

# POLICY STATEMENT ON DISABILITIES

Students with disabilities who wish to request reasonable accommodations should contact the Office of Student Accessibility in Arnold Bernhard Library north wing (Mount Carmel Campus) or School of Law and Education 340 (North Haven Campus) at 203-582-7600 or email [access@qu.edu](mailto:access@qu.edu)

Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Read the full Guidelines and Procedures for Students with Disabilities (<http://catalog.qu.edu/university-policies/disability-policy/>).

## Section 1: Policies and Procedures for Students with Disabilities

### 1.01 Statement on Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any university program or be subject to any form of discrimination based on disability.

Quinnipiac University recognizes its obligations to comply with the Americans with Disabilities Act of 1990, hereafter referred to as ADA, and Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504.

The ADA states: "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any private entity who owns, leases (or leases to), or operates a place of public accommodation." (28 C.F.R. § 36.201a) Section 504 states: "No otherwise qualified individual with a disability [...] shall, solely by reason of her or his disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (29 U.S.C. § 794). Consistent with its responsibilities, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity.

The university provides staff members to ensure compliance with the ADA and Section 504. These staff members work directly with students, faculty and staff regarding reasonable accommodations and other assistance as needed. The university also maintains a grievance procedure for those students with disabilities who seek resolution of particular issues and desire a more formalized process. The grievance procedure is discussed in Section 3: ADA/504 Grievance Procedure (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>).

The Office of Student Accessibility

Located at the Learning Commons  
Arnold Bernhard Library (Mount Carmel Campus) – AB-TLC  
School of Law & Education (North Haven Campus) – SLE-340  
Phone: 203-582-7600  
Fax: 203-582-7610  
Email: [access@qu.edu](mailto:access@qu.edu)

### 1.02 Institutional Rights and Responsibilities

Quinnipiac University through its dedicated offices has the **responsibility** to:

1. Ensure that university courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate setting.
2. Provide information regarding policies and procedures to students with disabilities and ensure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities upon a timely request by students.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, personnel in these dedicated offices have the **responsibility** to:

1. Assist students with disabilities who self-identify and meet university criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids determined on a case-by-case basis.
2. Assure appropriate confidentiality of all information pertaining to a student's disability.
3. Assure that the students receive appropriate reasonable accommodations based on documentation of the disability.
4. Interact with the faculty, when appropriate.
5. Inform students with disabilities of university policies and procedures for filing a formal grievance.

Serving students, the director of the Office of Student Accessibility and/or their designee have the **right** to:

1. Require that students with disabilities conform with the university's academic standards.
2. As needed, request from a student current documentation completed by appropriate professional(s) to verify the need for reasonable accommodations, academic adjustments and/or auxiliary aids. See Section 2: Criteria for Comprehensive Documentation of Disabilities (<http://catalog.qu.edu/university-policies/disability-policy/#documentationtext>).
3. Review the student's need for reasonable accommodations, academic adjustments and/or auxiliary aids with the professional(s) providing the documentation. This review is only conducted with the student's signed consent authorizing such a discussion.
4. Select among equally effective and appropriate accommodations, adjustments and/or auxiliary aids in consultation with the student.
5. Deny a request for specific accommodations, academic adjustments and/or auxiliary aids if the documentation does not identify a specific disability, fails to verify the need for the requested services, is not provided in a timely manner or does not identify the specific accommodation.
6. Refuse to provide an accommodation, adjustment and/or auxiliary aid that is inappropriate or unreasonable including any that:

- a. constitute a substantial change or fundamental alteration to an essential element of a course or program.
- b. pose an undue burden on the university.

### 1.03 Responsibilities of the Office of Student Accessibility

1. Promote disability as diversity and inclusive excellence.
2. Support an institution-wide mindset of equal access for students to all educational opportunities, programs, and services.
3. Empower students, thereby enhancing equity and providing a platform for innovation and inclusion.
4. Advocate for and empower students in an effort to foster lifelong learners prepared for the demands of 21st-century careers and citizenship.
5. Provide individual reasonable accommodations when environmental barriers cannot be eliminated following a thorough review of a student's disability documentation and self-report of associated challenges.

#### What is a reasonable accommodation?

**Reasonable accommodations** are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of **Education**, 2007).

There are three kinds of accommodations that are not considered reasonable:

1. It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others.
2. It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum or a substantial alteration in the manner in which you provide your services.
3. It is not a reasonable accommodation if it poses an undue financial or administrative burden.

### 1.04 Responsibilities of the Student

1. Disclose a disability through the Office of Student Accessibility (OSA) by providing the appropriate documentation as detailed in the documentation guidelines.
2. Engage in a conversation regarding disability-related challenges, history of use of accommodations and what academic adjustments/accommodations have worked or not worked in the past.
3. Discuss the intended course of study/classes and what types of didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations might be appropriate.
4. Agree to reasonable accommodations and ensure that processes for utilizing accommodations are understood.
5. Complete necessary paperwork as administered by the OSA.
6. Provide accommodation letters to professors on a semester-by-semester basis; engage in a conversation with each professor to ensure awareness of reasonable accommodations.
7. Communicate with the OSA regarding the effectiveness of accommodations.
8. Provide updated documentation as needed, and/or to support the need for changes to reasonable accommodations.

9. Re-request accommodations through the OSA on a semester-by-semester basis.

### 1.05 Responsibilities of the Faculty Member

1. Provide only the accommodations that are recommended by the Office of Student Accessibility (OSA) via the student accommodation letter. Accommodation letters are produced on a semester-by-semester basis.
2. Discuss with the OSA any concerns related to the accommodations that have been requested by the student during the initial contact with the faculty member.
3. With respect to examinations:
  - a. Discuss the conditions under which the exam is to be administered.
  - b. If the student's exam is to be administered via the Learning Commons, ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration.
4. Ensure the appropriate confidentiality of information regarding students with disabilities. Do not inquire regarding a student's disability. If a student discloses to the faculty member any disability-related information, encourage the student reach out to the OSA or facilitate an email introduction.
5. Including an accessibility statement on your syllabus can help to:
  - a. Signal to all students in a course (not just those with disabilities) that you welcome discussion about individual differences in learning, encountered barriers, and ways to maximize access.
  - b. Send a message that you value diversity and an inclusive learning environment.
  - c. Open the door to communication and help students feel more comfortable approaching you.
  - d. Normalize the accommodations process as just another part of the course.
  - e. Inform students about college procedures and available resources.

Faculty are encouraged to consider making a statement in class to further normalize the accommodations process and to encourage students to feel more comfortable approaching you.

A few sample syllabus statements are as follows:

*Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.*

*If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.*

*Please contact the Office of Student Accessibility by emailing [access@qu.edu](mailto:access@qu.edu) or by calling 203-582-7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.*

## 1.06 The Interactive Process

### Assisting faculty in understanding how accommodations are determined

The interactive process occurs when a student requests an accommodation, and further communication needs to occur between the student, the Office of Student Accessibility (OSA), and the designated liaison (program instructors or course directors). In this process, a look at programmatic technical standards and student learning outcomes will occur, ensuring that the reasonable accommodation will not fundamentally alter the nature of a course or program, or provide an undue hardship.

