



Keiser University

Accessibility and Disability Service Guide

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ACADEMIC ADJUSTMENT/ACCOMMODATION POLICIES

General Information

Equal Access to Education

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 state that qualified students with disabilities who meet the technical and academic standards at Keiser University may be entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment that substantially limits a major life activity. To this end, Keiser University is committed to providing equal access to education by removing unnecessary barriers to enhance each student's ability to demonstrate his or her academic abilities. The Americans with Disabilities Act of 1990 (ADA) reinforced the provisions of the Rehabilitation Act and extended coverage to the private sector (Title III) with the extension of access into all aspects of campus life, including communications and other privileges and advantages by requiring that all public facilities, services and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless such provisions place an undue hardship (defined as significantly difficult or expensive) upon an institution.

Who is Considered Disabled under the Law?

According to the Americans with Disabilities Act (ADA) of 1990, a disability is a chronic, long-term, physical or mental impairment that substantially limits one or more major life activities (e.g., walking, sitting, breathing, learning, working, sleeping, etc.). This law also requires an individualized assessment of each case to determine whether a disability exists. The university is not required to evaluate students or pay for such an evaluation. It is a student's responsibility to provide adequate documentation and request adjustments/accommodations and services. The University has the right to establish professional criteria to be used in reviewing the documentation.

Reasonable Accommodation

"Reasonable accommodation" is the term used by the ADA and the Rehabilitation Act for modifications made to an environment that eliminates or decreases, to a reasonable degree, structural and/or learning barriers that a student might encounter due to his or her disability. The law does not require that students with a disability be given "special" advantage that places them in a better position to succeed than their classmates. Reasonable adjustments/accommodations are made to put students with a disability in the same starting position as their nondisabled classmates. Nevertheless, an academic unit is not required to fundamentally alter the nature of its academic program in order to accommodate students.

Keiser University is committed to providing access to all of its programs, activities and services and will either remove physical barriers or enhance access in other ways to enable qualified students to participate in such endeavors.

Student with Disabilities Rights and Responsibilities

- 1) Students with disabilities at KU have a right to:
 - a. Reasonable and effective accommodations according to their disability based on sufficient documentation
 - b. Equal access to educational and co-curricular programs, services, jobs, activities, and facilities available through KU
 - c. Treatment that reflects respect and dignity
 - d. Treatment that is fair and equal received by other students
 - e. Confidentiality in all parts of their documentation and academic records
 - f. Information reasonably available in accessible formats

- 2) Students with disabilities at KU have the responsibility to:
 - a. Understand that they are to initiate services with KU
 - b. Provide appropriate documentation of their disability to their respective campus president/dean according to the criteria listed in this manual
 - c. Understand that they are to request accommodations in a timely manner to ensure that they are in place as soon as possible
 - d. Understand that they are able to make a request for accommodations at any time during their tenure at KU
 - e. Work in collaboration with their campus president, dean, and/or with the chairperson of the Accommodations Review Committee (ARC) to determine reasonable accommodations if needed
 - f. Advocate for themselves and monitor their own progress; and to alert their campus president/dean and/or disability services coordinator (DSC) if they need assistance with accommodation related issues as soon as possible
 - g. Meet with the campus president, dean and faculty regarding accommodations
 - h. Abide by the *KU Student Handbook*, and if applicable, program specific handbooks, to follow policies on academic integrity

University Commitment and Support

Commitment

Keiser University (KU) is committed to promoting access for students with disabilities through a supportive academic and social environment. Faculty, administration, and students work together in partnership to determine students' needs and attempt to see that those needs are met. A student who self-identifies as a person with a disability requiring auxiliary aids/academic adjustments to any staff or faculty member at any time during the student's tenure at Keiser University will be referred to the campus president or dean for assistance. Adherence to this procedure will ensure they obtain the appropriate information; and, if desired by the applicant/student, initiate the formal process for receipt of auxiliary aids and academic adjustments. The auxiliary aids and academic adjustments will be provided at no cost to qualified students with a documented disability.

Support

Keiser University complies with Title III of the ADA requiring that no qualified person with disabilities will be excluded from participating in or being denied the benefits of the services or activities of Keiser University due to the nature of a disability. For physically challenged students, Keiser University campuses are either located on ground level or have appropriate elevator service with ramps and designated parking to facilitate easy entry. Restrooms are equipped with wide doorways and bars to ensure wheelchair accessibility.

The following individual is Keiser University's Section 504 Disability Services Coordinator (DSC):

Chris Stabile, EdD BCBA-D
Certification No. 1-17-25577
Associate Vice Chancellor of Teaching and Learning
Keiser University Office of the Chancellor
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Appeal and Complaint Procedures

Applicant students who have been deemed ineligible for reasonable adjustments/accommodations under Section 504 have the right to appeal the decision with Keiser University by filing a written appeal to the DSC/ARC located in the Chancellor's Office stating the grounds or basis for a reversal of the decision.

