STUDENT HANDBOOK

This handbook is available in alternative media on request
314-516-6554

www.umsl.edu/services/disability
# DAS STUDENT HANDBOOK

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome!</td>
<td>4</td>
</tr>
<tr>
<td>Mission</td>
<td>5-6</td>
</tr>
<tr>
<td>Disability Laws in Postsecondary Education</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Act Section 504</td>
<td>7</td>
</tr>
<tr>
<td>American with Disability Act 1990</td>
<td>7</td>
</tr>
<tr>
<td>ADA Grievance Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Buckley Amendment/FERPA</td>
<td>9</td>
</tr>
<tr>
<td>Academic Integrity and Student Conduct Codes</td>
<td>10-11</td>
</tr>
<tr>
<td>Purpose and Services Offered by DAS Office</td>
<td></td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Rights of Disability Access Services (DAS)</td>
<td>12</td>
</tr>
<tr>
<td>Responsibilities of Disability Access Services</td>
<td>13</td>
</tr>
<tr>
<td>Student’s Rights and Responsibilities</td>
<td>13-14</td>
</tr>
<tr>
<td>Intake and Registration Policy and Procedure</td>
<td></td>
</tr>
<tr>
<td>Documentation of a Disability</td>
<td>15</td>
</tr>
<tr>
<td>Intake and Registration of Services</td>
<td>15-16</td>
</tr>
<tr>
<td>Confidentiality of Records</td>
<td>17-18</td>
</tr>
<tr>
<td>Accommodations and Services Policy and Procedures</td>
<td></td>
</tr>
<tr>
<td>Accommodation Policy &amp; Procedures</td>
<td>19-20</td>
</tr>
<tr>
<td>Disability Related Absence Policy/Flexibility Regarding Deadlines</td>
<td>21</td>
</tr>
<tr>
<td>Reader/Writer Services</td>
<td>22</td>
</tr>
<tr>
<td>Special Furniture</td>
<td>22</td>
</tr>
<tr>
<td>Emergency Evacuation</td>
<td>22</td>
</tr>
<tr>
<td>Adaptive Technology</td>
<td>22</td>
</tr>
<tr>
<td>Screen Readers</td>
<td></td>
</tr>
<tr>
<td>Window Eye</td>
<td></td>
</tr>
<tr>
<td>Taping Lectures as an Accommodation</td>
<td>23</td>
</tr>
</tbody>
</table>
Instructor Notification Policy.................................................................24-25
Role of Faculty in the Accommodation Process........................................25
Note Taking Accommodation Policy.......................................................26-29
  Volunteer Note-takers
    Volunteer Responsibilities
    Student Responsibilities
  Paid Note-taker
    Paid Note-takers Responsibilities
    Student Responsibilities
  Faculty
    Faculty Responsibilities
Sign Language Interpreter Policy and Procedure.................................30-32
CART/Speech-to-Text Transcription Policy and Procedure......................33-35
Equipment Rental and Use Policy.........................................................36-38
Service Animal Policy and Procedure.................................................39-45
Alternate Textbook...............................................................................46-47
Testing Accommodation Policy.............................................................48-51
Academic Grade Disputes/Resolutions.................................................52-55

Transition from High School to College
  Comparison between high school and college.................................56-59

RESOURCES
Resources
  Self-Advocacy Skills.................................................................60-62
  What are the characteristics of successful students? ..............63-64

Appendix A:

Glossary of Terms.................................................................65-69

References and Resources..........................................................70
WELCOME to the University of Missouri-St. Louis

Thanks for choosing UMSL and Welcome to Disability Access Services (DAS)! Because you are a University of Missouri-St. Louis student, you will have the opportunity to receive the education you want and the services you need. This handbook is made available to help you achieve your personal and academic goals while attending UMSL.

Disability Access Services (DAS) is here to assist you in gaining equal access to all University of Missouri-St. Louis (UMSL) services, classes, and events. DAS also will assist you in determining how UMSL can best help you meet your accommodation needs in these areas. Disability Access Services is the primary office on campus with staff that have specialized knowledge and experience in disability issues. DAS is the central location for maintaining information about your disability through written records and staff contact.

We are here to assist you to access programs and services.

Millennium Student Center, 1st Floor, Suite 144 MCS
314-516-6554 (office)
314-516-6561 (fax)
UNIVERSITY OF MISSOURI-ST. LOUIS
Disability Access Services (DAS)

THE MISSION

The mission of Disability Access Services is to acknowledge the uniqueness of each student as a valuable member of the University of Missouri – St. Louis community. Recognizing UMSL’s commitment to equal access to education, we strive to ensure full and equal participation in all educational opportunities by:

- Providing individualized appropriate accommodations and services
- Maintaining a high level of involvement with campus administrators, faculty and staff
- Helping students with disabilities develop and maintain independence and self-advocacy skills for college and beyond.
- DAS is committed to improving the total university experience for all students with disabilities

Disability Access Services determines appropriate and reasonable accommodations based on individual student needs. These accommodations are based on student report and verified through appropriate documentation of disability acquired from a professional. DAS will also provide assistance to students with disabilities in acclimation to the campus environment, and assist to assure a positive learning experience.

Services available through DAS:

- Pre-admission counseling
- Specialized testing accommodations (extended time, least distraction environment, etc.)
- In-class accommodations
- Alternate textbook resources
- Assistance in locating and training note-takers
- Assistance in hiring readers for blind students
- Certified interpreters for deaf students
- Closed captioning real-time services (transcription)
- Special furniture accommodations
- Emergency location procedures for mobility-impaired students
- Computers equipped with adaptive software
• Coordination with community resources including Vocational Rehabilitation, Rehabilitation Services for the Blind, Paraquad/Deaf Way, Quality Transcription Services, etc.

• Provide course substitutions/waivers based on appropriate and supporting documentation
The University of Missouri along with the Disability Access Services office are governed by federal laws that protect the rights of those individuals with disabilities as well as govern how institutions of higher learning should conduct themselves to meet the needs of those individuals.


**Governing Laws/Regulations**

The **Rehabilitation Act** prohibits discrimination based on disability in programs that are conducted by Federal agencies, in programs that receive Federal financial assistance, in Federal employment and in the employment practices of Federal contractors.

**Section 504 of the Rehabilitation Act** states that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that either receives Federal financial assistance or is conducted by any Executive agency, or the United States Postal Service.

Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees/students with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations.

**Subpart E of the Section 504** regulation requires institutions of higher education to provide auxiliary aids to qualified students who have disabilities. It is therefore the institutions responsibility to provide these auxiliary aids and services to ensure effective participation by students with disabilities.

The **Americans with Disabilities Act (ADA)** prohibits discrimination based on disability in the area of employment, State, local, and US government, public accommodations, commercial facilities, transportation, and telecommunication (Title II).

To be protected by this law, one must have a disability. The individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities (caring for one’s self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning), a person who has a history or record of such impairment, or a person is regarded as having an impairment.
Title II of the Americans with Disabilities Act (ADA) is enforced in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulations are generally incorporated in the general non-discrimination provisions of the Title II regulation. As colleges, universities, and vocational schools receive Federal financial assistance it is covered by the regulations set forth in Section 504 of the Rehabilitation Act requiring schools to make their programs accessible to qualified students with disabilities.

Grievance Procedures

- If a student with a disability feels his/her rights have been violated, he/she should first attempt to informally resolve the issue by speak with the instructor or meeting with a staff member from the Disability Access Services office to mediate a resolution.

- If the solution is not amicable to the student, the student should then follow UMSL guidelines for filing an internal grievance through the office of Student Affairs and by visiting the following directions outlined at the following html site:
  
  http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010

- Individuals with disabilities who would like to initiate the formal grievance procedure must contact the Office of Equal Opportunity and Diversity. Deborah Burris, Director & Chief Diversity Officer  
  314-516-5695  
  dburris@umsl.edu  
  http://umsl.edu/services/oeo/

If the student continues to be dissatisfied with the outcome, the student has the right to file an ADA or 504 complaints with the Office of Civil Rights (OCR) of the U.S. Department of Education. You may contact an OCR office to obtain a complaint form. The Missouri OCR office is located at:

Office of Civil Rights  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, 3rd floor, Suite 320  
Kansas City, MO 64106

Telephone: 816-268-0550  
FAX: 816-268-0599; TDD: 800-877-8339  
Email: OCR.KansasCity@ed.gov  
or you may file an online discrimination form at:  
http://www2.ed.gov/about/offices/list/ocr/qa-complaints.html

- The student has 180 days after the date of the discriminatory action to file a complaint.
The University of Missouri is also governed by the Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment). FERPA gives parents access to their child’s educational records, an opportunity to have the records amended, and some control over the disclosure of information from the records. FERPA requires schools to provide an administrative process for parents to challenge and request changes to information in their child’s educational records that the parent/s believe may be misleading, inaccurate, or inappropriate. However, if a student is 18 years of age or older, schools must have a student’s consent prior to the disclosure of education records to a parent.

New regulations under this act, effective January 3, 2012, allow for greater disclosures of personal and directory student identifying information and regulate student IDs and e-mail addresses.

This law also affords students 18 years or older, or students of any age if enrolled in postsecondary educational institution, the right to privacy regarding his/her grades, enrollment, and even billing information. The institution cannot disclose this information unless the school has specific permission from the student to share this information.

FERPA also permits a school to disclose personally identifiable information from education records of an “eligible student” to his or her parents if the student is a “dependent student” as that term is defined in Section 152 of the Internal Revenue Code.

The law also allows students who apply to an educational institution such as graduate school permission to view recommendations submitted by others as part of the application process.

Resources

http://www.ada.gov/cguide.htm#anchor62335
http://www2.ed.gov/about/offices/list/ocr/index.html
http://learningdisabilities.about.com/od/B/g/Buckley-Amendment-What-Is-The-Buckley-Amendment.htm
http://en.wikipedia.org/wiki/Family_Educational_Rights_and_Privacy_Act
Academic Integrity and Student Conduct & Community Standards

We would like to extend a warm welcome to our new and returning students! As an UMSL student, you assume new privileges and responsibilities in accordance with the expectations and mission of the university. As a cornerstone of this institution, the Student Standard of Conduct was established in order to protect the specialized learning environment on campus, an environment conducive to learning, integrity, academic success, personal and professional growth and responsible citizenship. As we begin this new school year, please take a few moments to familiarize yourself with the policy and procedures implemented through the Offices of Academic Integrity and Student Conduct & Community Standards. A wealth of information is available online from each department at: http://www.umsl.edu/services/academic/policy/academic-dishonesty.html and http://www.umsl.edu/~studentconduct/.

If you have any questions regarding the university’s expectations, please do not hesitate to contact either one of us for further clarification.

