/date to take their exam in the SDS office.

Due to the large number of students taking exams during finals, it may be necessary to reschedule some of these exams. SDS will notify the student and faculty regarding any necessary changes. It is the student's responsibility to make

sure their contact information is current and up-to-date.

- 7.2. Law students:** The Law School Registrar informs all students of the time and venue of final exams. Students should receive a notice from the law school approximately 3-4 weeks before finals. Please be aware that every attempt is made to schedule accommodated exams as close to the original date as possible. However, in some instances, this is not possible. As such, some exams may take place at a different time than the original examination period.

**8. Proctoring Hours and Appointments:**

While SDS is not a test proctoring center, registered students with exam accommodations can have their exams proctored by SDS Monday through Friday, 8:30am to 5:00pm, and from 7:30am to 7:00pm during the final exam period. In the event that a student requires proctoring services outside regular office hours, the student can work with their faculty to have their exam proctored by their faculty, (or approved faculty representative). In some cases, SDS is available to proctor exams that take place outside our regular business hours. We ask that faculty and students request this service at least five business days in advance. If this will be an ongoing request all semester, please contact our office at the beginning of each semester to make proctoring arrangements. Students must be on time for exams. If a student arrives late for an exam, the amount of time may be deducted from the accommodated time. For instance, if the exam is scheduled to begin at 9:30 and the student arrives at 10:00, 30 minutes may be deducted from the accommodated exam time. Proctoring services must occur during SDS office hours, and all exams must end before closing. In the event that a student requires proctoring services outside regular office hours, the student must work with their faculty to either have their exam proctored by their faculty, (or approved faculty representative) or reschedule the exam for a time during regular SDS office hours.

- 9. Proctoring:** Proctors observe the tests to ensure security and the integrity of exams. Students may be monitored with security cameras while sitting for an exam. All students who take exams under the supervision of SDS staff agree to follow the instructions of the proctor and conduct themselves in a responsible and respectful manner. SDS staff will proctor exams the entire time students are testing. Students cannot leave the exam room without permission or exams may be terminated and the professor notified.

If the student receives reading or writing assistance during their exams as a reasonable accommodation, it is the student's responsibility to notify SDS of this when signing up for the accommodated exam. Failure to give SDS at least two weeks advanced notice may result in the student not receiving this accommodation for the exam. If students require clarification of test questions, SDS staff will assist them in contacting faculty.

At the beginning of an exam, SDS staff will inform students of the start time, scheduled end time and the total amount of time the student has to complete the exam. At the end of the exam, SDS staff will collect all materials from the student. The student must stop working on his or her exam and return all materials at the end of the accommodated time and/or if directed to by an SDS proctor. If a student refuses to turn in exam materials, SDS staff will inform the student of possible exam policy violation and notice will be given to the faculty. The faculty will grade the exam as appropriate.

- 10. Academic Honesty:** It is expected that all students will adhere to the University's Academic Honor Code during accommodated exams (students enrolled in the School of Education, the School of Law, and distance learning and/or online courses will be subject to SDS policies as well as supplemental policies set forth by their program). Unless otherwise stated, no books, notes, electronic devices (e.g. cell phones, iPods, etc.) or any other unauthorized materials may be used during an exam. If a student is observed or suspected of using unauthorized materials or electronic devices during an exam, the student's faculty will be notified. The student must also meet with his/her specialist before taking any future accommodated exams in SDS.

**Students who violate SDS exam policy may be subject to alteration or forfeiture of their exam accommodation privileges, and may also be subject to sanctions outlined by the Academic Honor Code.**

## **SERVICE ANIMAL POLICY**

USF is committed to compliance with state and federal laws regarding individuals with disabilities. Student Disability Services (SDS) is committed to supporting students who require a service animal. The following is a guide for students who request the presence of a service animal on campus.

What is a service animal? A service animal is a dog (or in some cases a miniature horse) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

The work or task that the service animal performs must be directly related to the individual's disability. Examples include assisting individuals with low vision and alerting individuals who are hearing impaired. Service animals may also be needed to pull a wheelchair, retrieve items such as medicine or a telephone, recognize and assist during seizures, and prevent or interrupt compulsive or destructive behavior.

Animals whose presence provide emotional support, companionship or comfort but are not individually trained to do work or tasks in response to an individual's disability are not considered service animals. See USF's policy on Emotional Support Animal (ESA)s, if you feel you have a disability and believe you require an emotional support animal.

Service animals are exempted from the University's policy of no animals on campus and are allowed in all places of public accommodation. This includes campus buildings, residence halls, and anywhere on campus they are needed to assist an individual with a disability to participate in educational programs and other campus activities.

Service animals must be under effective control at all times and cannot harm or threaten others in the campus community; including faculty, staff, students and guests. Consistent with federal and state law, a service animal may be prohibited from university facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. The animal may also be excluded from areas where its presence fundamentally alters the nature of a program or activity, if the animal is disruptive, if its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of housing or public accommodation by others. Service animals must be housebroken and cleaned up after. Animals may only relieve themselves in designated areas as defined by Facilities Management.

