



**BELLARMINE  
UNIVERSITY**  
IN VERITATIS AMORE

# **Bellarmino University Disability Services**

*Enhancing abilities, supporting success*

**Handbook for Students, Faculty, and Staff**

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## **Section I: Introduction to Disability Services**

### **A. Introduction, Mission, and Contact Information**

#### **1. Introduction**

Welcome to the Disability Services 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 Disability Services have been assessed by the Director of Disability Services 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**

Disability Services is committed to achieving equal opportunities, access, and full participation for people with disabilities in all campus activities, programs, and events. Disability Services respects the intrinsic value of our students and recognizes the importance of an individualized approach when considering reasonable accommodations. 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 instructional, physical, and attitudinal barriers our students face during their higher education journey. Disability Services strives to guide students to become strong self-advocates in getting their accommodation needs met in college and beyond.

#### **3. Contact Information**

**Ronda Purdy, M.A., CPAT**  
Director of Disability Services  
Email: [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu)  
Phone: 502.272.8490  
Fax: 502.272.8491  
Office: CNMH-076

**Jessie Voigt, M.P.H.**  
Administrative Assistant, Disability Services  
Email: [jvoigt@bellarmine.edu](mailto:jvoigt@bellarmine.edu)  
Office: CNMH-074

Location:

Centro McGowan Hall, on the ground floor, Offices CNMH-076 and CNMH-074. Enter at Career Services or Admissions.

## **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 his/her 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 Disability Services, 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 the 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.

## C. Confidentiality and Release of Information by Student

The documentation and information provided to Disability Services is treated with the strictest confidentiality. All files are located in the Disability Services office with access to only limited staff members. These files are protected under FERPA (see next section 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.

When students apply to utilize Disability Services via **Accommodate** they are asked to agree to the following confidentiality statement:

*Information provided to Disability Services is protected by FERPA and granted the same level of confidentiality as other student records, which may only be shared with other institutional employees/departments on a "need to know" basis or with your written permission. Disability Services records/information are not covered by state laws that govern mental health records. As such, the Director of Disability Services may be obligated to report information such as sexual assaults, criminal/judicial misconduct or academic dishonesty.*

*In order to determine reasonable accommodations and to coordinate your academic adjustments/accommodations, Disability Services will need to communicate with university's administration, faculty and/or staff. Information that is shared will be limited to only essential information (i.e. that you have a documented disability and what accommodations you are eligible to receive).*

*I give permission for staff of Disability Services to share information about my disability-related needs on a need-to-know basis. I understand that this authorization may be withdrawn at any time by submitting a written, signed, and dated request to the Director of Disability services.*

This agreement allows us to send a copy of the accommodation letter to the student's instructors. The type of disability is not disclosed by Disability Services staff members.

Our philosophy is to encourage self-identification and self-advocacy. This means we direct 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. Disability Services 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 his/her 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 he or she reaches 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 the Disability Services 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. Each semester students are to complete a new "Request for Accommodation Form"; therefore, at the end of each term the faculty's authorization to discuss the student's accommodations and disability is terminated. A new release/waiver must be in place before discussions may resume for the current semester.

Bellarmino 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 Bellarmino 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 Bellarmino has contracted as its agent to provide a service instead of using Bellarmino 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 his or her 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 one's self), 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 him/herself in a timely manner as an individual with a disability when requesting an accommodation from the Disability Services 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. Disability Services 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:

Students apply for services through [Accommodate](#), a web-based platform for students to initiate and manage accommodation needs.

#### First Time Applicants:

##### 1. **Fill out the Accommodation Request form:**

Link: [https://bellarmine-accommodate.symplcity.com/public\\_accommodation/](https://bellarmine-accommodate.symplcity.com/public_accommodation/)

- Complete the application,
- Scan, and 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 Disability Services (see section I, C; Confidentiality). These supporting documents can also be brought to your first meeting with Disability Services.
- Make sure select **Submit** at the bottom of the screen to complete the initial application process.

2. **Schedule Meeting with Disability Services:** Once the application is submitted, Disability Services will email students with instructions on how to access our calendar and select an appointment time. All students must meet with Disability Services before they can receive accommodations. If additional help is required, contact the Director of Disability Services via telephone (502.272.8490) or email [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu) .

3. **Meet with Instructors:** After meeting with Disability Services, and accommodation letters are emailed to instructors, it is the student's responsibility to initiate contact with all instructors. They should set up a brief appointment with instructors 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 Disability Services. 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.

**NOTE: Accommodations must be renewed EACH Semester:** Students must meet with Disability Services 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 (through **Accommodate**) to review your accommodations or to start the accommodation process. Accommodations do not carry over to a new semester, even if you have had a professor in the past.

#### Renewing Accommodations:

1. Log onto **Accommodate:** <https://bellarmine-accommodate.symplcity.com/>
2. Go to the "Accommodation" tab, choose "Semester Request"

3. Click “Request Accommodation”
4. Choose the upcoming semester
5. Your classes will then populate as well as the accommodations you have previously used
6. Click “Review the Renewal”
7. On the next screen you can make edits to which classes you would like to use your accommodations for, if you want to use all of your accommodations for all of your classes, change nothing
8. Once the request is suitable to you, press “Submit”
9. Then navigate to the “Appointment” tab
10. Request an “Accommodation Renewal” appointment
11. After you have met with Disability Services, then your accommodation letter will be sent out to your instructors
12. Once the letter has been sent, it is the student’s responsibility to initiate contact with instructors to discuss the accommodation letter to review student and instructor responsibilities.

