

Bellarmino University



Accessibility Resource Center
Enhancing abilities, supporting success

Handbook for Students, Faculty, and Staff

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Section I: Introduction to the Accessibility Resource Center

A. Introduction, Mission, and Contact Information

1. Introduction

Welcome to the Accessibility Resource Center Handbook for Students, Faculty, and Staff. The purpose of this handbook is to educate the community about the resources available to students with disabilities at Bellarmine University. The handbook includes information on the legislation protecting college students with disabilities, the policies in place at Bellarmine to assist these students, and the different types of accommodations available to qualifying students. All students who receive accommodations through the Accessibility Resource Center have been assessed by Accessibility Resource Center staff to ensure they properly qualify and have provided appropriate documentation. Ultimately, the goal of this handbook is to provide another resource to our students to help with the overall mission of diversity and inclusion at Bellarmine University.

2. Mission

The Accessibility Resource Center is committed to achieving equal opportunities, access, and full participation for people with disabilities in all campus activities, programs, and events. The Accessibility Resource Center respects the intrinsic value of our students and recognizes the importance of an individualized approach when considering reasonable accommodations, services, and academic adjustments. We strive to help students see that their disability contributes to their strengths and resiliency and grants them a unique perspective when faced with obstacles. These qualities contribute to a diverse campus and enrich the educational environment. We are dedicated to removing the institutional, physical, and attitudinal barriers our students face during their higher education journey. The Accessibility Resource Center strives to guide students to become strong self-advocates in getting their accommodation needs met in college and beyond.

3. Contact Information

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B. Legislation Protecting Students with Disabilities

The two legal mandates that protect students with disabilities enrolled in higher education are:

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA; ADAAA)

1. Section 504 of the Rehabilitation Act of 1973

Section 504 states: “No otherwise qualified individual with a disability in the United States . . . shall solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Rehabilitation Act prohibits discrimination on the basis of a disability. The Section 504 mandate has promoted the development of disability-related services in educational settings. While colleges and universities are not required to provide special educational programming for students with disabilities, they are required to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the participation of students with disabilities in the same program and activities available to non-disabled students.

Although colleges and universities must assure that students with disabilities have the same opportunities as all qualified students to be successful on the basis of their intellectual abilities and academic achievements, post-secondary institutions are under no obligation to guarantee the success of students with disabilities in higher education. Students with disabilities at the post-secondary level must be proactive in disclosing their disability to Accessibility Resource Center, self-advocating for their needs, and reaching out for the services provided.

2. Americans with Disabilities Act

Title II and III of the Americans with Disabilities Act (ADA) are federal anti-discrimination statutes that apply to all services, programs, and activities offered by public and private entities. The ADA prohibits discrimination on the basis of a disability and requires state and local governments to provide qualified individuals with disabilities equal access to their programs, services, and activities. ADA strengthens Section 504 by extending coverage to all organizations not previously covered.

While ADA prohibits discrimination based on a disability, it does not release students with disabilities from meeting the same essential qualifications for admissions to a program, course, or degree. Each school should publish a list of qualifications deemed essential for admission and success in their program.

3. ADA Amendments Act of 2008 (ADAAA)

This newest law, which clarifies the intent of the ADA, was signed September 25, 2008 and went into effect on January 1, 2009. This law expands the definition of major life activities and specifies that one should not consider mitigating measures (i.e., medication, prosthetics, assistive technology, etc.) when determining eligibility for accommodations.

C. Confidentiality and Release of Information by Student

The documentation and information provided to the Accessibility Resource Center is treated with the strictest confidentiality. All files are located in Accommodate and the Accessibility Resource Center office with access to only limited staff members. These files are protected under FERPA (see Section I, D below for details).

These files are not a part of a student's educational record.

PLEASE NOTE: IF YOU FORWARD YOUR DOCUMENTATION ELSEWHERE, WE CANNOT ASSURE CONFIDENTIALITY.

We ask students to sign a "Release of Information" when requesting accommodations, which allows us to send a copy of the accommodation letter to instructors. The type of disability is not disclosed by Accessibility Resource Center staff members. The student is free to amend this form to further limit release of information.

Our philosophy is to encourage self-identification and self-advocacy. This means we encourage each student requesting accommodations to discuss their needs and learning styles with their instructors themselves. Once the accommodation letter is sent to instructors, the student is directed to email their professors to set up a meeting to discuss the letter in person. During this meeting, the student does not need to disclose their disability, but they should review the accommodations they receive. The Accessibility Resource Center supports overall student development, and our goal is to guide students toward self-awareness, independence, and self-pride. We will of course, provide immediate support to the student at any stage (at their request), should they feel uncomfortable in communicating needs.

D. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Disability information is never a part of any directory information released.

In order for Accessibility Resource Center staff to discuss student information with staff, faculty members or parents, a registered student must present a FERPA waiver, or a release signed by the student. The student must name the parties to whom the information may be released. A FERPA form or the release section of the student's "Request for Accommodation Form" may be used for such purposes.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

E. Bellarmine University Rights and Responsibilities

Colleges and universities have the right to:

- Maintain academic, admissions and graduation standards.
- Require that a student with a disability provide current documentation completed by a qualified professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of the documentation with the student's signed consent authorizing discussion.
- Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids for each student on a case-by-case/course-by-course basis.
- Deny a request for accommodations, adjustments, and/or auxiliary aids if
 1. the documentation does not identify a specific disability,
 2. the documentation fails to verify the need for the requested services, and/or
 3. the documentation is not provided in a timely manner.
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable, including any that:
 1. poses a direct threat to the health and safety of others;
 2. constitutes a substantial change or alteration to an essential element of a course or program;
 3. fundamentally alters the nature of the service provided; and/or
 4. poses undue financial hardship or administrative burden on the institution.

Colleges and universities have the responsibility to:

- Review and revise institutional, programmatic, employment and other policies and procedures to assure that they do not discriminate against qualified individuals with disabilities.
- Ensure that the institution's courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings based on a review of what the law requires.
- Provide information regarding policies and procedures to students with disabilities in a timely manner and assure its availability in accessible formats.
- Evaluate students on their abilities, not their disabilities.
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.
- Inform students with disabilities of the college or university policies and procedures for filing a formal grievance both internally and/or through external agencies (e.g., US Department of Education Office of Civil Rights).

Section II: Information for Students

A. Student Rights and Responsibilities

The Americans with Disabilities Act (1990) defines a person with a disability as a person having a physical or mental impairment that substantially limits a major life activity (i.e., walking, standing, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself), has a record of such impairment, or is regarded as having such an impairment.

Under the Rehabilitation Act of 1973 (and amendments) “No otherwise qualified person with a disability in the United States . . . shall, solely by reason of . . . disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Bellarmine University receives federal financial assistance and is, therefore, subject to this law.

Every otherwise qualified student with a documented disability has the following rights:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the college or university.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined by the institution on a case-by-case and/or course-by-course basis.
- Appropriate confidentiality of all information pertaining to the disability with the choice of to whom to disclose the disability, except as required by law.

- Information reasonably available in accessible formats.

Every otherwise qualified student with a documented disability has the responsibility to:

- Meet the qualifications and essential technical standards, both academic and institutional, including the student code of conduct.
- Identify themselves in a timely manner as an individual with a disability when requesting an accommodation from the Accessibility Resource Center office.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations, and the need for specific accommodations
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and services.

B. Procedures for Receiving Accommodations

Bellarmino University strives to provide an accessible environment for students with disabilities. The Accessibility Resource Center treats all students professionally, and respects confidentiality (see Section I, C). To determine reasonable and appropriate accommodations, students who have disabilities should follow these steps:

1. **Apply for Accommodations:** Submit an Accommodation Request Form on Accommodate, the web-based platform used by the ARC to manage student accommodations. You can find a link to the Accommodation Request Form on the Accessibility Resource Center homepage under Request Accommodations. Complete the request form, upload disability-related documentation, including psychological, neurological, or other test results, previous accommodations received, and relevant information from your treating professional (see section II, C; Eligibility for Accommodations). This documentation is only visible to the Accessibility Resource Center (see Section I, C; Confidentiality). Make sure to click **Submit** at the bottom of the screen to complete the application process.
2. **Schedule Meeting with the Accessibility Resource Center:** Once the Accommodation Request Form is submitted, the Accessibility Resource Center will email students with instructions for scheduling an initial appointment to finalize accommodations. If additional help is required, contact the Accessibility Resource Center via email at arc@bellarmine.edu.
3. **Meet with Instructors:** Once accommodation letters are emailed to instructors it is the student's responsibility to initiate contact with all instructors and set up a brief appointment to review the accommodation letter and discuss student/faculty responsibilities. **It is essential that students communicate with instructors about accommodation needs.** The implementation of academic accommodations is a *shared responsibility* between the student, the instructor, and the Accessibility Resource Center. Students and instructors discuss each requested accommodation and how it will be implemented so that it is appropriate to both the student's needs and the format of the course.

4. **Renew Accommodations EACH Semester:** Students must submit an accommodation renewal request and meet with the Accessibility Resource Center at the beginning of each semester. It will not be necessary to provide new documentation each semester (unless your condition and needs change), but you do need to make an appointment on **Accommodate** to renew your accommodations. Accommodations do not carry over to a new semester, even if you have had a professor in the past.

C. Eligibility for Accommodations

To receive disability-related accommodations, appropriate documentation of a student's disability is required. This information will remain in **Accommodate**. Accommodations are approved on a case-by-case, individualized basis.

Documentation guides the accommodation process by:

- establishing a student's eligibility for services,
- defining the impact of a student's condition(s) in an academic environment, and
- identifying appropriate strategies and reasonable accommodations to facilitate equal access.

Appropriate documentation should:

- Be typed on letterhead, dated, and signed by a qualified professional.
- Contain the official diagnosis.
- Include the method of diagnosis (interview, personality assessment, mental health instruments, physical exam, etc.).
- Describe how the disability affects the student's ability to perform academically and their daily functioning.
- Describe expected duration, progression, and stability of a condition.
- Include the treatment plans (on-going therapy, medication prescribed, physical therapy, etc.).
- Have recommended services that would assist with academic achievement.
- List the names and titles of the evaluators, as well as the date(s) of the testing.

Documentation guidelines for specific disabilities can be found on the Accessibility Resource Center website under Documentation Guidelines

<https://www.bellarmino.edu/studentaffairs/accessibility-resource-center/doc/>.

D. Temporary Accommodations

The Accessibility Resource Center at Bellarmine University is committed to creating and maintaining an inclusive campus which includes extending services and accommodations to those with temporary injuries or students experiencing undiagnosed psychological distress and are in the process of being evaluated. Temporary injuries, such as a broken limb, surgery, concussions, etc. will be considered for limited, temporary accommodations. The Accessibility

Resource Center may provide accommodations for temporary injuries as space and resources allow.

Students with temporary injuries should note that federal disability law, such as the Americans with Disabilities Act (ADA) of 1990, does not recognize temporary injuries or acute medical conditions as eligible for protection for disability related accommodations under the ADA. If a temporary injury lasts longer than six months, the student may be afforded legal rights under the ADA.

While these accommodations will be temporary, they do take time to enact, therefore setting up an appointment with the Accessibility Resource Center as soon as the student is able is suggested.

Temporary housing-related accommodations will be approved on a case-by-case basis by the Accessibility Resource Center staff and based on documentation provided. The Accessibility Resource Center will work in conjunction with Housing staff in an effort to accommodate student's temporary needs. However, due to space constraints and timing, there could be limits to providing a temporary housing accommodation. Accommodations through the Accessibility Resource Center are not retroactive, including accommodations for temporary injuries.

Students with temporary injuries will follow the procedures and documentation requirements as listed in Section II, B and C. This includes the need for appropriate medical documentation and evidence of need in regard to temporary accommodations.

E. Accommodations for Student Athletes

Student athletes with long-term disabilities and short-term injuries/conditions may qualify to use accommodations through the Accessibility Resource Center. These students are required to follow Accessibility Resource Center procedures (Section II, B. Procedures for Receiving Accommodations) and meet documentation requirements (Section II, C. Eligibility for Accommodations) when requesting formal, academic accommodations. Athletic Advisors may be more involved in the communication process with faculty when a student athlete sustains an injury. The following procedures should be followed when student athletes with or without on-going accommodations experience injuries that impact their performance in the academic setting.