Students who are approved to have a service animal on campus are strongly encouraged to register with SDS.

## **EMOTIONAL SUPPORT ANIMAL (ESA) POLICY**

USF is committed to compliance with state and federal laws regarding individuals with disabilities. The following is a guide for students who request the presence of an Emotional Support Animal (ESA), as defined by applicable law, in their campus residence. USF abides by both state and federal law regarding its housing policies, including the following:

Under the Fair Housing Act and Section 504 of the Rehabilitation Act of 1973, “individuals with a disability may be entitled to keep an ESA as a reasonable accommodation in housing facilities that otherwise impose restrictions or prohibitions on animals. The ESA must be necessary to afford the individual an equal opportunity to use and enjoy a dwelling or to participate in the housing service or program. Further, there must be a relationship, or nexus, between the individual's disability and the assistance the animal provides.”

Emotional Support Animal (ESA)s, which are defined under the Fair Housing Act, provide necessary emotional support to individuals with disabilities, and alleviate one or more identified symptoms or effects of a person’s disability, who have established the need for such an animal. ESAs are not required to have special training for work or tasks. The regulations permitting ESAs pertain only to on-campus residential living facilities. ESAs are not permitted in non-residential facilities including but not limited to academic buildings, offices, and classrooms.

Service animals, which are generally limited to dogs, are defined under the American with Disabilities Act and have special training to provide services or tasks for individuals with Disabilities. Unlike ESAs, they are allowed to accompany the individual with a disability in public places. If you require a service animal, please refer to the separate guidelines “Service Animals for Students with Disabilities.”

There are three requirements that need to be met in evaluating a request for an ESA. First, you need to establish that you have a disability that limits you in one or more major life activities as defined under state and federal law. Individuals who do not have a disability are not eligible for an ESA. Second, the animal must be necessary to afford you with an equal opportunity to use and enjoy your campus residence. Third, you need to provide information that demonstrates why an ESA is a reasonable accommodation for your disability. In other words, there needs to be an identifiable connection between your disability and the assistance the animal provides.

Student Disability Services (SDS) recommends you provide information from a medical professional, a psychiatrist, psychologist, social worker, or other person who is qualified to diagnose and assess your disability. They should be familiar with you and able to identify the major life activity or activities in which you experience a limitation or limitations. These health care professionals should also describe the connection between your disability and your need for

an ESA, and describe how the ESA is of benefit. However, SDS will also consider information from other sources.

If your disability is not considered permanent, you may need to reapply each academic year for continued permission to have an ESA.

What rules and expectations pertain to ESAs? There are some rules that apply to ESAs, and failure to follow them can result in the loss of permission to keep an ESA in your residence. The rules include:

- Emotional Support Animal (ESA)s must comply with state and local animal regulations, including license and vaccination requirements depending on the type of animal. This includes animals from other countries as long as they meet any customs/federal regulations concerning animals entering the U.S.
- Emotional Support Animal (ESA)s should be under effective control at all times and may not pose a danger or threat to the health or safety of other students, staff, faculty or guests.
- Emotional Support Animal (ESA)s cannot fundamentally alter the nature of the University's programs, activities or operations.
- Emotional Support Animal (ESA)s cannot create a nuisance to or distract from other students' use of the residence. Residence halls are places of study, so animals must not make excessive noise or cause disruption.
- Emotional Support Animal (ESA)s need to be kept in clean, sanitary and safe conditions. This responsibility falls on the student and the university assumes no liability for the animal. All animals must be properly cared for which includes food, medical treatment, clean living space, etc. Abuse and neglect of animals may result in a formal complaint and possibly ultimate removal from your campus residence.
- Students are responsible for complying with all applicable laws and regulations concerning their Emotional Support Animal (ESA)s, including vaccination, licensure, leash control laws, cleanup rules, and animal health.
- Emotional Support Animal (ESA)s do not require a deposit, but you are responsible for costs associated with any damage caused by your Emotional Support Animal (ESA). Damage includes pests (fleas, ticks) and additional wear and tear on carpets, furniture and university property.
- Emotional Support Animal (ESA)s are not permitted general access to campus areas other than your residence. Emotional Support Animal (ESA)s may use a designated area to relieve themselves provided they are under effective owner control at all times.
- Emotional Support Animal (ESA)s may not be left in the care of another residential student overnight and/or during university breaks. Alternative arrangements must be arranged.



- Owners are responsible for properly containing and disposing of all animal waste. Indoor animal waste, such as cat litter, must be placed in a sturdy plastic bag and tied securely before disposing of in an outside trash receptacle. Outdoor animal waste, such as dog feces, must be immediately retrieved by the owner, placed in a sturdy plastic bag and securely tied before disposing of in an outside trash receptacle.
- Owners must ensure that preventative measures should be taken at all times for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene to Emotional Support Animal (ESA)s. As per housing policy, Student Housing and Residential Education (SHaRE) staff inspect residential rooms during winter break and upon student move-out. If fleas or ticks are detected, the unit will be treated using an approved method and the resident will be billed for the expense.
- Emotional Support Animal (ESA)s are not allowed to go on university sponsored international trips. Many countries do not have similar disability laws to the U.S., and the laws regarding Emotional Support Animal (ESA)s pertain only to U.S. housing accommodations and may not necessarily extend to other countries.
- Students who are approved to have an Emotional Support Animal (ESA) on campus must sign an agreement with SDS, which will be on file with the SDS Office and Student Housing and Residential Education (SHaRE). The agreement will incorporate the rules and expectations with caring for an Emotional Support Animal (ESA) on campus. It will also provide an emergency contact and will name a person responsible for the animal should the student be unable to take care of the animal.