### **C. Eligibility for Accommodations**

To receive disability-related accommodations, appropriate documentation of a student’s disability is required. This information will remain in a confidential file with Disability Services. 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 typically consists of:

- Documentation of the disability from a qualified evaluator, professional, or physician.
- The student’s self-report.
- The Director of Disability Service’s direct observation and interaction with the student.

Documentation from a qualified professional consists of copy of a psycho-educational assessment, written verification by a licensed mental health professional, physician or other appropriate treatment provided qualified to treat and/or diagnosed the specific disability.

The assessment information 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.)

- Identify the substantial limitation on a major life activity presented by the disability, and a description of the current functional impact of the disability in a college setting. The assessment should validate the needs for services based on the impact of the student's disability and level of functioning in an educational setting.
- Describe the expected duration, progression, and stability of a condition
- Include the treatment plans (on-going therapy, medication prescribed, physical therapy, etc.)
- Have suggested accommodations and/or academic adjustments, with an explanation supporting the need for each accommodation to achieve equal access.
- List the names and titles of the evaluators, as well as the date(s) of the testing.

## **D. Temporary Accommodations**

Disability Services 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. Disability Services 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 Director of Disability Services as soon as the student is able is suggested. Accommodations through Disability Services 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 regards 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 Disability Services. These students are required to follow Disability Services 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 Disability Services (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 Disability Services 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 Disability Services (see Section II, B. Procedures for Receiving Accommodations).

5. Disability Services will send temporary accommodation letters to student's instructors if the documentation is appropriate and the accommodation request is reasonable.
6. Disability Services may request additional documentation if the student requests to use accommodations beyond the temporary period.

## **F. Common Accommodations**

Bellarmine University offers a range of accommodations designed remove barriers created by a disability. 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
- Note takers
- Textbooks in an accessible format
- Supplemental academic advising
- Flexibility with attendance
- Alternative assignments
- A reduced course load
- Priority registration
- Accessible housing
- Accessible parking
- Skill building; time management, anxiety management, study skills, and test taking skills
- Communication with faculty and advisor regarding the student's needs
- Information and referral for additional services

A more detailed explanation of specific accommodations is located in section II, F through Q.

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 Director of Disability Services' 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. These disabilities may include but are not limited to,

Attention Deficit Hyperactivity Disorder (ADHD), anxiety, learning disabilities, or processing disorders.

Tests through the Testing Center are managed within Accommodate. Students should log into Accommodate with their One Bellarmine email/ password.

Link: <https://bellarmine-accommodate.symlicity.com/>

Students already approved for accommodations should navigate to the “Testing Center” tab in order to schedule tests at the Testing Center. All requests **must be made 5 days in advance** in order to use the Testing Center. If a student misses this 5 day deadline, they can arrange to use their testing accommodations with their instructor. The student still has the right to a distraction-reduced testing environment, and their extended testing time even if they do not utilize the Testing Center.

The following accommodations are used in testing situation:

- **Distraction-reduced testing environment-** The student has a right to be tested in a distraction-reduced testing area. The Student Success Center provides a Testing Center which utilizes distraction reducing methods to ensure this accommodation is met. The student needs to inform the professor **5 business days prior** to each test that s/he desires this accommodation, to allow the instructor time to make arrangements. The instructor can determine this location, but if he/she prefers having students test in the Student Success Center (SSC), the student is responsible for reserving a testing spot at least **5 business days** prior to each test through Accommodate.
- **Isolated testing environment** - The student has a right to be tested in an isolated testing location. This accommodation is based off of documentation and student must qualify for this. The SSC provides a few isolated testing rooms in their Testing Center. The student needs to inform the professor **5 business days prior** to each test that s/he desires this accommodation, to allow the instructor time to make arrangements. The instructor can determine this location, but if he/she prefers having students test in the Student Success Center (SSC), the student is responsible for reserving a testing spot at least **5 business days** prior to each test through Accommodate.
- **Extended testing time** - The student has a right to 1 ½-2 times the scheduled time (not unlimited time) to complete exams, quizzes and final exams. It is the student’s responsibility to discuss his/her specific needs with the instructor. The student must communicate with the professor at least **5 business days** prior to each test, to allow both the student and professor time to reach an agreeable solution
- **Use of a computer** – Students who qualify to use a computer for tests must use a laptop provided by the SSC. The internet will be disabled during testing. If needed there will be a flash drive given to students for them to save their exam. The SSC will then print off their exam and turn in those answers to the professor. NOTE: Contact the SSC at least one week in advance if laptop is needed.

Please contact the Director of Disability Services for the following accommodations:

- Scribe for tests
- Test reader - this may be an individual, reader, or use of Kurzweil Reading/Writing software

Prior to scheduling a test in the Student Success Center (SSC) Testing Center, students are required to register with Disability Services. Students who do not have documented accommodations with Disability Services are not eligible to use the Testing Center services.

During the regular academic year, the Testing Center is typically open Monday through Friday from 8:30am-5:00pm. All exams must be completed by 5:00pm. Students should schedule them early enough to be finished by 5:00. The Testing Center is closed on university holidays.