- **Student Athletes with on-going accommodations:** When a student athlete registered with the Accessibility Resource Center (accommodation letter already in place for the semester) receives an injury that impacts him/her in the classroom the subsequent steps will be followed:
 1. Student's Athletic Advisor notifies The Office of Student Affairs of the injury/condition and verifies the student is receiving medical attention.
 2. The Office of Student Affairs sends an official memorandum to the injured student's instructors notifying them that the student will be out for several days for medical reasons. If the student athlete has sustained a concussion, the instructors will be

- notified that the student will not be able to check email and will need complete cognitive rest for several days.
3. Athletic Advisors will continue to communicate with faculty about the duration of the absence from class (based on neurologist recommendation).
 4. If the neurologist makes academic accommodation recommendations that are not already included on the student's current accommodation letter, the student is responsible for meeting with Accessibility Resource Center to have the accommodation letter amended. If the recommendations for new accommodations are reasonable, an amended accommodation letter will be sent to the student's instructors.
 5. If there are no new recommendations, the student will continue to use the accommodations already in place. Students are encouraged to review their accommodation letters with faculty to ensure proper provision of accommodations.
- **Student Athletes with temporary injuries/conditions:** When student athletes with no history of a diagnosed disability are injured or are temporarily impacted by a medical condition the subsequent steps will be followed:
 1. Student's Athletic Advisor notifies The Office of Student Affairs of the injury/condition and verifies the student is receiving medical attention.
 2. The Office of Student Affairs sends an official memorandum to the injured student's instructors notifying them that the student will be out for several days for medical reasons. If the student athlete has sustained a concussion, the instructors will be notified that the student will not be able to check email and will need complete cognitive rest for several days.
 3. Athletic Advisors will continue to communicate with faculty about the duration of the absence from class (based on neurologist recommendation).
 4. If the neurologist makes academic accommodation recommendations (i.e., extra testing time), the student's Athletic Advisor will refer the student to Accessibility Resource Center (see Section II, B. Procedures for Receiving Accommodations).
 5. The Accessibility Resource Center will send temporary accommodation letters to student's instructors if the documentation is appropriate, and the accommodation request is reasonable.
 6. The Accessibility Resource Center may request additional documentation if the student requests to use accommodations beyond the temporary period.

F. Common Accommodations

Bellarmino University offers a range of accommodations designed remove barriers created by a disability. It should be noted accommodations cannot fundamentally alter the nature or format of the course (e.g. in-person classes cannot be required to be provided online and online classes required to be provided in-person , nor can accommodations alter the essential requirements of a course or program). Because each student's situation is different, accommodations are determined on a case-by-case, individualized basis.

Some commonly used accommodations include, but are not limited to:

- Extended testing time
- Distraction reduced testing environment
- Readers and scribes for tests
- Notetaking assistance
- Textbooks in an accessible format
- Flexibility with attendance
- Alternative assignments
- A reduced courseload
- Priority registration
- Accessible housing
- Accessible parking-please note Public Safety provides accessible parking passes

A more detailed explanation of specific accommodations is located in Section II, F through R.

Additional accommodations may be offered based on documented needs. The services listed above are free to students with appropriate documentation on file.

To read about other services and campus support available see Section IV, A.

G. Testing Accommodations

Testing accommodation eligibility is dependent on history, self-reporting, and the Accessibility Resource Center's review of appropriate documentation. Testing accommodations aid students with a variety of disabilities in which time and environmental distractors act as barriers for the student in demonstrating knowledge.

The following accommodations are used in testing situations:

- **Distraction-reduced or Isolated testing environment** - The student has a right to be tested in a distraction-reduced (others in testing room) or isolated (student alone in smaller testing room) location.
- **Extended testing time** - The student has a right to 1 ½-2 times the scheduled time (not unlimited time) to complete exams, quizzes, lab practical exams, midterms, and final exams. It is the student's responsibility to communicate with professors at the beginning of each semester to reach an agreeable solution regarding testing times.
- **Assistive technology during testing (text-to-speech)** – The student qualifies to use assistive technology provided by the Accessibility Resource Center for reading on all exams/quizzes. Instructors are asked to provide exams in an electronic format to the Testing Center.
- **Assistive technology during testing (word processor)** - The student qualifies to use word processing software to type short answers and essay question responses.
- **Reader or Scribe** - Students who qualify to use a reader and/or scribe must not only reserve the space in the Testing Center but must also email the Accessibility Resource

Center (arc@bellarmine.edu) to make arrangements for this accommodation. Arrangements for a reader and/or scribe must be made at least one week in advance.

Steps to request an appointment at the Testing Center:

During the regular academic year, the Testing Center is typically open Monday through Friday from 8:00am-5:00pm. All exams must be completed by 5:00pm. Students should schedule them early enough to be finished by 5:00pm. The Testing Center is closed on university holidays.

1. Before registering for a test in the Testing Center, students should consult with the instructor to determine an appropriate date and time to take the test.
2. Students must request a testing center appointment a **minimum of 3 business** days before the desired appointment time by completing the electronic sign-up form located on Accommodate under the Testing Center Tab.
3. Faculty must approve all requests on Accommodate.
4. Appointments are given on a first-come, first-served basis until the center reaches capacity. At this point students will be referred back to their faculty member to make arrangements for the student to take the test at another time.
5. Student should arrive at the scheduled time even if the test remains in “Pending” in Accommodate.
6. If the instructor clarifies questions or makes corrections during the test, the student in the Testing Center must be given the same information. Instructors are encouraged to make note of any changes and either email the Testing Center Coordinator at studentsuccess@bellarmine.edu if the student is still testing or give the student the opportunity to make corrections after the test, during office hours.

If the scheduled test is canceled or moved, please notify the Testing Center at 502.272.7401 or email studentsuccess@bellarmine.edu

If an instructor schedules a test outside of the Testing Center’s regular hours of operation, it is the student’s responsibility to make arrangements with the instructor to take the test at an appropriate time. The instructor may also choose to proctor the test in an appropriate testing space in another location. Students with documented accommodations are welcome to use the Testing Center during operating hours but are not required to use the Testing Center.

Final Exams:

Final Exams are proctored in blocks and two start times are offered. The morning exam block begins at 8am and the afternoon exam block begins at 1pm. Due to volume, many final exams are proctored in locations outside of the Testing Center.

Testing Center Policies:

- Faculty need to approve the test request.
- Upon arrival, students are required to empty their pockets, place all personal belongings (cellphone, jacket, hats, smart watches, etc.) in their book bag, and store personal

belongings in the lockers provided by the Testing Center. Food and drink are not allowed in the Testing Center unless specified in the student's individualized accommodation letter.

- Students may not use books, notes, calculators, or other aids when taking exams unless the instructor has indicated that these items are allowed during the exam. Instructors supply this information to the Testing Center in advance of the testing date.
- Students are not allowed to use the restroom unless documentation supports this need.
- Exams are collected when the allotted testing time (as described by the instructor or in the accommodation letter) has ended. Students must turn in all testing materials, including scratch paper to the testing proctor before leaving.
- The exam must be completed in one sitting, unless specified in the accommodation letter.
- All students will be monitored by a proctor and video surveillance. Monitoring includes watching from a seated position in the testing room, walking through the room, and viewing live surveillance footage from within the Testing Center.
- When scheduling a test with the instructor, be sure to pick a time that allows enough time to complete the exam.
- Disruptive behavior will not be tolerated. Any student acting in a disruptive manner will be asked to leave the Testing Center.
- Students taking exams in the Testing Center must adhere to the Bellarmine Academic Honesty Policy as stated in the course catalog and student handbook.

Students are expected to uphold the integrity of the testing process. If a violation occurs the policies and procedures defined in the Student Code of Conduct will be enacted.

***See Section III, D for faculty responsibility in coordinating testing accommodations**

H. Notetaking Accommodation

Notetaking accommodations allow students with disabilities that impact their notetaking ability to have equal access to lecture content. They benefit from notetaking assistance so they may review any information they were unable to process or record during lectures, labs, or in class discussions.

Steps to requesting notetaking assistance:

1. Follow the procedures for applying for accommodations on-line through **Accommodate** (Section II, B).
2. Students then meet with Accessibility Resource Center staff to request notetaking assistance.
3. If this accommodation is supported by documentation and approved, the Accessibility Resource Center will provide the student access to a notetaking application. This application includes a transcription feature that provides a written transcript of the lecture. Training on the use of this application will be offered. Access to the application will be renewed each semester.

4. For cases in which the notetaking application is not adequate to provide equal access, the Accessibility Resource Center will perform a volunteer notetaker search.
 - a. To view supplemental notes from the volunteer notetaker, students will need to log into their Accommodate account. Students will see a tab called “Note-Taker Network” on their Accommodate homepage. All the uploaded notes will be available under this tab. If more direction is needed, please contact the Accessibility Resource Center.
 - b. Regular attendance in the class for which you are using a notetaker is required; the note taker is not a substitute for class attendance.
 - c. If the notes being provided are poor quality or are not provided consistently, it is the student’s responsibility to contact the Accessibility Resource Center. The Accessibility Resource Center will then recruit a new note taker for the class.
 - d. If students approved for using the notetaker accommodation drop the course for which they are receiving notes, **the student must inform the Accessibility Resource Center immediately.**

I. Electronic Texts and Readers

Many students with disabilities use reading software as an auxiliary aid to assist them with reading textbooks.

- Students must show proof of purchase of the textbooks before electronic texts can be requested.
- Electronic texts are subject to availability from the publishers.
- The Accessibility Resource Center cannot guarantee that your electronic texts will be ready by the start of the semester but will make every effort to complete them in a timely manner. It is the student’s responsibility to provide the Accessibility Resource Center with textbook information (title of book, author, edition, ISBN#) as soon as the information is available.
- In order to utilize electronic text materials, students will need to use the text to speech software of their choice. Text-to-speech technology allows a computer to read the text aloud. Students will need to be familiar with this reading technology in order to properly utilize it.

*Note: If an electronic text is not available for a title you have requested, your book may need to be scanned and shared with you electronically. Please keep in mind that this takes a great deal of time and plan accordingly.

J. Recording Class Lectures

The Accessibility Resource Center may approve for a student with disabilities be permitted to record class lectures as a form of academic accommodation, which would include the use of a device for recording. The student will be able to listen to the recording in order to help with comprehension of material and to catch information missed during lecture.

Use of this accommodation is subject to the following conditions:

- Recordings of class lectures are only for the student's personal use in study and preparation related to the class.
- The student may not share these recordings with any other person, whether or not that person is in their class, without the written consent of the lecturer.
- Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity.
- Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express written consent of the lecturer and without giving proper identity and credit to the lecturer.
- The student agrees to delete any recordings that were made when they are no longer needed for his/her academic work.
- The student may choose to utilize their laptop or another personal device to take the audio-recordings.
- Instructors may not deny the use of a recording device but can request that students sign this policy as a record that they understand and agree to the conditions above.

K. Flexibility with Attendance

Flexibility with attendance is implemented for students who have a disability that is characterized by periods of exacerbated symptoms (which may necessitate recurrent absences) and by periods of reduced symptoms. It is a common misconception that students who use this accommodation do not want to be in class, but in reality, their disability prevents them from being in class. Students who qualify for flexibility with attendance should be permitted to make up missed tests/quizzes, may need special consideration in meeting deadlines for assignments, and require leniency with the attendance policy. The Accessibility Resource Center will provide guidance for instructors to ensure the student's accommodation needs are met, while also meeting program requirements.

It is the student's responsibility to schedule a time to discuss this accommodation with instructors at the start of the semester. During this discussion, the student and the instructor should complete the Attendance Policy Exception Agreement provided by the Accessibility Resource Center. Both the instructor and student should keep a copy of this form for their records.

Students are instructed to communicate directly with their faculty member as soon as they know they must miss a class due to their disability. It is key for students to keep an open line of communication with their faculty to cover any missed material during their absence. This accommodation allows the student *reasonable* absences, but the faculty member still has the right to decide if the student has missed too much in-class learning which negatively impacts the student's educational outcomes for the course.

It is the student's responsibility to notify their faculty member in regard to the period of illness and make arrangements to complete all of the required course work. The student also understands that they will need to work with faculty to discuss the anticipated new due dates and/or testing times.

The faculty member has the right to determine if the number of absences compromises the academic integrity of the course. Faculty may advise the student to drop the course if lack of attendance becomes a barrier in learning.