- Step One (OSA/student):** Gaining basic information about the students' background and education history. A discussion about where a student has been and what they have been doing is a positive start.
- Step Two (OSA/student):** Discuss disability documentation and work with student in discovering their self-knowledge of their disability, functional limitations/educational limitations. Some students are well aware and knowledgeable about their disabling condition and educational limitations; for others, they may not have received supports in high school or have come to their disability later in life.
- Step Three (OSA/student):** Gathering information on what academic adjustments/accommodations or supports they have used in the past.
- Step Four (OSA/student):** Exploring what worked or what didn't. What were the benefits or pros and cons?
- Step Five (OSA/student/liaison):** Discussing the intended course of study/classes and what types of didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations might be appropriate. It is great if the student is knowledgeable, if not, the OSA can provide suggestions in addition to collaboration with program faculty or the course instructor. This process will likely involve a review of student learning outcomes and programmatic technical standards.
- Step Six (OSA/student/liaison):** Examining prior knowledge of such accommodations and support and what training might be required.
- Step Seven (OSA/student/liaison):** Coming to an agreement of what is needed and what is reasonable. Wherever possible taking the students' preference into consideration.
- Step Eight (OSA/liaison):** Documenting the discussion, the course/class to be taken, the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations, services or training required.
- Step Nine (OSA/liaison):** Ensuring the student understands the process for getting these services such as sending off accommodation letters, conversing with their professor, picking up a tape recorder, etc. The OSA will send a follow-up email to the student and program liaison documenting the conclusion of the discussion.
- Step Ten (OSA/student/liaison):** Implementing the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations and/or services. This is completed on a semester-by-semester basis as a part of the interactive process, and is an ongoing process. It is a student's responsibility to report the effectiveness of the accommodation, and ongoing communication with the OSA is encouraged. The student needs to know and feel comfortable that if their needs change or the nature of the course or class they are undertaking changes they can come back for further discussion on what might be needed.

## 1.07 Resources for New Students

Welcome to Quinnipiac University! We hope that the following information will be helpful as you prepare for the transition to college and explore available resources to aide in your success as a college student.

### When to Reach Out

Contact the Office of Student Accessibility (OSA) within the first couple of weeks that you are on campus so there is ample time to review your documentation, review requests, engage in the interactive process, implement accommodations, and update documentation, if necessary.

Please note that accommodations are never instated retroactively, so it is important to reach out early. If concerns or changes are needed to the reasonable accommodations throughout the course of the semester, reach out again to the OSA to engage in further discussion.

### What to Expect

Quinnipiac University is committed to ensuring equal access and reasonable accommodations to eligible students with disabilities. One of the major differences between high school and college is that, in college, the student is responsible for disclosing a disability, requesting services, and working with faculty to implement approved accommodations.

### Tips for Self-Advocacy when Requesting Services

- You are the best expert on yourself! Be prepared to describe your disability and how it impacts you. A student's self-report is a critical component of an accommodation request in addition to the formal documentation from a medical or other provider.
- Be familiar with the documentation of disability you are submitting. Be prepared to discuss your strengths, areas of challenge, and any recommendations made by the evaluator/provider.
- Come to your initial appointment prepared with any questions or concerns you may have.

Another helpful reading can be accessed at the U.S. Department of Education and Office for Civil Rights, "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities." (<https://www2.ed.gov/about/offices/list/ocr/transition.html>)

## 1.08 High School Versus College

There are significant differences between accommodation services and academic expectations in high school and college for students with disabilities.

### Applicable Laws

- High School:** I.D.E.A. (Individuals with Disabilities Education Act). Section 504, Rehabilitation Act of 1973. I.D.E.A. is about success.
- University:** A.D.A. (Americans with Disabilities Act of 1990). Section 504, Rehabilitation Act of 1973. A.D.A. is about access.

### Required Documentation

- High School:** I.E.P. (Individual Education Plan and/or 504 plan). School provides evaluation at no cost to student. Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.
- University:** High School I.E.P. and 504 may not be sufficient. Documentation guidelines specify information needed for each category of disability. Student must get evaluation at their own expense. Documentation must provide information on specific functional limitations that demonstrate the need for specific accommodations.

**Self-Advocacy**

- **High School:** Student is identified by the school and is supported by parents and teachers. Primary responsibility for arranging accommodations belongs to the school. Teachers approach you if they believe you need assistance. Teachers will reach out to parents for updates, guidance and concerns.
- **University:** Student must self-identify to the Office of Accessibility. Primary responsibility for self-advocacy and arranging accommodations belongs to the student. Student must initiate contact with the Office of Accessibility if you need assistance. Students must self-advocate and ask for guidance.

**Parental Role**

- **High School:** Parent has access to student records and can participate in the accommodation process. Parent advocates for student.
- **University:** Parent does not have access to student records without student's written consent. Student advocates for self.

**Instruction**

- **High School:** Teachers may modify curriculum and/or alter pace of assignments. Testing is frequent and covers small amounts of material. Makeup tests are often available. Teachers often take time to remind you of assignments and due dates.
- **University:** Grading and testing format changes (e.g., multiple choice vs. essay) are generally not available. Accommodations to how tests are given (extended time, test proctors) are available when supported by disability documentation. Testing is usually infrequent and may be cumulative, covering large amounts of material. Makeup tests are seldom an option; if they are, students need to request them. Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students, when assignments are due, and how students will be graded.

**Student Responsibilities**

- **High School:** Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan. Students' time and assignments generally are structured by others. Student may study outside of class as little as 0 to 2 hours a week for each subject.
- **University:** Tutoring does not fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. Student manage their own time and complete assignments independently. Student needs to study at least 2 to 3 hours outside of class for each hour in class.

**1.09 Quinnipiac University Campus Resources****Counseling Services**

The Quinnipiac University Health and Wellness Center offers a variety of counseling-related services. Students who are seeking help for emotional distress have access to care. The goal is to assist students through brief therapy while addressing concerns that may be affecting academic performance or the student's quality of life within the university community.

Our counselors are a resource for students struggling with stress, anxiety, depression, relationship problems, eating disorders and alcohol or drug abuse. Other common problems include difficulty making decisions, low self-esteem, procrastination, or the stress of leaving home while adjusting to college life. Counseling staff members are available to assist any student who has been affected through physical or sexual violence or who may be grieving the loss of a loved one. Counseling

services are available to all undergraduate and graduate students at no cost. Schedule an appointment with counseling services. (<https://forms.quinnipiac.edu/CounselingIntake/Form.html>)

**Dining Services**

Chartwells Dining Services is committed to providing quality food and excellent service. The guarantee to you is that we will do everything possible to ensure your satisfaction. If you have any comments, concerns, suggestions, or praise about your dining experience, or need any special assistance, please reach out to Chartwells by visiting the Quinnipiac Dining Website (<https://www.dineoncampus.com/quinnipiac/>) or simply speaking with a dining services manager.

**Department of Public Safety**

The Department of Public Safety provides coverage of all campuses 24 hours a day, seven days a week. Part of the duties of public safety include: responding to all emergencies and requests for assistance, offering walking escort services on campus 24 hours a day, investigating complaints and submitting follow-up written reports, maintaining relationships with area law enforcement and emergency service agencies.

To contact the Department of Public Safety, call or email: 203-582-6200 or [public.safety@qu.edu](mailto:public.safety@qu.edu) ([public.safety@quinnipiac.edu](mailto:public.safety@quinnipiac.edu)) In case of an emergency, call **911** from any phone on campus.

**Office of Residential Life**

The Office of Residential Life is committed to excellence in the development of a living learning environment that contributes to student success.