Thanks,

Tanisha Stevens, Ph.D.
Director, Office of Academic Integrity
314-516-5371
smithtn@umsl.edu

D’Andre Braddix, Ed.D.
Assistant Dean of Students, Student Conduct & Community Standards
314-516-5211
braddixd@umsl.edu

** Regardless of a student’s documented disability, he/she is expected to adhere to and meet the University of Missouri–St. Louis’ Student Standard of Conduct **
Code of Student Conduct

Disability Access Services is a professional environment that provides services and accommodations for students with disabilities at University of Missouri-St. Louis. In order to best serve our students, we expect everyone to be courteous and appropriate to one another and to Disability Access Services staff. Profanity, aggression (verbal or physical), threats, yelling, slamming doors or items, failing to comply with Disability Access Services guidelines, etc. are considered unacceptable due to the disruption of other students and staff in providing services and academic accommodations.

Disruptive and disorderly conduct or failure to comply with the guidelines and expectations of the university’s Student Standard of Conduct and Disability Access Services may result in contacting Student Conduct & Community Standards or the police. The same general expectations of behavior apply to all students, including those with disabilities. Students registered with Disability Access Services must adhere to the policies and guidelines stated in the Code of Student Conduct. These policies apply to academic and non-academic behavior on and off campus. To refer to the Student Standard of Conduct, please visit http://www.umsl.edu/~studentconduct/. Feel free to discuss any questions, comments or concerns with a Disability Access Services Coordinator.
Rights and Responsibilities Policy

The Office of Disability Access Services’ (DAS) goal is to provide equal access to education to individuals with disabilities. The office works in conjunction with the university staff and faculty to ensure reasonable accommodations for students with identified and documented disabilities.

The Office of Disability Access Services assists students in working towards his/her academic goals; however, is NOT responsible for the student’s failure or success. The student is the sole person accountable for his/her successes in the university environment, and is responsible in seeking out services and supports that will aid him/her in this endeavor.

In order for the student to reach the best available outcome for his/her academic career, it is important for the student to recognize and understand both the DAS office and his/her own rights and responsibilities while registered with Disability Access Services.

Rights of Disability Access Services (DAS)

- DAS has the right to request current, appropriate, and comprehensive documentation that confirms the presence of a disability, identifies functional limitations, and provides support for the requested accommodations and/or accommodation adjustments.
- DAS reserves the right to request consent to discuss a student’s need for reasonable accommodations and/or academic adjustments with the professional who provides documentation of disability. The student must provide signed written consent.
- DAS has the right to determine a student’s accommodations based on documentation of disability and through discussion with the student. Not all requested accommodations will be provided to the student, unless it has been deemed necessary and reasonable by DAS.
- DAS has the right to deny a request for accommodations and/or academic adjustments if the justifying documentation does not identify a specific disability and/or fails to verify the need for requested services.
- DAS has the right to refuse an accommodation or academic adjustment that imposes a fundamental alteration of a program, curriculum, or activity of the University, poses a direct threat to the health or safety of others, or poses an undue financial or administrative burden on the University.
Responsibilities of Disability Access Services

- DAS will ensure that all programs, courses, and services through the University of Missouri- St. Louis, when viewed in their entirety, are offered in the most accessible, integrated and appropriate setting.
- DAS will provide information regarding policies and procedures to students with disability and ensure its availability in accessible formats upon request.
- DAS will provide or arrange for reasonable and appropriate accommodations and/or academic adjustments for students with disability on an individual basis upon request and with documentation verification.
- DAS will maintain appropriate confidentiality of records and communication regarding students with disabilities except where disclosure is permitted by law, required by law, or authorized by the student.
- DAS will treat all students with respect and courtesy

Rights of Students with Disabilities

- Student’s with a disability have the right not be denied access due to disability
- Students will receive reasonable accommodations that provide equal opportunity and access to education and services
- Students will have access to auxiliary aids/ assistive technology when appropriate
- Students will NOT be counseled or advised toward a “more restrictive career objective”
- Students have the right to receive assistance from the Disability Access Services office in removing any physical, academic, or attitudinal barrier
Responsibilities of Students with Disabilities

- It is the student’s responsibility to identify oneself to the Disability Access Services office in a timely manner.
- The student must provide appropriate and recent documentation of disability.
- The student must initiate requests for accommodations by providing the instructor with a DAS Faculty Notification memo verifying registration with the DAS office and outlining afforded accommodations.
- The student is responsible for meeting independently and privately with the instructor to make accommodations requests, and is NOT to attempt to communicate with an instructor directly before or after scheduled class regarding his/her accommodations.
- It is the student’s responsibility to provide a 4 week notice with a minimum two-weeks for all major accommodation requests (special accommodations of equipment and/or contractual services may require additional time).
- Students must provide a one week notice to the instructor and designated testing site (Campus Testing Center or DAS) when requesting the use of his/her testing accommodations.
- The student assumes all responsibility for the notification of faculty and testing site of testing procedure as well as verifying with faculty and testing site received information/documentation.
- The student is responsible to provide for his/her personal independent living needs or other personal disability related needs.
- Student assumes personal responsibility for meeting with faculty and requesting assistance through supplemental services such as the writing and math labs.
- Student assumes responsibility in meeting and abiding by the university standards for academic success, academic integrity and conduct of behavior.

- **The student is responsible for his/her own academic success**
Intake and Registration Policy and Procedure

Disability Access Services identifies accommodations and other considerations for students with a verified documented disability. In order to be recognized for these accommodations and other considerations, a student must self-identify to the Disability Access Services office, and follow the procedure for registration.

Registering with Disability Access Services

For New Students:

- The student must complete a Disability Access Services application, registration form, and a Student’s Responsibilities form.
- The student must arrange for documentation of disability to be provided to DAS to verify the identified disability/disabilities. Verification forms are available through the DAS office, and DAS staff can assist a student in obtaining the appropriate documentation with written consent from the student.
  - Documentation of Disability – documentation of disability is written certification that a disability exists and to what extent it affects an individual in critical life areas. Documentation of disability substantiates the need for accommodations in the classroom.
  - Documentation of Disability MUST be signed by a qualified professional, and be sent on professional letterhead.
  - DAS reserves the right to refuse documentation that is hand delivered by an individual, is not signed, or is deemed questionable by the DAS employee. Further documentation will be requested at that time to verify the disability.
- The student must complete an interview intake with a DAS representative to discuss the student’s needs for the classroom, and identify necessary supports for academic growth.
- Disability Access Services strongly encourages student to NOT provide medical information or documentation directly to an instructor or department. Medical documentation is considered confidential health information, and should be provided only to DAS staff to protect confidentiality.

Once the aforementioned process takes place, then the student’s registration is considered complete and will receive a DAS Faculty Notification Memo.
For Returning Students:

- Students who have completed the initial registration process, will complete a short registration each semester in order to activate his/her accommodations for the given semester.
- The student will complete a new registration form and Student Responsibilities form.
- The student will meet with a DAS staff member to pick up his/her DAS Faculty Notification Memo.
Confidentiality of Records Policy

Disability Access Services must maintain the confidentiality of all student records especially protected health information provided to DAS for the purpose of determining eligibility of services and assigning classroom accommodations. All information provided to the Disability Access Services office is protected under the Family Educational Rights and Privacy Act (FERPA).

The Family Educational Rights and Privacy Act (FERPA)

Definition:
The Family Educational Rights and Privacy Act (FERPA) is a federal law that establishes rights for students concerning their educational records.

In brief, these rights include:

- The right to inspect and review the student's education records within 45 days of the student request;
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- The FERPA requirement for schools to obtain the student’s permission before allowing personally identifiable information to be shared with a third party. Schools are not required to obtain consent before releasing information to those who have a legitimate educational interest in the records or the student's education; and
- The right to file a complaint with the U.S. Department of Education concerning failures by the institution to comply with the requirements of FERPA.
- Special education records for students with learning disabilities under the Individuals with Disabilities Education Act are also protected by FERPA.
DAS recognizes the student as an independent adult whose information is private even to the student’s parents regardless of the student’s age. DAS will not discuss a student’s information with a parent without a written consent signed by the student providing DAS employees the right to discuss his/her situation with a parent or other individual. The student also has the right to limit the type of information shared.

If a parent has legal guardianship of an adult child/student copies of official guardianship papers are required to be presented to DAS and maintained in the student’s records at the DAS office. Only with this documentation will DAS discuss a student’s situation without the required written consent of the student, but only with the student present.

** DAS works closely with other University of Missouri staff and faculty; however, a student’s protected health information is NOT disclosed. DAS may acknowledge a student is registered with the DAS office and the types of accommodations and other considerations identified for the student. DAS may also provide staff/faculty with recommendations on how to best address situations with a student; however, under no circumstances will a student’s identified disability be shared with others without written consent.
Accommodation Policy and Procedures

The Office of Disability Access Services (DAS) grants reasonable accommodations for students who have a verifiable documented disability. Accommodations afforded a student are based on a student’s individual needs for the classroom, and are designed to provide equal access to education and the university experience.

Although a student may present to the university with accommodations provided to them from an alternate setting (high school, community college, trade school), this does not guarantee those accommodations at the University of Missouri – St. Louis. The university environment creates a unique learning environment, and governs its accommodations according to Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Family Educational Right to Privacy Act/Buckley Amendment (FERPA). Those accommodations that are appropriate in one setting may not be appropriate in another; however, previous accommodations will be reviewed and taken into consideration on a case by case basis.

Reasonable Accommodation

The ADA stipulates that post-secondary institutions are responsible for providing necessary accommodations when a student declares a disability. Reasonable accommodations are made in order to “level the playing field” for otherwise qualified individuals with disabilities. As much as possible, accommodations are designed to minimize the functional limitations of an individual in a given task-setting.

The adjustments permit students with disabilities the opportunity to learn by removing barriers that do not compromise academic standards. Wherever possible, the disability is minimized as a measure of performance in the academic environment. This is accomplished with services or strategies focused on the end result, rather than the means by which that result is customarily achieved.

The amended law requires reasonable accommodations to be provided to otherwise qualify individuals with disabilities so those with disabilities can enjoy the benefits and privileges equal to those enjoyed by similarly situated individuals without disabilities. The law also ensures equal access to Federal programs, activities and facilities to people with disabilities.
**What Is Not Reasonable**

- It is **NOT** a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others.
- 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 one provides services. DAS does not expect an instructor to change his/her course guidelines or standards.
- It is **NOT** a reasonable accommodation if it poses an undue financial or administrative burden.

**Accommodation versus Other Consideration**

When a student has provided verifiable documentation of disability to the DAS office and has completed the registration process, that student is presented with a DAS Faculty Notification Memo that outlines a student’s “accommodations” as well as “other considerations”.