If a student fails to comply with the policies, then Student Housing and Residential Education (SHaRE) will investigate any complaints and will work with SDS to resolve any issues or concerns. If a determination is made that the animal should be removed, a joint letter will be sent to the student from the SHaRE and the SDS Office. If the student refuses to remove the animal from his or her campus residence after such a determination has been made, the issue will be referred to the Office of Student Rights & Responsibilities (OSCRR) for proceedings under the Student Conduct Code.

## **ADDITIONAL PROGRAMS AND OPPORTUNITIES**

SDS has various programs and opportunities designed to enrich and supplement the student's overall University experience. Assistance with employment and community outreach opportunities as well as recreational and group support activities are available. For more information students are urged to contact their disability specialist.

## **DISABILITY RELATED APPEAL PROCESS PROCEDURES**

SDS strives to provide equal access and reasonable, appropriate assistance and services to qualified students with disabilities. If a student is dissatisfied with SDS policies or procedures, or with related decisions, the student is encouraged to resolve the matter by communicating with their disability specialist. Equitable resolution of the matter should be sought through this interaction. If after communicating with a specialist the student is still dissatisfied, the student may initiate the appeal process.

For complaints related to non-academic program accommodations contact the Program Director or Department Chair of the program involved.

For complaints related to Employment contact:

Human Resources  
LM 339  
(415) 422-6707

Appeal Process Procedure (to be followed if the above procedure does not result in satisfactory results and at least one criteria for appeal is met).

To initiate the appeal process contact:

University Appeals Board  
UC 5th Floor

The University Appeals Board (UAB) is responsible for managing all appellate matters including ADA-related cases. A formal request for appeal must be submitted to the UAB in accordance with the criteria described below. The appeal process is not a hearing – it is a review of the record and process only.

University Appeals Board: deanofstudents@usfca.edu; (415) 422-4099

### **Criteria for Appeal**

An appeal will only be considered if at least one of the following criteria for appeal is met:

1. Procedural irregularities sufficient to affect the determination and/or the decision of the Director of Student Disability Services (SDS) or designee. *The student must describe how the procedures were not followed and/or how the process was not conducted fairly.*
  - The Director of SDS or designee is expected to conduct themselves in accordance with the policies and procedures of the University. Deviations from those policies and procedures that render their actions fundamentally unfair constitute a sufficient basis for an appeal to the University Appeals Board.
  - Procedural irregularities that are considered by the UAB to be harmless and did not, in the judgment of the Board, adversely affect the process, are not a basis for reversing the determination and/or the decision of the Director of SDS or designee.

2. New evidence that was not reasonably available for presentation at the time of the original complaint, the introduction of which could reasonably be expected to affect the determination of the Director of SDS or designee. *The student must submit, provide and describe the new and relevant information and explain why it was not available at the time of the original complaint.*

- All available evidence, including testimony of witnesses, is expected to be presented at the time of the original complaint - only on that basis can the Director of SDS or designee render fair and reasonable decisions. A student who seeks to introduce new evidence has the burden of demonstrating that the evidence was not reasonably available at the time of the original complaint, and that the introduction of such new evidence can be reasonably expected to affect the determination of the Director or designee.
- If the UAB determines that the student has satisfied this burden, the Board will reconsider the complaint in light of the new evidence.

#### **B. Consideration of Request and Determination of Appeal**

1. The student requesting appeal must show that the grounds for a request for appeal have been met. The original findings are presumed to have been decided reasonably and appropriately.
2. The UAB will review the request for appeal to determine if it meets either of the above criteria. If the request does not meet either of the criteria, the original finding of the Director of SDS or designee will stand, and such a decision is final.
3. If the UAB finds that at least one of the grounds is met, it will proceed with a thorough review of the original complaint and determination.
4. Appeals decisions by the UAB are to be deferential to the original decision, making changes to the finding only where there is clear error.
5. The Chair of the UAB will render a written decision on the appeal within 15 business days from receipt of the request for appeal. More time may be needed in some circumstances and any changes in timeline will be communicated to the student.

6. The determination of the UAB is final and no further appeals are permitted.

## **OFFICE OF CIVIL RIGHTS (OCR)**

*Any student has the right to file a complaint with the Office of Civil Rights of the U.S. Department of Education. The office will investigate and issue a Letter of Findings either supporting the student or the institution. To file a complaint with the Office of Civil Rights, please contact:*

U.S. Department of Education  
Office for Civil Rights  
50 Beale Suite 7200  
San Francisco, CA 94105  
Telephone: (415) 486-5555  
Fax: (415) 486-5570  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)  
Web: <http://www.ed.gov.ocr>

Retaliation against any persons filing a complaint is prohibited under state and federal law.

