



DISABILITY SUPPORT SERVICES POLICY

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Part 1

DISABILITY INFORMATION: GENERAL OVERVIEW

Section 1. Introduction

A. Non-Discrimination Policy

It is the policy of Antioch University (the “University” or “AU”), in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students’ needs. Antioch University is committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

B. “Reasonable Accommodation” Defined.

Reference 34 CFR 104.22 and 34 CFR 104.44

“Reasonable accommodation” means a reasonable modification or adjustment that enables qualified students with disabilities to have equal access to programs and services. Under the law, “reasonable accommodation” may include, but is not limited to, removal of barriers to access of the physical facilities or programs, “academic adjustments” such as modification of academic requirements, policies and procedures, and “auxiliary aids” such as taped texts, interpreters, readers and other similar services and actions. A reasonable accommodation need not be the student’s preferred accommodation as long as it is effective for the purpose of ensuring equal access.

Section 2. Disability Compliance Coordinators
 Reference 34 CFR 104.7(a)

The University is composed of five geographically distinct campuses as well as other University-wide programs such as the PhD in Leadership and Change, and Antioch Education Abroad, (“University-wide Programs”). Because of the geographic distance of these programs and campuses, each has its own Disability Compliance Coordinator. Each Compliance Coordinator is responsible within their respective campus or programs for compliance with all federal, state and local laws related to disability non-discrimination. The contact information for each of these individuals is set forth in the table below:

Campus	Disability Compliance Coordinator	Telephone Number	TDD Number	E-mail address
Los Angeles	David Houser	310/578-1080 Ext. 417		dhouser@antioch.edu
McGregor	Darlene Robertson	937/769-1820		drobertson@antioch.edu
New England	Katherine Clarke	603/283-2150		kclarke@antioch.edu
Santa Barbara	Donna Mathes	805/962-8179 Ext. 337		dmathes@antioch.edu
Seattle	Betsy Raleigh	206/268-4044	206-728-5745	eraleigh@antioch.edu
University-wide Programs	Thomas Faecke	937-769-1304		tfaecke@antioch.edu

Section 3. Disability Support Services

In addition, the University maintains a Disability Support Services (DSS) Office on each campus and for University-wide programs to coordinate services for students with disabilities. If you are a student with disabilities and you require any reasonable accommodation(s) as defined above, please contact the Disability Support Services Coordinator listed below. Students, faculty, and staff should understand that the University can provide reasonable accommodation for students with disabilities only upon arrangement through the DSS office, and that faculty and staff members should not attempt to arrange reasonable accommodation independent of the DSS Office. The contact information for the DSS Coordinator for each campus or program is set forth in the table below:

Campus	Name of DSS Coordinator	Telephone Number	TDD Number	E-mail address
Los Angeles	Melinda Aleme	310/578-1080 Ext. 208		maleme@antioch.edu
McGregor	Maureen Heacock	937/769-1846		mheacock@antioch.edu
New England	Elizabeth Fitzgerald	603/283-2150		efitzgerald@antioch.edu
Santa Barbara	Donna Mathes	805/962-8179 Ext. 337		dmathes@antioch.edu
Seattle	Maud Steyaert	206/268-4151		msteyaert@antioch.edu
University-wide Programs	Vickie Nighswander	937-769-1360		vnighswander@antioch.edu

The *DSS Policy* has been adopted to broaden understanding of disability non-discrimination laws and to serve as a reference and guide to faculty, staff and students regarding reasonable accommodation for students with disabilities. The *DSS Policy* provides a brief overview of the relevant laws that have an impact on the provision of reasonable accommodation to students with disabilities; responsibilities and rights of students; responsibilities of the University; reasonable accommodation, non-discrimination policy; AU policies and procedures related to the provision of the various services; and resources.

Section 4. Relevant Federal Laws

A. Section 504 of The Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (hereinafter “504”) prohibits discrimination against persons with disabilities. Specifically, Section 504 states that “no qualified individual with a disability in the United States shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

B. The Americans With Disabilities Act of 1990

The Americans with Disabilities Act of 1990 (hereinafter the “ADA”) clarifies and strengthens Section 504 of the Rehabilitation Act of 1973. ADA provides protection from discrimination for individuals on the basis of disability. Private institutions of higher education are covered under Title III of the ADA. The focus is on program and physical accessibility to places of public accommodation such as institutions of higher education. This focus includes the whole scope of an institution’s activities including facilities, programs, and employment.

Section 5. Student Rights

While disability non-discrimination is ensured in multiple ways, key protections include the following student rights:

- Students with disabilities have the right to reasonable accommodation, provided that the basic requirements to perform the activities of the program are met. Institutions of higher education are not required to alter their requirements for either admission or graduation.
- Students have the right to confidentiality. Information regarding a student’s disability will not be released without a student’s permission. Information will be shared with the instructor only to the extent necessary to provide the requested reasonable accommodation.
- Students have the right to appeal any decision made regarding reasonable accommodation through the grievance procedure described on pages 20-24.

Section 6. Student Responsibilities

Students who seek reasonable accommodation under the ADA or 504 are responsible for providing documentation of the nature and extent of the disability. An appropriate reasonable accommodation for each student is determined on a case-by-case basis. The Disability Support Services staff works collaboratively with the student to ensure reasonable accommodation needs are met.