“Accommodations” are those items that have been deemed necessary to provide equal access to the student’s education based on documentation provided and assessment through the DAS office. These are often considered “non-negotiable” items that are required for a student to be able to benefit from the academic environment based on their needs, and will provide the student with equal access to the classroom/course materials. ***some exceptions may apply should the accommodation create an unreasonable situation as determined by the nature of given course

“Other Considerations” are those items that an instructor may take into consideration on the student’s behalf but does **NOT** have to allow in the course. These items do not limit a student’s ability to have equal access to the course or the information presented; however, these items may impact a student based on his/her given disability.
Disability Related Absences/Flexibility Regarding Deadlines

Students may be provided with the “other consideration” of “Disability Related Absences” due to the nature of his/her verified disability/medical condition.

An absence is only disability related if/when it is directly associated with documented disability and occurs only in emergency situations (i.e. hospitalizations, severe illness/pain related to condition, mental anguish requiring attention, and/or impedes individuals ability to attend class).

An instructor may or may not excuse an absence whether or not it is disability related, and is under NO legal obligation to do so.

Disability related absences should not exceed a reasonable time frame. If a student’s absences impact the core values of the curriculum, and create an academic situation in which it seems unreasonable to the instructor to excuse the absences and/or modify deadlines of materials missed, then this is considered unreasonable. Excusing disability related absences is at the discretion of the instructor.

“Flexibility regarding deadlines” is another “other consideration”, and an instructor is under NO legal obligation to provide extensions to deadlines for any course requirements. For an instructor to take “flexibility regarding deadlines” under consideration, it must be directly related to the documented disability. In addition, flexibility regarding deadlines is not intended to be considered for all assignments, tasks, or exams. Flexibility is to only be requested when an individual’s disability significantly impedes the student’s capacity to readily complete the assignment by the given deadline due to hospitalization, severe illness, or a severe mental health concern.

***If an instructor allows flexibility regarding deadlines, it is the instructor’s responsibility to set new deadlines for coursework not the student’s. No student should assume to define how or when assignments or exams will be completed, as this is the decision of the instructor for that course.
Other Accommodations

- **Reader/Writer Services** – A student can be provided with reader/writer for exams and quizzes if that student’s disability requires such an accommodation to provide equal access to one’s education as determined by the Disability Access Services office. This reader/writer will be a student worker identified by the Disability Access Services office. In addition, if an individual requires this accommodation, this may impact one’s ability to take exams at the student’s discretion or at the time of class. Testing will need to be arranged based on student worker availability, and at least two weeks in advance of the exam if possible.

- **Special Furniture Accommodation** - A student may require, based on their documented disability, special furniture to be placed in the classroom (accessible desk, oversized chair, etc.). A student should self-identify to the Disability Access Services office the need for this accommodation at least two weeks prior to the beginning of the semester to ensure that arrangements can be made and furniture is readily available when the semester begins. Should furniture not be available in the classroom after self-identifying to DAS, the student should inform DAS to rectify the situation.

- **Emergency Evacuation** – For those students verified with an ambulatory impairment and/or other disability that can effect ambulation, DAS notifies key campus staff of the location of each of these students throughout the academic semester of enrollment in order to provide assistance in the event that an emergency evacuation is warranted (i.e. fire, tornado, etc.). This ensures the safety and wellbeing of the student in cases of emergencies.

- **Adaptive Technology** – The Disability Access Services office provides students with adaptive technology as necessary to ensure equal access to educational materials. The following is an example of the types of technology offered; however does not fully encompass DAS’ available technology.
  - Screen Readers/ Text-to-speech software
  - Alternate textbook formatting (see Alternate Textbook Format Policy)
  - Window Eye software

- **Testing Accommodations** – Please refer to the DAS Testing Accommodations Policy and Procedure for specific details.

- **Closed Captioning Transcription Services (CART)** – Please refer to the DAS CART Services Policy and Procedure for specific details.

- **Sign Language Interpreter Services** – Please refer to the DAS Sign Language Interpreter Services Policy and Procedure.
• **Taping Lectures as an Accommodation** - Should it be necessary, based on a student’s documentation of disability, a student may be afforded the accommodation to record lectures. In most instances, this accommodation will not prove to be unreasonable; however, in some instances an instructor will NOT allow recording of lectures due to the nature of the topic of conversation in class or due to discussing copyrighted materials. In these instances, the accommodation may be considered unreasonable, and should be discussed with the instructor on the best way to proceed with an alternate method of gaining the necessary materials.

**Executive Order No. 38 of the University of Missouri System Chapter 200: Student Conduct 200.015 section B. 2a** – Students may make audio or video recordings of course activity unless specifically prohibited by the faculty member.

- To foster a safe environment for learning, however, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights. Students found to have violated this policy are subject to discipline in accordance with the provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters. Faculty and staff found to have violated the policy are subject to discipline in accordance with applicable University policies.

- Nothing in this Executive Order may conflict with the provisions of Section 240.040 of the Collected Rules and Regulations, "Policy Related to Students with Disabilities."

**Resource:**

UNIVERSITY OF MISSOURI-ST. LOUIS
Disability Access Services (DAS)

Instructor Notification Policy

Disability Access Services expects students to be as independent as possible while in the university community. The University environment anticipates that the student will be his/her own advocate as he/she would outside of the academic environment as any other adult. In this respect, DAS expects a student to speak directly with his/her instructors to identify and advocate for his/her needs within the classroom setting.

Once registered with the Disability Access Services office, the student will be provided with a DAS Faculty Notification Memo which outlines the students afforded accommodations for the classroom as well as other considerations.

Faculty Notification Procedure:

- The student will meet with a DAS staff member to register for the semester and receive his/her Faculty Notification Memo
- The student will then contact his/her instructors via phone, email, or in person to schedule a time to meet privately with the instructor to discuss the memo
- The student will meet privately with the instructor at the scheduled time, and discuss with the instructor the accommodations the student anticipates using for that particular course
- The student will also discuss with the instructor the other considerations that may impact the student, and discuss with the instructor how the instructor would like the student to proceed when/or if these should occur
- The student will provide the instructor with a copy of the DAS Faculty Notification Memo for his/her records
- The student will request the instructor sign the original DAS Faculty Notification Memo.
- The signed original memo will be returned to the DAS office for verification that the student has met with the instructor.
- The student will be provided with a copy of the memo for his/her records
A student must self-identify to the instructor in order for the accommodations to be valid for that class. No accommodations may be retroacted. (i.e. A student takes an exam without having identified to the instructor his/her accommodations and fails the exam. The student then self-identifies as needing testing accommodations. The accommodations are only in effect from the date of the self-identification forward, and cannot be used to retake the exam.)

When meeting with your instructor:

- When the student meets with the instructor, it is important that the meeting take place in private to respect not only the instructor but the sensitive nature of the information that may be shared with the instructor.
- The student should present with respect when addressing the instructor and realize that he/she is entering a partnership with the instructor for his/her academic success.
- Students should not disclose his/her disability to the instructor, but identify enough information to assist the instructor in understanding the student’s needs.
- The student should engage in ongoing communication with the instructor so that the instructor is made aware of changing events/conditions in the student’s life that may affect his/her classroom needs.

The Role of Faculty in the Accommodation Process:

- An instructor should only meet with the student in private to discuss needed accommodations
- An instructor should be willing to listen to the student regarding the needs in the classroom, and should readily identify and address any concerns regarding the accommodations
- An instructor should never question a student about his/her disability
- If the instructor has questions or concerns, he/she should contact the DAS office
- An instructor should advise the student to read the course syllabus, and encourage questions about course/classroom expectations
- An instructor should not identify a DAS registered student in front of others
- The instructor should expect the student to self-identify to them, initiate, and follow through on his/her needed accommodations
- Should an instructor become aware or suspect a student may require assistance from the DAS office, the instructor should privately refer the student to said services
Note Taking Accommodation Policy

The Office of Disability Access Services (DAS) grants the accommodation for volunteer note taking for students who have a documented disability that requires this service. These accommodations are in cooperation with each professor, instructor, or teaching assistant.

The University of Missouri – St. Louis utilizes a volunteer note taking system. Although a student may have received an accommodation of “volunteer note taker”, the student is able to determine which if any courses to utilize this accommodation.

Under specific conditions, a “volunteer note taker“ may not be deemed the most effective form of the note taking accommodation. The DAS office will determine if a student’s accommodations can best be met by an assigned DAS student worker under DAS instruction and guidance. If the DAS office establishes a need for specific note taking services, then the student will be assigned a DAS “paid” student worker to complete this accommodation. The assignment of a student worker is at no cost to the student.

***This assignment will be based on student worker availability, and is not a guarantee.

Important Reminder

When choosing to utilize accommodations, the student must make an appointment with each instructor preferably during the instructor’s designated office hours to discuss accommodations needed. If the student does not meet this requirement, then he/she will risk not having some or all of the accommodations provided in a timely manner.

Identifying a Volunteer Note Taker

- Students utilizing his/her note taking accommodation will work in conjunction with the course instructor to identify a volunteer note taker within the classroom.

- The student will discuss his/her need for note taking accommodations with the course instructor within the first week of the semester. It is the student’s responsibility to ask the instructor for assistance in finding a note taker. Should the instructor need guidance, the student should refer them to the Disability Access Services office or he/she may visit the UMSL DAS webpage.
• If the student does not wish the assistance of the instructor, the student may independently seek out support from another student in the class with whom the student is comfortable.

Volunteer Note Taking Process

• Once the volunteer note taker has been identified, the student and the volunteer note taker can arrange for notes to be shared in various ways, and can devise an arrangement that is agreeable to both students:
  o The student can provide the volunteer note taker with carbon copy paper that will allow the volunteer to take notes without the need to copy. The carbon copy will be provided to the student requiring assistance. The carbon copy paper is available at the Disability Access Services office, and is supplied at no charge to the student.
  o If the student does not wish to utilize the carbon copy paper, the volunteer note taker will be allowed to utilize the copy machine located in the Disability Access Services office to copy his/her existing notes to provide to the student.
  o The volunteer note taker may utilize a computer, tablet, or other form of electronic devise, and email the student a copy of the notes.

• If a volunteer note taker has not been designated after two weeks of solicitation, the student should approach the instructor again and request that further petitions be made.

• If a volunteer note taker has not been found after three weeks of solicitation, the student should contact the Disability Access Services office for assistance.

• The student is required to take his/her own notes in the course, and the volunteer note taker’s notes should be seen as supplemental to the student’s existing notes.

• The “volunteer note taker” accommodation is an in-class accommodation only, and is not a mandated accommodation should the student be absent from class.
Students With Specific Note Taking Needs

- A student may present with specific note taking needs that require greater work and effort on the part of the note taker. Under certain circumstances and for certain conditions a DAS “paid” student worker will be assigned as a note taker for the student. DAS reserves to right to identify this need, and will make the determination of said assigned “paid” student worker.