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 is from 8am-2pm and an afternoon exam block is from 1pm-7pm. Due to volume, many final exams are proctored in locations outside of the SSC.

### **Steps to request testing at the SSC:**

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.
  - Faculty are required to approve the test request.
2. Students must register online through Accommodate a **minimum of 5 business** days before the desired appointment time. Appointments are given on a first-come, first-served basis until the center reached capacity. At this point students will be referred back to their faculty member to make arrangements for the student to take the test outside of class time, possibly during the faculty member's office hours.
3. For instructions on booking a test see: <https://www.bellarmino.edu/docs/default-source/arc-docs/booking-a-test-online-through-accommodate72bf0297fcf16c298b1dff00007f963e.pdf?sfvrsn=0>

If the scheduled test is canceled, please notify the SSC at 502.272.7401 or email [jgodlewski@bellarmine.edu](mailto:jgodlewski@bellarmine.edu)

### **Testing Center Policies:**

- Faculty are required 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 SSC 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, B for faculty responsibility in coordinating testing accommodations**

## **H. Note Taking Accommodation**

The note taking accommodation allows students with disabilities to have a supplemental set of notes from class discussions. A note taker is recruited by Disability Services to provide this supplemental set of notes. The student will be in the same course and section as the student requesting the notes. Students with disabilities such as limited hand dexterity, traumatic brain injury (TBI), learning differences, ADHD, or hearing impairments benefit from a supplemental set of notes so they may review any information they were unable to process or record during lectures, labs, or in class discussions. Occasionally, instructors may provide a copy of their lecture notes, but they are not required to do so.

### Steps to requesting a note-taker:

1. Follow the procedures for applying for accommodations on-line through **Accommodate** (section II, B). Students then meet with the Director of Disability Services to request note-taking services. If this accommodation is supported by documentation and approved, Disability Services will attempt to find a student note taker from each requested class.
2. To view supplemental notes from a note taker, students will need to log into their **Accommodate** account. Students will use their Bellarmine email and password for this process. Once Disability Services has been approved note taking, students will see a tab called “Note-Taker Network” on their Accommodate homepage. All of the uploaded notes will be available under this tab. If more direction is needed, please contact Disability Services.
3. Regular attendance in the class for which you are using a note-taker is required; **the note taker is not a substitute for you in class.**
4. If the notes being provided are poor quality or are not provided consistently, it is the student’s responsibility to contact Disability Services. Disability Services will then recruit a new note taker for the class.
5. If students approved for using the note taker accommodation drop the course for which they are receiving notes, **the student must inform Disability Services immediately.**

\*Note: In the event that a student note taker cannot be located, Disability Services will work with the student to identify another reasonable accommodation that grants equal access to the educational environment.

## I. Electronic Texts and Readers

Many students with learning and/or visual disabilities use reading software as an auxiliary aid to assist them with reading textbooks. Bellarmine currently uses Kurzweil reading/writing software and Learning Ally. Kurzweil and Learning Ally can be used from your home desktop or personal laptop. A student who requests this accommodation must have documentation that clearly supports this request.

- Students must show proof of purchase of the text books before they are allowed access to electronic texts through Kurzweil.
- Electronic texts are subject to availability from the publishers.
- Disability Services 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 Disability Services with text book information (title of book, author, edition, ISBN#) as soon as the information is available.

- Assistive reading technology, Kurzweil, is essential in order to utilize electronic text materials. Assistive reading 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. Training on how to use Kurzweil is available through Disability Services upon request. There are also many helpful PDF guides on the online Kurzweil site. Locate them at: <https://kurzweiledu.com/kurzweil-academy/kurzweil-academy.html>
- Learning Ally is an on-line, electronic library. Students who qualify for this accommodation can access Learning Ally with a provided user name and password. Students can search for their books and have the ability to add available texts to their online bookshelf for access at any time. The link for Learning Ally is: <https://www.learningally.org/>

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

## **J. Recording Class Lectures**

Disability Services may recommend that a student with visual impairments, processing disorders, or learning differences be permitted to record class lectures as a form of academic accommodation. 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 to take the audio-recordings.

- Instructors may 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. Two main types of disabilities that would require this accommodation are chronic health conditions (migraines, chronic fatigue syndrome, multiple sclerosis, etc.) and psychological disabilities (severe depression and anxiety). 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.

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 regards 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 date and/or testing time.

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 because a barrier in learning.

## **L. Alternative Assignments**

Alternative assignments are approved as an accommodation when symptoms of a disability are triggered by certain assignment formats. Students with severe anxiety and/or students with Autism Spectrum Disorder (ASD) may experience debilitating anxiety when asked to present information in front of class or when required to do group work. Although they 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 PowerPoint, 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 ASD or anxiety. 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 replace 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**

Disability Services occasionally recommends a reduced course load as an academic accommodation for a student with a disability such as, severe psychological disabilities, traumatic brain injury or chronic health conditions.

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, parental health coverage, 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**

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 Disability Services 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 Disability Services 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**

Disability Services provides priority registration to qualified students with documented disabilities. Not all students registered with Disability Services 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 Disability Services to implement, such as converting text books into alternative formats or students who use interpreters or captioning services;
- Students following a strict medication or treatment regimen or require frequent doctors' appointments;
- Students with energy limitation 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 checking OneBellarmine 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 Disability Services and indicate your need for interpretive or captioning services **at least 1 month prior to the start of the semester.**
- Give timely notification (recommend 2 weeks) of any needs for interpreters for special events such as field trips, tutoring sessions, etc.