In order to ensure that needed reasonable accommodation is provided in a timely manner, it is the responsibility of the student to:

- Contact the DSS Office as early as possible so that individual needs can be determined and reasonable accommodation provided in a timely manner.
- Provide timely notice and documentation of the nature of the disability, and the reasonable accommodation requested, to the DSS Office. Some reasonable accommodation may require significant time to arrange. **Requests for reasonable accommodation need to be received by the DSS Office as early as possible and preferably at least one month prior to the beginning of the term for which the request is made.** Lack of advance notice may delay the availability of reasonable accommodation.
- Provide such additional documentation on the nature and extent of the disability as the DSS Office may require in order to determine the appropriate reasonable accommodation. Such documentation may include, but is not limited to: identification of tests administered, test results, description of the covered disability, and recommended reasonable accommodation.
- Cooperate and collaborate with the DSS Office to develop appropriate and reasonable accommodation(s) on an interactive, individual basis.
- Schedule an appointment to meet with DSS staff if there are questions or concerns related to reasonable accommodation.
- Notify the DSS Office regarding changes to class schedule after initial reasonable accommodation have been determined.
- Request and obtain from the DSS Office each term a Letter of Accommodation as close to the first week of the term as possible. Present the Letter of Accommodation each term to the instructor as soon as it is issued by the DSS Office. Return the signed original to the DSS Office. Each signatory is responsible for keeping his or her own copy.
- Extended time on assignments is to be requested in writing. The student should discuss the request with the instructor and a timeline is to be agreed upon and documented in a written agreement. Antioch University's policy states students have a maximum of one term to complete the course requirements in which they received an "incomplete." As explained below, students may request an extension of time as a reasonable accommodation for disability. Such adjustments must be requested in writing through the DSS office. If any issues arise regarding the requested extension, they are to be discussed and, if needed, mediated through the DSS Office, which will issue a written response.

- Specialized tutoring for students with learning disabilities is typically the responsibility of the student. A list of providers is available through the DSS Office.
- Arrive on time for meetings with tutors or interpreters and notify tutors or interpreters 24 hours in advance if you will be late or absent for meetings or class.
- Advise the DSS Office of any barriers to accessibility. For example, any student who finds the handicapped parking spaces to be inadequate in terms of design or availability, or any student with specific needs regarding program or activity accessibility, should notify the campus or program DSS Office and request a modification.

Section 7. Faculty Responsibilities

- The syllabus needs to be available 4 weeks before the term begins. If this is not possible, then the reading assignments and schedules need to be available. In part, this is to assure that the DSS office can arrange for books to be recorded on tape or CD if necessary.
- Work with the DSS office to make adjustments when needed to accommodate students' needs. For example, if a student has a learning disability, the faculty's course notes may need to be available. Additional recommendations/ideas are included in this policy.
- Maintain the academic integrity of the course requirements and the program.

Section 8. AU Responsibilities

AU is committed to providing reasonable accommodation to qualified students with disabilities. In recognizing this commitment the University shall:

- Comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
- Notify students of the University's policy on non-discrimination on the basis of disability and of steps a student may take if he/she believes discrimination has taken place. Copies of such policy shall be included in the campus or program course catalogs, recruiting material and on the University websites. This notice shall be included in all formal correspondence that communicates decisions or policies adversely affecting the student's status or rights with the University. It will also include the telephone numbers of the U.S. Department of Education, U.S. Department of Justice, and the U.S. Office for Civil Rights. Each campus or program DSS Office shall maintain and make available current contact information for Local and/or Regional Offices of the U.S. Office for Civil Rights and other

local resources and services available to persons with disabilities in higher education.

- Maintain the academic integrity of programs.
- No pre-admission inquiry will be made as to whether an applicant has a disability, except as provided by law or the student chooses to make an inquiry into AU disability support services and policies.

Section 9. AU DSS Office Responsibilities

- Provide a forum by which students may disclose the presence of a disability and may request reasonable accommodation he/she believes is needed for obtaining equal access to the benefits of Antioch's programs and activities.
- Request documentation confirming the student's disability and assess the appropriateness of the requested reasonable accommodation.
- Establish procedures by which approved reasonable accommodation can be arranged.
- Establish confidential record keeping procedures necessary to document institutional responses to requests for reasonable accommodation.
- Serve as a resource for in-service training for faculty and staff to enhance awareness and understanding of the needs of students with disabilities.
- Make information available to all students on the services available to students with a disability including the name and location of the DSS Office and the process for accessing services.
- Work collaboratively with faculty, staff, and students to provide reasonable accommodation as appropriate for each qualified student with disabilities.

Section 10. Examples of Reasonable Accommodation

The process of selecting reasonable accommodation for each qualified student with disabilities is made on a case-by-case basis, appropriate to the nature and extent of the student's disability. The following provides examples of reasonable accommodation in the form of academic modifications, auxiliary aids and services and physical access. The following is not an all-inclusive list, as each student's needs must be evaluated in determining what is reasonable under the circumstances.

A. Academic Modifications

Academic modifications may include, but are not limited to:

- Flexibility in timelines for completion of courses.
- Adaptation of the manner in which specific courses are conducted.
- Flexibility in teaching methods.

B. Auxiliary Aids and Services

Auxiliary aids and services are available to students for curricular, co-curricular and extra-curricular activities of the University or outside activities that are considered part of the student's academic program. Such activities may include, but are not limited to:

- Flexible procedures in the admission and registration processes (early or priority registration).
- Qualified sign language, oral and tactile interpreters, or other technological alternatives.
- Access to adaptive equipment including, but not limited to TTY; closed caption devices; amplified telephone receivers; low-vision reading aids; brailled devices and computer enhancements.
- Textbooks and other educational materials in alternative media including, but not limited to, large print, Braille, electronic format, and audio tape or CD.
- Provision of readers, tutors, note takers and/or proofreaders.
- Release of syllabi, study guides, and other appropriate instructor-produced materials in advance of general distribution and access beyond the regular classroom sessions to slides, films, overheads and other media and taping of class sessions.