  - **A DAS “paid” student worker is subject to availability.** Even if a student has been identified as requiring specific note taking needs, student workers are University of Missouri – St. Louis students attending courses. Student workers may not be available during a particular course time. If a student worker is not available, the DAS office will work with the student and course instructor to assist in gaining a volunteer note taker willing to provide the required assistance.

  - If a student has been assigned a DAS “paid” student worker as a note taker, it is the student’s responsibility to be present in class. The DAS student worker will not remain in class should the student be absent, and notes will not be taken for the day of the absence. It will be the student’s responsibility to gain missed notes from either another student in the course or make a request to the instructor.

  - It is the student’s responsibility to attend to class content (actively listen to the classroom instruction, take notes as capable, stay awake in class, participate in classroom discussions, etc.). If a student has an assigned DAS “paid” student worker as a note taker, and the student fails to adhere to this rule, DAS has the right to withdraw the student worker from the assigned student. The student will then need to work with the instructor to gain a volunteer note taker in the course and/or take his/her own notes to the best of their ability.

  - It is the student’s responsibility to maintain contact with the DAS student worker in regards to the note taking accommodation. Should the student be aware of an upcoming scheduled absence and/or absence due to a personal emergency, the student is responsible to notify the DAS student worker and the DAS Office in advance of the absence.

  - If frequent unreported absences should occur, the student will no longer be assigned a DAS “paid” student worker as a note taker. The student will then be responsible for working to solicit a volunteer note taker in class or be responsible for his/her own note taking.

  - A DAS “paid” student worker should be treated as a professional employee of the University of Missouri – St. Louis. The student worker should be treated with dignity and respect at all times.
Should a note taking concern arise, the student will approach the DAS student worker in a professional manner to gain resolution. If resolution cannot be obtained through discussion with the student work, the student is responsible to schedule mediation with the DAS office.

If a resolution cannot be met and continued conflict occurs between student and DAS “paid” student worker, the student worker will be dismissed and another student worker reassigned if available.

If a student approaches a DAS student worker in any way that is deemed inappropriate, aggressive, intimidating, and otherwise determined to be unacceptable, the DAS office reserves the right to NO longer assign a DAS “paid” student worker to the student. The student will then be responsible for working with the instructor to gain a volunteer note taker, and/or be responsible for his/her own note taking.

• Should the student have any questions and/or concerns regarding the note taking accommodation and/or arrangements, the student should contact the DAS office.

**Important Note**

The student is responsible for his/her own academic success. Having a volunteer note taker or a DAS “paid” student worker is not a substitution for being present in class, and attending to lectures/labs. The note taker is NOT in any way responsible for the student’s success or failure in a given course.
Sign Language Interpreter Use Policy

The Office of Disability Access Services (DAS) grants the use of sign language interpreters for students who have a documented disability that requires this service. The University of Missouri – St. Louis reserves the right to approve and assign all Sign Language Interpreter service providers. Interpreter services will be secured through a certified sign language interpreter service to ensure quality accommodations are provided to our students. These accommodations are in cooperation with each professor, instructor, or teaching assistant.

The University of Missouri incurs all costs of the sign language interpreter services, and provides this at no charge to the student. In cases where the student is registered with Vocational Rehabilitation (VR) Services, this cost is split between the University and VR.

For those students registered with Vocational Rehabilitation Services, it is the student’s responsibility to respond in a prompt time frame to all requests by DAS to complete the necessary paperwork to coordinate services with Vocational Rehabilitation. An inability to do so will result in a suspension of services until appropriate measures have been addressed.

Important Reminder

When choosing to utilize accommodations, the student must make an appointment with each instructor preferably during the instructor’s designated office hours to discuss accommodations needed. If the student does not meet this requirement, then he/she will risk not having some or all of the accommodations provided in a timely manner. This is especially important for those students using sign language interpreters as the interpreter will be present during class time, and a designated area of the classroom will need to be assigned for the interpreter. This should be arranged with the instructor PRIOR to the first day of class.

Scheduling

- Students utilizing sign language interpreter services should pre-register for courses each semester in order to coordinate effectively with both the DAS office and interpreter services to ensure availability on the first day of classes for the semester registered.
- The student is responsible for notifying the DAS office at least a month prior to the beginning of the semester that sign language interpreter services will
be required, and provide the DAS office with a copy of the student’s finalized semester schedule.

- Students should identify which courses sign language interpreters will be utilized. Sign language interpreter services may be an identified accommodation for the student; however, the student is able to classify which courses if any will require this service.

- As sign language interpreting is a coordinated contractual service independent of the University, it is imperative for the student to notify the DAS office of any schedule changes immediately in order to avoid disruption of services.

- Sign language interpreter services are based on interpreter availability which can be impacted by frequent schedule changes. Repeated schedule changes will result in an interruption of services.

- If there is an interruption in interpreting services due to a course schedule change, it is the student’s responsibility to obtain class notes or needed information until appropriate coordination can take place.

- If the student has complications with a course or instructor, the student should inform the DAS office staff to work towards resolution.

**Campus Closings/Absences While Receiving Sign Language Interpreter Services**

- **A 24 hour notice of absence is required to prevent the University from incurring sign language interpreter charges.**

- In the event of inclement weather, students will remain aware that the UM-St. Louis closings are independent of the surrounding areas. Students may gain information regarding campus closings by:
  - www.umsl.edu
  - Inclement weather hotline: 314-516-4636
  - Local news stations: KTVI – Channel 2, KMOV – Channel 4, and KSDK Channel 5
  - Radio stations: KWMU – FM 90.7 and KMOX AM 1120

- If a student is to be absent due to inclement weather, it is the responsibility of the student to inform the sign language interpreter service provider of absence prior to class, **even in the event of a campus closing.**
• Students will inform the sign language interpreter service of scheduled absences as soon as the absence is determined or at least 24 hours in advance of the absence. These absences include but are not limited to: UMSL breaks/vacations, scheduled doctor's appointments, personal vacations, etc.

• Students will inform the sign language interpreter service of unanticipated absences (i.e. illness, personal emergencies) as soon as these are apparent.

• Students will notify the sign language interpreter service if the student anticipates being tardy for class.

• Students will inform the DAS office of all absences scheduled or unanticipated for purposes of coordination and monitoring of services.

• Failure to comply with the aforementioned notifications of absences will result in interruptions to the student’s sign language interpreter services.

• If sign language interpreter services are interrupted due to failures to notify service providers/DAS of absences, services will not be restored until the student has contacted the DAS office for resolution.

• Sign language interpreting services are an afforded accommodation; however, it will only be provided to students requesting and attending to services appropriately. Any abuse of interpreter services will result in those services being halted until further investigation and determination of need.
CART Transcription Use Policy

The Office of Disability Access Services (DAS) grants the use of CART transcription (closed captioning real time services) for students who have a documented disability that requires this service. The University of Missouri – St. Louis reserves the right to approve and assign all CART Transcription service providers. CART transcription will be secured through a certified transcription service to ensure quality accommodations are provided to our students. These accommodations are in cooperation with each professor, instructor, or teaching assistant.

The University of Missouri incurs all costs of the transcription services, and provides this at no charge to the student. In cases where the student is registered with Vocational Rehabilitation (VR) Services, this cost is split between the University and VR.

For those students registered with Vocational Rehabilitation Services, it is the student’s responsibility to respond in a prompt time frame to all requests by DAS to complete the necessary paperwork to coordinate services with Vocational Rehabilitation. An inability to do so will result in a suspension of services until appropriate measures have been addressed.

Important Reminder

When choosing to utilize accommodations, the student must make an appointment with each instructor preferably during the instructor’s designated office hours to discuss accommodations needed. If the student does not meet this requirement, then he/she will risk not having some or all of the accommodations provided in a timely manner. This is especially important for those students using CART services as the instructor will be asked to wear a microphone for ease of transcription. This should be arranged with the instructor PRIOR to the first day of class.

Scheduling

- Students utilizing CART transcription should pre-register for courses each semester in order to coordinate effectively with both the DAS office and CART services to ensure availability on the first day of classes for the semester registered.
- The student is responsible for notifying the DAS office at least a month prior to the beginning of the semester that CART services will be required, and provide the DAS office with a copy of the student’s finalized semester schedule.
Students should identify which courses CART transcription will be utilized. CART services may be an identified accommodation for the student; however, the student is able to classify which courses if any will need CART transcription.

As CART is a coordinated contractual service independent of the University, it is imperative for the student to notify the DAS office of any schedule changes immediately in order to avoid disruption of CART services.

CART services are based on transcriber availability which can be impacted by frequent schedule changes. Repeated schedule changes will result in an interruption of services.

Once registered for CART, the student will be required to schedule training with the contractual CART provider prior to the use of services and rental of CART equipment.

If the student has complications with a course or instructor, the student should inform the DAS office staff to work towards resolution.

**Campus Closings and/or Absences While Receiving CART Services**

- **A 24 hour notice of absence is required to prevent the University from incurring CART transcription charges.**

  - In the event of inclement weather, students will remain aware that the UM-St. Louis closings are independent of the surrounding areas. Students may gain information regarding campus closings by:
    - www.umsl.edu
    - Inclement weather hotline: 314-516-4636
    - Local news stations: KTVI – Channel 2, KMOV – Channel 4, and KSDK Channel 5.
    - Radio stations: KWMU – FM 90.7 and KMOX AM 1120

- If a student is to be absent due to inclement weather, it is the responsibility of the student to inform the CART service provider of absence prior to class, even in the event of a campus closing.

- Students will inform the CART transcription service of scheduled absences as soon as the absence is determined or at least 24 hours in advance of the absence. These absences include but are not limited to: UMSL breaks/vacations, scheduled doctor’s appointments, personal vacations, etc.

- Students will inform the CART transcription service of unanticipated absences (i.e. illness, personal emergencies) as soon as these are apparent.
• Students will inform the DAS office of all absences scheduled or unanticipated for purposes of coordination and monitoring of services.

• Failure to comply with the aforementioned notifications of absences will result in interruptions to the student’s CART transcription services.

• If CART services are interrupted due to failures to notify service providers/DAS of absences, services will not be restored until the student has contacted the DAS office for resolution.

• CART transcription is an afforded accommodation; however, it will only be provided to students requesting and attending to services appropriately. Any abuse of the CART transcribing services will result in those services being halted until further investigation and determination of need.
Equipment Rental and Use Policy and Procedure

Students requiring CART services or other assistive technology can elect to rent equipment from the Disability Access Services office or utilize their personal computer, microphone, or combination of the two. The student’s personal equipment should have internet and Skype capabilities to be compatible with the contractual CART services. If a student chooses to use his/her personal property, the following equipment guidelines will not apply. However, whether the student rents equipment or uses his/her own, the student will be required to receive training from the contractual CART service provider prior to the beginning of the semester.