- Meet with faculty members and the Director of Disability Services 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.**

**Disability Services 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 advanced notice. **Repeated no shows are a concern and will be addressed by the Director of Disability Services.**
- If the interpreter/captionist is unable to fulfill the assignment, Disability Services will attempt to make alternate arrangements. This may include receiving a copy of notes from a class note taker, the professor's notes, or Disability Services will record the lectures to be interpreted at a later time. Your interpreter should notify Disability Services 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 Director of Disability Services

## **Q. Housing Accommodations**

Disability Services in collaboration with Residence Life is committed to providing appropriate housing accommodations to students with documented 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.

Disability Services receives requests, reviews documentation, and works with Residence Life to facilitate housing accommodations. We evaluate all requests for disability-based housing assignments individually. Accommodated housing space is limited and spaces are assigned on a first-come, first-served basis once the completed application and deposits have been received, therefore it is key to submit these requests in a timely manner. All applications submitted regardless of timing will be accepted and considered, however there is no guarantee that the late applicant's needs, including any that develop during the semester, can be met.



Students with physical, medical, or mental health disabilities who require a specific housing accommodation must submit the appropriate supporting documentation and request to the Director of Disability Services as soon as the student have been accepted and are committed to attending Bellarmine University.

### 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

### 2. Procedures for Requesting Housing Accommodations

Please note the following about the procedures:

- Students must be eligible for University housing in order to be eligible for disability housing accommodations; this means having a guaranteed housing status at Bellarmine University.
- Students with service animals, or those requesting permission to have an assistance animals in housing, should also refer to the University's Service and Assistance Animal Policy, located in the Disability Services Handbook, section II, S.

#### Procedures for Requesting Housing Accommodations:

1. Students must follow general housing procedures, and should consult Bellarmine Residence Life for this information: at either 502.272.7272 or <http://www.bellarmino.edu/studentaffairs/residence/apply/>
2. Students must follow the **Procedures for Receiving Accommodations** (section II, B). This includes submitting a completed Accommodation Request form at: [https://bellarmine-accommodate.symlicity.com/public\\_accommodation/](https://bellarmine-accommodate.symlicity.com/public_accommodation/)
3. They must also meet with the Director of Disability Services to complete the intake process. Documentation verifying the disability and the need for a housing accommodation can be downloaded directly to Accommodate as part of the application process or it can be brought to the meeting. Meetings can be scheduled through Accommodate, <https://bellarmine-accommodate.symlicity.com/> or contact the Director of Disability Services at 502.272.8490. For documentation guidelines see the Disability Services Handbook, section II, C. **Note: the documentation needs to show a direct link between the disability and the requested housing accommodation(s).**

4. **Deadlines:** All requests for disability housing accommodations, along with all required documentation and forms referenced above, are recommended to be submitted by the following dates:
  - a. Incoming first year Bellarmine University students: June 1 for the fall semester, and November 1 for the spring semester.
  - b. All other Bellarmine University students: February 1 for the following fall semester, and November 1 for the spring semester.

While applications submitted after these dates will be accepted and considered, Bellarmine cannot guarantee that it will be able to meet late applicants' accommodation needs, including any needs developed during the semester.

5. **Housing Assignment:** Bellarmine University undergraduates who have been approved for disability housing accommodations are not eligible to participate in the Housing Lottery/ Room Selection process and will receive a housing assignment with the approved accommodations. Please note that housing assignments are binding for the applicable housing period. A student who requests disability housing accommodations through this process cannot decline an assignment in favor of Room Selection participation. Requests for room changes to another location will be considered during the Bellarmine Housing transfer period(s).
6. **Appeal Procedures:** 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 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. Students should contact Residence Life at 502.272.7272 or <http://www.bellarmino.edu/studentaffairs/residence/>

For questions or clarification about this process, please contact Disability Service at 502.272.8490 or through the Director of Disability Services email: [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu)

### **3. Evaluating Housing Accommodations**

When evaluating housing accommodations, the Director of Disability Services considers the factors below. It is helpful for documentation to include the following factors:

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?
6. What is the likely impact on the student's level of comfort if the request is not met?

Timing of the request:

1. Was the request made with the initial housing request?
2. Was the request made before the deadline for housing requests for the semester in question?
3. 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.)?

It is the responsibility of the student to register with Disability Services if accommodations are needed when applying for housing. This meeting must be done in person. Students are encouraged to schedule this meeting prior to June 1 or as soon as possible after a changed condition. In addition, the students should complete the “Accommodation Request Form” located at <https://bellarmine-accommodate.symplicity.com/>. Disability Services in collaboration with Residence Life will respond to requests for appropriate and reasonable housing accommodations in a timely manner.

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

**No request will be considered unless there is supporting documentation of a specific need submitted by an appropriate health care professional,** specifically stating the student’s medical need and how it impacts his/her need for a 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 Director of Disability Services, the Director will send the students’ housing accommodation to Residence Life Office that outlines the approved housing accommodations. The Residence Life Office 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.