To contact the Office of Residential Life, email: [residentiallife@qu.edu](mailto:residentiallife@qu.edu)

**Individual Academic Counseling**

Through Individual Academic Counseling, academic specialists help students prioritize tasks, develop effective college-level study habits, negotiate classroom difficulties, and cultivate habits of the mind consistent with lifelong learning and professional success. Academic specialists are full-time, professional staff members that generally work during business hours.

To make an appointment with an academic specialist, please contact: Learning Commons: 203-582-8628

**Information Technology**

If you require computer-related assistance, the information services mission is in supporting student life, teaching, research and administration. If you require computer-related assistance, you can visit the Information Services webpage ([https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT\\_Site\\_Redesign/MainIS.html](https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/MainIS.html)) or stop in to one of the Tech Center locations:

Mount Carmel Campus/Arnold Bernhard Library: Room 138  
North Haven Campus/Medicine, Nursing and Health Sciences: MNH-338

**Peer Tutoring**

Over 60 peer tutors offer tutoring services for more than 400 courses. Students utilize this resource for a variety of reasons, including help in the writing process, assistance with homework problem sets and preparation for exams. Tutors received an A or A- in each course they tutor and were recommended by their professors. Tutorials are available in half-hour blocks every day of the week. To

schedule a tutoring appointment, email [learningcommons@qu.edu](mailto:learningcommons@qu.edu) ([LearningCommons@quinnipiac.edu](mailto:LearningCommons@quinnipiac.edu)) or call:

Learning Commons: 203-582-8628

## 1.10 Student Registration with the Office of Student Accessibility

Incoming and current Quinnipiac University students with disabilities who have not previously registered with the Office of Student Accessibility (OSA) and wish to request an accommodation should follow these steps:

**1. Submit documentation of disability:** Specific guidelines regarding documentation requirements are provided. Students may submit documentation to:

The Office of Student Accessibility's Accommodation Request Form for Students with Disabilities (PDF) (<https://www.qu.edu/accessibility/#accommodationform>)

The Office of Student Accessibility

Located at the Learning Commons

Arnold Bernhard Library (Mount Carmel Campus) – AB-TLC  
School of Law & School of Education (North Haven Campus) – SLE-340

Fax: 203-582-7610

Email: [access@qu.edu](mailto:access@qu.edu)

**2. Schedule an appointment:** the student will need to schedule an initial appointment with the OSA. Incoming students should contact the office by email, phone or walk-in to schedule an appointment:

Phone: 203-582-7600

Email: [access@qu.edu](mailto:access@qu.edu)

Walk-In:

Mount Carmel Campus: Arnold Bernhard Library North Wing  
North Haven: School of Law and School of Education – SLE-340  
Phone options are available during the summer and for students currently off campus. If you need further assistance, feel free to contact us via email or phone.

**3. Determination of Accommodations:** During your meeting with a staff member from the Office of Student Accessibility, a thorough discussion will occur regarding your disability, your strengths, challenges, and program of study. Often, as a part of an interactive process, the student, the OSA and the faculty member will need to collaborate to determine reasonable accommodations in certain settings that are not just academic in nature (see laboratory, practical, clinical, fieldwork, internship). Upon completion of student's appointment and a decision on what accommodations may be considered reasonable, a student will receive an accommodation letter detailing the use of recommended reasonable accommodations.

Implementing the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations and/or services. This is completed on a semester-by-semester basis as a part of the interactive process and is an ongoing process. It is a student's responsibility to report the effectiveness of the accommodation, and ongoing communication with the OSA is encouraged. The student needs to know and feel comfortable that if their needs change or the nature of the course or class they are undertaking changes they can come back for further discussion on what might be needed.

## 1.11 Accommodations in Academic/Didactic Settings

Accommodations are required by law under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Students who choose to disclose a disability and request academic/didactic accommodations should submit the Accommodation Request Form and relevant, supporting documentation that would substantiate the need for the accommodation (please see documentation guidelines).

A student will then meet with a representative from the Office of Student Accessibility (OSA) within an interactive process to determine which accommodations would be appropriate. Most often, this interactive process involves assessing the student learning outcomes of a course/program, in addition to the technical standards of a course/program. So long as the accommodation would not present an undue hardship or fundamental alteration, the accommodation may be deemed reasonable according to the ADA and Section 504.

Following this meeting, an official accommodation letter describing the nature of the accommodations will be provided to the student. It is the student's responsibility to forward their accommodation letter to their course instructors, for the courses which they would like to utilize their accommodations. Accommodations are effective beginning on the date the professor is presented the accommodation letter. Accommodations are not retroactive.

The student must contact their professors and to work collaboratively to help facilitate the arrangement of the accommodation. The accommodation process is premised upon an open and productive dialogue between the professor and the student. Students are encouraged by the OSA to discuss their accommodations with the professor; however, the student is not required to disclose or discuss specific disability-related information.

Please remember that all information regarding a disability is confidential and this information is subject to Quinnipiac University privacy guidelines for academic records.

## 1.12 Accommodations in Laboratory Settings

Accommodations are required by law under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Students who choose to disclose a disability and request accommodations in a laboratory setting should submit the Accommodation Request Form and relevant, supporting documentation that would substantiate the need for the accommodation.

A student will then meet with a representative from the Office of Student Accessibility within an interactive process to determine which accommodations would be appropriate. Most often, this interactive process involves assessing the student learning outcomes of a course/program, in addition to the technical standards of a course/program. So long as the accommodation would not present an undue hardship or fundamental alteration, the accommodation may be deemed reasonable according to the ADA and Section 504.

Following this meeting, an official accommodation letter describing the nature of the lab accommodations will be provided to the student, for the courses which they would like to utilize their accommodations. Accommodations are effective beginning on the date the professor is presented the accommodation letter. Accommodations are not retroactive.

The student is advised to contact their professor(s) and to work collaboratively to help facilitate the arrangement of the accommodation. The accommodation process is premised upon an open and productive dialogue between the professor and the student. Students are encouraged by the Office of Student Accessibility to discuss their accommodations with the professor; however, the student is not required to disclose or discuss specific disability-related information.

Please remember that all information regarding a disability is confidential and this information is subject to Quinnipiac University privacy guidelines for academic records.

### 1.13 Accommodations Applicable to Off-Campus Educational Experiences: Clinical, Fieldwork, Externship, Internships

Students who are performing work in external settings are entitled to reasonable accommodations, as necessary, to perform the essential duties of the clinical site as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

In the event that a student requires accommodations at an external site, the student should notify the Office of Student Accessibility as soon as possible and their course instructor, who should assist the student in engaging in the interactive process with the clinical coordinator/site.

In accordance with Section 504 and the ADA, accommodations at an external site must not:

1. pose an undue financial or administrative burden
2. fundamentally alter the nature or purpose of the course or assignment
3. be inconsistent with essential academic requirements
4. reduce or alter academic requirements
5. substantially alter the method in which the course is taught or service is provided
6. pose a direct threat to the health and safety of the student, patient or others

Typical academic accommodations (ex: extended test taking time, etc.) may not be transferable to an external site without first engaging in an interactive discussion process.

If following discussions through the interactive process between the Office of Student Accessibility, the student and the instructor, it is learned that accommodations at an external site are reasonable, an accommodation letter specific to clinical experiences will be provided to the student, instructor and clinical/fieldwork/externship/internship coordinator.