L. Alternative Assignments

Alternative assignments are approved as an accommodation and is determined based on the documentation provided by the student. Although students have the ability to learn the information, the method of demonstrating their knowledge creates a barrier. This accommodation is meant to remove that barrier by exploring alternate ways for the student to demonstrate their mastery of the material and course objectives.

For example, when students approved for this accommodation are required to do class presentations a possible alternative assignment could be to have the student write a research paper in place of an oral presentation. Another suitable suggestion would be to have the student complete specific tasks of a presentation, like the research, outline of material, and creation of a slide presentation, while excluding the portion where they present it out loud to the class. It is also possible that the student may be able to present the material to just the professor during office hours.

Students may also need faculty members to alter group assignments. For some students choosing their own group or working within a group may present challenges that make it difficult to accurately represent their knowledge. It is suggested that the faculty member creates groups rather than asking the class to choose partners or groups. The student may also request to be exempt from group work. The student will need to collaborate with faculty to discuss alternative assignments rather than group work.

Class participation is another component of many classes that may present similar challenges for students with disabilities. To adjust this requirement, the percentage of the grade allotted to class participation could be evenly spread amongst the other tasks, papers, or tests defined in the syllabus. It is also possible that an additional assignment replaces the class participation component of the course.

It is the student's responsibility to communicate with the instructor about specific details of assignments. These discussions should take place at the beginning of the semester. It is suggested that the student and faculty member discuss the requirements in the syllabus at the start of the course to plan for alternative assignments well in advance of the due dates.

M. Reduced Course Load

The Accessibility Resource Center occasionally recommends a reduced course load as an academic accommodation for a student with a disability. This accommodation is approved based on supporting documentation.

Full-time status at collegiate institutions is defined as enrollment for at least 12 semester hours of matriculated credit for a term of at least 15 weeks.

Part-time study is defined as enrollment for at least 3 semester hours but less than 12 semester hours.

Students attending part-time who are taking less than 12 credits are eligible to receive a prorated amount of money from a Pell grant, which is based on the percentage of the 12-hour load they carry. The Pell grant amount is as follows, for 1-5 hours a student will receive 25%, 6-8 hours they receive 50%, and 9-11 hours at 75%. The student must still meet all other grant eligibility requirements. **Students attending Bellarmine should talk with the Office of Financial Aid to discuss their aid packages and awards at part-time status.**

Students with a part-time status are entitled to all programs, services, housing, use of college facilities, and membership in clubs that are available to all full-time students.

Students who are taking a reduced course load as an accommodation need to understand that there are implications of that status for their financial assistance and support by outside agencies.

N. Course Substitution

Course requirements for degrees granted by Bellarmine University are designed to provide a comprehensive education in both general liberal arts and in the student's major field of study. In addition, all admitted students are regarded as "otherwise qualified" to participate in any program of academic study with or without reasonable accommodations. Therefore, students with disabilities are not excused from degree requirements. However, Bellarmine University recognizes that in some limited circumstances, certain disabilities may prevent a student from successful completion of a specific course, even with reasonable and appropriate accommodations. Substitutions are made on a case-by-case basis with the intent that the integrity of the academic program will not be compromised. An accommodation of this nature is considered only when it has been confirmed that the student's disability makes completion of the requirement impossible.

Procedures for Requesting a Course Substitution:

The following procedures must be adhered to if a student with a documented disability is seeking modification of a course requirement:

1. The course substitution accommodation process should begin as soon as possible. Students should not assume they will be granted the course substitution because they were excused from those courses in high school; therefore, it is recommended that students start this process early. Students who wait until junior or senior year to complete this process run the risk of not being able to graduate on time.
2. The student must provide the Accessibility Resource Center with current, relevant, and comprehensive documentation, as well as assessment data from a certified professional

(psychoeducation evaluation). This documentation must substantiate both the specific disability and its specific impact upon the student's ability in the area of learning for which they are seeking a course substitution.

3. A complete case history is required to document the student's history of learning from high school until the date of the petition. This case history should include the names of courses and grades, as well as letters from high school personnel and/or university faculty attesting to the student's efforts and diligence in attempting to master the subject matter. While the letters from high school personnel and university faculty are not required, they are extremely helpful in the approval process.

Upon completion of these steps, the Director of Accessibility Resource Center, and the Dean of the respective college (ex. Arts & Sciences) review the documentation and the supporting evidence from the case history. A decision regarding the validity of the student's petition is rendered within two weeks of the receipt of the entire file. The decision and recommendations are then forwarded to the Registrar's Office. The student will be notified in a timely fashion of the final decision. If approved, the Dean of the respective college will provide the student options for approved course substitutions.

O. Priority Registration

The Accessibility Resource Center provides priority registration to qualified students with documented disabilities. Not all students registered with Accessibility Resource Center qualify for priority registration as a reasonable academic accommodation.

Priority registration is typically offered to students with documented disabilities who meet one or more of the following criteria:

- Students with mobility disabilities
- Students with accommodations that are time intensive for the Accessibility Resource Center to implement, such as students who use interpreters or captioning services;
- Students following a strict medication or treatment regimen or require frequent doctors' appointments
- Students with energy limitations who require a specific schedule

Students **must** be in good financial standing with Bellarmine University in order to utilize priority registration. This means that there can be no hold (such as a Financial Aid or Student Advising hold) on the student's account. If there is a hold, registration will be withheld until the student resolves the problem.

Students who are eligible for priority registration are responsible for checking One Bellarmine for their registration time. Priority registration does not guarantee a student the desired class schedule. Lastly, course pre-requisites must still be met in order to register for the student's desired courses.

P. Sign Language Interpreters and/or Captioning

Documentation:

Before support services can be put into effect, the student needs to submit documentation from a licensed audiologist that includes a diagnosis and information detailing how the disability impacts the student in the academic environment. For supplemental information about documentation, see Section II, C.

Responsibilities of the Student:

- Identify yourself to the Accessibility Resource Center and indicate your need for interpretive or captioning services **at least 1 month prior to the start of the semester**.
- Request an interpreter for special events such as field trips, tutoring sessions, etc., by completing an Activity Provider Request located in the Accommodate Resource Library. It is the student's responsibility to give timely notification (2 weeks is recommended) for such requests.
- Meet with faculty members and the Accessibility Resource Center staff when necessary to discuss accommodations.
- Notify your interpreters or captionists if you expect to be absent from class or when there is a schedule change. **The interpreters and captionists are not a substitute for class attendance. They are not responsible for your missed classroom time.**

The Accessibility Resource Center coordinates interpreter and/or captioning services for registered students in the following situations:

- Academic: classroom lectures, out-of-class assignments, study groups, tutoring, etc.;
- Student meetings with faculty and staff;
- Student organization meetings and sponsored events;
- Academic advising and other meetings with university faculty and staff and;
- Other situations as determined on a case-by-case basis.

Classroom Policies and Procedures:

- On the first day of class or in any new situation, please identify yourself to the interpreter or captionist.
- Exchange phone numbers and e-mail addresses with your interpreters/captionist and professors.
- If you are unable to attend class, you must provide the interpreter/captionist at least 24 hours' advance notice. **Repeated no shows are a concern and will be addressed by the Accessibility Resource Center.**
- If the interpreter/captionist is unable to fulfill the assignment, the Accessibility Resource Center will attempt to make alternate arrangements. This may include receiving a copy of notes from a class note taker, the professor's notes, or the Accessibility Resource Center will record the lectures to be interpreted at a later time. Your interpreter should notify the Accessibility Resource Center of the emergency so we can plan accordingly
- If you have any difficulty understanding your interpreter/captionist or have other problems working with this individual, please discuss the issues with the interpreter/captionist and the Accessibility Resource Center

Q. Housing Accommodations

The Accessibility Resource Center in collaboration with Housing & Residence Life is committed to providing appropriate housing accommodations to students with disabilities. We recognize that residential living and the learning environment are central to the Bellarmine student experience, thus we strive to make this experience accessible to all students.

The Accessibility Resource Center receives requests, reviews documentation, meets with the student in an appointment to approve accommodations and works with Housing & Residence Life to facilitate housing accommodations. We evaluate all requests for disability-based housing Accommodations individually.

Accommodated housing space is limited and spaces are assigned on a first-come, first-served basis once the completed application is received and appointment completed. Therefore, it is key to submit these requests and meet for an appointment in a timely manner. All requests for disability-related housing accommodations, along with all required documentation, and completed initial appointment must be completed by the following dates:

- **Incoming first-year students: June 1 for the fall semester and November 1 for the spring semester.**
- **Returning students: February 1 for the fall semester and November 1 for the spring semester.**

Again, even if approved by the deadlines above, accommodated housing space is limited and spaces will be assigned on a first-come, first-served basis. All applications submitted will be considered, regardless of timing, however it may be difficult to guarantee that the late applicant's needs are met based on availability of housing.

Only written requests for consideration will be accepted. Phone calls from students and/or parents regarding housing accommodations will not be accepted.

1. Types of Housing Accommodations

On-campus residence hall accommodations are available for students with disabilities. These accommodations may include but are not limited to:

- Single room occupancy
- Wheelchair accessible unit (ADA accessible)
- Private bathroom or semi-private bathroom
- Food safe spaces (for people with severe allergies to foods)
- Flashing fire alarms
- Emotional Support Animal (ESA)
- Location of living unit to bathrooms and/or entrances
- Separate or additional in-room minifridge and/or microwave

2. Evaluating Housing Accommodations

When evaluating housing accommodation requests, the Accessibility Resource Center considers the factors below.

Timing of the request:

1. Was the request made before the deadline for housing accommodation requests for the semester in question?
2. Was the request made as soon as possible after identifying the need (based on date of diagnosis, receipt of housing assignment, change in status, etc.)?

Severity of the condition:

1. Is the impact of the condition life threatening if the request is not met?
2. Is there a negative health impact that may be permanent if the request is not met?
3. Is the request an integral component of a treatment plan for the condition in question?
4. What is the likely impact on academic performance if the request is not met?
5. What is the likely impact on social development if the request is not met?

No request will be considered unless there is supporting documentation submitted by an appropriate health care professional, verifying the disability, and explaining why the housing accommodation(s) are necessary to provide the student equal access to their living experience based on the impact of their disability. There must be an identifiable relationship between the student's disability and the accommodation being requested, validating the need for a disability-related housing accommodation.

*For guidelines on documentation see Section II, B and C. Specifically, the physician needs to document the impact of the disability within a residential environment. It is also asked that the physician make appropriate suggestions of accommodations for the student within the residential setting.

After the student meets with the Accessibility Resource Center, and a housing accommodation is approved, ARC staff will send the student's housing accommodation to Housing & Residence Life outlining the approved housing accommodations. Housing & Residence Life will then contact the student to provide details about room assignment and other information about living on campus.

Decisions for all housing accommodations will be evaluated and prioritized by highest need in July for the fall semester or December for the spring semester.

If a student feels that their request has not been met appropriately, they can file a grievance. For the grievance policy and procedures, see Section II, T.

3. Procedures for Requesting Housing Accommodations

1. Students must follow general housing application procedures and should consult the Housing and Residence Life website:
<https://www.bellarmino.edu/studentaffairs/residence/> .
2. Students must register with the Accessibility Resource Center in order to apply for disability-related housing accommodations (section II, B). To register with the ARC, students should complete an Accommodation Request Form and schedule an initial meeting. The Accommodation Request Form can be found here https://bellarmine-accommodate.symplcity.com/public_accommodation/. Students will receive an email containing a link to schedule an initial meeting once the Accommodation Request Form has been received and processed. Supporting documentation can be uploaded directly with the Accommodation Request Form or can be brought to the initial meeting. For documentation guidelines see Section II, C. Note: the documentation needs to show a direct link between the disability and the requested housing accommodation(s).
3. No request will be considered unless there is supporting documentation submitted by an appropriate health care professional, verifying the disability, and explaining why the housing accommodation(s) are necessary to provide the student equal access to their living experience based on the impact of their disability. There must be an identifiable relationship between the student's disability and the accommodation being requested, validating the need for a disability-related housing accommodation. For more information about the ARC's documentation guidelines, please visit <https://www.bellarmino.edu/studentaffairs/accessibility-resource-center/doc/>.
4. All requests for disability-related housing accommodations, along with all required documentation, and completed initial appointment must be completed by the following dates:
 - Incoming first-year students: June 1 for the fall semester and November 1 for the spring semester.
 - Returning students: February 1 for the fall semester and November 1 for the spring semester.