## **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 located in all residence halls.

Residence Life staff will inform Emergency Response Personnel of persons with disabilities who may require assistance evacuating a building during an emergency. This alert will be based on the completion of the “Accommodation Request” form and, more specifically, the questions regarding disability evacuation assistance found at <https://bellarmine-accommodate.symplicity.com/>. The staff have been trained to follow the Evacuation of Persons with Disabilities procedures, as outlined in Student Handbook. Residence Life will be informed of students with disabilities who may need help in an evacuation. Detailed information on emergency procedures is available from Residence Life and on their website.

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](http://www.bellarmino.edu/docs/default-source/student-affairs-docs/student-handbook.pdf)

For additional resources, a useful guide to consult is the “Emergency Evacuation Preparedness Guide” for individuals with disabilities which is available on the web at: [http://www.hfcdhp.org/wp-content/uploads/Emergency\\_Evacuation.pdf](http://www.hfcdhp.org/wp-content/uploads/Emergency_Evacuation.pdf) for a PDF version and for a text version: [http://www.hfcdhp.org/wp-content/uploads/Emergency\\_Evacuation.txt](http://www.hfcdhp.org/wp-content/uploads/Emergency_Evacuation.txt)

## S. Service and Assistance Animal Policy

Bellarmino University is committed to providing members of the BU 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 BU. Set forth below are guidelines concerning the appropriate use of and protocols associated with service animals and assistance animals. BU reserves the right to amend these guidelines as needed, with or without prior notice. Members of the BU community who are students and require the use of a service or assistance animal should contact the Disability Services Director at 502-272-8490. Members of the BU community who are faculty and staff members and require the use of a service animal should contact the Chief Human Resources Officer at 502-272-8286. This policy addresses service animals and assistance animals, as defined below, while they are on campus.

### Definitions:

#### 1. Service Animal

The Department of Justice defines service animals as “**dogs that are individually trained to do work or perform tasks for people with disabilities.**” In some cases, a miniature horse may be permitted as a service animal. Other animals, whether wild or domestic, do not qualify as service animals. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure,

reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. 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).

## **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 Director of Disability Services. The animal trainer shall follow all of the outlined responsibilities stated in this policy. Upon notification of a service animal in training, the Director of Disability Services 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.

## **2. 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 prescribed to an individual with a disability by a healthcare or mental health professional that may work, provide assistance, or perform physical tasks for an individual with a disability and/or provide necessary emotional support to an individual with a mental or psychiatric disability that alleviates one or more identified symptoms of an individual's disability, 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.

## **3. 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.

## **4. 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 Disability Advisory Committee, comprised of University staff/faculty members representing Disability Services, Residence Life, Enrollment Management, Office of Public Safety, Faculty Development, Facilities, Admissions, and Information Technology, review applications for assistance animals and service animals living in campus housing.

### **Procedures for Requesting to have Assistance Animals in University Housing as a Reasonable Accommodation:**

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:

#### **Bellarmine University incoming first-year and returning students (housing accommodation request received date):**

- June 1 for fall semester
- November 1 for spring semester

All applications submitted after these dates will be accepted and considered, however there is no guarantee that the late applicant’s accommodation needs, including any needs that develop during the semester, can be met.

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

1. The determination of whether an assistance animal will be permitted in a residence hall is made on a case by case basis. In order for an assistance animal to be considered a reasonable accommodation in a residence hall, the following information should be submitted to Disability Services:

A. Verification of the individual’s disability from a physician, psychologist, or other mental health/qualified professional,

(see <http://www.bellarmino.edu/studentaffairs/disabilityservices/doc/> )

B. Statement from current mental health provider that includes:

- i. How the animal serves as an accommodation for the verified disability, and
- ii. How the need for the animal relates to the ability of the student to use and enjoy the living arrangements provided by the University.

C. Statement from mental health provider must be current; within the last 6 months.

D. 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).

2. Once all required documentation is submitted to Disability Services a determination will be made by the Director of Disability Services and Director of Residence Life, in consultation with the Disability Advisory Committee within 10 business days. Applications will not be considered until all of the required information is submitted.

3. 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.

4. Upon approval of an assistance animal, residence life staff member will be notified, as appropriate.

5. Upon approval of an assistance animal the appropriate Residence Life Coordinator will meet with the student requesting the accommodation and the roommate(s) or suitemates 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 with the Approved Animal.

### **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 Disability Services. The individual should submit the appropriate "Request Form for Housing Accommodations" 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:

#### **Bellarmine University incoming first-year and returning students (housing accommodation request received date):**

- June 1 for fall semester
- November 1 for spring semester

All applications submitted after these dates will be accepted and considered, however there is no guarantee that the late applicant's accommodation needs, including any needs that develop during the semester, can be met. **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 Disability Services and the Director of Residence Life will review the request and arrange a meeting with the person requesting the service animal to review policy.

4. Any possible roommates/suitemates will be notified (if applicable) to solicit their acknowledgement that the service 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 with the service animal.

### **Conflicting Health Conditions:**

Residence Life staff will make a reasonable effort to notify tenants in the residence building where the Approved Animal will be located. Students with medical conditions that are affected by the animals are asked to contact Disability Services 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.

Disability Services 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.