## **EMERGENCY EVACUATION PROCEDURES**

The University of San Francisco asks that persons with disabilities learn and remember features of each building they are in, including stairways, exits, phone locations, and elevator procedures. It is very important that persons with disabilities participate in all emergency drills to practice procedures. We recommend that individuals with disabilities assume responsibility in identifying several people in their classes and residence halls or office buildings who are willing to assist them in case of emergency, and discuss their needs with these individuals ahead of time. We highly encourage all students with disabilities to carry a cell phone at all times. In the event of an emergency on campus, the first step is to contact Public Safety Emergency at (415) 422-2911.

### **Students living in University Operated Housing**

Student Housing and Residential Education (SHaRE) recommends students with disabilities to participate fully in all emergency drills. SHaRE also recommends that students disclose their needs to their floor Resident Advisor and a few select and willing floor mates and/or their Residence Hall Director, so that these individuals are aware of evacuation needs and can inform officials what assistance may be needed in the event of an emergency. Students with disabilities who would like individualized evacuation assistance in advance of a drill may contact SHaRE, SDS, or Public Safety.

## Basic Fire Techniques in the event of a Fire Alarm

- Everyone should sleep with the bedroom door closed at night. A closed door will help slow the spread of fire, smoke, and heat. A person following an escape route should be sure to close the door behind him/her to slow the spread of fire.
- When the person hears the alarm, s/he should roll out of bed to the floor whenever possible, get down on hands and knees and crawl to the door and touch it. No one should stop for clothes, papers, jewelry, or other personal items.
- If after a few seconds, the person feels no heat from the door, s/he should open it just a crack to check for smoke. If no smoke is detected the person should close the door and go to the phone to dial Public Safety Dispatch at x2911. Once on the phone with Public Safety Dispatch, inform the dispatcher that the fire alarm is going off in the building you are in. Tell them who you are and where you are located, and that you are a person with a disability with limited mobility.
- Ask them if they have any information on the alarm at that time, and that with no sign of immediate danger that you are remaining in your room with the door closed. If the dispatcher knows that it is a true fire they will instruct you to the nearest fire exit stairwell to wait on the landing for an emergency personnel to assist in evacuating you.
- If they have no information at that time (other than officials are on their way), hang up and wait in the room. If the phone does not work and you do not have a cell phone or another way of calling for assistance, go to the window, if possible, and gain the attention of someone below (e.g., wave arms, a colorful piece of fabric, etc).
- If during the time in the room you begin to detect smoke or feel the door and it is now hot, call Public Safety again and get to the window. Tell them what has changed and you are near the window. If unable to contact Public Safety, again attempt to gain the attention of someone below. If possible, grab some towels or clothing and get them wet with water and shove them around the door to seal the cracks.
- Elevators should not be used when the fire alarm is going off, unless directed by emergency personnel.

## Power Outages or Inoperable Elevators

- In the event of a power outage or inoperable elevator in University operated housing, please contact Facilities Management at (415) 422-6464 during business hours, M-F 8am- 4:30pm, and Public Safety (415) 422-4222 during all other hours of the week.
- Inform officials of the problem, and make sure they know that you are a person with a disability. Give them your name, telephone number and location in the building. Ask officials to inform you when the issue is resolved, as appropriate.
- Stay where you are. If the problem cannot be resolved immediately and you need to get

out of the building for an emergency reason, contact Public Safety and tell them that you are in need of assistance.

- If the power outage or downed elevators are anticipated to last overnight, SHaRE will make the commitment to reasonably accommodate you and relocate you to another space in University Operated Housing.

### **Students in Academic and Office Buildings**

The University recommends students with disabilities disclose to the professor and/or colleagues what assistance they would need during an emergency. It may also be helpful to inform select classmates as well.

#### **Basic Fire Techniques in the event of a Fire Alarm**

- As appropriate, follow the basic fire techniques listed above for University operated housing.
- When the building fire alarm sounds and you are unable to evacuate safely, ask someone to inform the emergency personnel who and where you are. As appropriate, move toward a landing or exit. If possible, call Public Safety at (415) 422-2911 to inform them you are a person with a disability with limited mobility needing assistance. Give your name, number, and location.

#### **Power Outages or Downed Elevators/Lifts**

- Please call Facilities Management at (415) 422-6464 during business hours, M-F, 8am-4:30pm and Public Safety at (415) 422-4222 during all other hours. Inform these offices of the particular power outage/malfunction. Give your name, number and location.
- Stay in place. Inform these offices whether or not you are trapped, and/or if you are safely able to leave the building independently with the elevators/power down. Ask for an idea of how long the outage will be, and ask the appropriate office to call you and the individual back when there is additional information. If the power will be out for some time and you need to leave the building, contact Public Safety to have trained officials assist you.