All applications submitted will be considered, regardless of timing, however it may be difficult to guarantee that the late applicant's needs are met based on availability of housing. Decisions for all housing accommodations will be evaluated and prioritized by highest need in July for the fall semester or December for the spring semester. Again, even if approved by the deadlines above, accommodated housing space is limited and spaces will be assigned on a first-come, first-served basis.

5. If the request is approved, a housing accommodation letter will be sent to Housing & Residence Life outlining the approved housing accommodation(s). Housing & Residence Life will then contact the student to provide details about room assignment and other information about living on campus.
6. Students who are not granted housing accommodations through this process will have the opportunity to appeal the decision. If a decision denying the request for disability-related housing accommodations is made, students will receive information about the appeals process with their decision letter. Students not approved for disability housing accommodations, or whose appeal is denied may apply for an assignment or a transfer through standard housing procedures. For more information about this process, please

contact the Accessibility Resource Center by phone at 502.272.8490 or by email at arc@bellarmine.edu.

Please note the following about the procedures:

- Students with service animals, or those requesting permission to have an assistance animal in university housing, should refer to the University's Service and Assistance Animal Policy, located in Section II, S.

For questions or clarification about this process, please contact the Accessibility Resource Center at 502.272.8490 or arc@bellarmine.edu.

R. Emergency Evacuation Policy for Students with Disabilities

Bellarmino University is committed to providing an equal educational opportunity and full participation for persons with disabilities. It is the policy of the University to provide accessible places for students to live and study, with appropriate safety and security measures in place. During fire alarms and other emergencies, alarms, and flashing lights, which are located throughout the residential facilities, will alert students of potential and/or imminent danger. In addition, public address systems will be used when possible. Smoke detectors are in all residential rooms and public areas, and sprinkler systems are in all residence halls.

The Office of Public Safety and Housing & Residence Life staff will inform Emergency Response Personnel of persons with disabilities who may require assistance evacuating a building during an emergency. The staff have been trained to follow the Evacuation of Persons with Disabilities procedures, as outlined in the Residential Guidelines & Community Standards found in the Student Handbook. Public Safety and Housing & Residence Life staff will maintain a list of students who may need assistance and their room assignments. This information will be shared with external rescue personnel if needed. It is the responsibility of the student to inform Housing & Residence Life if evacuation assistance will be needed. This can be done on the yearly housing application or directing with the Housing & Residence Life throughout the year. Detailed information on emergency procedures is available from Housing & Residence Life.

Persons with disabilities should familiarize themselves with the locations of evacuation route maps and remember the features of each building. This includes designated Evacuation Assembly Areas, stairways, exits, and elevator procedures. At times, assistance from others may be needed. Persons with disabilities should seek assistance from others if emergency evacuation becomes necessary. For more information about emergency evacuation procedures, see the Bellarmine Student Handbook: www.bellarmino.edu/docs/default-source/student-affairs-docs/student-handbook.pdf

S. Service and Assistance Animal Policy

Bellarmino University is committed to providing members of the Bellarmine community with disabilities equal access to programs, services, and physical facilities. It is acknowledged that some members of the community with disabilities may require the use of service or assistance

animals while at Bellarmine. Set forth below are guidelines concerning the appropriate use of and protocols associated with service animals and assistance animals. Bellarmine reserves the right to amend these guidelines as needed, with or without prior notice. Members of the Bellarmine community who are students and require the use of a service or assistance animal should contact the Accessibility Resource Center at 502-272-8490. Members of the Bellarmine community who are faculty and staff members and require the use of a service animal should contact Human Resources at 502-272-8286. This policy addresses service and assistance animals, as defined below, while they are on campus. Please read the information provided about Emotional Support Animals, see Section II, S.

Section I. Definitions

1. Service Animal

Under the Americans with Disabilities Act (ADA), “service animal means any dog 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. Other species of animals, whether wild or domestic, trained, or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability.” Some examples of work and tasks that are commonly performed by service animals include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Pulling a wheelchair
- Alerting a person with epilepsy to an upcoming seizure and assisting the individual during the seizure
- Alerting individuals to the presence of allergens
- Alerting a person with diabetes when blood sugar is high or low
- Reminding a person with mental illness to take prescribed medication
- Taking an action to calm a person with post-traumatic stress disorder (PTSD) during an anxiety attack

Service animals are working animals, not pets. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

2. Service Animals in Training

Kentucky State Law KRS 258.500 provides for individuals to be able to have service animals in public places when the animals are in training. If these animals are being trained by an individual who is not using the service animal for their own personal disability, the training individual should notify the Accessibility Resource Center. The animal trainer shall follow all the outlined responsibilities stated in this policy. Upon notification of a service animal in training, the Accessibility Resource Center will share the information with any needed stakeholders as appropriate, to let them know of the rights and responsibilities of the training individual per this policy.

3. Assistance Animal

The definition of assistance animals under The Fair Housing Act (FHA) and for the purposes of Bellarmine's policies is defined as an animal that is commonly kept in households and prescribed to an individual with a disability by a healthcare or mental health professional that may work, perform tasks, provide assistance, and/or provide therapeutic emotional support for individuals with disabilities, but which are not considered service animals under the ADA. An assistance animal is necessary to afford a person with a disability an equal opportunity to use and enjoy Bellarmine residential living.

There must be a relationship, or nexus, between the individual's disability and the assistance the animal provides. Assistance animals are an integral part of a person's treatment process to assist in alleviating the symptoms of an individual's disability. They are not service animals and do not accompany the individual at all times. Assistance animals are only permitted in the assigned residential room and outdoor spaces under the proper handling. Assistance animals are not permitted in other campus buildings.

The type of assistance animal must be one that is domesticated and commonly kept in households. Reptiles (other than turtles), barnyard animals, monkeys, kangaroos, and other non-domesticated animals are not considered common household animals.

4. Pet

A pet is an animal kept for ordinary use and companionship. A pet is not considered a service animal or an assistance animal. It is not covered by this policy. Residents are not permitted to keep pets, other than fish, on University property or in University housing.

5. Approved Animal

An "Approved Animal" is a service animal or assistance animal that had been granted as a reasonable accommodation under this policy. Assistance animals may not be brought into University housing without expressed approval of University officials.

The Assistance Animal Approval Committee, comprised of University staff members representing the Accessibility Resource Center, Residence Life, and Student Affairs, review applications for assistance animals and service animals living in campus housing.

Section II. Procedures for Requesting to have Assistance Animals in University Housing as a Reasonable Accommodation

The procedures for requesting assistance animals in University housing are outlined below:

1. Assistance animals may not be brought into University housing without expressed approval by University officials. Following are the deadlines for requesting an assistance animal as a housing accommodation:

- a. Incoming first year students: June 1 for fall semester and November 1 for spring semester
- b. Returning students: February 1 for fall semester and November 1 for spring semester

Again, even if approved by the deadlines above, accommodated housing space is limited and spaces will be assigned on a first-come, first-served basis. All applications submitted will be considered, regardless of timing, however it may be difficult to guarantee that the late applicant's needs are met based on availability of housing.

2. The determination of whether an assistance animal will be permitted in a residence hall is made on a case-by-case basis. For an assistance animal to be considered a reasonable accommodation in a residence hall, the following information should be submitted to the Accessibility Resource Center:
 - a. Verification of individual's disability from a therapist, psychologist, physician, psychiatrist, or other qualified professional from Kentucky or the student's home state, which meets the documentation guidelines outlined on the Accessibility Resource Center website. Verification provided must be current; within the last 6 months.
 - b. Completed Assistance Animal Verification Form from individual's current mental health provider from Kentucky or the student's state of residence. Understanding the importance of a well-developed treatment plan, established relationship with mental health provider must be a minimum of 3 months. The Emotional Support Animal Verification Form can be found on the Accessibility Resource Center's website under Housing Accommodations: <https://www.bellarmine.edu/studentaffairs/accessibility-resource-center/housing-accommodations/>
 - c. Current vaccination records and proof of compliance with all Kentucky and Louisville/Metro area license requirements (see Section V., Owner's Responsibilities in University Housing).
3. Once all required documentation is submitted to the Accessibility Resource Center a determination will be made by the Assistance Animal Approval Committee within 10 business days. Applications will not be considered until all the required information is submitted.
4. Students whose requests for assistance animals through this process are not granted will have the opportunity to appeal the decision (see section VI. G). All appeals are reviewed by the Dean of Student's Office. Students will receive information about the appeals process upon notification of decision.
5. Upon approval of an assistance animal, Housing & Residence Life staff will be notified through the accommodation letter emailed from the Accessibility Resource Center.
6. Once notified of the approved assistance animal, the appropriate Housing & Residence Life Area Coordinator will facilitate the completion of the Service and Assistance Animal agreement between the student requesting the accommodation and the roommate(s) and/or suitemate(s) to solicit their acknowledgement of the approval and notify them that the approved animal will be residing in shared assigned living space. Changes in room assignments may be made at this time if roommate(s)/suitemates have any conflicting conditions or concerns with the Approved Animal.

Section III. Procedures to have a Service Animal in University Housing:

Students planning to bring their Service Animal to reside in University housing are required to follow the steps outlined below:

1. A person seeking to keep a service animal in University housing must make a formal request to the Accessibility Resource Center. The individual should submit an Accommodation Request Form so that the student can be assigned to the most appropriate housing location with their service animal, considering the student's needs and preferences. The following deadlines for requesting housing accommodations apply:
 - a. Incoming first year students: June 1 for fall semester and November 1 for spring semester
 - b. Returning students: February 1 for fall semester and November 1 for spring semester

Again, even if approved by the deadlines above, accommodated housing space is limited and spaces will be assigned on a first-come, first-served basis. All applications submitted will be considered, regardless of timing, however it may be difficult to guarantee that the late applicant's needs are met based on availability of housing.

Requests for a service animal in campus housing must be submitted annually.

2. Requests for Service Animals in housing do not require documentation of disability.
3. The Director of the Accessibility Resource Center and the Director of Housing & Residence Life will review the request and arrange a meeting with the person requesting the service animal to review policy.
4. Upon approval of an assistance animal, Housing & Residence Life staff will be notified through the accommodation letter emailed from the Accessibility Resource Center.
5. Once notified of the approved assistance animal, the appropriate Housing & Residence Life Area Coordinator will facilitate the completion of the Service and Assistance Animal agreement between the student requesting the accommodation and the roommate(s) and/or suitemate(s) to solicit their acknowledgement of the approval and notify them that the approved animal will be residing in shared assigned living space. Changes in room assignments may be made at this time if roommate(s)/suitemates have any conflicting conditions or concerns with the Approved Animal.
6. Only fully certified service animals are allowed in on-campus housing.

Section IV. Conflicting Health Conditions:

Students with medical conditions that are not roommates or suitemates of a student with an approved service or assistance animal are asked to contact the Accessibility Resource Center if they have a health or safety related concern about exposure to a service or assistance animal. The University is prepared to also reasonably accommodate individuals with such medical conditions that require accommodations when living in proximity to service or assistance animals.

The Accessibility Resource Center will resolve any conflict in a timely manner. In severe situations (severe allergic or behavioral reaction) temporary accommodations can be arranged immediately while a final decision is being negotiated. Staff members will consider the conflicting needs and/or accommodations of all persons involved. In the event that an agreement

cannot be reached, the Disability Advisory Committee will review all relevant information and make a final decision that is not subject to appeal.