C. Access

Access may include, but is not limited to:

- Ongoing review and coordination of efforts to ensure campus or program accessibility including barrier-free design, signage, identification of hazards or mobility barriers, maintenance of access during construction, snow and ice clearance and adequate disability parking.
- Facilitating physical access to program and services including relocating classes, activities, and services to accessible facilities.
- Referral to appropriate on-campus and off-campus resources, services and agencies.
- Accessibility to tutoring, mentoring, academic advising and peer counseling, if available, for students with disabilities.

Part 2

FACULTY AND STAFF: WORKING WITH STUDENTS WITH DISABILITIES

Section 11. Accommodating Different Types of Disabilities

The following information is not meant to be a comprehensive survey of possible or required reasonable accommodation, but rather to provide some general principles and considerations. Each student's disability-related needs are different, depending upon many factors including the nature of the class and the instructor's teaching style. Do not hesitate to discuss with students with disabilities and with the DSS Office how you can help students achieve access to Antioch's programs and help the University be fully compliant with federal anti-discrimination law.

A. Mobility Impairments

Mobility impairments may include being unable to walk or having limited use of arms or hands. A student may use a wheelchair, cane, crutches, walker, or have difficulty walking independently. In working with a student with a mobility impairment, AU encourages faculty, staff and other community members to consider the following:

- Be sure that aisles and doorways are free of obstacles. Some students may not have the capability to "step over" or "around" an impediment.
- When speaking to a person in a wheelchair for more than a few minutes sit down or otherwise reach eye level to continue the conversation.
- If a class or program involves field trips, make arrangements in advance, in consultation with the student and, if needed, the DSS Office, for reasonable accommodation necessary for the student's participation.

B. Visual Impairments

1. Blindness – Students who are blind will commonly need books on tape or CD, extended time to complete assignments, assistance filling out forms, assistive computer technology, and printed material in Braille. (Keep in mind that many people who are blind do not read Braille, but for those who do, it may be the most effective means of written communication.) Faculty and staff should consider the following in working with blind students:

- Words such as "this," "that," "here" and "there" will be meaningless in explanations, discussions and class sessions. Try to use precise descriptions like "up," "down," "right" or "left." Remember that classroom displays, such as on a white board or projector, cannot be read by students who are blind and that the

information must be vocalized or otherwise delivered to the student in an accessible format.

- The student may use a guide dog. Guide dogs are highly trained and disciplined. Help others to remember that the guide dog is responsible for guiding its owner and is not a pet. Petting the dog or speaking to it may distract it from its responsibility.
- Faculty may need to choose class texts early and/or provide syllabi and class notes for the DSS office to transfer to Braille, digital, or audio format. It takes considerable time to have material brailled or recorded.

2. **Visually Impaired** – Visually impaired students are partial sighted and may appear to have no disability, but they may have specific needs when using printed materials. The most common reasonable accommodation requested by visually impaired students are enlarged text and the use of an enlarger for reading handouts. Using enlarged print often requires extra time for reading and preparation for classroom assignments. Faculty members may want to consider the following:

- The degree of sight will vary by student. There may be varying degrees of peripheral vision and varying degrees of central vision. Some may see colors more clearly than others. The student is the best source of information about his or her needs.
- Students may need assistance in filling out forms. Instructors can be helpful by letting them know the type and length of response needed for each item.
- If the number of pages required in a written assignment is suggested, an estimate of the number of words will assist the student who uses enlarged print or writing to better understand the appropriate length.

C. **Hearing Impairment** - Hearing impairments can range from deaf to mild or moderate loss of hearing. Students with a hearing loss use a variety of communications tools ranging from various combinations of lip reading, sign language interpreting, oral interpreting, finger-spelling and special telecommunication devices to using assistants to conduct business for them.

Faculty members may want to consider the following provided by Gallaudet College and other specialists in working with hearing impaired students:

- The ability to lip read varies from person to person. Look at the person when speaking and speak naturally and clearly.
- Use visual media, when possible, to augment oral information.
- Provide a written script of class sessions or presentations.

- Supply key vocabulary lists in advance of new materials.
- Repeat the questions and comments of others (in class or in discussion).
- If the student is using an interpreter, speak to the student – not the interpreter – for communication purposes and out of courtesy for the student who is hearing impaired.
- Establish a system for getting messages and changes in procedures to students who are hearing impaired.

D. Speech Impairments

Speech is considered impaired if it is unintelligible, awkward, or difficult. Speech impairment covers several kinds of disabilities including, but not limited to, articulation disorders, voice disorders, and fluency disorders. Some students who are disabled by conditions such as cerebral palsy or deafness may have problems with oral communications. Faculty and staff members may want to consider the following in working with students who are speech impaired:

- Talk naturally to the students. Resist the temptation to fill out the students' sentences or phrases. It is more helpful to them if you wait for them to finish the sentence or phrase.
- Listen to the meaning that is being conveyed in spite of the vocalizing problems and make a conscientious effort to respond to all communication attempts.
- Encourage the student who wants to speak in class and sensitize other students to the need for encouragement and patience.
- Provide alternative forms of communication, such as writing or typing, for those students whose disabilities tend to make them reluctant to speak in class or in front of a group. Avoid pressuring a student who has impaired speech to speak in class. If an oral presentation is a course expectation, consult the student and the DSS Office about reasonable options for reasonable accommodation.