## **APPENDIX INDEX**

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Appendix A



**Student Disability Services**  
Gleeson LL 20  
2130 Fulton Street  
San Francisco, CA 94117  
Tel 415.422.2613  
Fax 415.422.5906  
usfca.edu/sds  
Twitter: @usf\_sds

University of San Francisco  
Student Disability Services

Permission to Disclose Information

I, \_\_\_\_\_, give USF Student Disability Services (SDS) permission to disclose information and/or provide documentation regarding my disability to university faculty, staff, administrators and/or other(s) indicated below.

Where no names appear, I give SDS permission to release information regarding my disability, at their discretion, to faculty, staff, administrators and/or other(s) that have a vested interest in my studies at USF.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date



Appendix B



**Student Disability Services**  
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2130 Fulton Street  
San Francisco, CA 94117  
Tel 415.422.2613  
Fax 415.422.5906  
usfca.edu/sds  
Twitter: @usf\_sds

University of San Francisco  
Student Disability Services

Permission to Request Information

I, \_\_\_\_\_, give USF Student Disability Services (SDS) permission to request and obtain information and/or documentation regarding my disability.

Please forward any information and/or documentation regarding my disability assessment to the office of Student Disability Services. Thank you.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date



**Student Disability Services**  
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2130 Fulton Street  
San Francisco, CA 94117  
Tel 415.422.2613  
Fax 415.422.5906  
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Twitter: @usf\_sds

**University of San Francisco  
Student Disability Services (SDS)**

**General Documentation Guidelines For Health Impairments, Physical Impairments,  
Permanent Disabilities, Psychological Disorders, Hearing Impairments, Vision  
Impairments, Multiple Disabilities**

The guidelines are to aide you in working with your treating professional(s) to prepare the information needed to evaluate your request. If, after reading these guidelines, you have any questions, please call Student Disability Services at (415) 422-2613.

**Components must include:**

1. a. A diagnostic statement identifying the disability, date of the current diagnostic.  
b. A description of the diagnostic criteria and/or diagnostic test used.
2. A description of the current functional impact/limitations of the disability in an educational setting.
3. Treatments, medications, assistive devices/services currently prescribed or in use. A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side affects that may impact physical, perceptual, behavioral, or cognitive performance should also be noted.
4. A description of the expected progression or stability of the impact of the disability over time should be included. This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.
5. The credentials of the diagnosing professional(s).
6. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.



Student Disability Services  
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2130 Fulton Street  
San Francisco, CA 94117  
Tel 415.422.2613  
Fax 415.422.5906  
usfca.edu/sds

### Verification of Disability

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

The student named above has applied for services from the office of Student Disability Services (SDS) at University of San Francisco (USF). In order to determine eligibility and to provide services, we require documentation of the student's disability.

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability substantially limits one or more major life activities. A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations. The documentation must also support the request for accommodations and academic adjustments.

After completing this form, please print it out, sign it, and mail or fax it to us at the address above. The information you provide will not become part of the student's educational records, but will be kept in the student's file at SDS, where it will be held strictly confidential. This form may be released to the student at their request. In addition to the requested information, please attach any other information you think would be relevant to the student's academic adjustment. Please contact us if you have questions or concerns. Thank you for your assistance.

1. **Diagnosis/description of condition.** What is your DSM-5 and/or ICD-10 diagnosis for this student (if appropriate)?

\_\_\_\_\_  
\_\_\_\_\_

2. **Describe how this condition rises to the level of disability, and how it substantially limits a major life activity** (i.e. thinking, walking, learning, hearing, caring for oneself, etc.):

\_\_\_\_\_  
\_\_\_\_\_

3. **Circle one:**                      Psychological Disability                      Medical Disability

4. **Date of diagnosis:** \_\_\_\_/\_\_\_\_/\_\_\_\_

5. **Date student was last seen:** \_\_\_\_/\_\_\_\_/\_\_\_\_

6. Please list any academic or other disability accommodations you recommend:

\_\_\_\_\_  
\_\_\_\_\_

7. **How did you arrive at your diagnosis?** Please check all relevant items below, adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.

√	Criteria	Additional Notes
	Structured or unstructured interview with the student	
	Interviews with other persons	
	Behavioral Observations	
	Developmental history	
	Educational history	
	Medical History	
	Neuro-psychological testing. Date(s) of testing?	
	Psycho-educational testing Date(s) of testing?	
	Standardized or non-standardized rating scales	
	Other (Please specify):	

8. **Please check which of the major life activities listed below are affected** because of the diagnosis. Please indicate the level of limitation.