Accommodations will be re-visited each semester and will be dependent on the external site location and requirements.

### 1.14 Accommodations While Studying Abroad

Students who are interested in exploring study abroad opportunities should consider what impact their disability may have if/when they plan to travel overseas. Students are advised to reach out to the Office of Student Accessibility (OSA) as well as the Office of Global Engagement to begin a discussion of what to expect when traveling abroad. This discussion should occur as students are exploring their options to ensure that the decision to study abroad will be a good fit.

In accordance with the deadlines for the Office of Global Engagement for Study Abroad it is recommended that you start working with the Office of Student Accessibility up to a year in advance, or as soon as you start considering the option to study abroad.

Students who are registered with the Office of Student Accessibility who are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) and Section 504 (504) of the Rehabilitation Act may also be eligible for overseas accommodation when it can be arranged.

It is important to keep in mind that many foreign countries and study abroad programs overseas do not have the same accessibility laws (ADA/504) as in the United States. Therefore, it is imperative that you begin this discussion early in the exploration process as to learn about the types of accommodations that are typically provided in your host country. During this process the student is encouraged to be flexible and open-minded to differing ways of accommodating disability-related challenges.

If/when considering study abroad, please reach out to:

Office of Student Accessibility  
 Located at the Learning Commons  
 Arnold Bernhard Library (Mount Carmel) – AB-TLC  
 School of Law & School of Education (North Haven) – SLE-340  
 203-582-7600  
[access@qu.edu](mailto:access@qu.edu) ([access@quinnipiac.edu](mailto:access@quinnipiac.edu))

If considering study abroad for the first time, it is suggested that a student do some preliminary research prior to such as:

1. What are the physical environments like in the host country?
2. How are the assignments different? Is learning mainly from lecture, readings, independent research, etc.?
3. What housing options exist?
4. Is transportation available and accessible?

Just as cultures differ, so do disability accommodations and perceptions. The key for any study abroad participant is flexibility.

#### Quick Tips for Students with Disabilities Going Abroad

1. **Remember that other cultures may provide disability access in a different way**—learn about what types of accommodation are typically provided in your host country and be flexible and open to different ways of accommodating your disability.
2. **Before you go, find out as much as you can about your host culture** and how they view disability by reading, talking to other students, and attending pre-departure orientation sessions. The more you know, the better prepared you will be for the interaction between your disability and the new environment.
3. **Think about how you will answer questions** about your disability in the language of your host country—look up key vocabulary words ahead of time.
4. **For further information, please visit:**

Diversity Abroad (<https://www.diversityabroad.com/articles/students-disabilities-abroad/>)

Department of Homeland Security: Transportation Security Administration (<https://www.tsa.gov/travel/special-procedures/>)

Office of Inclusive Excellence (<http://catalog.qu.edu/general-information/student-resources-services/department-cultural-global-engagement/>)

Quinnipiac University: Department of Cultural and Global Engagement (<https://qu.campuslabs.com/engage/organization/cultural-global-engagement/>)

## 1.15 Residential Life/Housing Accommodations

As part of our mission to foster diverse and inclusive learning and living environments, Quinnipiac University is committed to supporting students with documented disabilities.

All students admitted to Quinnipiac University enjoy full access to its programs and services, including residential life. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Quinnipiac University has established procedures to ensure students with documented disabilities receive housing assignments that reasonably meet their needs as required by law.

For specific housing and other residential life information please go to Residential Life (<https://www.qu.edu/life/student/living-at-quinnipiac.html>).

**How Are Residential Life/Housing Accommodation Requests Reviewed?** Housing accommodation requests are reviewed on an individual basis. **It is important to note that students are not making a request for a specific housing assignment, but rather a request for an accommodation for equal access.** Single rooms are granted as reasonable accommodations in only rare circumstances. Such requests will be reviewed by the Office of Student Accessibility (OSA) on a case-by-case basis.

Requests for particular housing assignments based on a student's preference, or a particular type of living environment, such as a certain type of room or location or desire for a quiet place to study will not be honored.

Students must submit the Accommodation Request Form or additional pertinent documentation from their medical provider substantiating the need for a housing accommodation.

The OSA reviews each request and determines an appropriate and reasonable housing accommodation. Once determined, accommodation recommendations are provided to the Associate Director of Residential Life.

Please note that Quinnipiac University does not grant accommodations solely based on the recommendations of care providers. The determination is made based on all information relevant to the documented functional limitations caused by the disability in relation to the place of residency.

### **Deadlines for requesting residential life/housing accommodations: Current Students**

The deadlines for requesting housing accommodations are the following:

Current Juniors – November 1  
Current First Year/Sophomores – March 1

Student requesting housing accommodations will meet with a representative from the Office of Student Accessibility (OSA) to discuss requested accommodations and to complete the interactive accommodation process. These deadlines allow the OSA adequate time to review requests prior to the complex lottery process. Please contact the Office of Residential Life (<https://www.qu.edu/student-life/residential-life/housing/housing-selection-and-assignment-process-and-faqs/?contentTab=tab-72135>) regarding questions related to the Lottery Process.

Residential Life accommodations are based on the student's request. If approved, only the student and direct roommate will be affected. A student with an approved accommodation cannot request a full suite of individuals based on their approved accommodation.

### **Incoming Students**

The deadline for requesting housing accommodations for incoming students is:

Incoming Students – May 1

An incoming student requesting housing accommodations will speak with a representative from the OSA to discuss requested accommodations and to complete the interactive accommodation process. Students with an approved accommodation can request up to one roommate.

### **Post-Deadline Requests**

If a need for a housing accommodation request arises outside of the above timelines, students should still follow the same application process. The OSA will review post-deadline requests and the college will make every attempt to implement approved accommodations based on current availability. Please note that availability for certain types of accommodations may be limited at later points in the year. The OSA and Office of Residential Life offers a wait list for those students who have been approved accommodations after the deadline.

## 1.16 Accommodations in the School of Law

Students taking classes in the Quinnipiac University School of Law should reach out to the Associate Dean of Students who will make a referral to the Office of Student Accessibility (OSA).

Please contact:  
Associate Dean of Students  
Quinnipiac University School of Law  
203-582-3220

The OSA will review the disability documentation, and then engage in an interactive process with the Associate Dean of Students in determining accommodations that may be considered reasonable within the Quinnipiac University School of Law. Once accommodations are agreed upon, the student as well as the Associate Dean of Students will receive an accommodation letter detailing the accommodation and its' provision.

## 1.17 Accommodations in the Frank H. Netter MD School of Medicine

Students taking classes in the Quinnipiac University Frank H. Netter MD School of Medicine should reach out to the Associate Dean for Student Affairs who will make a referral to the Office of Student Accessibility (OSA).

Please contact:  
Associate Dean for Student Affairs  
Frank H. Netter MD School of Medicine  
203-582-7751

The OSA will review the disability documentation, and then engage in an interactive process with the Associate Dean for Student Affairs in determining accommodations that may be considered reasonable within the Frank H. Netter School of Medicine. Once accommodations are agreed upon, the student as well as the Associate Dean for

Student Affairs will receive an accommodation letter detailing the accommodation and its provision.

## 1.18 Emotional Support Animals, Service Animals and Therapy Animals

Quinnipiac University allows individuals to bring animals on university property in accordance with federal laws and in other situations subject to the rules outlined in this policy.

