



# Keiser University

## Disability Support Services Manual

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**KEISER UNIVERSITY  
DISABILITY SUPPORT SERVICES MANUAL**

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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 which 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 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 or not 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 which eliminate or decrease, to a reasonable degree, structural and/or learning barriers which 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.

### **University Commitment and Support**

#### **Commitment**

Keiser University is committed to providing equality of opportunity to students with disabilities through a supportive academic and social environment. Faculty 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 should be referred to the University's Americans with Disabilities Act (ADA) campus president/coordinator for assistance.

Adherence to this policy will ensure these students' obtain the appropriate information and if desired by the student, initiate the formal process for receipt of auxiliary aids and academic adjustments. The auxiliary aids and academic adjustments are provided at no cost to students with disabilities.

*Students with obvious and severe physical disabilities will be served prior to receipt of proper documentation.*

### **Support**

Keiser University complies with the Rehabilitation Act of 1973 (Section 504) requiring that no qualified handicapped person will be excluded by reason of the handicap from enrolling in a course of instruction. Students wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act must disclose special needs at time of enrollment. Accordingly, every effort is made to make reasonable adjustments/accommodations. Certain programs may require manual dexterity. Please consult campus Admissions Offices for further information.

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 Coordinator:

Chris Stabile, EdD  
Associate Vice Chancellor of Teaching and Learning  
Office of the Chancellor  
1900 W. Commercial Blvd., Suite 180  
Fort Lauderdale, FL 33309  
(954) 776-4476  
[cstabile@keiseruniversity.edu](mailto:cstabile@keiseruniversity.edu)

### **Students with Disabilities**

A student who feels they have not been treated fairly under Keiser University's stated federal policies has the right to file a written complaint. A complaint should be submitted to the president of the campus. These procedures apply only to complaints received in writing.

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

- Students have the right to file a grievance with Keiser University in the event that students believe the University has not followed its policies. The grievance procedures are described in the Keiser University catalog.

### **Communication**

Keiser University expects students with learning disabilities to take an active role in communicating their needs, as they can best describe their strengths and weaknesses. It is important that students inform the University of their situation at time of enrollment or as soon as possible to allow sufficient time to make necessary arrangements. Once informed, the university has an obligation to assess the merit of the applicant's request and to verify the authenticity of the stated disability. At this stage, the applicant may participate in the admissions process to determine the applicant's admissions eligibility. The applicant must successfully complete the enrollment process. The applicant may request to speak with the campus president at any time. 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.

### **Sources and Forms of Documentation<sup>1</sup>**

Documentation is critical in determining suitable adjustments/ accommodations. 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 should demonstrate how the disability limits the student's ability to participate in an academic setting, must clearly outline the accommodation or academic adjustment requested, must be included as part of the application, and must be submitted to the campus president for 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 on pages 12-14.

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 (page 22 of this manual).

AND

#### **Information from External or Third Parties**

Diagnostic documentation of the disability from an appropriately licensed professional. The documentation should demonstrate how the learning

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<sup>1</sup> *Keiser University's process and criteria for determining accommodations may not be the same as practiced by other institutions or entities.*

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.

### **Accommodations Review Committee (ARC)**

Keiser University's Accommodations Review Committee (ARC) is chaired by the associate vice chancellor of teaching and learning and includes the vice chancellor of academic affairs and associate vice chancellor of academic affairs. Committee members are appointed by the 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 days of receipt the students signed and dated forms requesting accommodation or adjustment.

The ARC will engage in an interactive process with the student regarding what accommodations/academic adjustments are needed. The student will be contacted prior to the ARC determination to ensure that the student is involved in the process that determines what services, if any, the student is to receive.

The student will be sent the ARC's written decision and details of accommodation or adjustment within 15 business days of receipt of the students required documentation requesting accommodation or adjustment.

The student will receive the approved accommodation or adjustment within 30 business days of the ARC meeting<sup>2</sup>. This established procedure is to ensure proper and timely disbursement of auxiliary aids and/or academic adjustments to students with disabilities.

### **Confidentiality and Information Release**

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:

- a request for a course substitution
- the safety of the student and/or others

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<sup>2</sup> Students are provided the approved accommodation or adjustment following the ARC meeting, unless specialized accommodation/adjustment/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 or adjustment as expeditiously as possible.

- grievance 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 Policy**<sup>3</sup>

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 depends on the facts of each case. Substitution for nonessential requirements may be required.