Qualified students with disabilities who also feel that they have not been treated fairly under Keiser University's stated federal policies has the right to file a written complaint. Either a complaint or an appeal should be submitted to the president of the campus. These procedures apply only to complaints or appeals received in writing.

- A complaint or an appeal is submitted in person, by U.S. mail, or by fax to the campus president. Complaints or appeals may not be submitted by email. Complaints or appeals should be dated.
- Within 15 business days after acknowledging receipt of the ADA policy complaint or appeal, the president of the campus will inform the student regarding the institutional response to the written complaint or appeal.

Communication

Applicants wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act should disclose special needs at the time of enrollment. Once informed, the university has an obligation to assess the merit of the applicant's request and to verify the authenticity of the stated disability¹.

Keiser University expects persons with disabilities to take an active role in communicating their needs to the campus president or dean to receive the proper ADA information and this guide. In addition, such persons should consult with the campus president and local program chair to discuss any unique prescriptive qualifications, i.e., the program's Technical Standards and/or other academic and essential requirements.

Furthermore, applicants who are not yet enrolled as students, or general public requesting accommodations while on campus, will be referred to the campus president. Applicants requesting more time to take the entrance exam will be required to provide supporting documentation for this request.

¹ Reviewing documentation and arranging for appropriate adjustments/ accommodations takes time, and a delay in following through can result in a delay in receipt of adjustments/accommodations. Thus, it is important that students disclose to the university their need for accommodations as soon as possible (if not at time of enrollment, then soon after), to allow sufficient time to make necessary arrangements.

Sources and Forms of Documentation²

Documentation is critical in determining suitable adjustment(s)/ accommodation(s). It is an individual student's responsibility to identify her- or himself as a person with a disability and to provide the university with diagnostic documentation of the disability from an appropriately licensed professional. The documentation must 1) demonstrate how the disability limits the student's ability to participate in an academic setting, 2) clearly outline the accommodation or academic adjustment requested, 3) be included as part of the application, and 4) be submitted to the campus president for procedural verification. This documentation is provided to the Accommodations Review Committee before an adjustment/accommodation is provided. For the detailed outline of specific documentation required by Keiser University, please see the "CRITERIA FOR DISABILITY DOCUMENTATION" section of this manual.

Below are acceptable sources of documentation for substantiating a student's disability and request for particular accommodations:

Student's Self-Report

The student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool, which, may be sufficient for establishing disability and a need for accommodation.

AND

Information from External or Third Parties

Diagnostic documentation of the disability from an appropriately licensed professional. The documentation should demonstrate how the learning disability limits the student's ability to participate in an academic setting, must clearly outline the accommodation or academic adjustment requested, and must be submitted to the campus president for verification.

² Keiser University's process and criteria for determining accommodations may not be the same as practiced by other institutions or entities.

Accommodations Review Committee (ARC)

The associate vice chancellor of teaching and learning who serves as Keiser University's disability services coordinator (DSC) chairs the Accommodations Review Committee (ARC). Other members of the ARC include the vice chancellor of academic affairs and associate vice chancellor of academic affairs. The ARC will have access to all of the documentation pertaining to the student's request for adjustments/accommodations. The ARC will meet within 10 business days of receipt of the student's signed and dated forms requesting accommodation(s) or adjustment(s).

The DSC/ARC engages in an interactive process with the student through the campus president and academic dean(s). The campus president and dean, with guidance from the DSC, in cooperation with the ARC, will help applicants/students regarding the academic access process. The campus president or dean will contact them prior to the ARC determination to ensure that the student is involved in the process that determine what services, if any, he or she is to receive.

The student will be sent an Academic Access Letter within 15 business days of receipt of the student's accommodation request.

The student will receive the approved accommodation(s) or adjustment(s) as soon as possible, but no later than 30 business days of the dated Academic Access Letter³. This established procedure is to ensure proper and timely disbursement of auxiliary aids and/or academic adjustments to students with disabilities.

³ Students are provided the approved accommodation or adjustment following the dated Academic Access Letter, unless specialized accommodation(s)/adjustment(s)/equipment needs to be ordered and received by the student or university, not to exceed 30 business days. In the interim, the university will provide alternative reasonable supplemental or substitute accommodations to the student pending receipt of the specialized accommodations or equipment. Every effort will be made to provide the approved accommodation(s) or adjustment(s) as expeditiously as possible.

Policies

Confidentiality and Information Release Policy

Keiser University is committed to ensuring that all disability information regarding a student is maintained as confidential as required or permitted by law. In most instances, the university will not inform faculty members as to the nature of a student's disorder unless it is necessary for providing appropriate adjustments/accommodations or in order to protect the health and safety of the student and/or others. Faculty is informed of necessary or appropriate adjustments/accommodations needed to meet a student's disability-related needs. A student may give written authorization for the release of diagnostic documentation if he or she wishes to share it with others.