Equipment (i.e. laptops, microphones, FM listening devise, etc.) is the sole property of the contractual service provider. It is on loan to the University of Missouri – St. Louis for student use, and should be seen as belonging to the Disability Access Services office. All students who rent said equipment are expected to adhere to the following guidelines regarding use and security of equipment. Failure to comply with the rules outlined here will result in the student being denied the privilege of renting and using equipment through the Disability Access Services office, possible criminal charges, and may be subject to monetary fines/restitution and/or holds on his/her University account.

All equipment rented out to students is deemed undamaged and in “good working order” unless otherwise noted. Any defects, damage, or visible markings should be noted and documented prior to or at time of student’s rental.

Guidelines for equipment rental and use

- Students requiring the use of equipment should notify the DAS office of this need at least one month prior to the start of the semester.
- The student is responsible for picking up the rental equipment from the Disability Access Services office. DAS equipment will not be mailed to the student, nor should a student return the rented equipment through the mail.
- The DAS Equipment/Adaptive Contract will be reviewed with the student at the time of rental. The student will be required to provide his/her signature with the understanding that the student agrees to the equipment rental
conditions, and understands the outcomes should he/she become delinquent in following the regulations of DAS equipment rental/use.

- DAS will only rent to students who are deemed “students in good standing” with the University of Missouri – St. Louis. If during the time that the student is renting equipment he/she fails to continue to maintain this status, the student is expected to immediately return the rented equipment regardless of the agreed upon return date.

- DAS equipment is rented out to students with the express purpose of educational use ONLY. Students utilizing DAS equipment are not to use it for personal reasons, and should not download personal files or external files to the equipment that have not been approved through the DAS office and/or contractual service provider.

- The student agrees to notify in writing the DAS office of any contact changes (i.e. address change) while actively renting equipment.

- **The student becomes financially responsible for all damages to the equipment and software beyond what is determined acceptable wear from approved use.**

- Should equipment become damaged, the student will immediately notify the Disability Access Services office within 24 hours. The student will return the equipment to DAS for repairs. All repairs to the equipment must be authorized through DAS and/or the contractual service provider. **Should a student neglect to follow this guideline, he/she accepts financial responsibility for the replacement of the equipment.**

- Student accepts responsibility for the security of DAS rented equipment. The student will make all efforts to prevent loss of the equipment through misplacement or theft.

- Should equipment be lost, the student will notify DAS immediately of the loss, and accepts full financial responsibility. The student will be required to reimburse DAS for the full cost of the lost equipment.

- Should the equipment be stolen, the student will notify local law enforcement/ campus Police Department immediately and notify the DAS office within 24 hours of the incident. The student will provide DAS with the filed police report, and DAS will meet with the student regarding the theft. DAS will make a determination of how to proceed based on a case-by-case basis not to exclude student’s full reimbursement of lost item/s cost.

- DAS rented equipment should remain in the sole possession of the designated renter, and is not to be loaned to others. Should the designated student renting the equipment fail to comply with this stipulation, it will be viewed as theft and handled as a criminal offense.

- DAS rented equipment should be returned by the designated return date and/or the end of the semester in which it was rented.

- It is the student’s responsibility to return the equipment in the condition in which was rented. Should there be damages to the equipment or missing
parts, the student becomes financially responsible for the loss and/or damages.

- Upon return of the equipment, the student will witness the Disability Access Services staff mark the “returned” date on the Equipment/Adaptive Contract signed at the beginning of the rental period. Student will also jointly inspect the equipment for any damage sustained throughout the semester.
- Copies of the Equipment/Adaptive Contract will be provided upon request.
UMSL Policy on Service Animals

UMSL generally welcomes service animals in its buildings, classrooms, residence halls, meetings, dining areas, recreational facilities, activities and events when the animal is accompanied by an individual with a disability.

UMSL will not permit service animals when the animal poses a substantial and direct threat to health or safety or when the presence of the animal constitutes a fundamental alteration to the nature of the program or service. UMSL will make those determinations on a case-by-case basis.

Definitions

1. **Handler:** A person with a disability that a service animal assists or a personal care attendant who handles the animal for a person with a disability.

2. **Service Animal:** Any dog* individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under the Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. The work or tasks performed must be directly related to the individual’s disability.

*Note: Under particular circumstances set forth in the ADA regulations at 28 CFR 35.136(i), a miniature horse may qualify as a service animal.

**Emotional Support Animal:** An emotional support animal may provide physical assistance, emotional support, calming, and other kinds of assistance. *Emotional support animals do not perform work or tasks that would qualify them as “service animals” under the Americans with Disabilities Act.* Animals that are not considered service animals under the ADA may still be permitted under certain circumstances at the University of Missouri – St. Louis with prior approval from Disability Access Services.

**Students Notification Responsibilities:**

**Service Animals:** Students who wish to bring a service animal to UMSL are covered by Title II of the ADA, and thus students may bring their service animals to campus. However, UMSL students are strongly encouraged to register with the Disability Access Services on campus to ensure that their experience bringing the animal to campus is smooth. Additionally, students who plan to live in Residential Life Facilities are strongly encouraged to inform Residential Life and Campus Dining Services
**that they plan to have a service animal living with them.** Advance notice of a service animal for Residential Life Facilities may allow more flexibility in meeting a student’s needs.

**Emotional Support Animals:** Students who wish to bring an emotional support animal to class or an academic setting need to register with the Disability Access Services office to determine the reasonable accommodation on a case by case basis. Without prior registration with DAS, students are not permitted to bring emotional support animals into classrooms, meetings, or other university facilities. Emotional support animals need to be approved through the Office of Residence Life to be permitted into residential facilities.

*Members of the UMSL community with questions about the use of service animals by students should contact the Disability Access Services.*

**Faculty, Staff, and Student Employees**

**Service Animals:** In general, UMSL allows employees to use service animals in the workplace unless doing so would pose a substantial risk to health or safety. As required by Title I of the ADA, employees planning to bring their service animals to work must discuss the issue with their supervisor and provide medical documentation to the Human Resources Benefits Office to support the use of the service animal as a reasonable accommodation because of their disability. In general, supervisors should grant the request to use a service animal unless doing so would pose a substantial risk to health or safety (for example, where the animal would be entering a sterile environment, construction area, or a food preparation area). If the reason the animal is needed is not clear, then the ADA allows the supervisor to ask what tasks the animal performs and request simple documentation that confirms the existence of the employee’s disability. If either the employee or the supervisor anticipates issues with using a service animal as an accommodation, he or she should contact the DAS Coordinator and ADA/Office of Equal Opportunity and Diversity for guidance as soon as possible.

**Emotional Support Animals:** Emotional support animals are generally not considered to be reasonable accommodations in the workplace under Title I of the ADA because they do not perform specific tasks that assist a person with a disability.
**Important Reminder to Visitors to UMSL’s Campus:**

**Service Animals:** Visitors are permitted to bring service animals into campus buildings, classrooms, residence halls, meetings, dining areas, hospitals, recreational facilities, activities and events without prior approval.

**Emotional Support Animals:** Emotional support animals are generally not permitted in campus facilities.

**Permitted Inquiries Regarding Service Animals**

In general, members of the UMSL community should not ask about the nature or extent of a person’s disability. However, as permitted by the ADA, if it is not obvious that the animal is required because of a disability, the handler may be asked:

1. If the animal is required because of a disability, and
2. What work or task the animal has been trained to perform.

The handler should not be asked for documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, UMSL community members should not make inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., if the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

**Responsibilities of Handlers**

1. **Registering the Service Animal with the Disability Access Services Office** – All handlers of “Service Animals” are strongly encouraged to register the service animal with the DAS office. All handlers of “Emotional Support Animals” are required to register the animal with the DAS office and must follow all guidelines for “Service Animals”.

Members of the UMSL community with questions about the use of service animals in the workplace should contact the Human Resources and Director, Office of Equal Opportunity and Diversity.
2. **Caring for the Service Animal** - The cost of care, arrangements and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

3. **Keeping the Animal Under Control** - The animal should respond to voice or hand commands at all times, and be fully controlled by the handler.

4. **Being Responsible for Damage Caused by the Animal** - Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury.

5. **Being Responsible for Waste** - Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal.

6. **Leash Requirements** - The service animal should be on a leash at all times, unless the owner is unable to use a leash due to a disability or the use of the leash would interfere with the animal’s ability to perform its duties.

7. **Proper Identification** – The animal must wear some type of commonly recognized identification symbol – such as a harness – which identifies the animal as a service animal.

8. **Vaccination** – Service Animals must be immunized against diseases common to that type of animal. All vaccinations must be current, and the animal must wear a rabies vaccination tag.

9. **Observing Good Service Animal Etiquette** - To the extent possible, the handler should ensure that the animal does not display behaviors or make noises that are disruptive or frightening to others, unless part of the service being provided to the handler (e.g. barking to alert the handler of danger).

   - **Public Etiquette by Animal**

     o The animal must not be allowed to sniff people, store shelves, restaurant tables or the personal belongings of others.
     o The animal must not initiate contact with someone without the handler’s direct permission.
     o The animal must not display any behaviors or noises that are disruptive to others such as barking, whining, growling or rubbing against people while waiting in lines. This includes aggressive behaviors.
     o The animal must avoid personal grooming in public settings such as excessive scratching or licking its genital areas.
     o The animal must not block an aisle or passageway.
- The animal must never be more than 12 inches from the handler’s leg or side of the chair.
- The animal must be trained to not be attracted to food that may be sitting around.

**Public Etiquette by Students**

- Do not pet a service animal. It distracts them from the task at hand, and service animals are very protective.
- Do not feed the service animal.
- Do not deliberately startle a service animal.
- Do not separate or attempt to separate a partner/handler from his/her service animal.
- Do not hesitate to ask a student if she/he would like assistance if the team seems confused about a direction to turn, an accessible entrance, entrance to an elevator, etc.

**Removal of Service Animals**

Service Animals may be removed from campus facilities or events for the following reasons:

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

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

3. **Direct Threat:** A handler may be directed to remove an animal that UMSL determines to be a substantial and direct threat to the health and safety of individuals. This may occur as a result of an animal exhibiting aggressive behavior, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like a sterile medical treatment room, certain laboratories, or mechanical or industrial areas.