E. Learning Disabilities

What constitutes a legally documented learning disability is complex and requires diagnosis by a professional who can administer and interpret the appropriate tests to determine if a student has a learning disability. Students with a learning disability are, "...of normal or high intelligence but have information processing difficulties and sometimes require alternative modes of information intake and delivery." They often acquire, integrate and express information in ways that differ from the norm. Learning disabilities vary and are manifested in a variety of ways (dyslexia, dysgraphia,

dyscalculia, etc.). Learning disabilities are sometimes called *invisible disabilities* because the effect on academic performance can be subtle. There are many ways to help students with learning disabilities be more successful in their University experience. Faculty may want to consider the following:

- Provide advance information about course expectations and requirements. This includes early syllabus, copies of calls, notes and early selection of text since students may need more time to read or listen to taped texts.
- Provide structure that more clearly distinguishes main and supporting ideas and shows the relationship of parts to the whole. It is usually helpful to outline class sessions both orally and visually at the beginning of the class and review at the end.
- Consider alternative formats for demonstrating competence including extended time for completion of assignments, shortened assignments, taped class sessions or use of computers in class.
- Give students frequent feedback on their performance so they can modify their activities and improve their evaluations.
- Consciously integrate multiple modes of information delivery such as outlines, transparencies, films, charts and diagrams.
- Allow the use of dictionaries, spell check, and other academic aides.

F. Dysgraphia – Dysgraphia involves a writing or fine motor skills deficit. A student with dysgraphia may show inconsistencies in writing (mixture of print and cursive, upper and lower case, shapes or slant of letters, unfinished words or letters, omitted words); have difficulty pre-visualizing letter formation; exhibit slow copying or writing, and noticeable difficulty in thinking and writing at the same time. In working with a student with dysgraphia, faculty members may want to consider the following:

- Allow use of a tape recorder during class sessions or presentations.
- Allow the use of a note taker.
- Provide notes or outlines to reduce the amount of writing required.
- Provide alternatives to written assignments (audio-taped reports, video-taped reports).

G. Health Impairments

Many health issues may affect the way a student functions in the academic setting. Although not all health issues constitute a disability, many do. Barriers to

learning can sometimes result from heart disease, cancer, multiple sclerosis, allergies, diabetes, pulmonary disorders, arthritis, obesity, or complications of AIDS or epilepsy. Ongoing health concerns may require disrupted attendance and the need to consider alternative assignments. Students may need the freedom to leave the classroom suddenly and without explanation. Faculty members may want to consider the following in working with students with health impairments:

- Allow class sessions to be taped when students cannot attend.
- Allow extended time for completion of assignments or courses.
- Allow evaluation formats such as oral dialogs, and extended time on written assignments.

H. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

The principal characteristics of ADD/ADHD are inattention, hyperactivity and impulsivity. In working with students with ADD/ADHD faculty and staff members may want to consider the following:

- Vary tone of voice: loud, soft, whisper.
- Provide opportunities for the student to show divergent, creative, imaginary thinking and get peer recognition for originality.
- Employ multi-sensory strategies when directions are given and lessons presented.

I. Emotional Impairments

Many psychological and emotional problems have a profound impact on a student's academic performance. Some of the emotional disorders may include, but are not limited to, chronic depression, bi-polar cycling, borderline personality disorder or post-traumatic stress syndrome.

A student with an emotional disorder may exhibit irregular, disruptive behavior, irrational statements, excessive tension or heightened anxiety. Emotional or psychological difficulties may interfere with class attendance, information processing or academic performance. Faculty members may want to consider the following:

- Treat emotional disorders like you would any other health issues including the option to tape record class sessions, extended time to complete assignments or alternative assignments.
- Let the student know that you consider him/her capable and competent.

- Be honest with students about their performance so they can modify their behavior. Frequent, informal, written or verbal evaluations may be helpful.
- Avoid relationships that become therapeutic. If a student is working with a therapist, such relationships may interfere with the therapeutic relationship.

Persons in treatment for certain emotional or psychological disorders may be taking prescription medications, and may exhibit behavior changes when beginning new medications or discontinuing medications previously taken. With certain disorders, persons receiving medications may sometimes discontinue those medications, or may attempt to self-medicate without medical advice. Faculty and staff members working with such students should remain alert to the possibility that reasonable accommodation needs may change, even somewhat abruptly and in such cases contact the DSS Office.

The various categories of disabilities and suggestions for ways of working with students are included to broaden knowledge and understanding about the disability and to enhance services to the students. As noted at the outset, the categories of disabilities and suggested ways of working with the students are not all inclusive.

Part 3

AU DISABILITY SUPPORT SERVICES STUDENT POLICIES AND PROCEDURES

Section 12. Introduction

Antioch University is committed to providing reasonable accommodation to qualified students with disabilities to ensure that all students have an equal opportunity to benefit from and have access to its programs and services.

The following policies and procedures were developed to ensure equal access to the resources of the DSS Office of your campus or program and to enhance faculty and staff awareness of the services offered. All students requesting reasonable accommodation are required to comply with the policies and procedures. In addition, all students must provide the appropriate documentation in order to receive reasonable accommodation. Students are responsible for any costs associated with obtaining documentation.

Section 13. Procedure To Receive Reasonable Accommodation

In order to receive reasonable accommodation, planning must begin early. Students requesting reasonable accommodation should:

1. Schedule an appointment with the DSS Office of your campus or program. The contact information for such offices is set forth below.