In addition to the usual adjustments/accommodations provided by faculty, the university reserves the right to release supplementary information should there be a need to know. Some common need-to-know scenarios include, but are not limited to the following circumstances:

- a request for a course substitution
- the safety of the student and/or others
- complaint or appeal cases
- special financial aid considerations

Completed Accommodation Request Forms and any documentation of disability are confidential and are stored in a locked file or other secure location under the control of the dean of academic affairs that is separate from the student's permanent student record.

Course Substitution Policy⁴

Variance from degree requirements in the form of course equivalency alternatives may be recommended on an individual basis for qualified students with disabilities who have met the academic and technical standards deemed essential to their degree program. The appropriateness of waiver or modification of course requirements depend on the facts of each case. Substitution for nonessential requirements may be required.

⁴ Policy excerpt from *Student Services Manual* of Arizona State University.

Temporary Disabilities⁵ Policy

Services are extended to students with temporary disabilities only for the time that their access to Keiser University classes, coursework, and programs is significantly limited as a direct result of those disabilities. The eligibility process is the same as for permanent disability cases as described in this manual. Temporary conditions include but are not limited to the following circumstances:

- Extended illness
- Complications due to pregnancies
- Recoveries from surgeries that are extensive
- Short term injuries due to accidents including:
 - Broken bones
 - Sprains
 - Concussive conditions

Calculator Policy⁶

Keiser University has designated the ARC to determine whether a request for a calculator accommodation, due to a documented disability, is reasonable and necessary. A decision by the ARC to approve the use of a calculator for appropriate accommodations (in-class assignments or use on math-focused exams/tests/quizzes) is based upon the student's documentation of disability and whether or not the use of a calculator would fundamentally alter the nature of the exam/test/quiz or course. Approval of the accommodation is determined on a case-by-case basis. Students should discuss what type of calculator is appropriate for the type of course with their dean and instructor.

A calculator is not an appropriate accommodation under the following circumstances:

- The provision of a calculator fundamentally alters the nature of the exam/test/quiz or course.
- The assessment is designed to measure skills that the calculator would eliminate. Other supportive strategies may be a more appropriate alternative to a calculator.

Service Animal Policy⁶

Policy Statement: Keiser University adheres to the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staffs, and visitors. It is the policy of Keiser University that service animals assisting individuals with disabilities are generally permitted in all facilities and programs on any Keiser University campus except as described below.

⁵ Policy excerpt from *Faculty Guide on Teaching Students with Disabilities* of George Mason University.

⁶ Partial policy excerpt from *Instructional Advisement, Student Disability Services* at Indian River State College

Definition: "Service animal" is defined by the ADA, as amended in 2008 and 2010, as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or task performed by a service animal must be directly related to the individual's disability. 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. Service animals are limited to dogs or miniature horses. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA⁷.

Where Service Animals are allowed: Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

When Service Animals are to be removed: A service animal may be disallowed (asked to leave) from a Keiser University facility or program if the animal's behavior or presence poses a direct threat to the health and safety of others because the animal is not under the control of the owner. Service animals may be also excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity, or is disruptive. This may include, but is not limited to, research labs, areas requiring protective clothing, and food preparation areas. Other circumstances include, service animals found by the university to be out of control and the animal's handler does not take immediate and effective action to control the service animal; service animals that are physically ill; service animals that are unreasonably dirty; service animals that attempt to enter a place on campus where their presence causes danger to the safety of the handler or other students/members of the campus, or where the service animal's safety is compromised. Furthermore, animals not covered under the ADA service animal definition may not be allowed at a Keiser University facility or program.

Students: The university will only be able to ask two questions when it is not obvious what service an animal provides:

1. Is the animal a service animal required because of a disability?
2. What work or task has the animal been trained to perform?

Administration will not ask for documentation or about the nature of the disability, require medical documentation, require special identification or training documentation for that animal, or ask to witness the animal perform the work or task.

⁷ Department of Justice Revised ADA Regulations Implementing Title II and Title III

Requirements for the Service Animal:

Licensing: Dogs must wear a license tag in the local town/city of the particular Keiser University campus. The handler is responsible for complying with the local dog control and licensing laws.

Leash: Dogs must be on a harness, leash, or tether at all times, unless impracticable or unfeasible due to the owner/keeper's disability, or unless such a restraint would interfere with the animal's ability to safely and effectively perform its duties.

Under Control: The owner/keeper of a service animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of the owner/keeper. The owner/handler may be directed to remove the animal if animal behavior is out of control. The owner/handler may be asked to leave if the animal is not under the control of the owner.

Animal Cleanup: The owner/keeper of a service animal is responsible for independently removing or arranging for the removal of the service animal's waste.

Care: The handler is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities for the care of the service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.