4. **Illness:** any animal with signs of illness, including but not limited to a known zoonotic disease (a disease of animals, such as rabies or psittacosis, that can be transmitted to humans), severe diarrhea, severe vomiting, fever or open sores should not be on campus until deemed non-infectious/contagious by the written statement of a licensed veterinarian.
5. **Damage to Facilities:** A handler may be directed to remove an animal that causes significant damage to a University facility or property. The handler is financially responsible for all damages perpetrated by the service animal.

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

**Conflicting Disabilities**

Some people may have allergic reactions to animals that are substantial enough to qualify as disabilities. UMSL will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact the Disability Access Services. Staff requesting allergy accommodations should contact the Disability Access Services and Health Services.

**Service Animals in Training**

A service animal being trained generally has the same rights as a fully trained service animal when accompanied by a trainer and identified as such in any place of public accommodation. However, handlers of service animals in training must also adhere to all of the requirements for service animals above and are subject to the removal policies as outlined in this policy.

**Appeals and Grievances**

Any person dissatisfied by a decision or action concerning a service animal or an emotional support animal may appeal using the procedures outlined below:

1. **Visitors:** Visitors should contact the Disability Access Services and ADA/Director, Office of Equal Opportunity and Diversity.
2. **Students:** Students may informally discuss a complaint with the Coordinator of Disability Access Services. Formal grievances are filed with the Office of Student Affairs.
3. **Faculty:** Procedures for complaints / grievances are outlined in the Collected Rules, Chapter 370.010
4. Staff: Procedures for complaints / grievances are outlined in the Collected Rules, Chapter 380.010.
5. Faculty and staff may also contact the UMSL Office of Equal Opportunity and Diversity for assistance in resolving concerns.

www.ada.gov/service_animals
Alternate Textbook Format Policy

The Office of Disability Access Services (DAS) grants the accommodation of alternate format textbooks for students with a documented medical condition and/or learning impairment that interferes with a student’s ability to see or process printed text information. This accommodation is at no additional charge to the student beyond the purchase price of the textbook.

Disability Access Services in cooperation with the Adaptive Computing Technology Center (ACT) at the University of Missouri – Columbia, will provide electronic text access and support upon request for enrolled courses at the University of Missouri – St. Louis.

Alternate textbooks will be provided in an electronic PDF format that can be utilized with zoom text and text-to-speech software. The PDF formatted book will be placed in a unique to the student web-based book account. This account is established with the student’s consent using the student’s MyGateway ID, UMSL email address, and student number. Alternate textbooks will only be available to the student for the semester of enrollment.

As students are receiving a copyrighted text, students agree to not revise, disassemble, modify, sell, license, rent, loan or otherwise distribute the electronic text provided to them through the University.

Eligibility Requirements

- Eligible students are those currently enrolled in courses at the University of Missouri-St. Louis and actively registered with the Disability Access Services office.
- The student has been ascertained to require the alternate textbook accommodation as determined and supported by documentation of disability on file with the Disability Access Services office.

Student Responsibilities

- Students requiring alternate texts should pre-register for courses and/or register as soon as possible in order to gain textbook information for the registered courses.
- The student, upon completion of registration, will contact the UMSL Bookstore or visit the UMSL Bookstore website to determine the titles of the required texts for the courses registered.
- **Students are responsible to notify the DAS office of the need for alternate textbook formatting at least 4 to 6 weeks prior to the beginning of the semester to allow for processing and coordination.** Although, alternate textbook accommodations may be afforded to the student, he/she can determine which textbooks will need to be processed in alternate format.

- The student will provide DAS with textbook information for those texts needing alternate processing in an effort to determine if alternate format is readily available through the publisher, or if the book will require processing through UMSL in conjunction with the Adaptive Computing Technology Center (ACT).

- It is the student’s responsibility to purchase his/her textbooks. DAS will only make requests for alternate texts for books in which the student has provided DAS with proof of purchase.

- Each semester alternate texts are requested, the student will be required to review and sign a DAS Alternate Format Agreement which outlines the student’s responsibilities in conjunction with this accommodation.

- Once the student has provided proof of purchase and has signed the DAS Alternate Format Agreement, DAS will make efforts to acquire an alternate format for the textbook.

- If an alternate text is determined to be readily available through an online data base of publishers’ files, then DAS will request permission for copy of text. Once the copy is received, the alternate text will be placed in the student’s web-based account and activated.

  - Please note that once a request to the publisher is made, DAS is at the mercy of the publishers to provide the PDF copy. There is no identified time frame for the publisher to provide the requested copy and it may take several weeks to a month for it to be received. Therefore it is important to start the process as soon as possible to ensure the texts are available by the start of a given semester.

- If alternate text is unavailable through the publisher, the student will be required to provide DAS with a new copy of the text to be couriered to ACT in Columbia, MO. ACT will then process the book into alternate form. Once processed the student’s book will be returned to DAS, and will require rebinding before being returned to the student. Rebinding will be completed by DAS at no charge to the student.

- If a text requires ACT processing, the student is eligible to receive a “loaner” text provided by DAS for the duration of processing. Upon completion of processing, the student is responsible to return the DAS “loaner” text in exchange for his/her own copy. The student will assume financial responsibility for texts not returned to DAS by the end of the enrolled semester.
Testing Accommodation Policy

The Office of Disability Access Services (DAS) grants adaptive testing accommodations for students who have a documented disability which may impede test/quiz taking. These accommodations are in cooperation with each professor, instructor, or teaching assistant. Not all students registered with the DAS office will have testing accommodations. The students afforded this accommodation will see it listed on the DAS Faculty Notification memo provided to him/her upon completed registration with DAS.

Although a student is registered with Disability Access Services and has been provided with extended test/quiz time as an accommodation, it is not mandatory it be used for every testing situation. As accommodations are unique to each student based on need, the student is able to determine which accommodations will benefit him/her on a course-by-course basis.

Important Reminder

When choosing to utilize accommodations, the student must make an appointment with each instructor preferably during the instructor’s designated office hours to discuss accommodations needed. If the student does not meet this requirement, then he/she will risk not having some or all of the accommodations provided in a timely manner.

Testing Service Requirements

- The student will need to register with Disability Access Services at the beginning of each semester, and pick-up his/her current semester’s DAS Faculty Notification memo.

- The student will make an appointment with each instructor and teaching assistant to notify them of his/her registration with the DAS office and will discuss specific accommodations to be utilized in the course based on the given DAS Faculty Notification memo. Note: It is not recommended that a student disclose his/her specific disability with the instructor, rather inform the instructor of the intended accommodations to be used for the course.
Testing Procedures

Students who test outside of the classroom will be directed by the DAS office where to schedule their testing, and should refer to the following guidelines when scheduling their exams with their designated testing site.

DAS will make the determination if a student will test at the DAS office, or if the Campus Testing Center is available to meet the student’s needs. Testing through the DAS office must be approved through the DAS Coordinator for Student Accommodations and/or the DAS Program Coordinator.

NOTE: These guidelines apply to all students using testing accommodations, including students taking exams at the Campus Testing Center.

Scheduling

- Students should inform the instructors of their designated testing location so that exam appointments can be coordinated accordingly.

- If it has been determined the student’s testing needs are best met at the Disability Access Services office, the student will provide the DAS staff with a copy of his/her course syllabi for those courses in which exams will be proctored through DAS.

- Regardless of testing site, testing accommodations are to be scheduled a week in advance of the exam with a minimum of three days in cases of emergencies only. You may do this in person, over the phone, or via email with the designated testing site.

- If a student has special needs (reader, writer, adaptive equipment, computer, etc.) it is the student’s responsibility to inform the testing site upon scheduling the testing appointment of this need. **If special needs are necessary, test scheduling should be made at least 2 weeks in advance of the test date.** If this does not take place, the student will be expected to take the exam without said accommodation.

- Once the student has confirmed his/her testing arrangements with the testing site, an Adaptive Testing Request Form should be provided to the instructor by the student with the student’s portion filled out in its entirety. The instructor will fill out the instructor portion of the form and it is the student’s responsibility to ensure the completed form is forwarded to testing site prior to the scheduled exam.

- The Disability Access Services office is open from 8am-5pm. Exams must be completed by 5pm, unless alternative arrangements are made. The DAS office will have extended hours during midterms and final exam weeks. If you need to schedule an exam that ends after 5pm, please contact the Campus Testing Center at 516-6396 or assessctr@umsl.edu.
• It is the student’s responsibility to confirm with the testing site that the exam has been received from the instructor prior to the testing date.

• If the following guidelines are not followed, the student will be expected to take the exam in the classroom as any other student.

Final Exams, Midterms, and Quizzes

• All Finals Exam forms are due in the Disability Access Services before Thanksgiving break for the fall semester and before Spring Break for the spring semester. Forms turned in after these dates will not be accommodated!

• Quizzes and in-class writing assignments present challenges due to short notice. It is important that the student make the instructors aware of testing policies and the necessary advance notice. Arrangements with the instructors should be made accordingly.

• All exams are administered by Disability Access Services during the class time. Any variations must first be approved by the professor and then coordinated with DAS.

• The student is responsible for providing pencils, pens, calculator, Blue Book, or other materials necessary for the exam. DAS will not provide these items unless it is a documented accommodation. All materials will be inspected thoroughly by the DAS before the exam begins. Only materials checked on the Adaptive Testing Request Form will be allowed in the testing room.

Tardiness

• Tardiness for an adaptive exam will be treated as tardiness for a regular exam. The time will be deducted from the allotted test time. Student arriving over 30 minutes late will not be allowed to take the exam. The exam will be treated as a “no show”, and the instructor will be notified. The student will then have to reschedule the exam (at the professor’s discretion).

• Students are expected to call and notify the testing site should tardiness or absence be expected.

• Time extensions may not be used for study or review.
Rescheduling or Canceling

- If an instructor allows a student to reschedule an exam, the DAS office will not proctor the exam until the instructor has also notified the office of this approval. Make-up exams should be completed within 24-48 hours of the original exam, unless there are extenuating circumstances. In this case, documentation may be required to justify an extension.

- If the student is scheduled to take an exam through DAS and then decide to take the test with the class, the student is to notify the DAS office by phone, email, or in person prior to the scheduled testing time.

- If a student is taking an exam at DAS and the exam room becomes unacceptable for any reason, such as a noise disturbance, etc., the student should inform the testing coordinator as soon as possible. The student should not wait until after the exam is completed.

For further guidelines, please review the Adaptive Testing Request Form available in the Office of Disability Access Services.

Academic Dishonesty

The same University of Missouri-St. Louis Academic Dishonesty Policy (Standard of Contact of the Collected Rules and Regulations) applies when taking exams through the Disability Access Services.

Academic dishonesty is a serious charge with serious consequences if guilt is found. Discipline includes suspension and possible expulsion from the University of Missouri. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course professor or instructor. The instructor will be notified of any incident of academic dishonesty that occurs while taking an exam through Disability Access Services. The instructor may choose to follow the University of Missouri-St. Louis academic dishonesty policy.