The university supports the use of service and emotional support animals on campus as defined and regulated by federal and state laws. The university also supports the use of research and therapy animals used in approved research and teaching activities.

At the same time, it recognizes the health and safety risks potentially created by animals on campus. Animals, including pets of any kind (except fish, as noted in the Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/animals/>)), are not permitted on university campuses or in university housing facilities, with the exception of service animals, approved emotional support animals, approved research animals and approved therapy animals.

View the complete policy and guidance regarding animals on campus (<http://catalog.qu.edu/university-policies/animals/>) at Quinnipiac University. (<http://catalog.qu.edu/university-policies/animals/>)

### Service Animals

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any dog individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items.”

A person with a disability uses a service animal, such as a seeing-eye dog, as an auxiliary aid. Service animals are welcome in all buildings on the university property and may attend any class, meeting, or other event. There may be an exception to certain areas, such as laboratories and facilities areas, etc.

Reasonable behavior is expected from service animals while on the university property. The owners of disruptive and aggressive service animals may be asked to remove them from the university. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until the owner takes significant steps to mitigate the behavior. Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The employee is expected to clean and dispose of all animal waste. Owners of service animals are responsible for all actions of the animal while on university property.

### Service Animal in Training

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces on university property including classrooms, residence halls and employee work areas.

The service animal in training must be wearing a harness or an orange-colored leash and collar. The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that

authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

### Emotional Support Animals

Students are permitted to keep emotional support animals in on-campus housing on a case-by-case basis as a reasonable accommodation for a documented disability.

Emotional support animals may not travel throughout campus property with their handlers. To permit a handler with equal opportunity to use and enjoy university housing, emotional support animals are permitted within the handler’s residential living area at all times. A formal agreement between residential life and the handler will be utilized to identify the area where the handler can take the emotional support animal depending upon the housing unit in which the handler resides. The Office of Residential Life defines the handler’s residential living area. When being transported to and from campus, the emotional support animal must be placed in an animal carrier or controlled by leash or harness. While outside the handler’s residential living area, the handler shall carry proof that the animal is an OSA-approved emotional support animal. Emotional support animals are not permitted in other university buildings.

In order to bring an emotional support animal to campus, the handler must contact OSA as early as possible to permit time to gather and review all necessary documentation. The OSA requires a reasonable amount of time to review documentation. The handler will be asked to provide documentation of their disability and medical documentation of the need for the emotional support animal. Such documentation must be from a licensed physician, psychiatrist, clinical social worker or other licensed mental health professional and provide that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability. Emotional distress from having to give up an animal because of a “no pets” policy does not qualify a student for an accommodation.

The handler also may be asked to provide the following information regarding the emotional support animal:

1. The type of animal;
2. The name of the animal;
3. A description of the animal;
4. Whether the animal is housebroken;
5. The date of the animal’s last medical examination; and
6. The date that the animal was acquired.

Once the OSA has determined that an ESA is a reasonable accommodation, the handler must meet with staff in residential life to discuss the specifics of the accommodation and sign a formal agreement. Emotional support animals will not be allowed on campus without OSA and residential life approval.

### Therapy Animal

A therapy animal is an animal working with a health care or mental health care professional in a therapeutic activity. The animal must have received training appropriate for animal assisted therapy/activities (AAT/AAA) as evidenced by receipt of the Canine Good Citizen certificate from the American Kennel Club, or registration by a national therapy animal organization, such as Pet Partners. A therapy animal is not an emotional assistance animal or a service animal.

### Handler's Responsibilities

The handler of a service or emotional support animal living in university housing and/or frequenting campus is responsible for the following:

1. The handler must meet first with the OSA and then with a representative of the Office of Residential Life in order to review and sign the Animal Agreement form prior to bringing the animal to campus.
2. The handler must be in full control of the animal at all times.
3. Only the handler may care for the animal. Handlers may not leave the animal in the care of another person on campus. The care of the animal is the responsibility of the handler at all times. The handler is responsible for identifying one alternative caretaker for the animal in case the handler becomes incapacitated for any reason.
4. The handler must provide adequate care and supervision of the animal at their own expense. This includes training, cleanup and appropriate disposal of waste and proper hygiene. This also includes providing for the health of the animal, such as vaccination, annual check-ups and compliance with any state and local licensing requirements, including pursuant to General Statutes §22-338 and General Statutes §22-345. The handler is required to provide documentation on an annual basis regarding vaccinations and licensing to the Office of Residential Life. Furthermore, before bringing the animal to campus, the handler is required to provide documentation that the animal has a Certificate of Health from a licensed veterinarian and provide updated documentation on an annual basis. The Certificate of Health must state that the animal is free from clinical signs of infectious, contagious or communicable disease and is not from an area under rabies quarantine. The animal must have proof of current rabies vaccination given by veterinarian prior to date of importation and must have no exposure to rabies within the past 100 days.
5. The animal must remain in a crate or other appropriate container in the handler's assigned bedroom when the handler is not in the room.
6. If directed to by OSA, the handler is required to bring the animal to receive veterinarian attention.
7. The handler must assure that the animal does not cause undue interference or disruption to other community members. An example of undue interference or disruption may include excessive barking.
8. The handler will be liable for any harm caused by the animal, including bodily injury or property damage. This responsibility includes, but is not limited to, any expenses incurred for pest control, maintenance or cleaning above and beyond standard costs. Any such costs will be due at the time of repair and/or move-out, and the university shall have the right to bill the student account for any unmet obligations.
9. The handler must notify OSA in writing if the animal is no longer needed or is no longer residing on university property. If the animal will be replaced, the handler must file a new request with OSA.
10. The handler must permit scheduled inspection of their room for fleas, ticks or other pests as needed, and will be billed for any necessary pest treatment above and beyond standard pest management.
11. The animal may not be left overnight to be cared for by another resident. Animals may be left alone for up to 24 hours. Animals must be taken with the handler if the handler leaves campus for a prolonged period (more than 24 hours).
12. The handler must abide by all other applicable residential policies.
13. Handlers are strongly encouraged to maintain renter's insurance, including liability coverage for the animal. The handler assumes full personal liability for any damage to property or persons caused by the animal. The handler shall be responsible for all liability and claims related to the animal. Quinnipiac University provides no indemnification to the animal or handler. Likewise, Quinnipiac University provides no personal property insurance coverage. Quinnipiac University is not the owner or keeper of any animal. Quinnipiac University shall not be responsible for any harm to the animal while on campus, including but not limited to, injury to the animal caused by pest management or lawn care products.
14. It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
15. If the handler resides in Quinnipiac University housing, the handler will notify the residence hall director if the animal escapes and is not recovered within one hour.
16. Necessary precautions should be made for appropriate university personnel to enter student housing when the handler is not present. Precautions may include sharing pertinent information to appropriate university staff. The animal must be caged or crated, or removed from the room, during the time that university personnel are in the room. The university is not liable if the animal escapes during one of these visits.
17. The handler is required to provide assistance and support to the animal during emergencies. University personnel are not responsible to provide any assistance or support to the animal, including but not limited to, during an emergency evacuation such as a fire alarm. In the event of a power outage or other disruption to university housing, the handler is responsible for making alternative boarding arrangements for the animal off campus. Accommodations are not available on campus during an emergency.