### **Calculator Policy**<sup>4</sup>

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 with their dean and instructor, what type of calculator is appropriate for the type of course.

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.

### **Keiser University Service Animal Policy**<sup>5</sup>

I. Policy Statement: Keiser University adheres with 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.

II. 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,

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<sup>3</sup> Policy excerpt from *Student Services Manual* of Arizona State University.

<sup>4</sup> Partial policy excerpt from *Instructional Advisement, Student Disability Services* at Indian River State College

<sup>5</sup> Excerpt from *Service Animals On Campus* policy of Cornell University, the *Service Animal Policy* of the University of Wisconsin-Madison, and the *Service Animal Policy* of Houghton College with permission.

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. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA<sup>6</sup>.

III. 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.

IV. When a Service Animal can be asked to leave: A service animal may be asked to leave a Keiser University facility or program if the animal's behavior or presence poses a direct threat to the health and safety of others. 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 are not limited to, research labs, areas requiring protective clothing, and food preparation areas. In addition, if a service animal is 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; if the service animal is physically ill; if the service animal is unreasonably dirty; if a service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the handler or other students/ members of campus, or where the service animal's safety is compromised. Furthermore, animals not covered under the ADA service animal definition can be asked to leave a Keiser University facility or program. Questions related to the use of service animals on campus should be directed towards Dr. Sites at 954-776-4476.

VI. Students: Students who require the use of a service animal on campus should first obtain the ADA material from their campus president on each campus. Please complete the ADA application. Appropriate documentation must be submitted, along with the ADA application, to verify the need for having a service animal on campus and to register the service animal. Please submit the completed application and documentation to the campus president. This will be forwarded to Keiser University's Accommodations Review Committee (ARC). The committee will evaluate the student's documentation of disability and will notify the student, along with the campus president, any approved accommodations appropriate to the functional limitations of the disability, including the use of a service animal.

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<sup>6</sup> Department of Justice Revised ADA Regulations Implementing Title II and Title III



VII. Appeals and grievances: Any student dissatisfied with a decision concerning a service animal can use the Keiser University Grievance Procedure located in the catalog.

VIII. Requirements for the Service Animal: Service animals must be immunized against diseases typical to that type of animal. All vaccinations must be current.

Dogs must wear a rabies vaccination tag.

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

### **Emotional Support Animals<sup>7, 8</sup>**

Emotional Support Animals 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.

For animals to be designed 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.

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<sup>7</sup> Brennan, J., & Nguyen, V. (2014). Service Animals and Emotional Support Animals. *ADA National Network*. Retrieved from <https://adata.org/publication/service-animals-booklet>

<sup>8</sup> Excerpt from *Emotional Support Animals & Service Animals* policy of Eckerd College, <http://www.eckerd.edu/counselinghealth/aes/specialized/animals.php>

## 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 must be completed within the first two weeks of enrollment or within two weeks of being diagnosed with a disability:
  - 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.

2. Once the appropriate forms and disability documentation have been received by the campus president and procedurally verified, the student's written request for adjustments/accommodations is forwarded to the Accommodations Review Committee (ARC) for approval. In reaching its decision, the ARC may consult the student's healthcare provider(s). The dean will retain a copy of all relevant documentation in the student's file.
3. Keiser University's Accommodations Review Committee will engage in an interactive process with the student regarding what accommodations/academic adjustments are needed. The student will be contacted prior to the ARC determination to ensure that the student is involved in the process that determines what services, if any, the student is to receive.
4. The student will receive written notification of the decision reached by the ARC within 15 business days receipt of the required documentation requesting accommodation or adjustment. A copy of this letter will also be sent to the campus president and the dean. If approved, the student must meet with the campus president and dean to review, verify, and document ARC findings and the academic adjustments/accommodations. The student will receive the approved accommodation or adjustment within 30 business days of the ARC meeting<sup>9</sup>. This established procedure is to ensure proper and timely disbursement of auxiliary aids and/or academic adjustments to students with disabilities.

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<sup>9</sup> Students are provided the approved accommodation or adjustment following the ARC meeting, unless specialized accommodation/adjustment/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 or adjustment as expeditiously as possible.

Resubmission Procedure: Students who are denied adjustments/ accommodations due to a lack of sufficient documentation of their disabilities may resubmit their requests when they have additional documentation.