Life Activity	No Impact	Moderate Impact	Severe Impact	Don't know
<b>Concentrating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Memory</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Sleeping</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Eating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Social interactions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Self care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Managing internal distractions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Managing external distractions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Timely submission of assignments</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Attending class regularly &amp; on time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Making and keeping appointments</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stress management</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Organization</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Is this student currently taking medication(s) for these symptoms? \_\_\_\_\_

**9a. If so, describe the medication(s), date(s) prescribed, effect on academic functioning, and side effects.**

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**9b. Do limitations/symptoms persist even with medications?** \_\_\_\_\_

10. What is the student's prognosis?

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**11. Expected duration of condition/disability:**

Permanent/Stationary                       Fluctuating                       Temporary (specify approx. # of days \_\_\_\_\_)

12. How long do you anticipate the student's academic achievement will be impacted by this disability?

6 months                       1 year                       More than 1 year                       Other (please specify) \_\_\_\_\_

13. Level of Severity (please circle one):

Mild     Moderate     Severe

14. What other specific symptoms currently manifesting themselves might affect the student's academic performance?

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**15. Are there any specific symptoms currently manifesting themselves which might affect the student in a non-academic setting (i.e. on-campus housing, etc.)?**

---

---

**16. Is there anything else you think we should know about the student's disability?**

---

---

(Over)

Certifying Professional\*

_____ <b>Signature of Professional</b>	_____ <b>Date</b>
_____ <b>Professional's Name (printed) and Title</b>	_____ <b>License No.</b>
_____ <b>Address</b>	_____ <b>Telephone No.</b>
_____ <b>City, State, Zip</b>	_____ <b>Fax</b>

\*Qualified diagnosing professionals must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices.

APPENDIX D



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Twitter: @usf\_sds

**University of San Francisco  
Student Disability Services (SDS)**

**Guidelines for Documentation of a Specific Learning Disability**

Students who are seeking support services from the University of San Francisco's Student Disability Services (SDS) on the basis of a diagnosed specific learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. Protection under these civil rights statutes is determined on a case-by-case basis and is based upon documentation of a learning disability that currently substantially limits a major life activity including learning.

The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids. The learning specialist in SDS is available to consult with diagnosticians regarding any of these guidelines.

- 1) Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis or establishing that substantial limitation in a major life activity currently exists in individuals with a previous diagnosis of LD. Minimally, domains to be addressed must include (but not be limited to):
  - a) Aptitude: Appropriate assessment instruments include: The Wechsler Adult Intelligence Scale IV (WAIS-IV); The Woodcock Johnson Psychoeducational Battery-IV (WJ-IV): Tests of Cognitive Ability; and The Stanford-Binet Intelligence Scale: 5th Edition. All assessments must include subtest scores.
  - b) Achievement: Current functioning levels in reading, mathematics, and written language are required. Appropriate assessment instruments include: The Woodcock-Johnson Psychoeducational Battery-IV: (WJ-IV) Tests of Achievement; Wechsler Individual Achievement Test-III; (WIAT III); Stanford Test of Academic Skills (TASK); Test of Written Language-4 (TOWL-4).
  - c) Information Processing: Specific areas of information processing (e.g. short-term and

long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Appropriate assessment instruments include information from subtests on the WAIS-IV, the WJ-IV Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude-Adult (DTLA-4) as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

- 2) Testing must be current. In most cases, this means testing that has been conducted within the past three years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.
- 3) There must be clear and specific evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
- 4) Actual test scores must be provided. Standard scores are the preferred measurement; although percentiles and grade equivalents may be used only if accompanied by standard scores. This is important since certain university policies and procedures (e.g. petitioning for permission to substitute courses) require actual data to substantiate eligibility.
- 5) In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are not sufficient.
- 6) Professionals conducting assessment and rendering diagnoses of learning disabilities must be qualified to do so. Trained, certified, and/or licensed school psychologists, neuropsychologists, clinical psychologists, learning disabilities specialists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment. Experience working with the adult population is essential.
- 7) Tests used to document eligibility must be technically sound (i.e. statistically reliable and valid) and standardized for use with an adult population.
- 8) Diagnostic reports must include the names, titles, and professional credentials (e.g. licensed psychologist) of the evaluators as well as the date(s) of testing. All reports must be typed. Handwritten scores or summary sheets are not acceptable.



- 9) A written summary of or background information about the student's relevant educational, medical, and family histories that relate to the learning disability must be included.
- 10) Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning supported by specific test results or clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
- 11) A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level should be discussed.
- 12) Individual Education Programs (IEP's) and Section 504 plans are useful but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations

APPENDIX E



**Student Disability Services**  
Gleeson LL 20  
2130 Fulton Street  
San Francisco, CA 94117  
Tel 415.422.2613  
Fax 415.422.5906  
usfca.edu/sds  
Twitter: @usf\_sds

**University of San Francisco  
Student Disability Services**

**Attention Deficit/Hyperactivity Disorder (ADHD) Documentation Guidelines:**

Under the Americans with Disabilities Act (ADA), the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be eligible for services. In determining eligibility for accommodations under the Americans with Disabilities Act (ADA), the student must demonstrate that a qualified professional has established a formal diagnosis of a disability and evidence of a "substantial limitation" or impairment in a major life activity such as learning.

The following guidelines are intended to provide the evaluating professional the information necessary to document and validate the existence of ADHD, its impact on the individual's educational performance, and the need for reasonable accommodation(s).

**It is the responsibility of the student seeking accommodations to obtain and present his/her documentation to Student Disability Services.** Any correspondence regarding adequacy of the documentation will be communicated to the student. It is the student's responsibility to obtain additional information or assessment if requested. **The final determination of accommodation eligibility rests with Student Disability Services based on a review of the provided documentation and personal interview as outlined below.** All information provided to Student Disability Services is confidential and is not released without written consent of the student except on a need-to-know basis.