Section V. Owner's Responsibilities for Approved Animals:

1. **Current Vaccination Records:** The owner must submit to the Accessibility Resource Center annual exams for the animal from a licensed veterinarian that verifies the absence of communicable diseases, fleas, and parasites. The animal must also have updated vaccinations including, but not limited to, the general maintenance vaccine series and any vaccinations deemed necessary by a licensed veterinarian.
2. **Licensing:** The owner must comply with all required Kentucky and Louisville/Metro area license requirements as follows:
 - The owner must have any dog, cat, or ferret vaccinated against rabies by the age of four (4) months and revaccinated at the expiration of the immunization period as certified by the veterinarian. The owner must have the vaccination certificate for the dog, cat, or ferret. The owner of a dog must attach the rabies vaccination tag to a collar or harness worn by the dog.
 - The owner of a dog, cat, or ferret vaccinated against rabies in another state must show proof of a valid rabies vaccination and the date administered. One (1) year after the date of the vaccination, the dog, cat, or ferret must be revaccinated.
 - Individual dog, cat, and ferret licenses are issued in conjunction with a valid rabies vaccination certificate and are valid for the term of the vaccination. License tags are required for each dog or cat four (4) months of age or older. License tags shall be firmly attached to a harness or collar worn by the animal.
3. Approved animals must be under effective control at all times and may not pose a danger or threat to the health and safety of other students, staff, faculty, or guests. The owner is financially responsible for the actions of the Approved Animal including bodily injury or property damage.
4. The Approved Animal's behavior must not be disruptive to its surroundings or other members of the Bellarmine community. Disruptive behavior includes, but is not limited to jumping on people, barking, growling, taking food from dining area tables, or taking personal belongings of individuals other than the owner.
5. All roommates or suitemates of the owner must sign an agreement allowing the Approved Animal to be in residence with them. In the event that one or more roommates/suitemates do not approve, or a roommate/suitemate has a conflicting health condition, either the owner and animal or the non-approving roommates/suitemates may be moved to a new location.
6. The owner is responsible for ensuring that the assistance animal is contained, as appropriate, when the owner is not present during the day while attending classes or other activities.
7. Approved Animals do not require a deposit, but the owner is responsible for costs associated with any damage caused by the animal.
8. The Approved Animal must be housebroken, when applicable. If the animal requires outside toileting, it must be under the owner's direct physical control with a harness, leash, or other tether. All excrement must be picked up, bagged and disposed of in an outside receptacle.

9. An Assistance Animal must be contained within the privately assigned individual living accommodations (e.g., room, suite, apartment) except to the extent the individual is taking the animal out for natural relief. When an Assistance Animal is outside the private individual living accommodations, it must be in an animal carrier or controlled by a leash or harness. Assistance Animals are not allowed in any University facilities other than University residence halls (e.g., dormitories, suites, apartments, etc.) to which the individual is assigned and are not permitted to go on University sponsored trips.
10. The owner must notify the Accessibility Resource Center in writing if the Approved Animal is no longer needed or is no longer in the Residence Halls. To replace an Approved Animal, the owner must file a new request.
11. Owners of Approved Animals are solely responsible for cleaning up and disposing of all animal waste (both indoors and outdoors) in a timely, effective fashion and in appropriately designated areas. Appropriate disposal of dog and cat waste is required by the City of Louisville. Owners are responsible for communicating with their Housing & Residence Life Area Coordinator to discuss outdoor toileting areas and waste disposal, including indoor waste (e.g. litter box, cage material, etc.).
12. Indoor animal waste must be placed in a sturdy, plastic bag and securely tied before being disposed of in outside trash cans or indoor trash cans that are labeled for animal waste. Litter boxes should be placed on mats so that waste is not tracked onto floor surfaces.
13. Residents must provide appropriate food, water, and shelter for Approved Animals. If Bellarmine facilities are used to bathe the animal, the owner will clean the area when done.
14. Roommates/Suitemates cannot be responsible for the care or supervision of the Approved Animal.
15. The owner of the Approved Animal must provide contact information of an identified alternate handler; an individual who will be responsible for the animal in the event that the student is absent or unavailable. The individual must live within 30 miles of campus. If the owner of the approved animal lives out of state or beyond 30 miles from campus, and does not have access to family or friends within 30 miles, they can identify another student living on campus. The on-campus alternate handler will need to review and sign the agreement form.
16. Owners must not leave assistance dog alone overnight in University housing. If the owner is to be absent from their residence hall 24 hours or longer, the dog must accompany the owner. In the event that an assistance dog is left alone overnight and/or is not being properly cared for, Housing & Residence Life staff will attempt to contact the owner or the identified alternate handler to remove the animal. If this is not successful, Residence Life may notify the local Humane Society or Louisville Metro Animal Services and seek to have the animal removed. All costs associated with removing the animal shall be the responsibility of the owner.
17. Owners must not leave assistance cats or ferrets or other caged animals in University housing any longer than 48 hours. If the owner is to be absent from their residence hall 48 hours or longer, the assistance animal must accompany the owner. In the event that an assistance animal is left alone over 48 hours and/or is not being properly cared for, Housing & Residence Life staff will attempt to contact the owner or the identified alternate handler to remove the animal. If this is not successful, Residence Life may notify the local Humane Society or Louisville Metro Animal Services and seek to have

the animal removed. All costs associated with removing the animal shall be the responsibility of the owner.

18. Any violation of the above rules may result in immediate removal of the Approved Animal from the University and may be reviewed through the Student Conduct Process. The owner will be afforded all rights of due process and appeal as outlined in that process.

Section VI. Guidelines for Maintaining an Approved Animal at Bellarmine University

A. Requirements for Faculty, Staff, Students

Members of the University community are required to abide by the following practices:

- a. Allow a service animal to accompany its owner at all times and in all places on campus, except where animals are specifically prohibited.
- b. Do not touch or pet a service or assistance animal unless invited to do so.
- c. Do not feed a service or assistance animal.
- d. Do not inquire for details about the owner's disabilities. If it is not readily apparent what work an animal performs, Bellarmine personnel will limit inquiries to only two questions, which are:
 - 1) Is this animal a service animal required because of a disability?
 - 2) What task or work has this animal been trained to perform?

University faculty and staff may also inquire into the training cues or other signs given to the animal to perform a task or work in order to distinguish the service animal from an ordinary pet or animal. If an owner or handler refuses to provide the above information, University faculty and/or staff may refuse to allow the animal to enter or remain on campus property.

B. Notification of Approved Animal to Campus Community

- a. The Accessibility Resource Center will contact appropriate University entities (housing, food service, facility services, Office of Public Safety, etc.) to make them aware that there is an Approved Animal on campus.
- b. Residence Life will contact the Accessibility Resource Center to report any changes or problem behavior in Approved Animals.
- c. The Accessibility Resource Center will coordinate all classroom and other campus accommodations for service animals with appropriate faculty and/or staff.
- d. Faculty and staff should contact the Accessibility Resource Center if they have concerns over the use of a service animal in a particular classroom or other course-related setting or location.
- e. The Accessibility Resource Center will make contact with the identified alternate handler in the case of an emergency.

C. Removal of Approved Animal

The University may exclude/remove an Approved Animal when:

1. The animal poses a direct threat to the health or safety of others. In such situations, immediate removal of the Approved Animal may be warranted while the case is reviewed.
2. The animal's presence results in a fundamental alteration of the University's program.
3. The owner does not comply with Owner's Responsibilities (Section V).
4. The animal or its presence creates an unmanageable disturbance or interference with the Bellarmine community.

When appropriate, Accessibility Resource Center staff will meet with the student to determine what changes can be made in order to prevent the removal of an Approved Animal from campus. The University reserves the right to request that the Approved Animal be removed from campus while the case is reviewed.

D. Liability and Insurance

Bellarmino University/Commonwealth of Kentucky provides no indemnification to the Approved Animal or owner. Bellarmine University/Commonwealth of Kentucky provides no personal property insurance coverage. The owner shall be responsible for all liability related to the Approved Animal and all insurance requirements related to the animal.

E. Areas Off Limits to Service Animals

For individuals and visitors who are not employees or students on campus, service animals will be permitted at campus locations which are generally open to the public, such as the student center, restroom facilities, common areas and recreational facilities.

For individuals who are either employees and/or students, service animals will be permitted at campus locations where staff and/or students are allowed access for purposes of employment and/or academic matters, such as general classrooms, offices, residence halls and assembly areas.

The University may prohibit the use of service animals in certain locations because of health and safety restrictions (e.g., where the animals may be in danger, or where their use may compromise the integrity of research). Restricted areas may include, but are not limited to, the following areas: facility equipment rooms, research laboratories, classrooms with research/demonstration animals, areas where protective clothing is necessary, rooms with heavy machinery, and areas outlined in state law as being inaccessible to animals.

F. Areas Off Limits to Assistance Animals

All areas except for privately assigned living space in housing and designated outdoor toileting areas, if applicable, are off limits to approved Assistance Animals without prior authorization from the Accessibility Resource Center.

G. Appeals and Grievances

If the decision is made to deny a request or remove a service or assistance animal, the owner may request an appeal of the decision in writing to the Dean of Student's Office. Appeal requests must state a specific reason for reconsideration. Appeals will be reviewed by an ad hoc committee including relevant personnel. To replace an Approved Animal, the owner must file a new request with the Accessibility Resource Center.

Any student who believes that he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations required by law has the right to invoke the Grievance Procedure. This Grievance Procedure is designed to address disagreements or denials regarding requested services, accommodations, or modifications to university academic practices or requirements. The Accessibility Resource Center Grievance Policy can be found at <http://www.bellarmino.edu/studentaffairs/disabilityservices/grievance/>.

T. Grievance Procedure

Bellarmino University does not discriminate on the basis of disability in its programs or activities. In the event that the University determines discrimination has occurred, it will take steps to prevent its recurrence and will correct its effects on the student and others, if appropriate. The Grievance Procedure is not a legal proceeding but an internal process to enable the University to discover and remedy the effects of any alleged discrimination. Students who believe they have experienced disability discrimination may utilize these disability discrimination grievance procedures.

Preliminary Steps

To initiate or pursue a grievance based on discrimination related to the Americans with Disabilities Act (ADA), the following preliminary step must be observed to address the alleged discrimination.

Students should attempt to resolve disputes informally with either the party alleged to have committed the violation, and/or with the head of the department or unit in which the alleged violation occurred. There is no requirement that a student alleging disability discrimination utilize these informal procedures before filing a formal report. However, experience has shown that the majority of reports can be effectively resolved through the informal process. Students are encouraged to resolve disputes via these informal procedures when possible. The Director of the Accessibility Resource Center is available to provide advisory and mediation services to students.

Formal Resolution Procedures

- a) Students alleging disability discrimination must contact the Director of the Accessibility Resource Center (or the Dean of Students if the Accessibility Resource Center staff is directly involved) or file a report through the Student Concern Report Form to initiate their grievance.

- b) The report must include the following: the specific act(s) or circumstance(s) alleged to constitute the discriminatory action that is the basis of the report, including the time and place of the alleged discrimination, the student's basis for believing that it was motivated by disability discrimination, and the remedy requested.
- c) Upon receipt of the formal report, a University official designated by the Accessibility Resource Center Director will initiate an adequate, reliable, and impartial investigation of the report. During the course of the investigation, the student will be given the opportunity to present witnesses and other information.
- d) The University investigator will complete the investigation within 60 days after submission of the written report. The decision will include findings of fact, and if discrimination is found, 1) a determination of action to be taken to resolve the effects of the discrimination; and 2) appropriate action to be taken with regard to the discriminating individual. The student and all other parties will be advised of the outcome of the grievance to the fullest extent allowed by state and federal law.
- e) The decision may be appealed within (3) business days of its issuance. The appeal must be made in writing to the Accessibility Resource Center Director who will submit it to the Committee on Student Appeals. Appeals must be based on one or more of the following reasons:
 - New information - to consider new information that was not known at the time of the original review that, if introduced, would substantially impact the finding
 - Procedural conformity - a claim that the review did not conform to the procedures outlined, and that substantially affected the outcome
- f) The appeal will be heard by the Committee on Student Appeals. This committee is composed of one (1) faculty member and two (2) staff members appointed by the VPSA. The appeals committee will examine witnesses not previously heard, new information, pertinent materials or information related to the original review, including, but not limited to previous meeting summaries, incident report, letter of appeal, and appeal responses. The committee will render a recommendation to the VPSA or a designee, who will review the recommendation and issue a written decision in the matter. The VPSA will notify the student of the decision within three working days of receipt of the recommendation from the Appeals Committee. The appeal decision is final.
- g) Timeframe for this process may be extended if there are extenuating circumstances including college breaks, etc.
- h) It is prohibited for any University employee, official, or student to retaliate against or hinder the testimony of any individual because they have filed a report under this procedure or who has otherwise assisted in the investigation of a grievance. Such retaliation may result in a variety of sanctions, including termination or dismissal.