Completed Exams or quizzes

The staff of Disability Access Services will administer and return all completed exams and/or quizzes to the instructors. At the request of the instructor, the exam or quiz will be emailed, faxed, inter-campus mailed, or picked up. The exams and quizzes (hard copy and scanned) will be shredded and deleted one week after the exam or quiz has been given. Under no circumstances will students be allowed to hand deliver or receive a copy of the exam or quiz without permission of the instructor.
Academic Grade Disputes

Grade disputes are a common for both students with and without disabilities. The University of Missouri – St. Louis has an established procedure on how to proceed in instances where a student feels that his/her grade is inaccurate, and all students regardless of his/her registration with the Disability Access Services office must follow the established procedure.

Please refer to the following procedure as outlined by the Office of Academic Affairs:

**University of Missouri-St. Louis Grade Appeal Procedures**

On each campus of the University of Missouri it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies and activities. On the University of Missouri-St. Louis campus, the Chancellor has delegated responsibility for overseeing the grade appeal process to the Provost. The Provost is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.

**Application of This Policy**

Students are responsible for meeting the standards established for each course they take. Faculty members are responsible for establishing the criteria for grades and evaluating students’ academic performance. The grade appeal procedure is to allow only the review of allegedly **capricious grading**. It is not intended as a review of the instructor’s evaluation of the student’s academic performance. The burden of proof shall be on the student. Disagreement or dissatisfaction with a faculty member’s professional evaluation of coursework is not the basis for a grade appeal.

**Capricious Grading** is defined as any of the following:

a) The student’s grade was assigned on the basis of other factors rather than the performance on the assignment or in the course;

b) The student’s work was graded with more demanding standards than were applied to equivalent students in the course; (Note: Different grading criteria are expected of graduate students enrolled in 4000-level courses.)
c) The instructor assigned a grade using standards that were substantially different from those previously announced or stated in the syllabus.

**Informal Procedures**

At any time after the awarding of a grade, for a course or an assignment in a course, a student may discuss the grade with her or his instructor and request that the instructor review the grade. If the instructor does review the grade he or she is, of course, free to change the grade or not as is appropriate.

**Formal Procedures**

The following procedures apply if the above informal procedure does not resolve a dispute concerning a grade to the student’s satisfaction and if the process is initiated within thirty working days of the start of the first regular semester (fall or spring) following the semester for which the grade was given, or thirty days after the assignment of the grade (whichever is later)

1. If the student has not already done so, he or she discusses the contested grade fully with the instructor. The student should prepare for this meeting by taking all relevant written work (tests, reports, etc.) with him/her. If the issue is not resolved, and the student wishes to pursue the appeal, a written appeal should be submitted to the chairperson or director of the department, division, area, school, or discipline housing the course in question. (For grade appeals in the Honors College, College of Nursing, College of Optometry, and the UMSL/Washington University Joint Engineering Program, written appeal should be submitted to the appropriate dean.) Appeals must be presented in writing and contain the following information:

   (a) A clear concise statement which includes the name of the instructor, the course and semester
   (b) taken, and a statement describing the specific supporting evidence of capricious grading;
   (c) A brief summary of the prior attempts to resolve the matter and the results of those previous discussions;
   (d) A specific statement of the remedial action or relief sought. The chairperson or director will discuss the appeal with the course instructor within 10 days of receipt of the written appeal, and will inform the student of the result of this discussion. The result of the meeting may be the instructor’s agreement to change the grade or her or his refusal to change the grade.
2. If the matter remains unresolved, the student may, within 10 working days of being notified of the result of the discussion between the chairperson or director and the instructor, may request that the case be forwarded to the dean of the college for a review of the matter.

3. The dean (or designee) will refer the case to a committee composed of at least three faculty members. This committee is charged with determining whether the grade in question was awarded capriciously. The committee will investigate the matter, meeting if it deems necessary with the student, the instructor, and possibly others. Following its inquiries and deliberations but prior to making it final recommendations, the faculty committee will submit a copy of its findings to the course instructor. If the course instructor elects to comment on the findings to the committee, this must be done within seven working days. After further consideration, but within 30 working days after receiving the student’s statement, the faculty committee will submit its findings in writing with its recommendations and reasons for those recommendations directly to the course instructor, with a copy to the chairperson or director, and the dean.

4. If the faculty committee recommends that the grade be changed, the dean will ask the instructor to implement the recommendation. If the instructor declines, the dean will change the grade, notifying the instructor, the chairperson or director, and the student of this action. Only the dean, upon written recommendation of the faculty committee, will make a change in grade over the objection of the instructor who assigned the original grade.

5. If the student is dissatisfied with the result of the college level review, s/he may appeal to the Provost within 10 working days of receipt of the committee’s recommendation. The Provost will review the appeal process and rule on whether the procedures were followed appropriately. If the Provost concludes that there were procedural errors that denied the student due process, the case will be referred back to the dean to reconvene a new committee of faculty to review the case.

6. The Provost may NOT change a grade given by any instructor.

***Under current campus policy, transcript notation of “DL” automatically becomes an “F” after one regular semester. This change, which the Registrar is mandated to make, is not considered a grade change and is consistent with this grade appeal policy. Students may appeal this change provided the appeal is initiated within 30 working days of the notification of the grade change.

***If the instructor is deceased, cannot be located, or is otherwise unable or unwilling to reconsider the grade, the student should consult directly with the chairperson of the department, division, area, school, or discipline housing the course in question.
GRADE APPEALS
FORMAL

Student files written appeal to chair of department

Department chair discusses matter with instructor

Does the instructor agree to change grade?

__YES__ > Grade is changed

NO

Does the student accept decision of the instructor?

__YES__ > End

NO

Matter is referred to Dean who appoints a review committee

Does the faculty committee recommend a grade change?

YES

Will the instructor change the grade?

YES > Grade is changed by instructor

NO > Grade is changed by

YES__ > End

NO

Does the student accept committee’s decision?

Matter is referred to Academic Affairs for process review

Was student given due process?

If yes – end
If no – matter is referred to Dean
High School vs. UMSL/Postsecondary Education

As individuals with disabilities transition from high school to a college or university, it is important to understand the differences between receiving accommodations in one environment to the next. Many accommodations afforded to students in the high school setting no longer apply to the college/university environment. This transition is one of growth and increased independence that some students find difficult. The Disability Access Services office deems it important to highlight these differences in order to prepare the student for this transition. Students should be aware of their rights and responsibilities as they pertain to the college/university setting.

Legal Differences

<table>
<thead>
<tr>
<th>High School</th>
<th>UMSL/ Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are provided under the IDEA (Individuals with Disabilities Education Act) or Section 504, Subpart D, Rehabilitation Act of 1973</td>
<td>Services provided under ADA (Americans with Disabilities Act) and Section 504, Subpart E, Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>The Individualize Education Plan (IEP) is mandated and followed</td>
<td>The high school IEP ends and there is no IEP at the postsecondary level. The IEP information MAY assist when requesting reasonable accommodations</td>
</tr>
<tr>
<td>Student has a right to a Free and Appropriate Public Education (F.A.P.E.). Therefore special programs may be created to meet student’s needs.</td>
<td>Education in postsecondary education is a privilege instead of a right and the creation of special programs is not required</td>
</tr>
<tr>
<td>Parents are actively involved in planning and decisions.</td>
<td>Under the Family Education Right and Privacy Act (FERPA), parental rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond high school level (Family Educational Rights and Privacy Act 20 USC 1232g (d) and the FERPA regulations at 34CFR 99.3) Parental involvement will be only with student’s written consent or provision of legal proof of guardianship.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Accommodations are provided to ensure the success of the student</td>
<td>Reasonable accommodations are provided to ensure equal access to education-- success is the responsibility of the student</td>
</tr>
<tr>
<td>School Districts are responsible for identifying and evaluating disability</td>
<td>The student must SELF – IDENTIFY and provide appropriate and current documentation based on Higher Education Requirements at UMSL. UMSL is not responsible for the cost of assessment/evaluation.</td>
</tr>
<tr>
<td>High school personnel talk freely with parents</td>
<td>Buckley Amendment (FERPA) requires that the parental rights transfer to the student at the age of 18 or is attending an institution of postsecondary education. <strong>This amendment requires that students give written permission/consent to personnel to talk to parents or others.</strong></td>
</tr>
<tr>
<td>Parents sign documents for students, and give consent</td>
<td>Students sign all documents---the above FERPA requirements apply here.</td>
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</table>
### Academic Differences

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>High School personnel have the responsibility to try to modify inappropriate behavior caused by disability into appropriate behavior.</td>
<td>Students are responsible for their own behavior and inappropriate behavior is not tolerated, and may be met with disciplinary action determined by the university.</td>
</tr>
<tr>
<td>Tests are often modified, shortened, etc. to meet the unique and specific needs of the student</td>
<td>Students are expected to meet the same standard of academic and technical performance as all students. Tests cannot be altered to match the needs of the student beyond reasonable accessibility (i.e., enlargement)</td>
</tr>
<tr>
<td>Shortened or modified assignments, as well as extra time to complete assignments are often given</td>
<td>Students are expected to do the work essential for the program of study to meet the same standard of academic and technical performance as all students within a reasonable time frame as it relates to the program and the workplace.</td>
</tr>
<tr>
<td>Teachers are asked to adapt teaching modes to the student</td>
<td>Faculty has academic freedom in delivery, course content, requirements and method of evaluation</td>
</tr>
<tr>
<td>Accommodations are given for all subjects and do not have to be supported by diagnostic evaluation</td>
<td>Accommodations are given only in the area of disability and must be supported by professional documentation</td>
</tr>
<tr>
<td>Students are scheduled to see resource personnel on a regular basis or can come to the resource room on a drop in basis</td>
<td>Students must initiate requests for services, and follow school procedures.</td>
</tr>
<tr>
<td>Students’ studies are directed by special education teachers</td>
<td>Students are expected to have skills to organize, plan, and study independently</td>
</tr>
</tbody>
</table>
Special educators inform instructors about student’s accommodation needs

Students register with the ADA Coordinator (UMSL Disability Access Services Office) to receive accommodations. The student is responsible to meet with faculty to discuss needed classroom accommodations.