Grievance Procedure: Students who have been deemed ineligible for adjustments/accommodations have the right to file a grievance with Keiser University. The grievance procedures are described in the Keiser University catalog.

5. When adjustments/accommodations have been approved by the ARC, either the campus president or the dean has the responsibility to initiate a meeting with each Instructor of Record and the student to ensure adjustments/ accommodations are provided. Such adjustments/ accommodations will be documented on the Approved Course Adjustments/Accommodations form. This meeting will occur prior to the beginning of each term and a new approval form will be completed with the forthcoming Instructor of record.
6. 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 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 which 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 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 criteria), ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on 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 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 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 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 recommendations.

Note: High School Individual Education Plan (IEP) or 504 Plan reflects education and accommodation history; however, 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 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 recommendations.

Note: High School IEP or 504 Plan reflects education and accommodation history; however, other documentation may be necessary. In addition, prescriptions for medication alone are insufficient to imply a diagnosis.

## **ACCOMMODATIONS REVIEW COMMITTEE EVALUATION PROCESS**

1. Keiser University's Accommodations Review Committee (ARC) is chaired by the associate vice chancellor of teaching and learning and includes the vice chancellor of academic affairs and associate vice chancellor of academic affairs.
2. The committee convenes as needed to consider student requests for adjustments/ accommodations arising from disabilities documented by licensed professionals pursuant to Criteria for Disability Documentation in this manual.
3. The committee reserves the right to accept documentation which varies from this criteria but is professionally sound and of high quality, or conversely, may reject documentation viewed as inadequate to support the requested adjustment/accommodation. In addition, the ARC may consult the student's healthcare provider(s) to reach a decision regarding the accommodation request.
4. Within 10 days of receiving the Request for Adjustments/Accommodations (including Student Self-Report), the ARC will convene to review the documentation, engage in an interactive process with the student regarding what accommodations/academic adjustments are needed, reach a decision, and notify the student in writing of their status (eligible, ineligible, deferred). A copy of this letter will also be sent to the campus president and the dean. If approved, it is the student must meet with the campus president and dean to review, verify, and document ARC findings and the academic adjustments/ accommodations. The student will receive the approved accommodation or adjustment within 45 days of the ARC's meeting. This established procedure is to ensure proper and timely disbursement of auxiliary aids and/or academic adjustments to students with disabilities.
5. If a student is ineligible or deferred, the letter will explain what is missing within 15 days of receiving the Request for Adjustments/Accommodations (including Student Self-Report). If a student is determined eligible, it is the dean's or campus president's responsibility to meet with the student to discuss the approved reasonable adjustments/ accommodations. Adjustments/ Accommodations will not be initiated prior to this meeting.

Resubmission Procedure: Students who are denied adjustments/accommodations due to a lack of sufficient documentation of their disabilities may resubmit their requests when they have additional documentation.

Grievance Procedure: Students who have been deemed ineligible for adjustments/accommodations have the right to file a grievance with Keiser University. The grievance procedures are described in the Keiser University catalog.

## **FORMS APPENDIX**

1. Disability Registration Agreement
2. Confidentiality Statement
3. Request for Adjustments/Accommodations (including Student Self-Report)
4. Approved Course Adjustments/Accommodations





## 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 Accommodations Review Committee in no way guarantees that accommodations or equipment will be granted by outside entities (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 instructor of record prior to each term to ensure that adjustments/accommodations are provided.
- G. I hereby authorize Keiser University's Accommodation Review Committee (ARC) to contact my health care provider to obtain relevant information to assist the ARC in reaching a decision regarding my adjustment/accommodation request.

My disability may be disclosed as:          
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**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; (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 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 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: \_\_\_\_\_

Social Security#: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

School Address: \_\_\_\_\_

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"/> San Marcos     | <input type="checkbox"/> Graduate School |   |

**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:** \_\_\_\_\_

**Student Self-Report:**

Directions: In the space below and on the back of this sheet, list and explain each of the adjustments/accommodations you are requesting. Please be as specific as possible. For example, if one of your requests is extended time for in-class exams, specify the amount of additional time (e.g., "50% more time on in-class exams").

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Please retain a copy of this form for your records.*



**KEISER UNIVERSITY**  
**Approved Course Adjustments/Accommodations**

**Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_ **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        |
| ☐ San Marcos     | ☐ Graduate School |                  |

**Directions:** Complete the sections below with the approved adjustments/ accommodations from the 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**

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**Testing**

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**Special Services**

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Campus President Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_