Section III: Information for Faculty

A. Faculty Rights and Responsibilities

Faculty members have the right to:

- Maintain the rigor and the fundamental nature of their course content;

- Require students to demonstrate their knowledge of crucial course content;
- Negotiate an accommodation with the Accessibility Resource Center if the accommodation seems unreasonable;
- Request verification (student accommodation letter) of a student's eligibility for an accommodation. Faculty can turn down the request for an accommodation without the accommodation letter however, faculty should encourage the student to continue communicating about learning challenges and suggest that the student go to the Accessibility Resource Center to make an official request for an accommodation;
- Wait for the student to contact the course instructor. Course instructors do not need to reach out to a student who has presented the letter, but not yet made specific accommodation requests. It is the student's responsibility to follow-up in a timely manner.

Faculty members are responsible for:

- Maintaining confidentiality. While the Accessibility Resource Center may be contacted at any time to discuss matters, information should only be shared with others on an educationally need to know basis. Casual conversation with other instructors, including within department, may influence (perhaps adversely) future student-instructor interactions;
- Sharing information on how students can request an accommodation (through the Accessibility Resource Center syllabus statement);
- Ensuring approved accommodations such as notetaking applications and use of assistive technology, which require use of electronic devices, are discussed and allowed when requested by the student.
- Coordinating reasonable accommodations when timely student requests are made (e.g., approving Testing Center requests in a timely manner and sending test to Testing Center at least 24 hours prior to test date);
- Consulting with the Accessibility Resource Center as necessary and when students make late requests or when concern exists about the reasonableness/appropriateness of an accommodation request;
- Being respectful toward the student's situation and be available to speak with the student upon student request about accommodations for one's course;
- Referring students to the Accessibility Resource Center when they make an accommodation request that is not listed on this letter, as the Accessibility Resource Center only supports requests specifically listed.

B. Faculty Involvement in Accommodations

If there is a student in your class who has a documented disability and is registered with the Accessibility Resource Center, you can expect the following things:

1. Once a student has initiated accommodations with ARC, you will receive the student's accommodation letter through an email. Accommodations can also be viewed at any time during

the semester by going to the faculty page on [Accommodate](#). All faculty have access to [Accommodate](#) by using their One Bellarmine email and password. To see accommodations through Accommodate follow the steps below:

- After logging in, choose the “Courses” tab
- Choose the course you wish to look at by clicking on the course title
- Navigate to the “Enrolled Students” tab
- This will show your class roster, accommodations appear on the right-hand side of the roster

2. All students are directed to meet with their professors to discuss the details of their accommodations. Faculty are not allowed to ask about a student’s disability type in these meetings but may ask what instructional tools the student finds helpful.

3. The instructor may contact the Accessibility Resource Center at any time with questions or concerns.

For typical questions, please see Section III, I.

C. Sample Syllabus Statement for Faculty

This syllabus statement should be included in all class syllabi. NOTE: This statement reflects federal law; please do not amend it.

The university is committed to providing access to programs and services for students with disabilities. If you are a student with a disability, or believe you might have a disability, who requires accommodations for this course, please contact the Accessibility Resource Center at 502.272.8490 or by email at arc@bellarmine.edu. Please refer to ARC’s website for more information: <https://www.bellarmino.edu/studentaffairs/accessibility-resource-center/>. Students are encouraged to complete the process as early as possible to allow discussion and plan for your approved accommodations.

D. Coordinating Testing Accommodations

The Testing Center at the Student Success Center is available to provide a distraction-reduced or isolated testing environment.

Steps to approving testing in the Testing Center:

1. Log onto Accommodate.
2. Click the “Courses” tab. Choose the appropriate course by clicking on its title.
3. Navigate to the “Test Booking” tab.
4. Choose “Pending.”
5. Choose the pen/paper icon. On this screen you can add the test as an attachment.
6. Once you have added the test as an attachment, make sure to click yes next to “Testing Appointment Approved.”
7. Press “Submit.”

*Note: Accommodate only allows one upload per exam, so all files should be consolidated into one document. If the test requires a listening portion, or slide show, you may email it to the Testing Center

NOTE: If the SSC's Testing Center is used, and the instructor clarifies questions or makes corrections during the test, the student in the Testing Center must be given the same information. Instructors are encouraged to make note of any changes and either email the Testing Center Coordinator at studentsuccess@bellarmine.edu if the student is still testing or give the student the opportunity to make corrections after the test, during office hours.

If the instructor prefers, they can request an alternative testing environment for the student. If the instructor chooses to handle testing accommodations they must keep in mind the following:

- A qualified proctor must be present to observe the student while they take the exam
- The environment needs to be distraction-reduced.
 - A distraction-reduced testing environment is a setting outside of the usual classroom or testing center that limits interruptions and other environmental influences. This environment should allow for an increased control of lighting, noise, or other distractions that may impact a student's performance.
- The student must be given extended testing time (either time and a half, or double time depending on qualifications).
- Provide the student with a test reader or scribe if they qualify for this accommodation.
 - Contact ARC if you need help coordinating this accommodation.
- Provide the student with a laptop if they qualify for this accommodation.
 - Contact ARC if you need help coordinating this accommodation.

E. Accommodating Pop Quizzes

Students qualified to use extended test time as an accommodation are also entitled to use this accommodation for pop quizzes. It is important that students using testing accommodations do not miss valuable classroom lecture material, so having an accommodation plan established in the beginning of the semester is essential. Instructors must ask themselves if it's the accuracy of the information they want from students or is the response time the main element when taking pop quizzes into account. It may be important to figure out some other way to get the information that you need from pop quizzes (which is presumably, did students read and comprehend the assignment? Is the student keeping up with daily readings and assignments and how well are students internalizing the reading? Can the student apply principles to practical application situations?).

Here are some possible options:

- Give the quiz at the beginning of class and permit the student to begin the quiz earlier than the rest of the class (location to be determined in advance when letter of accommodation is reviewed).
- Allow the student additional time after class to complete the quiz.

- If the test has four questions and you allow the class ten minutes to take the quiz, grade the student on two questions or three questions, depending upon whether the student is entitled to time and a half or double time.
- Vary how you obtain this pop-quiz information from students. For example, do a class quiz on the overhead, discussing the answers with the whole class. This is usually a good learning experience for all types of learners. Do in-class, small-group questions and have students obtain the answers as a group and report to the class.
- Administer the pop quiz at the end of the class, allowing the student extra time.
- Make the quizzes more difficult, but take-home for everyone.
- Use Moodle for quizzes; assign quizzes to be taken at specific times and for specific length of time (adjusting the time for students with extended time on exams as an accommodation).
- Have the student take the pop quiz without extended test time, but do not count the grade for or against the student.

If you plan to use pop quizzes communicate early in the semester with the student who needs extended time. Together you can develop a workable solution for everyone involved. Remember, accommodations are always negotiable, but if an accommodation is not provided, we must be prepared to document and justify our actions and be ready to explain why an accommodation was not provided.

F. Alternate Testing Format Request

Test modifications (requests for alternate testing format) are changes in testing procedures or formats that provide students with disabilities an equal opportunity to participate in test situations and to demonstrate their knowledge and abilities. Test modifications can change the way in which test items are presented to the student, the student's method of responding to test items or the process a student uses to derive responses to test items. Test modifications should not be excessive; they should alter the standard administration of a test to the least extent possible.

The purpose of providing an alternate testing format is to enable students with disabilities to be evaluated on an equal basis with their nondisabled peers. They provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.

Some students with visual, perceptual, or motor impairments do not have the ability to read regular size print or may have difficulty maintaining their place on the exam or transferring answers to a Scantron form. Some students with learning disabilities are unable to read items with standard print and spacing. Students with traumatic brain injuries and/or severe concussions may struggle with retention of information making essay and fill in the blank type tests difficult. All of these students require some modification of the test format.

Some possible accommodation options include:

- Braille or large print test with alt text
- Recorded audio of test or oral exam with faculty
- Paper-based exam in place of electronic exam
- Listening section omitted

- Speaking section omitted
- Break during testing; break test into two sections and allowing two separate testing times

It is the students' responsibility to meet with each instructor to discuss options. If the student does not meet with the instructor to discuss possible options, the instructor can assume that the student will take the test without any changes in format.

G. Flexibility with Attendance

Each faculty member makes the determination as to how many absences in general are acceptable to pass the class. It is strongly advised that faculty consult with both the Accessibility Resource Center and department Chairs/Deans when evaluating the use of this accommodation. For a student who qualifies for this accommodation, we must also look at:

- What are the essential elements of the course?
- How many absences would fundamentally alter the student's ability to experience; or ability to participate in, or to contribute to and demonstrate learning from the class?

The number of absences allowed can vary based on the subject of the course and how it is being taught. For instance, it may well make sense to have a very limited number of excusable absences for a graduate class that meets 1 time per week for 3 hours and has a small enrollment. However, there may be more flexibility in a 50-person lecture-based introductory course. What is essential (how many absences are excusable) must be tailored to the specific situation. In order to determine the 'fundamental' nature of attendance to the course, here are some things to consider:

- On a daily basis, do the students receive information they need in order to learn material presented on following days?
- Does learning occur on a daily, or near daily, basis between student and student?
- Will the absence from class or any student dilute the academic impact on other students?
- Do students prepare/participate in topical or other learning experiences every class period that are considered essential, but which are not likely to be repeated AND for which they are responsible during exams?
- Is there a statement on the syllabus indicating the impact on grading of additional absences?

Students who are approved for this accommodation and their instructors are encouraged to complete the Attendance Policy Exception Agreement provided by the Accessibility Resource Center. Both the instructor and student should keep a copy of this form for their records.

* See Section II, K for student responsibility regarding Flexibility with Attendance

H. Equal Access Teaching Practices

Please see the following list of tips for good teaching practices that support equal access for students:

General Tips

- Make sure to use appropriate language when referring to individuals with special needs. They should be referred to as “students with disabilities.” Avoid terms such as “handicapped” and “victim.”
- Place a statement in your syllabus and make an announcement at the first meeting of the class notifying students of services available to students with disabilities. Ensure that students understand the emphasis on confidentiality and that you are supportive of students with disabilities.
- Encourage students to seek assistance during your office hours and to use campus support services.

Learning Disabilities

- Make reading lists available in advance.
- In order to meet different learning styles, present information in a variety of ways. For instance, while presenting information orally, accompany content with a visual presentation.
- Begin each class session with a brief review of the previous session’s material and conclude each session with a summary of key points.
- Always give students opportunities to ask questions and make sure information is clear.
- When searching for a textbook, select one which includes a hard copy and electronic options with an accompanying study guide for optional student use.
- Be very clear about course expectations (in written and oral format), especially with grading, material to be covered, and due dates.
- Provide timelines for long-range assignments with sequential steps. For example, a lengthy paper could be assigned as 1) select a topic, 2) write an outline, 3) submit a rough draft, 4) make necessary corrections with approval, and 5) turn in a final draft.
- Provide review materials to aid students in mastering course material and preparing for exams.
- Facilitate the formation of study groups for students who wish to participate.

Blind/Visual Impairments

- If you assign films or videos, try to obtain them with audio support and make them available for students to view outside of class with someone who can act as a “describer”.
- When introduced to a person with a visual impairment, let the student extend their hand for you to take.

Deaf/Hearing Impairments

- If you assign films or videos, obtain them with a closed captioning option. Accessibility Resource Center can assist with adding captions to a video if an accessible format cannot be obtained. This process can take some time, so advanced planning is helpful.
- Speak clearly and face the class while speaking. In addition, when a student speaks in class, repeat comments or questions for the class as necessary.
- Always use a normal tone of voice when extending a verbal welcome. Do not raise your voice unless requested.
- Always speak directly to the person with a disability, not to an interpreter or any other person accompanying the student. Never turn to the person with them and ask, "What does the student want?"

Physical Disabilities

- When introduced to a person with limited hand use or who wears an artificial limb, you may wish to shake the left hand or touch the person on the shoulder or arm.
- Be sensitive about physical space in your classroom and other areas in which the class will meet or be assigned to go outside of class. Please privately consult with the student regarding accessibility and physical space.

Find more teaching tips at:

[Overview | DO-IT \(washington.edu\): https://www.washington.edu/doiit/programs/center-universal-design-education/overview](https://www.washington.edu/doiit/programs/center-universal-design-education/overview)

I. Faculty Frequently Asked Questions

The Accessibility Resource Center staff are available for consultation by email arc@bellarmine.edu, phone 502.272.8490, or in person CNMH 074 and CNMH 076 to students, faculty, and staff about working with students with disabilities and/or to address the questions below.