## Section 2: Criteria for Comprehensive Documentation of Disabilities

### 2.01 General Documentation Guidelines

Students who wish to disclose a disability and request an accommodation(s) should submit documentation in the form of the Quinnipiac University Accommodation Request Form (available on [qu.edu/accessibility](https://www.qu.edu/accessibility) (<https://www.qu.edu/accessibility/#accommodationform>)) and/or additional supporting documentation from a credentialed provider. Current and incoming students who do not have documentation of disability, have documentation that is not current, or does not meet the suggested guidelines, should still schedule a meeting with the Office of Student Accessibility. Documentation can be discussed during the initial meeting — no student should delay initiating a request out of concern for not having the appropriate paperwork.

If after reading these guidelines, you have any additional questions regarding documentation, please contact:

The Office of Student Accessibility  
 Located at The Learning Commons  
 Arnold Bernhard Library (Mount Carmel) – AB-TLC  
 School of Law & Education (North Haven) SLE-340  
 Fax: 203-582-7610  
 Email: [access@qu.edu](mailto:access@qu.edu) ([access@quinnipiac.edu](mailto:access@quinnipiac.edu))

1. Documentation ***must*** be dated and signed with the appropriate credentials by the providing professional on letter head.
2. A diagnostic statement identifying the disability from a licensed/certified professional: The diagnosis should include a description of diagnostic methods, including the DSM-5 diagnosis if applicable,

and criteria utilized along with the date of evaluation. The licensed professional providing the diagnosis cannot be a family member. Quinnipiac University reserves the right to require that a certified copy of the documentation be transmitted directly from the evaluator or professional to the college.

3. **Current functional impact of the condition:** Describe the current relevant functional impact of the disability in an educational setting.
4. **The expected progression of the disability over time:** Provide a description of the expected change in the functional impact of the condition over time. If the condition is variable, describe the known factors that may exacerbate the condition.
5. **Treatment:** List treatments, medications, accommodations/auxiliary aids, and/or services currently in use and their estimated effectiveness in addressing the impact of the condition. Include any significant side effects that may affect physical, perceptual, behavioral, or cognitive performance. List any additional recommendations/auxiliary aids along with a clear rationale of why they may be of benefit to the student. All recommendations will be evaluated on a case-by-case basis.
6. **Supporting documents:** Students are encouraged to submit any past documentation or materials that establish a history of receiving appropriate accommodations in a previous academic setting when available. Secondary school accommodation plans such as IEPs or 504 Plans are helpful, but often do not provide sufficient information to establish eligibility for the requested accommodations at the university level when submitted without a corresponding evaluation.

**Submission of documentation is not the same as the request for accommodations. A student must schedule an appointment with the Office of Student Accessibility to engage in the interactive process and discuss reasonable accommodations in regard to the program of study, technical standards and student learning outcomes.**

### Confidentiality Statement

The Quinnipiac University Office of Student Accessibility (OSA) will not release any information at any point in the disability accommodation process regarding an individual's diagnosis or medical information without his or her informed written consent. Information will be released only on a "need to know" basis, except where otherwise required by law.

Students are advised to keep any disability-related information private from their professors, advisers, program faculty and staff.

## 2.02 Learning Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a diagnosed learning disability that substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process, and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

**Documentation Guidelines: The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians/treatment providers with a copy of these guidelines.**

1. Testing must be current, administered within the past three years for students age eighteen and older, and within one year for students under the age of eighteen. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on their academic performance, it is important to provide recent documentation. For that reason, dates of testing must be included in the report.
2. Testing must be performed by a qualified evaluator: clinical or educational psychologists, learning disabilities specialists, or physicians known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly listed in the report.
3. Testing must involve a comprehensive psychoeducational evaluation and include a diagnostic interview and clinical summary.
4. The evaluation report must indicate the norm-reference group. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.

The following areas must be assessed using standardized instruments. Actual scores from all instruments must be provided. If grade equivalent scores are included, they must be accompanied by standard scores and/or percentile rank scores.

**Aptitude:** The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* are acceptable.

**Achievement:** Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test for Adults (SATA)* and the *Stanford Test of Academic Skills (TASK)* are acceptable.

Other specific achievement such as the *Test of Written Language-3 (TOWL-3)*, *Woodcock Reading Mastery Tests-Revised*, the *Stanford Diagnostic Test*, and the *Nelson-Denny Reading Test* can be helpful when results are utilized to support other standardized instruments.

Additional notes:

1. The *Wide Range Achievement Test 3 (WRAT-3)* is NOT a comprehensive measure of achievement and therefore should not be the only measure of overall achievement utilized.
2. The Reading, Math, and Writing Fluency subtests of the *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* and the One Minute Reading Rate subtest of the *Nelson-Denny Reading Test* should not be provided as the sole documentation of processing speed and/or reading, math, and writing speeds.
3. Results from the *Nelson-Denny Reading Test* form G or H should be included for students who are documenting a reading disability. If the

impairment involves reading speed, the *NDRT* should be administered under both standard and untimed conditions.

**Information Processing:** Specific areas of information processing (e.g., short and long-term memory; sequential memory; auditory and visual perception processing; processing speed) must be assessed.

1. Use of the *Woodcock-Johnson Psychoeducational Battery III-Tests of Cognitive Ability* (Standard Battery-subtests 1-10) or subtests from the *Weschler Adult Intelligence Scale III (WAIS-IV)* are acceptable.
2. A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)* is required. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of learning disability.

Testing must demonstrate that the Learning Disability currently and substantially limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of the University may be affected.

### 2.03 Physical/Medical Disability (Temporary or Permanent) Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a temporary or permanent physical disability that substantially limits one or more major life activities. Examples of physical/medical permanent or temporary disabilities include but are not limited to: chronic illnesses, traumatic/acquired brain injury, surgery, post-concussive syndrome, arthritis and mobility, chemical sensitivity, Cancer, AIDS etc. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

#### Documentation Guidelines:

1. Documentation must be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of many physical disabilities, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator.
2. Documentation must be comprehensive and should include:
  - a. A clear, specific diagnosis of a disability and a statement outlining the ways the student is substantially limited in one or more major life activities
  - b. Description of the current symptoms, fluctuating conditions/ symptoms and prognosis
  - c. A summary of assessment procedures used to make the diagnosis, as well as a date of diagnosis
  - d. Medical information which may be important in a college/ university environment, including any safety measures, medication, side effects of the prescribed medication, and whether there are crisis episodes associated with the disability.

- e. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level.