Animal Etiquette: To the extent possible, the handler should ensure that the animal does not:

- Sniff people, restaurant tables or the personal belongings of others
- Display any behaviors or noises that are disruptive to others, unless part of the service being provided the handler
- Block an aisle or passageway for fire exits

Waste Cleanup

Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal. The person cleaning up after the animal should abide by the following guidelines:

Always carry equipment sufficient to clean up the animal's feces whenever the animal is on campus.

Properly dispose of waste and/or litter in appropriate containers.
Contact staff if arrangements are needed to assist with cleanup. Any cost incurred for doing so is the sole responsibility of the handler.⁸

⁸ Excerpt from Service and Assistance Animal Policy of Oregon State University, <http://oregonstate.edu/accessibility/serviceanimalpolicy#animalremoval>

Removal of Service Animals⁹

Service Animals may be ordered for removal from campus by a security officer or administrator for the following reasons:

Out of Control Animal: A handler may be directed to remove an animal that is out of control and the handler does not take effective action to control it. If the improper animal behavior happens repeatedly, the handler may be prohibited from bringing the animal into any university facility until the handler can demonstrate that s/he has taken significant steps to mitigate the behavior.

Non-housebroken Animal: A handler may be directed to remove an animal that is not housebroken.

Direct Threat: A handler may be directed to remove an animal that KU determines to be a substantial and direct threat to the health and safety of individuals. This may occur because of a very ill animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like a medical facility, certain laboratories or mechanical or industrial areas.

Where a service animal is properly removed pursuant to this policy, KU will work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service animal on the premises.

Conflicting Disabilities

Some people may have allergic reactions to animals that are substantial enough to qualify as disabilities. KU will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible.

Public Etiquette towards Service or Assistance Animals

Asking someone if they need assistance because there seems to be general confusion is acceptable. However, the below items should not be asked by anyone on campus.

- Petting a service animal, as it may distract them from the task at hand
- Feeding the service animal
- Deliberately startling a service animal
- Separating or attempting to separate a handler from his/her service animal

⁹ Excerpt from Service and Assistance Animal Policy of Oregon State University, <http://oregonstate.edu/accessibility/serviceanimalpolicy#animalremoval>

Emotional Support Animals¹⁰

Emotional Support Animals (ESA) or Comfort Animals may be used as part of a medical treatment plan as therapy animals. They are not considered service animals under the ADA, which makes them ineligible to bring to campus. ESAs only apply to Keiser University's student resident campus (Flagship) because ESAs are covered under the Fair Housing Act (FHA) rather than ADA.

For animals to be designated as Emotional Support Animals or Comfort Animals, students are required to demonstrate that their animal is a reasonable accommodation for an emotional or mental health disability. Demonstrating this need requires documentation from a treating medical or mental health professional certifying that the Emotional Support Animal or Comfort Animal is part of a prescribed treatment plan for the disabling condition and alleviates symptoms or effects of a disability. Students must receive Emotional Support Animal designation from the Accommodations Review Committee (ARC) prior to bringing their animal to campus. With appropriate documentation, ESAs may be permitted to live in the student residence (Flagship campus only) under the Fair Housing Act (FHA) with the owner responsible for the animal's well-being.

Note: Emotional distress resulting from having to give up an animal because of a "no pet" policy does not qualify a person for an accommodation under federal law.

Medical Marijuana Policy

Keiser University prohibits the possession and use of marijuana on all of its campuses, including university housing. Marijuana is not permitted on campus because it remains a drug prohibited by Federal law. Federal legislation also prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana on campus.

The university continues to enforce its current policies regarding illegal substances or paraphernalia. Students who violate the university's drug policy prohibiting the use or possession of illegal substances or paraphernalia, including medical marijuana on campus, can be subjected to disciplinary action as expressed in the institutional catalog.

¹⁰ Excerpt from *Emotional Support Animals & Service Animals* policy of Eckerd College, <http://www.eckerd.edu/counselinghealth/aes/specialized/animals.php>

Alternative Textbook Format Procedure

The approved student should first seek the required textbook in alternative format. If available, the student should purchase it. If the textbook is unavailable in an alternative format, then the approved student should request the required textbooks via the disability services coordinator, who solicits the publisher in behalf of the student. The following process should be followed to request an alternative text from the disability services coordinator:

- a. An approved student must review the course booklist prior to the start of each semester along with the campus academic dean to agree on textbook requirements for the upcoming semester. This process is to be repeated for each future semester¹¹.
- b. The student should purchase the textbook and provide proof of purchase to the campus dean of academic affairs.
- c. The campus dean of academic affairs and the student should complete and sign the Alternative Format Textbook Request Form for required textbooks.
- d. The dean ensures that the form is correct and then forwards the Alternative Format Textbook Request Form to Dr. C Stabile, cstabile@keiseruniversity.edu who contacts the publisher on behalf of the student.
- e. Once the request form is received, the book will be requested in an alternative format from the publisher. (Note: Please allow several weeks for the request to be fulfilled).
- f. Once the file is received, the alternative format textbook will be forwarded electronically to the student, as well as to the campus dean of academic affairs from the disability services coordinator. If the file is too large, the e-book will be send to the dean in a flash drive through inter-office mail to provide to the student.