### **Owner's Responsibilities for Approved Animals:**

1. **Current Vaccination Records:** The owner must submit to Disability Services 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.
9. Service animals may travel freely with their owner throughout University housing and other areas of the University. Assistance animals are not permitted access to campus areas other than the owner's room and common areas connected to person living space. Assistance animals are not permitted to go on University sponsored trips.
10. When outside the residence the owner of the assistance animal must carry proof that the animal is an Approved Animal. Disability Services will provide identification tags.
11. The owner must notify Disability Services 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.
12. 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 Residence Life Coordinator to find out the pre-determined designated area for toileting.
13. Indoor animal waste must be placed in a sturdy, plastic bag and securely tied before being disposed of in outside trash cans. Litter boxes should be placed on mats so that waste is not tracked onto floor surfaces.

14. 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.

15. Roommates/Suitemates cannot be responsible for the care or supervision of the Approved Animal.

16. 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. This cannot be another student living on campus. The individual must live within 30 miles of campus.

17. Owners must not leave assistance animals alone overnight in University housing. If the owner is to be absent from his/her residence hall 24 hours or longer, the animal must accompany the owner. In the event that an assistance animal is left alone overnight and is not being properly cared for, Residence Life staff will attempt to contact the owner or the emergency contact 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 Judicial Process. The owner will be afforded all rights of due process and appeal as outlined in that process.

### **Guidelines for Maintaining an Approved Animal at Bellarmine University:**

#### **1. 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.

## **2. Notification of Approved Animal to Campus Community**

A. Disability Services 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 Disability Services to report any changes or problem behavior in Approved Animals.

C. Grounds crew will provide a reasonable location for the Approved Animal to toilet and will keep the animal's toilet area free from obstructions (snow, branches, etc.).

D. Disability Services will coordinate all classroom and other campus accommodations for service animals with appropriate faculty and/or staff.

E. Faculty and staff should contact Disability Services if they have concerns over the use of a service animal in a particular classroom or other course-related setting or location.

F. Disability Services will make contact with the identified alternate handler in the case of an emergency.

## **3. 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.
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.

## **4. 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.

## **5. 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 (when not restricted by a pass, permit or ticket).

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.

## **6. 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 Disability Services. 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: custodial closets, boiler rooms, 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.

## **7. 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.

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 Disability Services Grievance Policy can be located in section II, T.

## **T. Grievance Procedure**

If you find you are not receiving reasonable accommodations that are appropriate to the documented disability, there are steps to follow to resolve the problem. These steps assume that you have registered with Disability Services, provided documentation related to the disability, and notified your instructors of the need for accommodations. The procedure for filing a grievance is listed below.

**The steps must be followed completely and in order.** In order to have a record of these proceedings it is recommended that you record or bring a note taker to all meetings.

1. Make an appointment with the person you have the grievance with (during their office hours - not during class time). During this meeting, you must speak freely. It is very possible that Disability Services/staff/faculty member is unaware of your displeasure, or there has been a misunderstanding. If this does not resolve the grievance, proceed to step 2.
2. Make an appointment with the supervisor of the person with whom you have a grievance. Come to this meeting prepared to state exactly what your grievance is, and to provide information about the initial meeting from step 1. Bring any records you have been keeping supporting your grievance. If this does not resolve the grievance, proceed to step 3.
3. Make an appointment with the Vice President of Academic Affairs, or the Vice President of Student Affairs depending on the type of grievance. You should come to this meeting prepared to state exactly what your grievance is, and with information about your two prior meetings on the issue (steps 1 and 2).
4. If your grievance is one of discrimination, please refer to your Student Handbook, which outlines procedures for review of allegations of discrimination. Copies of Student Handbook may be obtained during registration or viewed on the Student Affairs' website.

These grievance procedures are set up not only to assist the student in resolving grievances, but also to enable the student and staff to resolve problems and to remain in a strong working relationship.

## **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 Disability Services 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 Disability Services 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 Disability Services 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 Disability Services syllabus statement);
- Coordinating reasonable accommodations when timely students requests are made (i.e. approving Testing Center requests in a timely manner and sending test to Testing Center at least 24 hours prior to test date, and approving test requests);
- Consulting with Disability Services as necessary 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 Disability Services when they make an accommodation request that is not listed on this letter, as Disability Services only supports requests specifically listed.
- Familiarizing themselves with **Accommodate** in order to approve/ upload exams for students testing in the Testing Center.

## B. Faculty Involvement in Accommodations

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

1. Once a student has initiated accommodations with Disability Services, 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 Disability Services 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.

*Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Director of Disability Services, located in Centro McGowan Hall, on the ground floor, Offices CNMH-076. Enter at Career Services or Admissions. Students can apply for services on-line at <https://bellarmine-accommodate.symplicity.com/> or call 502-272-8490 (email [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu)) for more information. Students are encouraged to make these arrangements with Disability Services as early in the semester as possible so that a student and his/her course instructor can collaborate for a successful course experience.*

Eligibility for services and documentation guidelines can be found at:  
<http://www.bellarmino.edu/studentaffairs/disabilityservices/doc/>

## D. Coordinating Testing Accommodations

The Testing Center at the Student Success Center is available to provide a distraction-reduced or isolated testing environment. If the instructor prefers, they can request to set up 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 Disability Services if you need help coordinating this accommodation
- Provide the student with a laptop if they qualify for this accommodation
  - Contact Disability Services if you need help coordinating this accommodation

NOTE: If the SCC 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 [jgodlewski@bellarmine.edu](mailto:jgodlewski@bellarmine.edu) if the student is still testing or give the student the opportunity to make corrections after the test, during office hours.