### 2.04 Attention Deficit Hyperactivity Disorder (ADD/ADHD) Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of the Attention Deficit Hyperactivity Disorder and that it substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

#### Documentation Guidelines of ADD/ADHD must include **all** of the following elements:

1. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed professional who has had training in and direct experience with ADD/ADHD, such as a psychologist, psychiatrist or primary care doctor.
2. **Recency of documentation:** Evaluations must be dated within three years, with updates provided when relevant changes in behavior or medication occur.
3. **Diagnostic Interview:** The summary must include the following information, and should be based on more sources than the student's self-report:
  - a. Evidence that the condition was exhibited in childhood in more than one setting
  - b. A history of the individual's presenting attentional symptoms
  - c. Impulsive/hyperactive or inattentive behaviors, as well as relevant medication history
4. **Relevant testing:** Neuropsychological or psychoeducational assessments are recommended to determine the current impact of the condition on the individual's academic functioning.
  - a. The data must logically reflect a substantial limitation to learning for the individual that is requesting the accommodation.
5. **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-5)*. Based on the current predominant features, the appropriate sub-type should accompany the diagnosis.
6. **Clinical summary:** A narrative clinical summary must include the following:
  - a. An indication that other possible causes of the presenting behavior have been ruled out. This report should indicate clear evidence of significant impairment in social, academic, or occupational functioning, and discuss present symptoms which do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychiatric disorder.
  - b. Whether the evaluation occurred while the student was taking medication and how the results were affected

- c. A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other activities of the University
- d. Discussion of the student's use of medication and its ameliorative effects
- e. Recommendations for academic accommodations, including a rationale for each

## 2.05 Mental Health/Emotional Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a psychiatric or emotional disability that substantially limits one or more major life activities. Examples of psychiatric/emotional disabilities include but are not limited to: depression, generalized anxiety, bipolar, schizophrenia, etc. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

### Documentation Guidelines:

1. The evaluation must be performed and provided by a licensed psychologist, psychiatrist, psychiatric nurse practitioner, or clinical social worker. An assessment from a general physician typically does not suffice.
2. Documentation must be dated within 6 months of the date of Office of Accessibility registration. Older evaluations will be considered if submitted with more recent supplemental documentation.
3. Documentation must be comprehensive and should include:
  - a. Any counseling, specific therapies, current prescribed medications and any side-effects that would compromise academic functioning.
  - b. Specific diagnosis that refers to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)*. Please note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
  - c. A narrative clinical summary must describe a history of presenting symptoms, the current severity and expected duration of symptoms, a description of functional limitations and the impact of the disability on the student's current participation in courses, programs, services, or any other activities at the postsecondary level.
  - d. Suggestions of reasonable accommodations that may be appropriate at the postsecondary level.

## 2.06 Auditory/Visual Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of vision or hearing loss and describe how the disability substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the

postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

### Documentation Guidelines: Visual Impairments

Students requesting accommodations on the basis of low-vision or blindness must provide documentation consisting of:

1. An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate, which should be dated within 6 months, particularly if the condition is subject to change
2. A description of current symptoms, fluctuating conditions/symptoms, and prognosis
3. An assessment of functionally limiting manifestations of the vision disability
4. A history of accommodations received in the past, if applicable
5. Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to assistive technology and alternate formats for print materials and a rationale in support of each recommendation

### Documentation Guidelines: Hearing Impairments

Students who are deaf or hard-of-hearing must provide documentation consisting of:

1. An audiological evaluation and/or audiogram which should be dated within 6 months, particularly if the condition is subject to change
2. Pertinent history, including date and age of onset of hearing loss, current level of severity, and statement of whether the hearing loss is stable or progressive
3. A clinical summary of the functional implications of the diagnostic data
4. A history of accommodations received in the past, if applicable
5. Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to communication devices and methods, such as sign-language interpreting services, assisted listening devices, CPrint, or CART services and a rationale in support of each recommendation

## 2.07 Autism Spectrum Disorder Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of an Autism Spectrum Disorder disability that substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive

accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

#### Documentation Guidelines:

1. The evaluation must be performed by a licensed individual who is qualified to evaluate and diagnose Autism Spectrum Disorders or who may serve as members of a diagnostic team. These individuals or team members may include developmental pediatricians, neurologists, clinical psychologists, neuropsychologists, psychiatrists or other qualified medical doctors.
2. The name, title, and credentials of the qualified professional writing the report should be included. Information about licensure or certification, including the area of specialization, employment, and the state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be typed on professional letterhead, dated within three years, and signed.
3. Must be dated within three years including the current impact of the student's disability on his or her academic performance as well as the impact at the postsecondary level.
4. Summary should include the specific diagnosis of an autism spectrum disorder based on the current DSM- V diagnostic criteria. The evaluator should provide a rationale and comprehensive supportive data to substantiate this diagnosis.
5. Summary should address the severity and frequency of the symptoms, and indicates whether the symptoms constitute an impairment of a major life activity.
6. Should examine and discuss the possibility of co-existing and/or alternative diagnoses, including learning and psychological disorders.
7. Suggestion of reasonable accommodations that might be appropriate at the postsecondary level. Recommended accommodations should be pertinent to the anticipated academic environment.

## 2.08 Parking Accommodations

Students are encouraged to contact their Department of Motor Vehicles in their state of residency in order to obtain a valid, state-issued handicapped placard or license plate. Handicap accessible parking spaces are located throughout campus, marked by signage, and are reserved for vehicles displaying a valid state issued hangtag or license plate only. The handicapped placard must be present on the vehicle at all times and must be presented along with vehicle registration information to the Office of Student Accessibility (OSA), which will then be forwarded to the Parking and Transportation office. When a state issued placard is not acquired, a student can provide disability documentation to the OSA to engage in an interactive process in determining accommodations related to the access of courses, programs, services, activities, and facilities.

The OSA will review a student's disability documentation and will consider the student's request for a campus parking permit as a necessary, reasonable accommodation if:

1. Under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973, a student provides documentation of a temporary or permanent physical disability that substantially limits one or more major life activities.
2. Documentation must be **current**: Although some individuals have long-standing or permanent diagnoses, because of the changing nature of many physical disabilities, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator.

Documentation must be **comprehensive** and should include:

1. A clear, specific diagnosis of a disability and a statement outlining the ways the student is substantially limited in one or more major life activities
2. Description of the current symptoms, fluctuating conditions/ symptoms and prognosis
3. A summary of assessment procedures used to make the diagnosis, as well as a date of diagnosis
4. Medical information which may be important in a college/university environment, including any safety measures, medication, side effects of the prescribed medication, and whether there are crisis episodes associated with the disability
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level

If parking is determined to be a necessary, reasonable accommodation in order to access Quinnipiac University courses, programs, services, activities and facilities, the campus parking permit issued to the student will be limited to the specific dates and in some occasions times for which the accommodation is necessary and reasonable, as described in the student's OSA parking permit.

Due to the limited parking spaces available, parking accommodation requests for a specific parking location based on convenience to accommodate activities such as doctor visits, grocery shopping, family conflicts or employment will not be granted.

For students looking to obtain an OSA parking permit, please contact:

The Office of Student Accessibility  
 Located at The Learning Commons  
 Arnold Bernhard Library (Mount Carmel) – AB-TLC  
 School of Law & Education (North Haven) SLE-340  
 203-582-7600  
[access@qu.edu](mailto:access@qu.edu) ([access@quinnipiac.edu](mailto:access@quinnipiac.edu))

#### Campus Transportation Options

1. On-Demand Shuttle Service is available upon request by calling 203-582-6200. Quinnipiac operates 24-passenger busses that are ADA compliant with wheelchair lifts and handicap-accessible seating. Students who are on crutches or otherwise require assistance may access the lifts on these vehicles.
2. Door-to-Door Service - the Department of Public Safety provides on campus door-to-door transportation (Mount Carmel campus only) via a patrol vehicle or golf cart upon request by calling 203-582-6200.

#### Parking Rules and Regulations

1. Vehicles parked outside of their designated parking lot are subject to a citation or vehicle tow when found to be in violation of the parking rules and regulations.
2. Parking decals must be displayed in the lower left inside corner (driver's side) of the windshield. Please display the current year decal only. The decal must be attached with its own adhesive, and **cannot be transferred to another vehicle or person**. The Department of Public Safety reserves the right to deny access to university properties to any vehicle not displaying the proper decal. Q-Cards MUST be presented upon request.
3. Decals that are improperly attached, show signs of being transferred, duplicated or manipulated in any way will not be considered valid.