**Qualifications of the Evaluator**

Professionals conducting assessments rendering diagnoses of ADHD and making recommendations for accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of psychiatric disorders are essential. The name, title and professional credentials of the evaluator, including information

about license or certification as well as the area of specialization, employment and state or province in which the individual practices should be clearly stated in the documentation. The following professionals would generally be considered qualified to evaluate and diagnose ADHD **provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population:** clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors.

**Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable.** It is also not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

### **Documentation Should be Current**

Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the disability on current academic performance, it is in an individual's best interest to provide recent and appropriate documentation. Student Disability Services requires that documentation be no more than 3 years old.

Although prior documentation is useful in determining appropriate services in the past, current documentation must validate the need for services based on the individual's present level of functioning in the educational setting. A school plan such as an IEP (individualized educational plan) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report. However, a prior history of accommodations without demonstration of a current need does not in itself warrant the provision of like accommodations. If no prior accommodations were provided, the qualified professional and/ or the candidate must include a detailed explanation of why no accommodations were needed in the past and why accommodations are needed at this time.

### **Comprehensive Documentation**

Documentation should be comprehensive and must include the following:

- **Evidence of Early Impairment**

Relevant historical information is essential since ADHD is by definition, first exhibited in childhood and manifests itself in more than one setting.

- **Evidence of Current Impairment**

In addition to providing evidence of childhood history of impairment, please also include evidence of ongoing impulsive/hyperactive or attentive behaviors that significantly impair

functioning in two or more settings. Please also include diagnostic interviews including self-reports and third party sources.

- **Rule out of Alternative Diagnoses or Explanations**

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/ or personality disorders that may confound the diagnosis of ADHD.

- **Specific Diagnosis**

The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis and avoid using terms such as "suggests", "is indicative of", or "attention problems". Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations do not fit the prescribed diagnostic criteria for ADHD. Please note that a positive response to medication by itself does not confirm a diagnosis, or does use of medication in and of itself either support or negate the need for accommodation.

- **Relevant Testing**

Neuropsychological or psychoeducational assessment is important in determining the current impact of the disorder on the individual's ability to function in academically-related settings. The evaluator should objectively review and include within the evaluation report relevant background information to support the diagnosis. If grade equivalents are reported, they must be accompanied by standard scores and/or percentiles. Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/ or surveys can serve to supplement the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. All data must logically reflect a substantial limitation to learning for which the individual is requesting the accommodation.

**Each Accommodation Recommended by the Evaluator Should Include a Rationale**

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of impact on the individual. The diagnostic report may include specific recommendations for accommodations at postsecondary institutions. A detailed explanation as to why each accommodation is recommended must be provided and should be correlated with specific functional limitations determined through interview, observation, and and/ or testing.

**A reasonable accommodation within the evaluator's report may or may not constitute a reasonable accommodation at the University of San Francisco.**

*\*These guidelines have been adapted from The Consortium Guidelines for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults, (1998), the Consortium on ADHD documentation.*

APPENDIX F



**Student Disability Services**  
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### Sample Faculty Notification Letter

[Term] – [Course Number] – [Course Name]

**Important Notice:** The information in this letter is strictly confidential!

[Student Name] has requested that we inform you of their documented disability. The documentation on file with our office meets institutional requirements that qualify this student as a person with a disability under the Americans with Disabilities Act (ADA). The student is eligible for the accommodations listed below.

Accommodations for students with disabilities are made on an individualized basis with input from the student, you the faculty or staff member, and SDS. It is the student's responsibility to meet with you to discuss appropriate accommodation arrangements.

**Please review the specific accommodations the student is eligible to receive:**

1. [Accommodations listed for which the student is eligible.]

**The reasonable accommodation process is a collaborative one: involving the faculty, the student, and SDS. If you have any questions about this student or their accommodations, please contact their specialist, [Specialist name and email here].**

For tutorials on how to use SDS Online Services, please visit [www.usfca.edu/sds/tutorials](http://www.usfca.edu/sds/tutorials)

**Important Links:** Faculty Guidelines for Accommodating Students with Disabilities

Information for faculty is available at [www.usfca.edu/sds/faculty](http://www.usfca.edu/sds/faculty)

If you want to learn more about teaching techniques for students with disabilities, please visit: <http://www.usfca.edu/sds/teaching/>

Thank You,

Student Disability Services

Gleeson Lower Level 20 | 2130 Fulton Street | San Francisco, CA 94117 | 415-422-2613



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**STUDENT DISABILITY SERVICES, (SDS)  
ACCOMMODATION AGREEMENT**

I, **STUDENT NAME**, understand and agree to the following reasonable accommodations listed below. These accommodations are based on my diagnostic or medical documentation, and my stated need while I am attending classes at USF only. I understand SDS reserves the right to review and/or amend these accommodations as appropriate. I further understand that if eligible for exam accommodations, I must abide by the University Academic Honesty policy.