## **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
- 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
- Create multiple choice format exam in place of essay/fill in the blank

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 in order to pass the class. It is strongly advised that faculty consult with both Disability Services 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 100 person lecture had 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?

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

## **H. Equal Access Teaching Practices**

Disability Services has provided the following list of tips for good teaching practices that support equal access for all 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 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 Disabilities**

- 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 her extend her hand for you to take.

### **Deaf/Hearing Disabilities**

- If you assign films or videos, obtain them with a closed captioning option. Disability Services 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 him. Never turn to the person with him and ask, "What does he 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. Contact Disability Services if the meeting place of your class needs to be changed if it is not accessible for a student with mobility differences.

Find more teaching tips at:

<http://www.roosevelt.edu/dss/facGuideLearn.htm>

## I. Faculty Frequently Asked Questions

The Director of Disability Services is available for consultation by email (rpurdy@bellarmine.edu), phone (502.272.8490), or in person (Centro McGowan Hall, on the ground floor, Office CNMH-076; enter at Career Services or Admissions) 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 Disability Services?

- 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 Disability Services. 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.

#### **Disability Services Statement:**

*Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Director of Disability Services, located in Centro McGowan Hall, on the ground floor office CNMH-076; enter at Career Services or Admissions. Students can apply for services on-line at <https://bellarmine-accommodate.symlicity.com/> or call 502-272-8490 (email [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu)) for more information.*

*Students are encouraged to make these arrangements with Disability Services as early in the semester as possible so that a student and his/her course instructor can collaborate for a successful course experience.*

*Documentation guidelines can be found at*

*<http://www.bellarmino.edu/studentaffairs/disabilityservices/doc/>*

***(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](https://bellarmine-accommodate.symlicity.com/). For documentation requirements see: <https://www.bellarmino.edu/studentaffairs/disabilityservices/doc/>

After applying for accommodations, students will be sent an email which details how to schedule an appointment with the Director of Disability Services, Ronda Purdy. During the initial appointment, Disability Services will collect the student's self-report and their documentation of disability. After documentation is submitted, the materials are evaluated to determine if accommodations are appropriate. The Director of Disability Services meets with all students to determine reasonable accommodations based on history, documentation and current classes. As instructors, you should refer a student to Disability Services 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?**

- Disability Services will give the student a formal accommodation letter that outlines the approved accommodations. This letter will be emailed through **Accommodate** to the appropriate faculty and copied to the student. ***The student is directed to discuss the letter in person with his/her instructors.*** If a student asks you for accommodations and does not have a formal letter from Disability Services, please request that he or she contact the Director of Disability Services.

### 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 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 Student Success Center.
- The instructor does not need to know the nature of the student's disability and cannot ask the student for this information in order to provide appropriate accommodations. The student may elect to disclose the nature of the disability, or other information about his/her 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. **How do I approve and upload a test through Accommodate?**

- Log onto [Accommodate](#). Click the "Courses" tab. Choose the appropriate course by clicking on its title. Navigate to the "Test Booking" tab. Choose "Pending." Choose the

pen/paper icon. On this screen you can add the test as an attachment. Once you have added the test as an attachment, make sure to click yes next to “Testing Appointment Approved.” Press “Submit.”

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

For a full guide please see: <https://www.bellarmino.edu/studentsuccess/testing-center/faculty/>

**6. I have a student whom I suspect has a disability or disclosed that they have a disability but is not registered with Disability Services. 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 Disability Services, and reiterate that eligibility for accommodations for any disability must be determined initially by that office.

**7. Can I provide accommodations for a student without utilizing Disability Services?**

- 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 Disability Services. By using Disability Services, the instructor can be confident that the student qualifies for appropriate accommodations. If an instructor grants an accommodation without Disability Services 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 Disability Services.

**8. 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 Disability Services. Disability Services helps the faculty to ensure that the accommodations are appropriate and obtainable for a particular class. All accommodations must be approved by Disability Services before a faculty member can accommodate a student. Each student’s need for accommodations is (re-)evaluated each semester, with the issuance of a new letter by Disability Services.

**9. 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 Disability Services be entitled to the accommodations given to instructors for implementation. It would be more appropriate to discuss (with the student and Disability Services) how the requested accommodation could be adjusted to the format/goals of your course. When a letter from Disability Services 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 Disability Services for support. The Director of Disability Services 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.

**10. 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. Disability Services 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 Disability Services.

**11. What should I do if a student approaches me about an accommodation that was not included in the letter emailed to me from Disability Services?**

- Faculty should refer students to Disability Services in order for the appropriateness of the student's new request to be evaluated. Disability Services 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.

**12. 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.

**13. 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 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. 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.

**14. 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 success. An instructor should employ the same grading and evaluation procedures for all students, holding each student similarly accountable for course mastery.

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

- Faculty may choose to accommodate the student within their own facility. It is the student's responsibility to make arrangements with the instructor **5 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 **5 days** prior to **each** test by logging onto **Accommodate** at: <https://bellarmine-accommodate.symlicity.com> Students and instructors who elect to use the SSC for testing accommodations must do so in accordance with Testing Center policies and procedures. For additional information about testing in the SSC, please consult the following link: <https://www.bellarmino.edu/studentsuccess/testing-center/students/> For additional



information about testing accommodations, please see information about available accommodations on the Disability Services website.