Campus	Name of DSS Coordinator	Telephone Number	TDD Number	E-mail address
Los Angeles	Melinda Aleme	310/578-1080 Ext. 208		maleme@antioch.edu
McGregor	Maureen Heacock	937/769-1846		mheacock@antioch.edu
New England	Elizabeth Fitzgerald	603/283-2150		efitzgerald@antioch.edu
Santa Barbara	Donna Mathes	805/962-8179 Ext. 337		dmathes@antioch.edu
Seattle	Maud Steyaert	206/268-4151		msteyaert@antioch.edu
University-wide Programs	Vickie Nighswander	937-769-1360		vnighswander@antioch.edu

2. Bring formal written documentation of the disability, if at all possible, to the first meeting with the DSS staff. Reasonable accommodation will not generally be provided without documentation from a health care provider certifying the existence of the disability. DSS staff will assist students in determining whether existing documentation is sufficient for the University's purposes and what additional documentation may be required.

3. Request reasonable accommodation from the DSS Office. Please note that reasonable accommodation is based on the nature and severity of the disability.
4. Once the DSS Office determines that a student is a person with a disability and that reasonable accommodation is needed, the student must complete the Letter of Accommodation (each term) in consultation with DSS staff and present the Letter of Accommodation to each instructor on the first day of class or as soon as possible thereafter. Discussing reasonable accommodation with each instructor is the student's responsibility. The DSS Office will assist students, if needed, in presenting the Letter of Accommodation.

Section 14. Tape Recording Policy And Procedure

Policy: Students who are unable to take notes or have difficulty reading because of a documented disability have the right to tape record class sessions for their personal study only. Recordings made for this purpose may not be shared with other people without the consent of the faculty member or presenter. Tape recorded class sessions may not be used in any way against a faculty member or a student whose classroom comments are taped as part of the class activity. Information contained in a tape recorded class session or class presentation is protected under federal copyright laws and may not be published or quoted without the express consent of the faculty member or other presenter. The faculty member or presenter must be properly identified and credited.

Procedure

1. Contact the DSS Office for your campus or program and schedule an appointment at least three weeks, if possible, prior to the beginning of the term in which reasonable accommodation is requested.
2. Sign the Tape-Recording Policy Agreement in the DSS Office.
3. Complete and sign the Letter of Accommodation (each term) in collaboration with DSS staff.
4. Present the Letter of Accommodation to each faculty member(s). DSS Office staff will meet with the faculty member(s), if necessary, to facilitate the process.
5. Once all instructors have signed the Letter of Accommodation, keep the yellow copy and return the white copy to the DSS Office.

Please note: The DSS Offices will lend tape recorders to students contingent upon the availability of equipment. Students are responsible for providing their own cassettes.

Section 15. Books On Tape/CD Policy and Procedure

Policy: Antioch University DSS Offices will provide audio reproduction of required academic materials to eligible students who file a timely request for such reasonable accommodation.

Procedure

1. Contact the DSS Office on your campus or program and schedule an appointment at least four weeks, if possible, prior to the beginning of the term in which reasonable accommodation is requested. Many books are already on tape and the University may access the resources of outside agencies such as Recordings for the Blind and Dyslexic to acquire recorded materials. Many books, however, are not pre-recorded and audio recording of books can be time consuming. Early notice by you that such reasonable accommodation is required will assist us in getting the recorded materials to you in a timely manner.
2. Utilize early/priority registration to allow more time for the DSS staff to arrange for recording books on tape or CD.
3. Complete and sign the Letter of Accommodation (each term) in collaboration with DSS staff.
4. Present the Letter of Accommodation to each faculty member(s). DSS Office staff will meet with the faculty member(s), if necessary, to facilitate the process.
5. Purchase texts and turn them in to the DSS Office. If the textbook is not available in the bookstore and must be special ordered, students are responsible for the cost of the book.
6. The DSS Office will notify students when recordings have been completed. Students are responsible for picking up the recordings and book(s) from the DSS Office prior to the beginning of class. Recordings are returned to the DSS Office immediately upon completion of the term. If recordings are not returned, a hold will be placed on students' record.
7. Students making **changes** in taped textbook requests are responsible for providing the DSS Office with a copy of all materials to be recorded and an updated course outline/syllabus indicating required readings and a projected time line. **Students will be expected to maintain close coordination with the DSS Office when time constraints associated with the production of alternative text may impact the student's progress in a class.**

Section 16. Note-Taking Policy And Procedure

Policy: The DSS Office at Antioch University will provide note-taking of class sessions to students whose disability affects their ability to take notes.

Procedure:

1. Contact the DSS Office of your campus or program and schedule an appointment at least three weeks, if possible, prior to the beginning of the term in which reasonable accommodation is requested.
2. Complete and sign the Letter of Accommodation (each term) in collaboration with DSS staff.
3. Present the Letter of Accommodation to each faculty member(s). DSS Office staff will meet with the faculty member(s), if necessary, to facilitate the process.
4. Once all instructors have signed the Letter of Accommodation, keep the yellow copy and return the white copy to the DSS Office.
5. At the beginning of class ask for a volunteer to take notes. The DSS Office will facilitate this process upon request by the student. The DSS Office staff will provide the note taker with necessary materials.

Section 17. Brailled Educational Materials Policy And Procedure

Policy: Antioch University DSS Offices will coordinate access to required educational materials in Braille to eligible students.

Procedure:

1. Contact the DSS Office of your campus or program and schedule an appointment at least six weeks, if possible, prior to the beginning of the term in which reasonable accommodation is requested.
2. Utilize early/priority registration.
3. Complete the Letter of Accommodation (each term) in collaboration with DSS staff.
4. Purchase any textbook or educational materials that are to be brailled. DSS staff will assist students with the process of purchasing textbook or educational materials, if necessary.
5. Pick up copies from the DSS Office in a timely manner.