Accommodation Begin Date: **DATE**

These accommodations are provisional/temporary/permanent and are valid through: **DATE**

**University Recommended Accommodations:**

- Accommodations listed here

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SDS Disabilities Specialist

\_\_\_\_\_  
Date



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**USF Student Disability Services (SDS)**  
Equipment Agreement

I am borrowing the following from Student Disability Services:

- Easy Listener (transmitter and receiver valued at \$600.00)
- Easy Listener Carrying Case (valued at \$50.00)
- Easy Listener Power Cord (valued at \$50.00)
- Microphone with clip and neck cord (\$12.00)
- Headphones (valued at \$12.00)
- Amigo Receiver (valued at \$499)
- Amigo Transmitter (valued at \$875)
- Amigo Carrying Pouch (valued at \$15)
- Tape Recorder (valued at \$100.00)
- LiveScribe Pulse Smartpen (valued at \$125) Serial # \_\_\_\_\_
- Pearl Portable Reading Camera (valued at \$795)
- Other: \_\_\_\_\_ (valued at \$ \_\_\_\_\_ )

I understand that if I lose or fail to return any of the items, I am responsible for replacing the equipment at my own expense, or reimbursing SDS for the full amount of the lost items. If I do not reimburse SDS for any lost items, I understand that One Stop Enrollment and Financial Services will place a Hold on my student account, which in turn may effect my registration status.

Student/Staff name (Please Print): \_\_\_\_\_  
Last First

\_\_\_\_\_  
Student Signature USF ID #: Date

For Office Use only _____
------------------------------





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### **Recording Lectures Agreement**

Students with disabilities who are unable to take or read notes have the right to audio record class lectures for their personal study only.\* Lectures recorded for this purpose may not be shared with other people without the consent of the lecturer. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.

Pledge: I have read and understand the above policy on recording lectures at the University of San Francisco, and I pledge to abide by the above policy with regard to any lectures I record while enrolled as a student at USF. The Student Code of Conduct will cover any violations of this agreement.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SDS Disabilities Specialist

\_\_\_\_\_  
Date

I give my permission for this student to record lectures in my course

\_\_\_\_\_ during the term of \_\_\_\_\_

under the conditions described above.

\_\_\_\_\_  
Faculty signature

\*84.44 of Section 504 of the Rehabilitation Act of 1973 (P.L.93-112, amended P.L.93-516 ) "(b) Other rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity."



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### **Alternative Media Formats Student Agreement**

I understand the terms and policies laid out in the Alternate Media Policy supplied by the office of Student Disability Services at the University of San Francisco. I agree to this policy and understand the consequences of acting outside its boundaries.

I understand that any electronic text supplied to me by the University of San Francisco, is solely for my own educational purposes. I will not copy or distribute any such electronic text in violation of the Copyright Revision Act of 1976, as amended (17 U.S.C. Sec. 101 et seq.). I understand that failure to abide by this agreement may constitute a violation of the Student Code of Conduct, and a violation of the university policy on responsible use of Student Disability Services.

I have received and read a copy of the policy on responsible use of SDS services and I understand that a violation of that policy may result in suspension of accommodations from the office of Student Disability Services.

\_\_\_\_\_  
Name of Student (please print)

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date



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## **Student Disability Services Auxiliary Aides and Services Definitions**

### **Lab Assistants**

Lab assistants are hired by SDS to assist students registered with SDS in lab courses. Lab assistants help students with disabilities accomplish lab tasks, (e.g. handling/carrying equipment, mixing chemicals, etc.) and follow established, safe lab procedures at all time. Lab Assistants do not offer or provide hints, memory help, or answers to the student.

### **Note Taker**

A note taker is a student assistant hired by SDS to take notes for a student registered with SDS. It is the responsibility of the note taker to provide clear and concise notes and upload them to the SDS online services site within 24hrs of the end of class. Note takers are not a substitute for class attendance-SDS students who utilize note taking as an accommodation must attend class regularly.

### **Personal Assistant (PA)**

A Personal Assistant is a paid employee who assists a person with a disability in order to accomplish daily tasks. This can include: dressing, grooming and hygiene, mobility and transfers, toileting, housekeeping and miscellaneous tasks. Personal Assistants not only assist people with physical disabilities, but with other types of disabilities as well. PAs are hired, employed, and supervised directly by the individual. SDS cannot directly provide or manage PA services due to liability concerns, but SDS can advise students on obtaining funding, recruiting/hiring PAs and managing your PAs. We can also assist you with making sure that your PA can meet your specific needs by working with you to develop PA requirements and trainings.

### **Reader**

Volunteer or employee of a blind or partially sighted individual who reads printed material in person or for audio recording. A reader does not provide tutoring assistance (please see "Tutor" definition).

**Scribes**

Performing exam assistance: Scribes offer assistance to our student with writing, manipulating test materials, or other test-taking assistance. Scribes do not offer or provide hints, memory help, or answers to the student. If you believe the student has dictated the wrong answer on a test, please write down the student's answer, without comment. If a student has questions about the exam content or procedures, please direct the student to ask the proctor for assistance.

APPENDIX L