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

- Disability Services 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.

**17. 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 Ronda Purdy, [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu). Or see section II, S.

**18. 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).

**19. 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. Disability Services will assist in identifying possible note takers for classes; however, the professor’s assistance may be needed in *discretely* 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 instructors lecture notes because other copies are not available.

**20. 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 Disability Services to explore options including: 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.

**21. 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 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;

D) 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.eeoc.gov/laws/statutes/adaaa_info.cfm)
  - <https://www.dol.gov/ofccp/regs/compliance/faqs/ADAfaqs.htm>
  - [https://www.ada.gov/ada\\_intro.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.nccsonline.org/>

## **Section IV: Additional Information**

### **A. Additional Resources**

#### **The Student Success Center- 502.272.7400**

Located on the B-level of 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 Disability Services a quiet, distraction-reduced or isolated place to take tests. For more information, see section II, G.
- **Tutoring-** All Bellarmine students registered for classes the opportunity to work with a peer tutor in a small group setting for most 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://studentsuccesscenter.bellarmino.edu>. The username is the first part of your email (do not include @bellarmine.edu) and the password you use for your bellarmine accounts.

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 mission of the Bellarmine Writing Center is to provide one-with-one tutoring in writing to all members of the Bellarmine community. The center works with writers at all stages of development and at every stage of the writing process. For additional information about the Writing Center and to learn how to sign up for an appointment, please contact Jennie Wellman at [jwellman@bellarmine.edu](mailto:jwellman@bellarmine.edu) or call 502.272.8073.

### **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. Career Development also maintains a library on the second floor of the Campus Center, Room 225, with specific information regarding employment opportunities for persons with disabilities.

### **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 call the Counseling Center at 502-272-8480.

### **Health Services- 502.272.8313**

Located on the bottom floor of Newman Hall

A professional staff including a Registered Nurse and three Nurse Practitioners 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 <http://www.bellarmino.edu/studentaffairs/healthservices/hours/> to see nurse practitioners availability.

### **Physical Therapy Service Learning Clinic- 502.272.8356**

Located 2120 Newburg Road, first floor of Nolen Allen Hall, room 200

The Service Learning Clinic (SLC) is a free service to the Bellarmine community where graduate physical therapy students provide physical therapy under the supervision of their instructors. Therapy services include evaluation and treatment of a wide range of musculoskeletal, neurological, and developmental conditions. For additional information or to schedule an appointment email Anita at [aspoelker@bellarmine.edu](mailto:aspoelker@bellarmine.edu) or call the number listed above.

### **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) or for more information on their services, contact the Bellarmine's Director of Disability Services directly (502.272.8490). 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
Jack Teeple, PsyD:	502.584.7216
Raskin and Associates:	502.394.9990
Groupworks:	502.409.4204
Stan Frager PhD. (Frager and Associates):	502.426.4716
Maggie Wright, PsyD:	502.807.9551
 Kentucky Vocational Rehabilitation Services:	 502.595.4173

\*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 scheduling out weeks to months in the future, so please plan accordingly.

## **C. Accessible Parking**

Bellarmino 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. If a student is actively receiving services from Disability Services, they may apply through that office, all others need to speak with Public Safety. 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 Disability Services 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 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 user name. 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*, and *The Daily Knight*. The campus Director for Disability Services 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 Disability Services. All will be documented on the service request for this event.

## E. Graduation

All commencement details can be found at:

<https://www.bellarmino.edu/academicaffairs/graduation/spring-commencement/>

When commencement is held on Clayton Field in the Owsley Brown Frazier Stadium. The stadium gates will open at 7:00AM on commencement day. Guest seating is on a first-come, first-served basis. No tickets are required in the stadium.

We will have reserved seating for every commencement ceremony, but for any other accommodation questions, please contact the Director of Disability Services at 502-272-8490

For the safety of our students and guests, an 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.

Campus shuttles will take guests to and from parking lots and the stadium. There will also be shuttle service from Nolen C. Allen Hall, 2120 Newburg Road. Accessible parking will be available adjacent to the stadium in "Lot C" found on the campus parking map. Assistance will be provided between the accessible parking area and the stadium seating if needed.

Guests also have the option of viewing the Commencement Ceremony indoors in the Amelia Brown Frazier Convocation Hall in the George G. Brown Center. The ceremony will be live-streamed on large screens. Tickets are not required for guests viewing the ceremony from the indoor viewing areas. Although the alternate viewing area is designed especially for individuals with limited mobility, small children, or disability related needs, everyone is welcome.



If you have any questions that are not related to a disability concern, contact our Commencement Coordinator, Calene Baldwin. Ms. Baldwin's email is [cbaldwin@bellarmine.edu](mailto:cbaldwin@bellarmine.edu) and her phone number is 502.272.8291.

If you have specific accommodations request, like an interpreter please contact Disability Services at 502.272.8490 or via email at [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu). \*These requests should be placed at least two weeks in advance to ensure accommodations are met.

## **F. Phone Numbers**

General University Information:	502.272.8000
Admissions:	502.272.7100
Academic Affairs:	502.272.8160
Bursar's Office:	502.272.8264
Business Office:	502.272.8261
Career Development Center:	502.272.8242
Counseling Center:	502.272.8480
<b>Disability Services:</b>	<b>502.272.8490</b>
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
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