6. Braille copies are returned to the DSS Office immediately upon completion of the term. If copies are not returned, a hold will be placed on students' record.

Section 18. Interpreting/Closed Captioning Policy And Procedure

Policy: Antioch University DSS Offices will provide reasonable accommodation including, but not limited to, interpreting, captioning or other auxiliary aids or services for students with hearing, communication, learning or other related disabilities. These services are available to students for curricular, co-curricular and extra-curricular activities of the University or outside activities that are considered part of the student's academic program. While a student and an auxiliary service provider will work closely together, the authority to secure, hire, or dismiss a service provider lies with the DSS Office and not the student.

Procedure: A student receiving reasonable accommodation through a DSS service provider shall:

1. Contact the DSS Office on your campus or program to schedule an appointment as early as possible and preferably at least 4 weeks prior to the beginning of the term in which reasonable accommodation is requested.
2. Complete the Letter of Accommodation each term in collaboration with DSS staff.
3. Present the Letter of Accommodation to each faculty member for his or her signature. DSS Office staff will meet with the faculty member or members, if necessary, to facilitate the process.
4. Notify the interpreter, captioner or other auxiliary service provider and the DSS Office if unable to attend class. Notification, if at all possible, should be at least 24 hours in advance.
5. Inform the DSS Office of the need to increase or decrease the amount or schedule of hours of auxiliary service requested. The DSS Office will decide if an increase in service is warranted.
6. Inform the DSS Office promptly of any concerns relating to the effectiveness or qualifications of the auxiliary service provider so that these may be addressed and resolved through the DSS Office. Once again, **the authority to secure, hire, or dismiss a service provider lies with the DSS Office and not the student.**

Part 4

DISABILITY SUPPORT SERVICES MEDICAL DOCUMENTATION

Section 19. Documentation Policy

In order for reasonable accommodation to be provided for a disability, documentation from a professional service provider **must** be provided. Professional providers include:

<u>Disability Category</u>	<u>Professional Providers</u>
Attention Disabilities	Psychiatrist/Medical Doctor/Psychologist
Health and Physical Disabilities	Medical Doctor/Physical Therapist/ Orthopedic Surgeon/Chiropractor
Hearing Disabilities	Certified Otologist/Audiologist
Psychiatric Disabilities	Psychologist/Psychiatrist
Specific Learning Disabilities	Psychologist/Neuropsychologist/School Psychiatrist/Learning Disabilities Specialist
Vision Disabilities	Ophthalmologist/Certified Optometrist

Current documentation from a professional service provider must be provided in writing. “Current documentation” is documentation which establishes the existence, nature, and degree of the student’s impairment or impairments and the need for reasonable accommodation, and which includes the professional service provider’s suggestions and recommendations for effective reasonable accommodation where appropriate. Documentation must include the following:

- A formal, written, detailed description of the disability, including any limitation, signed by the professional. If a student with documentation feels that documentation older than three years should be considered, the student should meet with Director of Student Services to discuss the documentation. The Disability Support Services Coordinator makes the decision as to whether the documentation is sufficient to show the student’s current impairment and need for reasonable accommodation in the current educational setting. If the documentation provided by a student is determined to be insufficient, the DSS Coordinator will inform the student of the areas of deficiency. In cases where additional evaluation information or documentation will overcome the deficiencies, the DSS Coordinator will advise the student of the additional

information which the student should try to acquire. *At all times, it remains the student's responsibility to obtain documentation determined to be necessary.*

- Learning disability assessments must be specific as well as comprehensive and include:
 - a. **Aptitude:** The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores; Woodcock Psychoeducational Battery Revised Test of Cognitive Ability and the Leiter I.
 - b. **Leiter International Performance Scale** is acceptable. The Comprehensive Test of Non-Verbal Intelligence is acceptable when cultural bias or hearing loss is a concern.
 - c. **Achievement:** Current levels of functioning in reading and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement test such as the Test of Written Language-2 (TOWL-2), or the Woodcock Reading Master Tests-Revised.
 - d. **Information Processing:** Specific areas of information processing (e.g. short and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

(This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as aptitudes).
- **The WAIS-R or the Woodcock-Johnson tests of cognitive ability must have been performed within the past three years and other tests must have been performed at a time when the student was an adult (16 years or older).**

Determination of eligibility for reasonable accommodation will be made by DSS Office personnel based upon the documentation provided and discussion with the students. The DSS Office reserves the right to obtain clarification regarding the documentation, if necessary.

Part 5

DISABILITY SUPPORT SERVICES GRIEVANCE PROCEDURE

Section 20. Introduction

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If at any time, beginning with the process of enrollment and continuing through final matriculation, an individual feels that he/she has been either discriminated against because of disability or not been provided with reasonable accommodation as required by law, the individual is encouraged to notify the Disability Support Services Coordinator on their campus or program. **This DSS Coordinator is also the Grievance Coordinator for their respective campus or program.** The Disability Support Services Coordinator for each campus or program is listed in the table below:

Campus	Disability Support Services Coordinator	Telephone Number	TDD Number	E-mail address
Los Angeles	Melinda Aleme	310/578-1080 Rxt. 208		maleme@antioch.edu
McGregor	Maureen Heacock	937/769-1846		mheacock@antioch.edu
New England	Katherine Clarke	603/283-2150		kclarke@antioch.edu
Santa Barbara	Donna Mathes	805/962-8179 Ext. 337		dmathes@antioch.edu
Seattle	Maud Steyaert	206/268-4151		msteyaert@antioch.edu
University-wide Programs	Vickie Nighswander	937-769-1360		vnighswander@antioch.edu

Section 21. Time Limit for Filing Complaints

Complaints of alleged discrimination must be filed within 120 days of the alleged incident.