¹¹ As noted above, please check with the publisher's catalog first, as the text might be already available in electronic format. If not, then follow these steps to request the copy through the DSC.

ACADEMIC ADJUSTMENT/ACCOMMODATION PROCEDURES

A student desiring an academic adjustment/accommodation must submit current documentation as required by the Criteria for Disability Documentation to the campus president. The documentation should state, as determined by an appropriate licensed professional, what reasonable adjustments/accommodations are needed by the student. Academic adjustments/accommodations may be requested by following the review/verification process described below:

1. In addition to the required disability documentation, the following forms generally should be completed within two weeks of meeting with the campus president:
 - A. Disability Registration Agreement
 - B. Confidentiality Statement
 - C. Request for Adjustments/Accommodations (including Student Self-Report)

All forms must be signed and submitted to the campus president who will forward the material to the disability services coordinator (DSC) and Accommodations Review Committee (ARC).

2. The DSC/ARC engages in an interactive process with the student through the campus president and dean. The campus president and dean, with guidance from the DSC in cooperation with the ARC, will help applicants/students regarding their accommodation application. The campus president or dean will contact them prior to the ARC determination to ensure that the student is involved in the process that determines what services, if any, he or she is to receive.
3. Within 10 business days of receiving the Request for Adjustments/Accommodations (including Student Self-Report), the DSC and ARC will convene to review the documentation and engage in an interactive process with the applicant student regarding what accommodations/academic adjustments are needed by guiding and speaking to campus presidents and deans to reach a decision. During this interaction, the DSC will conduct a preliminary review of submitted documentation. The DSC may instruct the campus president or dean to review the required documentation with the applicant student due to a lack of current and recent evidence showing the limitations of the applicant student's disabilities on the academic process. See the resubmission policy below.

Resubmission Procedure:

- i. Not all accommodations listed by the student and/or medical professional will be automatically granted. The DSC will conduct a preliminary review of the submitted documentation.
 - ii. The DSC may instruct the campus president or dean to review the required documentation with the applicant student due to a lack of complete information or current and recent evidence documenting the limitations of the applicant student's disabilities on academic learning or skill performance. Requests may be resubmitted to their campus president or dean when they provide the additional documentation.
4. The DSC/ARC may select among equally effective accommodations, adjustments, and/or auxiliary aids and services. The DSC/ARC may also deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not necessary, justified or documented. In addition, with the applicant student's permission, the DSC/ARC *may* consult the student's healthcare provider(s), if needed, to reach a decision regarding the accommodation request.
5. The DSC/ARC reserves the right to 1) accept documentation which varies from the criteria established in this manual, but is professionally sound and of high quality, or conversely, may reject documentation viewed as inadequate to support the requested adjustment/accommodation; and, 2) refuse an unreasonable accommodation, adjustment and/or auxiliary aid or services that imposes a fundamental alteration of the program or activity or places an undue burden on the university.
6. If a request is deemed unreasonable or if the application is deferred, the DSC/ARC will communicate with the campus president and dean to explain the reason for deferral or ineligibility within 10 business days of receiving the Request for Adjustment(s)/Accommodation(s) (including Student Self-Report). A letter will be sent to the student, campus president, and dean outlining the rationale. The student is also free to contact the campus president and dean to set up a meeting with the DSC/ARC in order to work collaboratively towards a reasonable solution.
7. When a qualified student is determined eligible to receive accommodations or adjustments, an Academic Access Letter will be sent to the student, campus president, and dean. It is the dean's or campus president's responsibility, as well as the student's responsibility, to meet and discuss the approved reasonable accommodations with each instructor of record. Accommodations will not be initiated prior to this meeting. Such adjustments/ accommodations will be documented on the Approved Course Adjustments/Accommodations form. This two-way meeting will occur prior to the beginning of each term; if that takes place, a new approval form will be completed with the forthcoming instructor of record.

8. If a student encounters difficulties with an instructor or other university personnel regarding adjustments/accommodations, the student should bring the difficulties to the attention of the campus president. If the campus president is unable to resolve said difficulties, the disability services coordinator and vice chancellor of academic affairs, will be brought into the discussion to assist with a resolution.