1. What should I include in the syllabus to inform students of the Accessibility Resource Center?

- It is required that all instructors include in their syllabus a statement encouraging students to inform the University of any special needs that may require accommodation(s), along with the contact information about the Accessibility Resource Center. A further recommendation is that the statement be read aloud by the instructor during the first week of the course, or at least noted specifically by the instructor in discussing the course syllabus and its requirements.

Accessibility Resource Center Statement:

The university is committed to providing access to programs and services for students with disabilities. Students with disabilities who require accommodations for this course should

contact the Accessibility Resource Center at 502.272.8490 or by email at arc@bellarmine.edu. Please refer to ARC's website for more information: <https://www.bellarmino.edu/studentaffairs/accessibility-resource-center/>.

Students are encouraged to complete the process as early as possible to allow discussion and plan for your approved accommodations.

(NOTE: THIS STATEMENT REFLECTS FEDERAL LAW; PLEASE DO NOT AMEND IT.)

Additionally, it is requested that each instructor include a clear policy on attendance and its role in grading process, if any. This is helpful for all students to understand, and it can communicate the essential role of attendance in the course objectives particularly for students with disabilities that may affect class attendance.

2. How do students become eligible for accommodations?

- Students can apply for accommodations through [Accommodate](#), which can be found at the Accessibility Resource Center's website. For documentation requirements see: <https://www.bellarmino.edu/studentaffairs/accessibility-resource-center/doc/>. After documentation is submitted, the materials are evaluated to determine if accommodations are appropriate. The ARC staff meets with all students during an initial appointment to determine reasonable accommodations based on history, documentation, and current classes. As instructors, you should refer a student to the Accessibility Resource Center if the student discloses to you that s/he believes s/he may qualify for services.

3. How will I be notified if a student is approved for accommodations?

- Per student request, the Accessibility Resource Center will email the student and appropriate faculty a formal accommodation letter that outlines the approved accommodations. ***The student is encouraged to discuss the letter in person with their instructors.*** If a student asks you for accommodations and does not have a formal letter from the Accessibility Resource Center, please request that they contact the Accessibility Resource Center via phone, 502.272.8490 or email arc@bellarmine.edu.

4. What should I discuss with the student when I am presented with a letter of accommodation(s)? Do I need to know the nature of the student's disability?

- It is appropriate for you to talk **in private** with the student about the letter of accommodations, reading through it together. You should discuss how you are able to integrate his/her need for accommodation(s) within the context of your course and its successful completion. For example, if the student's accommodation involves flexibility with attendance, the instructor may talk with the student about assignments that can be completed outside of class that will substitute for content mastery and points for attendance. With regard to course assessments, faculty may want to talk with the student about how "pop" quizzes will be handled, whether they send their students to the Student Success Center's Testing Center for distraction-reduced testing or choose to

accommodate the student within their own department, and how to handle any other possible questions the student may have during a test, while testing in the Testing Center.

- The instructor does not need to know the nature of the student's disability and cannot ask the student for this information. The student may elect to disclose the nature of the disability, or other information about their disability, but conversation should still stay within the realm of what is instructionally and/or learning related. It is appropriate to ask the student whether particular instructional techniques or strategies may be helpful.

5. I have a student whom I suspect has a disability or disclosed that they have a disability but is not registered with Accessibility Resource Center. What should I do?

- It is a violation of federal law to ask a student if s/he has a disability in general, or a specific disability, however, open conversation about a student's needs and specific learning challenges is encouraged. In the course of that conversation, if a student self-discloses, you should suggest that the student contact the Accessibility Resource Center and reiterate that eligibility for accommodations for any disability must be determined initially by that office.

6. Can I provide accommodations for a student without utilizing Accessibility Resource Center?

- In order to ensure that accommodations are appropriately and effectively administered to students with disabilities, instructors are strongly discouraged from providing accommodations outside of the procedures outlined by the Accessibility Resource Center. By using the Accessibility Resource Center, the instructor can be confident that the student qualifies for appropriate accommodations. If an instructor grants an accommodation without the Accessibility Resource Center involvement, the student could be perceived as being disabled under ADAAA (Americans with Disabilities Act Amendments Act) criteria and that could put the professor and the University at risk if a problem or complaint related to the accommodation arises. For example, one professor will accommodate a student without an accommodation letter and another professor will not. Such behaviors can be viewed as confusing and inconsistent to the student such that the student may end up challenging the discrepancy of why one professor will give a disability-supported accommodation and another professor will not unless that professor has received an accommodation letter from the Accessibility Resource Center.

7. What is my responsibility if a student requests accommodations?

- The provision of academic accommodations is ultimately a team effort between the student, the professor, and the Accessibility Resource Center. The Accessibility Resource Center helps the faculty to ensure that the accommodations are appropriate and obtainable for a particular class. All accommodations must be approved by the Accessibility Resource Center before a faculty member can accommodate a student. Each student's need for accommodations is renewed each semester, with the issuance of a new letter from the Accessibility Resource Center.

8. Do I have the right to deny a student an accommodation if I feel that it is not necessary in my course, or it is not within my teaching style or philosophy?

- Federal law requires students who present the appropriate documentation and who are registered with the Accessibility Resource Center be entitled to the accommodations given to instructors for implementation. It would be more appropriate to discuss (with the student and the Accessibility Resource Center) how the requested accommodation could be adjusted to the format/goals of your course. When a letter from the Accessibility Resource Center is presented to a professor, the accommodations that are being requested are based on a thorough review of the student's documentation of disability and are necessary for the student's equal participation in the course. Instructors are encouraged to contact the Accessibility Resource Center for support. The Accessibility Resource Center staff will communicate with faculty about any unusual accommodation requests or if there is any concern that the accommodation will compromise the integrity of the course objectives.

9. What if a student notifies the instructor of needed accommodations after the beginning or late in the semester?

- There could be numerous reasons why a student makes a late request. Sometimes students are not able to acquire documentation of a disability until later in the semester. In other instances, a student may try to take a class without accommodations but find that they are not doing well and need to use them. In some cases, a student may have just been diagnosed with a disability. In any of these situations, an instructor must remember that accommodations are not retroactive. The Accessibility Resource Center encourages instructors to make a good faith effort at fulfilling the accommodation, however, in some instances a late request may make the accommodation impossible to provide or render it less effective. Regardless of the time in the semester, the student is still entitled to accommodations at the point of documentation in the form of a letter from the Accessibility Resource Center.

10. What should I do if a student approaches me about an accommodation that was not included in the letter emailed to me from the Accessibility Resource Center?

- Faculty should refer students to the Accessibility Resource Center for the appropriateness of the student's new request to be evaluated. The Accessibility Resource Center will review their request along with their disability documentation and consult with the faculty member to determine if the student's requested accommodation is appropriate for that course.

11. Why are instructors required to provide *exam* accommodations to students with disabilities?

- Federal law (Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973) mandates that university instructors must provide reasonable accommodations to

students with disabilities. This includes allowing students extended time on exams and a distraction-reduced testing environment. In these cases, it has been determined by a professional that the student's disability hinders his or her functional abilities during a testing situation and must have appropriate accommodations in order to have the same opportunity for success as students without disabilities.

12. What do I tell other students regarding the exam (or any) accommodations for students with disabilities?

- Since confidentiality is paramount it is best not to discuss exam or any other accommodations with other students or in a class setting. Discussing any information regarding a student's disability in the presence of other students can create an uncomfortable situation for the student (e.g. discussing specific accommodations for a student during lecture). Additionally, confidentiality is a legal concern and a student's right to privacy concerning their disability is protected by federal law.
- It is an opportune time, when first covering the course syllabus and the required Disability Statement, for the instructor to mention that there may be circumstances where students receive specific accommodations and that such a practice is reasonable in terms of individualizing instruction so that each student can have an equitable chance for success.

13. What are my grading and evaluation responsibilities if a student with a disability cannot pass the course requirements while using accommodations?

- All students, including students with disabilities, must meet the requirements of a course - with or without accommodations. Accommodations are not designed to lessen the requirements or the expectations for successful performance in a course. They are designed to offer students with disabilities equal access to opportunity. An instructor should employ the same grading and evaluation procedures for all students, holding each student similarly accountable for course mastery.

14. Do exams have to be taken in the Student Success Center (SSC) Testing Center?

- Faculty may choose to accommodate the student within their own facility. It is the student's responsibility to make arrangements with the instructor at least **5 business days** prior to **each** test, to allow both the student and professor time to reach an agreeable solution. As long as the student's required accommodations are met (e.g., distraction-reduced environment, etc.), it is not necessary for the student to take the exam at the alternate testing site. The testing location within the Student Success Center provides a safe, quiet, and distraction-reduced environment for the student. If the instructor prefers having students test in the SSC, the student is responsible for reserving a testing spot **at least 3 business days** prior to **each** test by logging into Accommodate and reserving space in the Testing Center.

15. What is the instructor's responsibility in providing accommodations to a student who approaches them immediately before an exam?

- The Accessibility Resource Center clearly sets out the expectation that students will approach instructors at least **5 business days prior to each exam date**. If a student chooses to wait until the day of the exam, instructors are encouraged to make a good faith effort in accommodating his or her needs. However, it is the student's responsibility to follow all procedures and policies, therefore instructors in this situation are not obligated to provide an alternate testing site.

16. A student brings an animal to class. How do I know if it is an “approved” animal?

- A service animal (dog) is the only approved animal in a classroom or campus area. The Department of Justice defines service animals as “**dogs that are individually trained to do work or perform tasks for people with disabilities.**” Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the Americans with Disabilities Act (ADA). If you are uncertain if this is a service animal, there are two questions you can ask of the person with the animal: a) Is the animal required because of a disability? and b) What work or task(s) is the animal trained to perform? For additional information and University policy regarding service animals or assistance animals, please contact Accessibility Resource Staff at 502.272.8490 or arc@bellarmine.edu . Or see section II, R.

17. What are technical standards? Does every program and/or major have them?

- Technical standards should delineate observable performance elements that can be reliably assessed for all students. These standards should encompass important elements of performance for all students, regardless of disability status. Generally, technical standards relate to skills and techniques taught within the program, not prerequisite knowledge, skills, or abilities that incoming students are thought to possess. They focus on *what* must be done to successfully achieve a course or program outcome, not *how* it is done. Academic programs that require licensure and/or certification, and majors that require an internship, may have technical standards that delineate what students should know and be able to do to achieve mastery at the end of that program (or major).

18. What is my responsibility as an instructor in assisting students with acquiring a note taker in class? Can a student ask for copies of my notes?

- The student will determine those classes in which this assistance is needed. The Accessibility Resource Center will assist in identifying possible note takers for classes; however, the professor’s assistance may be needed in *discreetly* identifying a note taker in the class. This may be done by making a general announcement (without using the student’s name) in class. The student is informed that access to an in-class note taker is not a substitute for class attendance. The student may choose to use assistive technology

for note taking instead of an in-class note taker. If technology is used, the lecture will also be recorded. The student agrees that s/he will not share or transfer these recordings by any method currently available or any method which may become available in the future.

- It is ultimately the University's responsibility to acquire a note-taker once requested, however, we encourage students to advocate for themselves in this regard and for instructors to assist in any way possible. There may be situations where a student needs a copy of the instructor's lecture notes because other copies are not available.

19. A student has disclosed to me that he/she has a hearing impairment and needs any videos shown in class to include captioning. Is this my responsibility?

- Ultimately it is the University's responsibility to ensure that all videos, movie clips, DVDs, and films are made accessible by including closed-captioning or subtitles. Faculty and staff are encouraged to utilize only media products with closed-captioning or subtitles. If closed captioning or subtitles are not available the instructor can work with the Accessibility Resource Center or reference resources on the Faculty Development Center's resource Hub to explore options including adding captioning, allowing the student to have access to the movie or video clips in advance or using a service to add captioning and/or create a written transcript of the video.