**Other Differences**

<table>
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<tr>
<th>High School</th>
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<tbody>
<tr>
<td>Secondary schools must provide a student with disabilities any regular or special education, related aids and services necessary to meet the student’s needs as well as it is meeting the needs of students without disabilities.</td>
<td>The appropriate academic adjustment must be determined based on the student’s disability and individual needs. Academic adjustments will no lower or substantially modify the essential requirements or fundamentally alter the nature of a services, program or activity or cause undue financial or administrative burdens to the institution or program.</td>
</tr>
<tr>
<td>Transportation is provided</td>
<td>Transportation/mobility on campus is the responsibility of the student</td>
</tr>
<tr>
<td>Often paraprofessional are provided, if a student needs personal care of behavioral management assistance</td>
<td>The postsecondary institution is not responsible for providing services of a personal nature or behavioral management assistance (personal attendants, tutors, behavioral coaches, readers for personal study, etc.)</td>
</tr>
<tr>
<td>Adaptive technology is minimally used</td>
<td>If necessary students may request and are expected to use available adaptive technology in order to function independently.</td>
</tr>
<tr>
<td>Students have access to special educators to read and clarify reading selections</td>
<td>Students may request and use alternate format textbooks if their documentation supports this accommodation.</td>
</tr>
</tbody>
</table>

Applicable laws include: Americans with Disabilities Act (ADA), Sec. 504 Subpart E (Rehabilitation Act 193), Family Education Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), Free and Appropriate Public Education (F.A.P.E.)
Self-Advocacy in Post-Secondary Education

To be an advocate, one has to support, defend, and promote the interest of a person or cause. Prior to graduating high school, one’s greatest advocate was a parent or guardian. In the post-secondary educational environment (colleges, universities, community colleges, technical schools, etc.), the student becomes responsible for advocating for him/herself. No longer does another take the reins in advocating a student’s needs with educators or other support service providers.

This is the time for a student to speak up for one’s self, ask for needs, and negotiate for oneself (working with others to reach an agreement that will meet defined needs).

Before a student can self-advocate, he/she has to understand the following:

- What is one’s disability and how does it affect him/her
- What is one’s educational needs
- What is one’s strengths and weaknesses
- What are one’s interests and career ambitions
- What is one’s rights and responsibilities in the post-secondary environment
- What resources are available to the student in the post-secondary environment

This information will be pertinent in assisting the student in asking for needed accommodations. It is also important to help guide the student in meeting his/her academic goals, and being able to effectively address situations in which his/her rights may be violated.

Documentation

It is important that the student have in his/her possession documentation of disability to assist in the process of receiving accommodations in the college/university environment. The student should be aware of what type of documentation he/she has, and what is included in the documentation. The greater knowledge a student has about his/her disability, the better he/she is able to advocate for oneself to ensure his/her needs are addressed. If the student does not understand his/her disability, then he/she will be uncertain about what will be needed in the academic environment, and cause a lack of confidence in making requests for assistance when necessary.
Disclosure

Disclosure of one’s disability is often a large part of self-advocating for students, and probably the most difficult. Not only do many students not want to self-disclose their disabilities due to fear of being stigmatized but many struggle with when disclosure is appropriate and to what extent to disclose.

Unfortunately there is no wrong or right answer to this dilemma. However, it does require the student have information regarding his/her disability in order to convey the necessary information successfully to others for support needs. Students should keep in mind that disclosure of disability related information should be only on a need-to-know basis with others. In the post-secondary environment, it is best to limit disclosure to those in the Disability Access Services office in order to protect the confidentiality of the information.

***However, there may be times that disclosure to one’s instructor is necessary to convey information and arrange for specific considerations/accommodations. Discussion with the Disability Access Services staff prior to this disclosure is best to discuss limits to the disclosure and appropriateness of content to be shared.

How Do You Self-Advocate?

- Meet with Disability Access Services and openly discuss your disability. (This is a safe environment with the sole purpose of creating equal access to the campus and its services).
- Share with the DAS staff what types of needs you have, and how they may have been met in the past.
- Be aware that accommodations in the high school environment differ from those available in the post-secondary environment, and work within the guidelines of the available accommodations.
- Never be afraid to ask for something, because you won’t know if it is available to you if you don’t ask.
- Meet with your instructor in private to discuss your needs in his/her classroom, and in what ways these needs can be met.
- If you have a concern in a course or with an instructor, be willing to speak with the instructor about the concern. Schedule a time to meet privately, and express your concerns. Remember that meeting privately respects both you and the instructor.
- If during the course of a conversation regarding a concern, you feel that a resolution is not being met, excuse yourself to seek guidance from other available sources. Never proceed if you or the other person becomes frustrated as this could escalate into a conduct situation. Self-advocacy skills encompass recognizing when to continue dialogue with others and when that dialogue has become hyper-emotional and to seek assistance from another source.
• If you have a concern, openly discuss the concern with the DAS office. The staff will assist in brainstorming possible solutions, and guide you in how to proceed.

• Continue to stay informed of changing rules and regulations as they relate to you and your disability. Knowledge is power.

• Remember to approach concerns with others calmly and rationally regardless of how you feel they may be approaching you. Staying calm and focused will allow you to speak intelligently and coherently about your concern, and work to find a resolution.

• Never expect others to do for you. You are responsible for your own actions and hence your own success or failure.
UNIVERSITY OF MISSOURI-ST. LOUIS
Disability Access Services (DAS)

Characteristics of a Successful Student

1.) **Accept Responsibility** - A successful student sees him/herself as primarily responsible for his/her outcomes and experiences. A successful student does not blame others for his/her failures or successes.

2.) **Are Self-Motivated** – A successful student finds purpose in what he/she does by discovering personally meaningful goals, and dreams

3.) **Master Self-Management** – A successful student plans and takes action in pursuit of goals and dreams

4.) **Are Interdependent** – A successful student builds mutually supportive relationships that help one achieve goals and dreams

5.) **Have Self-Awareness** – A successful student consciously thinks, believes, and behaves in ways that keep him/her on course

6.) **Managing Emotions** – A successful student accepts his/her emotions, but manages them in support of established goals and dreams. A successful student shows respect to others even during tense situations.

7.) **Read the Syllabus** – Successful students recognize that necessary information regarding assignments, test information, supplemental materials, attendance policy, and much more is located in the instructor’s syllabus. The syllabus is his/her guide to the class and instructor’s expectations of the student.

8.) **Attend Class** – Successful students attend class regularly and only miss class in cases of illness or emergencies. He/she will make all efforts to make-up missed work, gain notes, etc. so as not to fall behind. If a student is going to be absent, he or she communicates this right away with the instructor.

9.) **Are Attentive In Class** – A successful student pays attention throughout the duration of class time. Successful students do not chat, read, text, email, surf the internet, or day dream while in class.

10.) **Appropriately Complete All Assignments** – Successful students complete and turn in all assignments in a timely manner. Assignments turned in are neat and sharp, showing pride in the work completed, and respect for the individual grading the assignment.

11.) **Practice Good Time Management** – Successful students prioritize school above other things, and recognize that setting aside time to study and complete assignments is necessary to being successful. Successful students schedule themselves specific times to study throughout the day/week, and maintain this schedule.
12.) **Take Advantage of Campus Supports** – A successful student will take advantage of academic supports on campus (i.e. math lab, writing lab, tutor system, technical supports, retention services, etc.)

13.) **Communicate** – A successful student opens up the line of communication between student and instructor. If a student has issues, concerns, or needs, they approach the instructor respectfully to gain guidance. A successful student seeks guidance on assignments, express needs, solicits feedback on projects and/or papers, and monitors his/her grades. The student communicates with other student support services on campus as necessary.
Glossary

Accessible:

In the case of a facility, readily usable by a particular individual; in the case of a program or activity, presented or provided in such a way that a particular individual can participate, with or without auxiliary aid(s); in the case of electronic resources, accessible with or without the use of adaptive computer technology.

Access barrier:

Obstruction that prevents people with disabilities from using standard facilities, equipment and resources.

Accommodations:

Adjustment making a workstation, job, program, facility, or resources accessible to a person with a disability.

American with Disabilities Act of 1990 (ADA)

A comprehensive Federal law that prohibits discrimination on the basis of disability in employment, telecommunications, public services, public accommodations and services.

Auxiliary aids and services:

May include qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments; qualified readers, recorded texts, or other effective
methods of making visually delivered materials available to individuals with visual impairments; acquisition or modifications of equipment or devices; and other similar services and actions.

**Captioning:**

Audio transcription of films or videos displayed to make them accessible to people who have hearing impairments.

**Closed Circuit TV Magnifier (CCTV):**

Camera used to magnify books or other materials on a monitor.

**Disability:**

Physical or mental impairment that substantially limits one or more major life activities; record of such as impairment; or being regarded as having such impairment (Americans with Disabilities Act of 1990)

**Discrimination:**

The act of treating a person differently in a negative manner based on factors other than individual merit.

**Essential job functions:**

Functions of a job or task which must be completed with our without an accommodation.
Facility:
All or any portion of a physical complex, including buildings, structures, equipment, grounds, roads, and parking lots.

FM sound amplification system:
An electronic amplification system consisting of three components: a microphone transmitter, monaural FM receiver and a combination charger/carrying case. It provides wireless FM broadcasts from a speaker to a listener who has a hearing impairment.

Hearing Impairment:
Complete or partial loss of the ability to hear, caused by a variety of injuries or diseases, including congenital causes. Limitations, including difficulties in understanding language or other auditory messages and/or in production of understandable speech, are possible.

Large-print:
Most ordinary print is six to ten points in height (about 1/16 to 1/8 of an inch). Large-print type is fourteen to eighteen points (about 1/8 to ¼ of an inch) and sometimes larger.
Mainstreaming:
Inclusion of people with disabilities, with or without special accommodations, in programs, activities, and facilities with non-students with disabilities.

Optical Character Recognition (OCR):
Machine recognition of printed or typed text. Using OCR software with a scanner, a printed page can be scanned and the characters converted into text in an electronic format.

Portable Document Format (PDF):
File format for representing documents in a manner that is independent of the original application software, hardware and operating system used to create the documents.

Physical or mental impairment:
Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more, but not necessarily limited to, the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (American with Disabilities Act 1990)
Undue hardship:
An action that requires significant difficulty or expense in relation to the size of the employer, the resources available, and the nature of the operation (Americans with Disabilities Act 1990).

Universal design:
Design programs, services, tools, and facilities so that they are usable, without additional modification, by the widest range of users possible, taking into account a variety of abilities and disabilities.

Vocational Rehabilitation Act of 1973:
An act prohibiting discrimination on the basis of disability which applies to any program that receives federal financial assistance. Section 504 of the act is aimed at making educational programs and facilities accessible to all people with disabilities. Section 508 of the act requires that electronic office equipment purchased through federal procurement meets disability access guidelines.
REFERENCES AND RESOURCES


http://www.ada.gov/
http://service_animals_2010.htm, Revised ADA Requirements

U.S. Dept. of Education, Office of Civil Rights,
Students with Disabilities Preparing for Postsecondary Education: Know Your Rights & Responsibilities, Washington, D. C.