The Department of Public Safety may seize invalid or misused parking decals at any time.

4. The person to whom a vehicle is registered is responsible for all parking citations issued to the vehicle regardless of who is operating the vehicle. Parking citations cannot be transferred to another My Parking account.
5. All parking citation payments are processed online in each student's My Parking account. Credit, debit and e-check are accepted forms of payment. All fines double after 15 days for nonpayment and a HOLD is placed on the student's account. Parking appeal information may be found in the complete parking rules and regulations, which may be found online.
6. Unless noted above, all other parking areas and roadways are prohibited and will result in the issuance of a parking citation.
7. A legal parking space is defined as an area specifically designated for parking, which typically is defined by parking blocks and/or painted surface lines and/or indicated with appropriate signage. Areas not identified as parking areas should be viewed as "NO PARKING" zones, and in most cases are considered a fire lane or safety hazard. Vehicles parked illegally will be issued a citation and WILL BE TOWED at the owner's expense. Parking on campus is prohibited on grass and in areas where it would mar landscaping, create a safety hazard, or interfere with the use of University facilities. Such areas include, but are not limited to:
  - a. Posted No Parking Zones
  - b. Yellow zones
  - c. Fire lanes
  - d. Access areas
  - e. Crosswalks
  - f. Sidewalks
  - g. Hash mark areas
  - h. Areas designed for special vehicles
8. Removal of cones or barriers is not permitted. Violators will be issued a parking citation and towed at the owner's expense.

Quinnipiac University reserves the right to temporarily close any parking facility or parking lot, to revise traffic patterns to accommodate special events, maintenance or weather. When possible, advance notice of such changes will be provided. Vehicle owners must be available to move their vehicle upon request; vehicle owners who are traveling or otherwise plan to be absent and unable to remove a vehicle upon request, MUST park in a parking garage or risk being towed at the owner's expense.

For full Parking Rules & Regulations, please refer to the Department of Public Safety (<https://myq.quinnipiac.edu/Campus%20Offices/Security%20%20Safety/Services%20%20Regulations/Pages/ParkingRegulations.aspx>) webpage.

## 2.09 Medical Meal Plan Accommodation Policy

Quinnipiac Dining Services is a leader in providing fresh, delicious, and nutritious meals that students have come to know and love. Quinnipiac Dining Services is committed to meeting the dining needs of all students by creating new and garden-fresh meals that help contribute to the building of sharp minds and strong bodies through a healthful, balanced approach.

Students are required to meet with the Executive Chef of Quinnipiac Dining Services to help meal plan and determine what options best suit each students' specific dietary or nutritional needs.

Quinnipiac University is committed to the full participation of students with disabilities in all aspects of college life, including dining experiences. Students with documented disabilities for whom eating in a dining hall may not be viable due to medically necessitated dietary requirements may request a meal plan accommodation.

Accommodations to Quinnipiac University meal plans are very rare, and only will be considered on a case-by-case basis if Quinnipiac Dining Services cannot provide the student with alternative meals which would be both nutritious and safe.

The Office of Student Accessibility (OSA) works collaboratively with Quinnipiac Dining Services, Residential Life and Health and Wellness in order to provide dining accommodations to qualified students with disabilities.

According to the terms and conditions of the Quinnipiac University Residential Life and Dining policies, all full-time and part-time students are required to have a meal plan. Students can select from the Platinum, Gold and Silver meal plans. Students who are commuters will have the Bronze plan.

Meal plan accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 and its amendments of 2008 (ADAAA) require that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if other suitable options are available or is deemed not reasonable.

Prior to requesting a medical meal plan accommodation, students with food limitations and/or allergies are required to contact and meet with a representative from Quinnipiac Dining Services.

## Section 3: ADA/504 Grievance Procedure at Quinnipiac University

### 3.01 Grievances

Students who believe they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. In general, the grievance procedure is designed to address disputes concerning the following:

1. Disagreements regarding a requested service, accommodation or modification of a university practice or requirement;
2. Inaccessibility of a program or activity;
3. Harassment or discrimination on the basis of disability;
4. Violation of privacy in the context of disability

Undergraduate and graduate students with inquiries regarding relevant Quinnipiac University policies or procedures should be directed to the Director of the Office of Student Accessibility whose office is located in the north wing of the Arnold Bernhard Library.

### 3.02 Informal Procedure

In the event an individual believes that they have received discriminatory treatment and has been unable to resolve the issue with the staff identified above, a student may follow an informal process to resolve the issue. Undergraduate and graduate students working with the ADA Coordinator may contact the associate vice president of retention and academic success: [access@qu.edu](mailto:access@qu.edu) or 203-582-5338. Students of the School of Law working with the associate dean of students

(Law) should contact the dean of the School of Law. Contact with the appropriate person should be made within fifteen (15) days after the alleged discriminatory act or incident. Discretion may be exercised in the event contact is made after the 15-day period.

During this stage in the procedure, the complaining party is designated the “aggrieved individual” and the person(s) whom the aggrieved individual is complaining against should be designated the “alleged discriminating party.”

The associate vice president of retention and academic success will not serve as an advocate for either the aggrieved individual or the alleged discriminating party, but merely process the allegation(s) and attempt to informally resolve the differences between the two parties within fifteen (15) days after being contacted by the aggrieved individual.

If the aggrieved individual is not satisfied with the outcome of the informal process, the individual may file a formal complaint within fifteen (15) days after the conclusion of the attempt to informally resolve the differences.

As outlined above, the informal process, theoretically, should not exceed forty-five (45) days.

### 3.03 Formal Procedure

#### Initial Process

The aggrieved individual initiates the formal procedure by filing a formal complaint in writing to the vice president of academic innovation and effectiveness. Once the complaint is filed, the status of the aggrieved individual changes to that of “complainant.” The vice president of academic innovation and effectiveness may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic innovation and effectiveness not serve as an advocate for the complainant. The formal complaint may be a simple written statement, but should include the following:

1. The complainant’s name, address, email address and phone number;
2. A full description of the problem;
3. A statement of the remedy requested;
4. A statement setting forth the outcome of the informal procedure describe above.

#### Investigation

Once the complaint has been properly filed, the vice president of academic innovation and effectiveness, who shall serve as grievance officer, shall promptly initiate an investigation. In undertaking the investigation, the vice president may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the vice president believes to have relevant information, including faculty, staff and students.

The complainant and the party against whom the grievance is directed shall have the right to have a representative. Each party shall indicate whether he or she is to be assisted by a representative and if, so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

Upon completion of the investigation, the vice president will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings and a proposed disposition. This transmission will be expected within thirty (30) calendar days of the filing of the formal complaint. The deadline may be extended by the vice president for good cause. The final

report shall also be provided, where appropriate, to any university officer whose authority will be needed to carry out the proposed disposition.

#### Appeal

Within ten (10) calendar days of the issuance of the final report, the complainant or the party against whom the grievance is directed may appeal the vice president’s determination to the provost. The written request for review must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

A copy of the provost’s written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the parties, the grievance officer and, if appropriate, to the university officer whose authority will be needed to carry out the disposition. The deadline may be extended by the provost for good cause. The decision of the provost on the appeal is final.

This formal process does not preclude an individual’s right to file a formal complaint with the Office for Civil Rights of the United States Department of Education, or any other federal agency.