Section 22. General Disability Discrimination Complaints

Students may file a grievance or complaint for any of the following reasons:

1. The student feels he or she has been harassed or discriminated against because of a disability, because they were regarded as having a disability or because they have a history of disability; or
2. The student feels he or she has been retaliated against for pursuing their rights under the ADA or 504 or because they assisted another student in pursuing their rights under those laws.

3. The student feels that reasonable accommodation was not reasonably granted to them upon request.

Section 23. Remedies

All complaints will be immediately investigated and the student will be provided a written response of the outcome of the investigation. If after an adequate, reliable and impartial investigation it is determined that the University is not in compliance with the law, the University will undertake steps to prevent recurrence of the discriminatory behavior and to correct the discriminatory effects of the alleged unlawful conduct.

Section 24. Informal Complaint Procedure

Students are encouraged, but not required, to try and work out disability-related complaints informally with the Disability Support Services Coordinator. If no resolution can be reached, or if the student wishes to immediately file a formal grievance based on disability, the following procedure shall be followed:

Section 25. Formal Complaint Procedure

Step 1:

1. Schedule an appointment with the Disability Support Services Coordinator of your campus or program to formally submit the written complaint. The complaint should contain a narrative statement summarizing all relevant facts surrounding the allegations. **(NOTE: If the complaint relates to the DSS Coordinator's conduct or a failure of the DSS Coordinator to grant reasonable accommodation, the formal complaint should be initiated at Step 2 below with the DSS Grievance Appeal Officer (GAO).**
2. Upon receipt of the complaint or grievance, the DSS Coordinator will investigate the complaint, interview appropriate witnesses and issue findings of fact and conclusions regarding compliance with the law. The response will normally be within fifteen (15) working days after filing the complaint. A longer time may be necessary depending upon the complexity of the investigation. The student will have the opportunity during this investigation to present names of witnesses to be interviewed and other relevant evidence in support of the allegations.

Step 2:

3. If the student is not satisfied with the conclusions by the DSS Coordinator, (or if the complaint or grievance relates to the DSS Coordinator or a failure to provide reasonable accommodation) the student may elect to submit a written complaint or appeal to the **DSS Grievance Appeal Officer (GAO)** of the campus or program. Appeals must be received in writing no later than five (5) business days

after receipt of the Step 1 response. The contact information for the appropriate GAO of each campus or program is set forth in the table below:

Campus	Name of DSS Grievance Appeal Officer	Title or Office	Telephone Number	E-mail Address
Los Angeles	Tex Boggs	VP Academic Affairs	310-578-1080 Ext. 408	tboggs@antioch.edu
McGregor	Darlene Robertson	VP Student Services	937/769-1820	drobotson@antioch.edu
New England	Katherine Clarke	VP Academic Affairs	603/283-2150	kclarke@antioch.edu
Santa Barbara	Nancy Braunschweiger	Director of Human Resources	805/ 962-8179 Ext. 169	nbraunschweiger@antioch.edu
Seattle	Shana Hormann	Associate Academic Dean	206-268-4908	shormann@antioch.edu
University-wide Programs	Laurien Alexandre	Vice Chancellor for Academic Affairs	323/666-8181	lalexandre@antioch.edu

4. The complaint shall then be investigated by GAO. The GAO need not interview witnesses formerly interviewed by the DSS Coordinator and may rely on the credibility determinations made by the DSS Coordinator. However, the student has the right to present the names of additional relevant witnesses and any additional evidence relevant to the investigation.
5. The GAO will review the facts and issue findings of fact and conclusions regarding compliance with the law. Such response will normally be provided to the student within fifteen (15) working days of the appeal. A longer time may be necessary depending upon the complexity of the investigation.

Step 3:

6. If the student is not satisfied with the findings or conclusions made by the GAO, the student may submit a written appeal to the President of the campus or in the case of the University-wide programs, to the Chancellor. Appeals must be received in writing no later than five (5) business days after receipt of the Step 2 response. The contact information for the appropriate person for each campus or program is set forth in the table below:

7.

Campus	Name	Title	Telephone Number	E-mail Address
Los Angeles	Neal King	President	310/578-1080 Ext. 266	nking@antioch.edu
McGregor	Michael Fishbein	President	937/769-1850	mfishbein@antioch.edu
New England	David Caruso	President	413/522-5243	dcaruso@antioch.edu
Santa Barbara	Nancy Leffert	President	805/962-8179 Ext. 148	nleffert@antioch.edu
Seattle	Cassandra Manuelito-Kerkvliet	President	206/268-4105	cmanuelito-kerkvliet@antioch.edu
University-wide Programs	Toni Murdock	Chancellor	937-769-1351	tamurdock@antioch.edu

8. The President's or Chancellor's review shall be limited to a review of the file and a review of the process and procedures for conducting the investigation. The prior findings of fact will not be disturbed unless there is a clear abuse of discretion. The President or Chancellor may adjust the remedy as he or she deems appropriate based upon the prior findings of fact. The President or Chancellor will respond in writing to the student within fifteen (15) working days of receipt of the written appeal or within a reasonable period of time thereafter depending upon the complexity of the investigation.
9. The decision of the President or Chancellor is the **FINAL DECISION** of the University.

For purposes of this grievance procedure, any written notice or action may be accomplished through the use of University e-mail. An item will be deemed to be received on the date that it is emailed to the appropriate individual.

At each step of the above grievance procedure, the University will make every effort to resolve the issue with the hope that there will be no further need to move to the next step.