CRITERIA FOR DISABILITY DOCUMENTATION

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 state that qualified students with disabilities who meet the technical and academic standards of Keiser University may be entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment that substantially limits a major life activity. The program for students with disabilities at Keiser University does not provide disability documentation for students. It is a student's responsibility to provide appropriate documentation to this office and to request adjustments/accommodations. Appropriate documentation should be current, relevant, and meet the following criteria:

Health Condition, Mobility, Hearing, Speech, or Visual Impairment

An evaluation report from a licensed treating medical doctor, orthopedic specialist, audiologist, speech pathologist, ophthalmologist, or other licensed professional as appropriate, which must include:

1. Clearly stated diagnosis, ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on student's academic performance caused by the disability;
3. Current treatment and medication; and
4. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Psychological Disorder

An evaluation report from a licensed mental health professional (psychiatrist, clinical psychologist, neuropsychologist, licensed professional counselor, or licensed clinical social worker), which must include:

1. Clearly stated diagnosis (DSM-IV-TR or DSM-V criteria), ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on the student's academic performance caused by the disability;
3. Supporting documentation (i.e., test data, history, observations, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Traumatic Brain Injury (TBI)

An evaluation report by a licensed rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other licensed specialists as appropriate), which must include:

1. Assessment of cognitive abilities, including processing speed and memory;
2. Analysis of educational achievement skills and limitations on student's academic performance caused by the disability;
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Learning Disabilities (LD)

An evaluation report from a licensed clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, which must include:

1. Clear statement of presenting problem; diagnostic interview;
2. Educational history documenting the impact of the learning disability;
3. Alternative explanations and diagnoses ruled out;
4. Relevant test data with standard scores provided to support conclusions, such as:
 - a. Wechsler Adult Intelligence Scale-Revised (WAIS-R) or subsequent edition (WAIS III),
 - b. Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language (and Spelling), Reading Comprehension, and Math (Calculation and Reasoning), and
 - c. Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems;
5. Clearly stated diagnosis of a learning disability based upon DSM-IV-TR or DSM-V criteria and supported by more than one subtest score;
6. Defined levels of functioning and any limitations on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Note: High School Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history and may be used to determine the reasonableness of certain accommodations; however, not all secondary accommodations are applicable in postsecondary settings. Other documentation *may* be necessary.

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

An evaluation report from a licensed psychiatrist, clinical psychologist, school psychologist, neurologist, or neuropsychologist, which must include:

1. Clear statement of presenting problem; diagnostic interview;
2. Evidence of early and current impairment in at least two different environments;
3. Alternative explanations and diagnoses ruled out;
4. Relevant test data with standard scores provided to support conclusions, such as:
 - a. WAIS-R or WAIS III,
 - b. Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language (and Spelling), Reading Comprehension, and Math (Calculation and Reasoning), and
 - c. Behavioral Assessment Instruments for ADD/ADHD normed on adults;
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV-TR or DSM-V criteria and supported by more than one score;
6. Defined levels of functioning and any limitations on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific accommodations and educationally relevant recommendations.

Note: High School Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history and may be used to determine the reasonableness of certain accommodations; however, not all secondary accommodations are applicable in postsecondary settings. Other documentation *may* be necessary.

FORMS APPENDIX

1. Disability Registration Agreement
2. Confidentiality Statement
3. Request for Adjustments/Accommodations (including Student Self-Report)
4. Approved Course Adjustments/Accommodations
5. KU Housing Accommodation Form
6. Alternative Book Request Form



KEISER UNIVERSITY Disability Registration Agreement

- A. I understand that I am registering for services from Keiser University and that I may be eligible for services such as information, referral, reasonable adjustments/accommodations and/or other individualized services that may be needed for access to courses, programs or facilities. If Keiser University is unable to provide the necessary services, I will be referred to other appropriate community agencies.

Keiser University Adjustment/Accommodations Disclaimer

I am aware that:

- The types of adjustments/accommodations provided to students with disabilities will vary depending on the nature of the disability and the course content.
- It is not unusual for there to be an initial trial and error period of finding the best way to accommodate the student.
- The university is committed to assisting students and faculty in finding reasonable alternative accommodations that are effective.
- The overall goal is to promote student independence and success within the context of a competitive academic environment.
- The student is asked to be a responsible and active participant in this process by advising the campus president if he/she encounters any problems.
- The granting of accommodations by the university disability services coordinator/Accommodations Review Committee in no way guarantees that accommodations or equipment will be granted by outside entities (i.e., rotation sites, clinical sites, testing boards, employers, etc.) and it will be the student's responsibility to acquire accommodations and/or auxiliary aids.

Student Initials: _____

- B. I understand that the university needs disability information to provide services and to conduct reporting and research functions. This data is classified by disability.
- C. I understand that as a student, I am responsible for reviewing the rights and responsibilities pertaining to disability access.

- D. I understand that I will not be eligible for services if I do not provide documentation of a diagnosed disability, do not have a diagnosed disability, or do not follow Keiser University policies and procedures.
- E. I understand that if I request Keiser University to facilitate adjustments/ accommodations on my behalf, the university may need to consult with other university personnel. I give my permission to have disability related information shared with appropriate University personnel (i.e., Office of Student Financial Aid, Academic Affairs, and/or appropriate faculty) to facilitate such requests.
- F. I understand that I must meet with the dean and the faculty member of record prior to each term to ensure that adjustments/accommodations are provided.
- G. I hereby authorize Keiser University's disability services coordinator (DSC) and Accommodation Review Committee (ARC) to contact my health care provider, if needed, to obtain relevant information to assist the ARC in reaching a decision regarding my adjustment/accommodation request.