20. What are ways that I can ensure that students with disabilities are supported during the semester?

A) Provide students with a clear and detailed course syllabus, and provide opportunity for them to ask clarifying questions;

B) Clearly set out expectations before the course begins (e.g., attendance policy, materials to be covered, and due dates);

C) Start each class session with an outline of material to be covered that period;

D) Present new or technical vocabulary in written and, if possible, visual form;

E) Give assignments both orally and in written form to avoid confusion;

F) Provide study questions for exams that demonstrate format as well as content (explain what constitutes a good answer and why);

G) If possible, select a textbook which offers hard copy and electronic formats with accompanying study guides or software programs for optional student use;

H) Provide adequate opportunities for questions and answers, including review sessions. Allow students to write questions on index cards and submit them at the beginning and end of class – to serve as a review both before and after delivering content;

I) Give students some choices in assignment format and/or determining how to show mastery.

J) Discuss with students specifically how to study for quizzes and tests, helping them determine effective study habits and skills; and

K) Encourage completing large assignments (projects, papers) in blocks, so that feedback on quality and content can be provided by the instructor as the student crafts the assignment.

J. Additional Educational Resources

To learn more about people with disabilities these supplemental resources can be useful:

- **The Americans with Disabilities Act Amendments Act (ADAAA)**
 - In 2008, the ADAAA was enacted. The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA (Americans with Disabilities Act) and generally shall not require extensive analysis.
 - The Act makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of EEOC's ADA regulations. The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.
 - For more information on the ADA see section I, B.
 - https://www.eeoc.gov/laws/statutes/adaaa_info.cfm
 - <https://www.dol.gov/ofccp/regs/compliance/faqs/ADAfaqs.htm>
 - https://www.ada.gov/ada_intro.htm
- **Association on Higher Education and Disability (AHEAD)**
 - AHEAD is a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education.
 - <https://www.ahead.org/about>
- **The Department of Education- Office of Civil Rights**
 - For legal information regarding Section 504
 - <https://www2.ed.gov/about/offices/list/ocr/504faq.html>
- **Disabilities, Opportunities, Internetworking, and Technology (Do-it)**
 - Run by The University of Washington
 - <http://www.washington.edu/doi/>
- **Job Accommodation Network**

- The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.
- <http://askjan.org/>
- **National Center for College Students with Disabilities**
 - This federally funded national center for college students with any type of disability has information for students, parents, faculty, and anyone working with college students
 - <http://www.nccsdonline.org/>

Section IV: Additional Information

A. Additional Resources

The Student Success Center- 502.272.7400

Located in the W.L. Lyons Brown Library

- **Academic Advising-** Academic advising in the Student Success Center supports students in creating four-year plans for graduation. Our advisors work with students to integrate their interests, values, and academic and professional goals into these plans. We assist students in considering all the different major and minor and can recommend out-of-class opportunities that will integrate their personal interests, as well as academic and professional goals. Examples of out-of-class opportunities are internships, study abroad, student research, and many more.
- **The Testing Center- 502.272.7401-** The Testing Center provides students registered with Accessibility Resource Center a quiet, distraction-reduced, or isolated place to take tests. For more information, see Section II, G.
- **Tutoring-** All Bellarmine students registered for classes have the opportunity to work with a peer tutor in a small group setting for some of the 100 and 200 level courses offered at Bellarmine. Peer tutors are available to assist students in understanding course content, honing study skills or preparing for exams. To schedule a tutoring appointment please visit: <https://www.bellarmino.edu/studentssuccess/tutoring/>

If you schedule tutoring appointment(s) in the SSC, it is **your responsibility to attend the session(s)**. If you cannot make it to a particular appointment, you must cancel at least 24 hours in advance of the appointment time to avoid penalty. Regular attendance in the class for which you are being tutored is expected. If you are having any issues with your tutoring sessions, it is your responsibility to contact the SSC to make the necessary adjustments.

- **The Writing Center-** The Writing Center contributes to the academic, intellectual, and creative climate of Bellarmine University by providing support for all writers of the campus community, which includes undergraduate and graduate students, faculty, and staff. The writing coaches work with writers at any stage of the writing process and on an array of multi-modal forms of communication including presentations, speeches, and any genre of writing. For additional information please visit:
<https://www.bellarmino.edu/studentsuccess/writing-center/>

Career Development Center-502.272.8242

Located on the ground floor of Centro-McGowan Hall

The Career Development Center offers testing and counseling services designed to help students make wise and informed decisions regarding their college majors and careers. Vocational assessments help identify areas of strength and interest. The center also assists students with internship placement, resume writing, job-seeking skills, interviewing, and summer employment opportunities.

Bellarmino Counseling Center-502.272.8480

Located on the fourth floor of Nolen C. Allen Hall, Suite 403

Bellarmino University Counseling Center provides short-term mental health services including personal counseling, group counseling, psychological assessment, consultation, and referrals. Services are free and confidential for all currently enrolled Bellarmine University. To schedule an appointment please visit:

<https://www.bellarmino.edu/studentaffairs/counselingcenter/appointment/>

Health Services- 502.272.8313

Located down the stairs from the Environmental Sciences Building and up the stairs from Petrik Hall on the 1st floor of Newman Hall, Room 121.*

A professional staff provides health services. With the exception of immunizations and lab procedures, all services are free. The focus of the Health Services Clinic is on health promotion, disease prevention and holistic health. All Bellarmine students: full-time, part-time and graduate students, both residents and commuters, may use any of the services offered.

Nurse practitioners are available by appointment. Visit Health Services website at

<https://www.bellarmino.edu/studentaffairs/healthservices/>

*Students with conditions impacting mobility-Health Services can only be accessed by stairs. Please contact health Services if you require their services and cannot access the office. Staff will make arrangements with you.

Norton eCare Virtual Visits: Free

Through a generous grant from Norton Healthcare, Bellarmine students can receive 24/7 free and convenient medical care through Norton eCare video visits. This allows quick, non-urgent care from your home or residence hall. Services offer diagnosis and treatment of minor conditions such as allergies, cold, flu, cough, fever, insect bites, nausea, vomiting, diarrhea, eye soreness,

skin rashes, sore throats and urinary tract infections. Available over the summer for students residing in Kentucky and Indiana.

Vocational Rehabilitation

The Department of Vocational Rehabilitation in Louisville's mission is "to assist Kentuckians with disabilities to achieve suitable employment and independence." There are over 50 Vocational Rehabilitation offices covering all 120 counties in Kentucky. To contact the office nearest you call (800) 372-7172 (V/TTY). If you have a VR Counselor already, you are encouraged to meet with him/her regarding recommended accommodations at the college level and additional support services.

B. Evaluation Referrals

The following list contains locations for testing services if a student needs to be tested or retested for a disability. This list is not exhaustive and is intended to give students a head start when researching where to get tested. It is the student's responsibility to contact these testing facilities to enquire about insurance coverage and making an appointment for testing.

Edelson and Associates: 502.423.1151, <https://edelsonandassociates.info/>

Jack Teeple, PsyD: 502.584.7216

Raskin and Associates: 502.394.9990, <https://draskinandassociates.com/>

Groupworks: 502.409.4204, <https://groupworksky.com/>

Stan Frager PhD. (Frager and Associates): 502.426.4716

Maggie Wright, PsyD: 502.807.9551, <https://www.wrightchildpsychology.com/>

Kentucky Vocational Rehabilitation Services: 502.595.4173, <https://kcc.ky.gov/Vocational-Rehabilitation/Pages/Kentucky-Office-of-Vocational-Rehabilitation.aspx>

*Kentucky Vocational Rehabilitation Services is a state funded agency and therefore has no fee for testing. Due to the high demand of this office, appointments may be scheduled out weeks to months in the future, so please plan accordingly.

C. Accessible Parking

Bellarmine University provides parking spaces at a reasonable proximity to classroom buildings, residence halls, and office buildings for students with disabilities.

These spaces are clearly marked with the universal symbol for accessible areas.

Students with disabilities wishing to park on campus must apply for a Bellarmine Accessible Parking Permit. The state permit or plate alone will NOT satisfy this requirement. Students need to contact the Office of Public Safety to obtain an accessible parking permit to use while on campus. Once the application for the accessible parking pass is complete, the student will be issued a permit for the period of study at Bellarmine (renewed annually) or for the duration of the disability, if temporary. All accessible parking spaces on campus are controlled for permits 24 hours a day, seven days a week. If a student finds that accessible parking is consistently full, he/she should contact the Office of Public Safety at 502.272.7777 as well as the Director of Accessibility Resource Center to alert them of the situation.

An accessible parking permit does not entitle the permit holder to park in violation of Bellarmine Parking and Traffic Regulations. This includes, but is not limited to, parking on a yellow line, in a service area (yellow and white striped), loading zones (yellow and black), or in a space reserved for other use. Vehicles parking in violation are subject to citation. The use of an accessible permit by someone other than the person listed on the Parking Services permit application may result in a citation and/or termination of the permit privileges. The parking permit may be used by individuals other than the registered permit holder only when transportation is being provided for the student with the disability.

D. Placing Service Requests

In an effort to acknowledge and tackle any physical accessibility related barriers (i.e., automatic door opener malfunction, obstructed paths, or inaccessible rooms/ offices) faculty, staff, and students may face, Bellarmine University utilizes a work order system called *School Dude*. This is for the convenience of faculty, staff, and students to enter requests for services for maintenance, grounds, custodial, and for event support. Once a request is entered, all requests are automatically assigned a work order number, which can be used to track the progress until the work order is complete. The *School Dude* link can be located at the one.bellarmino.edu site under Facilities Management.

All requests should be submitted as soon as possible. Any time-sensitive requests should be received no later than **3 working days** prior to the date the service is needed.

Emergency requests (i.e., leaks, electrical outages, elevator failures, etc.) can be reported to the Facilities Management Office at 502-272-8117 on Monday through Friday 7:30 AM-4:30PM. A *School Dude* request is still necessary for proper documentation, tracking, and monitoring of progress. Any calls outside normal business hours can be directed to BU Security dispatch at 502-272-7777. Security will be able to contact after-hours staff as needed.

Following a confirmed room/space reservation, all **event setup requests** should be submitted allowing for a minimum of three (3) working days' notice prior to any event.

Important things to know when submitting a request:

1. If you have NOT entered a request before, you **must register an account**. This creates a personal account utilizing your email address as username. Select the option for **register here** on the work order submittal page. You must set up an individual password to login. The *School Dude* account number, to use when registering a new account, is:
1177786880
2. Once you complete the work order you will be prompted for a submittal password. The universal submittal password for all Bellarmine requestors is **knights**
3. Once the request is submitted, it will be reviewed, approved, and assigned to a technician.
4. All progress on all requests can then be tracked in the requester's *School Dude* account
5. When the work order is complete, an email notification will be sent to the requester with resolution information.
6. Full data records of this event are kept in historical records

If a critical service goes out, or a temporary barrier caused by damage, repairs, or construction prevents or limits access to normal traffic patterns to or through any facility, BU Facilities Management will communicate this information via campus mail, *Bellarmino Today*. The campus Director for Accessibility Resource Center will be notified of any outage or barrier that might affect any student, staff, faculty, or guests who may be challenged by these changes. When applicable, Facilities Management will also install temporary signage. Once service or repairs are complete and access is back to normal, all signage will be removed, and notifications will be sent to the campus community and the Director of Accessibility Resource Center. All will be documented on the service request for this event.

E. Graduation

Commencement ceremonies will take place in Freedom Hall inside the Kentucky Exposition Center. No guest tickets are required for guests attending commencement. Expect the ceremony to last around two hours.

We will have accessible seating for every commencement ceremony, but for any other accommodation questions, please contact the Director of Accessibility Resource Center at 502.272.8490 or at arc@bellarmine.edu.

For the safety of our students and guests, ambulance and EMS personnel will be on hand before, during, and after the Commencement Ceremony. For other questions or assistance, look for staff wearing Bellarmine Commencement Team lanyards.

Any additional questions related to commencement ceremonies should contact the Academic Ceremonies Coordinator at 502.272.8291.

F. Helpful Bellarmine University Phone Numbers

General University Information: 502.272.8000

Accessibility Resource Center: 502.272.8490

Admissions: 502.272.7100

Academic Affairs: 502.272.8160

Business Office: 502.272.8261

Career Development Center: 502.272.8242

Counseling Center: 502.272.8480

Financial Aid: 502.272.7300

Health Services: 502.272.8313

Office of Identity and Inclusion: 502.272.8302

Office of Public Safety: 502.272.7777

Office of Student Accounts: 502.272.8264

Registrar's Office: 502.272.8133

Residence Life: 502.272.7272

Student Affairs Office: 502.272.8150

Student Success Center: 502.272.7400

Technology Support Center: 502.272.8301