The student has the option to go outside the University for resolution. Doing so will in no way affect a student's right to take full advantage of the University's grievance procedure. Contact information for the local enforcement offices of the Office for Civil Rights in the U.S. Department of Education can be found at www.ed.gov or you may contact them at:

Office for Civil Rights - U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1100
202/245-6800: 1-800/421-3481
Facsimile: 202/245-6840
TDD: 877/521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Section 26. Retaliation Prohibited

Retaliation is strictly prohibited against individuals who have raised claims of discrimination based on disability or who have cooperated in an investigative process in some manner. Retaliation is defined as an adverse action taken against an individual as a result of a complaint being filed or after the individual has cooperated with an investigative process. Retaliation is prohibited whether or not the charged party prevails in the original allegation of disability discrimination. No agent, employee or student of the University may harass, coerce, intimidate, or discriminate against an individual who has filed a complaint or participated in a complaint resolution process. Charges of retaliation will be treated as separate and distinct from the original charges and allegations, and a student may use the same grievance procedure to address his or her claim of retaliation.

DISABILITY
NATIONAL RESOURCES

NATIONAL RESOURCE LISTINGS

People with Disabilities Foundation (PWDF)

PWDF provides education and advocacy for persons with physical or mental impairments so that they can achieve equal opportunities to all aspects of life.

Contact: People with Disabilities Foundation
507 Polk Street, Suite 430
San Francisco, CA 94102
415/931-3070
Email: info@pwdf.org

Association on Higher Education and Disability (AHEAD)

AHEAD addresses the needs and concerns for upgrading the quality of services and support available to persons with disabilities in higher education. This includes information about membership, conferences, publications, legal information, job information and related services.

Contact: AHEAD
107 Commerce Center Drive, Suite 204
Huntersville, NC 28078
704/947-7779
www.ahead.org

Children and Adults with Attention Deficit Disorders (CHADD)

This parent-based organization was formed to better the lives of individuals with attention deficit disorders and their families.

Contact: CHADD
8181 Professional Pl., Suite 150
Landover, MD 20785
800/233-4050
www.chadd.org

Road Back Foundation (Arthritis)

Road Back offers help for those with rheumatoid arthritis, scleroderma, lupus, polymyositis, Reiter's syndrome, psoriatic arthritis and ankylosing spondylitis.

Contact: Road Back Foundation
PO Box 410184
Cambridge, MA 02141
614/227-1556
www.roadback.org

Asthma and Allergy Foundation of America

This non-profit organization is dedicated to finding a cure for and controlling asthma and allergic diseases, as well as improving people's quality of life through education, advocacy and research.

Contact: Asthma and Allergy Foundation of America
8201 Corporate Drive, Suite 1000
Landover, MD 20785
800/727-8462
www.aafa.org

American Council of the Blind (ACB)

This web site provides general information about the Council of the Blind, including recent issues of the monthly publication, *The Braille Forum*. It also has job listings, helpful resources and information on conventions.

Contact: American Council of the Blind
2200 Wilson Blvd., Suite 650
Arlington, VA 22201
202/467-5081
800/424-8666
www.acb.org

American Diabetes Association

The American Diabetes Association is the nation's leading non-profit health organization providing diabetes research, information, and advocacy. The mission of the organization is to prevent and cure diabetes and to improve the lives of all people affected by diabetes.

Contact: American Diabetes Association
Attn: National Call Center
1701 North Beauregard St.
Alexandria, VA 22311
800-DIABETES
www.diabetes.org

American Fibromyalgia Syndrome Association, Inc.

This is a non-profit organization dedicated to funding research on fibromyalgia syndrome and chronic fatigue syndrome.

Contact: American Fibromyalgia Syndrome Association, Inc.
PO Box 32698
Tucson, AZ 85751
520/733-1570
www.afsafund.org

Recording for the Blind and Dyslexic (RFB&D)

This organization offers books on tape for students who are members throughout their education. Anyone with a documented disability that limits or prevents his/her ability to read standard print effectively is eligible to become a registered member with RFB&D. This includes individuals with visual impairments, learning disabilities or other physical disabilities. RFB&D'S library offers more than 93,000 titles.

Contact: Recording for the Blind and Dyslexic
20 Roszel Rd.
Princeton, NJ 08540
800/221-4792
www.rfbid.org

The International Dyslexia Association

This association serves individuals with dyslexia, their families, and professionals in the field. The Association has more than 40 branches throughout the United States and Canada.

Contact: The International Dyslexia Association
40 York Rd., 4th Floor
Baltimore, MD 21286-2044
410/296-0232
www.interdys.org

National Alliance for the Mentally Ill (NAMI)

NAMI is a non-profit, grassroots, self-help, support and advocacy organization of consumers, families, and friends of people with severe mental illness, such as schizophrenia, major depression, bipolar disorder, obsessive-compulsive disorder and anxiety disorders. NAMI provides education about severe brain disorders; supports increased funding for research; and advocates for adequate health insurance, housing, rehabilitation and jobs for people with serious psychiatric illnesses.

Contact: National Alliance for the Mentally Ill
3803 N. Fairfax Dr., Suite 100
Arlington, VA 22203
800/999-NAMI
www.nami.org

National Mental Health Association

This association is dedicated to improving the mental health of all individuals and achieving victory over mental illnesses.

Contact: National Mental Health Association
2000 N. Beauregard St., 6th Floor
Alexandria, VA 22311
703/684-7722
800/969-NMHA
www.nmha.org

National Disabled Students Union

Contact: National Disabled Students Union
www.disabledstudents.org

Approved:	Resolution 02.27.10:___ February 27, 2010
Revised:	
Revised:	
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