I disclose my disability as:

Student Signature: _____ **Date:** _____

Campus President: _____ **Date:** _____



KEISER UNIVERSITY Confidentiality Statement

The campus president is responsible for receiving and maintaining the disability-related documentation and information for students with disabilities at Keiser University. The documentation and information may include test data; psychological, psychoeducational and/or neuropsychological evaluations; grades; transcripts; biographical history; case notes; and any other disability-related information necessary to document and provide adjustments/accommodations to students with disabilities.

Students with disabilities have a right to review their file. A student who wishes to review his or her file must schedule an appointment with the campus president. Students may request and receive copies of case notes, Course Adjustment/Accommodation forms, and other documentation from the campus president. However, students will not be provided copies of disability-related documentation from their files. Disability-related documentation is defined as any documentation given to the campus president to substantiate the student's disability status and need for adjustments/accommodations (e.g., psychological, psychoeducational, neuropsychological or medical evaluations; letters or other information from physicians; or medical records). The dean will retain a copy of all information within a student's file.

Disability-related documentation (as defined above) is treated confidentially and will not be released to anyone not involved in the adjustment/accommodation and service-delivery process with the following exceptions: (a) the student gives the campus president a signed release to share disability-related information with the person(s) or office(s) named on the release; (b) the campus president will release disability-related information as required and/or permitted by the law and/or a court order; (c) the student threatens to harm himself or herself or others, or is suspected of abuse of a child or incapacitated adult; and (d) the student files a disability-related complaint, appeal, grievance or lawsuit against a university office or employee(s).

Only the campus president's staff has direct access to student files. When a student with a disability requests adjustments/accommodations, he or she understands that some disability-related information may be provided on a need-to-know basis to university faculty and staff to help ensure that the student receives appropriate adjustments/accommodations.

The campus dean of academic affairs' office of the university in which the student is enrolled and the instructors of classes for which the student is requesting adjustments/accommodations will receive disability-related information necessary to provide appropriate adjustments/accommodations. If a student files a disability-

related appeal or grievance, the student understands that the campus president will release disability-related information to appropriate university offices (i.e., the general counsel, the vice chancellor of academic affairs, the Student Services office, and/or appropriate university committees). Otherwise, university faculty and staff need to know only (1) that the student has been through the disability documentation review process at Keiser University; and (2) what adjustments/accommodations have been approved to meet the student's disability-related needs.

"I have read the Confidentiality Statement. I understand and agree to the confidentiality of my disability documentation and information as discussed above. I understand that I can speak further with the campus president if I have any questions."

Printed Name of Student: _____

Student Signature: _____ **Date:** _____



KEISER UNIVERSITY
Request for Adjustments/Accommodations

Name: _____

Last Four Digits of Social Security#: _____

Full Home Address: _____

City: _____ **State:** _____ **Zip:** _____

Home Phone: _____

Email: _____

- Are you a:**
- Current Undergraduate Student
 - Current Graduate Student
 - Prospective Undergraduate Student
 - Prospective Graduate Student

Please check the Keiser University campus you are/will be attending:

- | | | |
|--|--|---|
| <input type="checkbox"/> Daytona Beach | <input type="checkbox"/> Fort Lauderdale | <input type="checkbox"/> Fort Myers |
| <input type="checkbox"/> Jacksonville | <input type="checkbox"/> Miami | <input type="checkbox"/> Lakeland |
| <input type="checkbox"/> Melbourne | <input type="checkbox"/> Orlando | <input type="checkbox"/> Pembroke Pines |
| <input type="checkbox"/> Port St. Lucie | <input type="checkbox"/> Sarasota | <input type="checkbox"/> Tallahassee |
| <input type="checkbox"/> Tampa | <input type="checkbox"/> West Palm Beach | <input type="checkbox"/> eCampus |
| <input type="checkbox"/> Graduate School | <input type="checkbox"/> Flagship | <input type="checkbox"/> Clearwater |
| <input type="checkbox"/> New Port Richey | | |

Please indicate your major (if known):

I am requesting adjustments/accommodations from Keiser University because I have been diagnosed with: (check all that apply).

- Attention Deficit Disorder
- Physical Disability (specify type): _____
- Learning Disability
- Psychological Disability
- Other Disability (specify type): _____

Date First Diagnosed: _____



KEISER UNIVERSITY
Approved Course Adjustments/Accommodations

Name: _____

KU Student ID: _____ **Phone:** ____ - ____ - ____

Email: _____

Campus:

- | | | |
|-------------------|-------------------|------------------|
| ☐ Daytona Beach | ☐ Fort Lauderdale | ☐ Fort Myers |
| ☐ Jacksonville | ☐ Miami | ☐ Lakeland |
| ☐ Melbourne | ☐ Orlando | ☐ Pembroke Pines |
| ☐ Port St. Lucie | ☐ Sarasota | ☐ Tallahassee |
| ☐ Tampa | ☐ West Palm Beach | ☐ eCampus |
| ☐ Graduate School | ☐ Flagship | ☐ Clearwater |
| ☐ New Port Richey | | |

Directions: Complete the sections below with the approved adjustments/ accommodations from the disability services coordinator/Accommodations Review Committee. If you have questions about how to access services, please make an appointment with the campus president.

Faculty Name: _____ **Term Code:** _____ **Course Code:** _____

Classroom

Testing

Special Services

Student Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Dean Signature: _____ **Date:** _____

Campus President Signature: _____ **Date:** _____

Flagship Campus Only



Keiser University
2600 North Military Trail (DeVos Cook Building office 100), West Palm Beach, FL, 33409

KU Housing Accommodation Documentation Form

Name (Print): _____ Date: _____

Date of Birth: _____ KU Student ID: _____

Phone Number: _____ Move in Date: _____

Student's requested accommodation is for the following term:

- Fall Winter Summer

The above named student has requested housing accommodations for a disability at Keiser University (KU). The disability service coordinator (DSC)/Accommodations Review Committee (ARC) is attempting to determine whether this student has a condition or combination of conditions that constitute a disability, and whether the disability causes limitations for which the student needs reasonable accommodation(s). Documentation will assist the DSC/ARC in understanding how the disability impacts the student in the residence halls and the current impact of the condition(s) as it relates to the housing request.

Documentation and all relevant information must be completed or provided by an appropriate qualified professional such as a treating or diagnosing health or mental health professional. All documentation will be evaluated on a case-by-case basis.

Student's requested housing accommodation:

- Emotional Support Animal Single Room

Requesting an Emotional Support Animal in University Housing

An Emotional Support Animal (ESA) is one that is necessary to enable the resident with a disability an equal opportunity to use and enjoy university housing. An Emotional Support Animal may provide physical assistance, emotional support, stability and other kinds of assistance. Emotional Support Animals do not perform work or tasks that would qualify the animal as a “service animal” under the Americans with Disabilities Act (ADA). Emotional Support Animals that are not service animals under the ADA may be permitted, in certain circumstances, in university housing pursuant to the Fair Housing Act (FHA).

Students living on campus (“resident”) may be eligible to bring an Emotional Support Animal into their residence if the disability service coordinator (DSC)/Accommodations Review Committee (ARC) determines that the requested Emotional Support Animal is necessary for the resident with a disability to have equal access to housing. In order for ARC to make this determination:

The resident requesting an Emotional Support Animal must provide documentation of his or her disability to the DSC/ARC (required). The documentation must be specific to the student’s housing accommodation request. Please refer to and complete the [Request for Adjustments/Accommodation Form](#) in this guide.

Residents whom DSC/ARC approves for an Emotional Support Animal in their residence must comply with their KU Housing Contract and KU Service and Emotional Support Animal Policy.

Emotional distress resulting from having to give up an animal because of a “no pet” policy does not qualify a person for an accommodation under federal law.

Single Room Accommodations

Requests for a single room as an accommodation based solely on a desire to have a “quiet, undisturbed place to study” or as a need for a “reduced distraction environment” will not be granted. By virtue of the shared facilities, resources, and number of people living under one roof, it is unrealistic to assume that a private room would provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard double room.

Form Submission

Please note documentation must be submitted to the Disability Services campus-based contact liaison, Dean AJ Chase, PhD, achase@keiseruniversity.edu. After the documentation is verified it will be sent to the DSC/ARC for formal review. The DSC/ARC will make the final determination for any requested accommodation(s) approval.

Questions regarding ADA process and/or policies:

Chris Stabile, EdD BCBA-D
Certification No. 1-17-25577
Associate Vice Chancellor of Teaching & Learning
504 Disability Services Coordinator
Keiser University Office of the Chancellor
1900 W. Commercial Blvd., Suite 180
Fort Lauderdale, FL 33309
(954) 776-4476
cstabile@keiseruniversity.edu

Note: If an Emotional Support Animal is approved in university housing, the student will be expected to be able to care, control, feed, and clean up after the animal.



Alternative Format Textbook Request Form

Student Name: _____

Campus: _____

Semester: _____

Date Request: _____

Keiser Email: _____

Book Information

Course: _____

Title: _____

Author: _____

Publisher: _____

Edition: _____

ISBN: _____

I have purchased this book (initial here): _____

Amount paid for book \$ _____

Where did you purchase book: _____

Date of purchase: _____

Student Signature: _____

Dean Signature: _____

Date: _____