



Office of  
Disability Services  
for Students  
Handbook

# Lock Haven University

## Office of Disability Services Handbook

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# Office of Disability Services for Students

## Mission Statement

The Office of Disability Services for Students is committed to providing equal access and full participation to Lock Haven University programs for students with disabilities. Equal access will be achieved through the provision of services, accommodations, support, and advocacy designed to provide an accessible learning environment.

## Introduction

Lock Haven University has a history and tradition of commitment to serving a diverse student body. This strength is exemplified by our efforts to ensure all persons have access to the programs of our university. When viewed in their entirety, LHU programs must be readily accessible to and usable by persons with disabilities. LHU pledges that no otherwise qualified individual with a disability will be denied participation in or the benefits of any of its programs on the basis of a disability.

LHU is not a barrier free university, but reasonable accommodations will be used to guarantee program access to qualified individuals with a disability. Reasonable accommodations are adaptations to facilities or programs that allow individuals with disabilities to participate in the services, activities, and programs of the University. Each request for accommodation will be given individual due process and consideration.

It is crucial that students and their advocates become familiar with the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and the Pennsylvania Human Relations Act in order to understand their rights and responsibilities in postsecondary education. Although protections exist, the student has considerably more responsibility to request and design their own accommodations in a postsecondary education setting. Specific information on these laws is available at the LHU Office of Disability Services for Students (ODSS).

Any individual having suggestions, issues, concerns, or grievances with regard to discrimination under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 is encouraged to review and follow the grievance procedures on page 25.

The Office of Disability Services for Students at Lock Haven University maintains membership with the Association on Higher Education and Disability (AHEAD). The AHEAD Professional Standards and Code of Ethics serve as guidelines in our continued development of services for students with disabilities.

The Americans with Disabilities Act Amendments Act and the final regulations define a disability using a three-pronged approach:

- a physical or mental impairment that substantially limits one or more major life activities (sometimes referred to in the regulations as an “actual disability”), or
- a record of a physical or mental impairment that substantially limited a major life activity (“record of”), or
- when a covered entity takes an action prohibited by the ADA because of an actual or perceived impairment that is not both transitory and minor (“regarded as”). [Section 1630.2(g)]

# **Accessibility at Clearfield Campus**

Students with disabilities who require accommodations on the Clearfield Campus should provide the Office of Disability Services for Students with documentation of the disability and functional limitations creating a need for accommodations. All students rights and responsibilities described in this handbook apply for Branch Campus students.

Upon receiving appropriate documentation and request for accommodation, Disability Services will verify the disability recommend appropriate accommodations with the designated Clearfield Campus faculty contact.

# Support Services for Students

**Disability Services: Director (570) 484-2454  
Secretary (570) 484-2665**

[http://www.lhup.edu/disability\\_services/](http://www.lhup.edu/disability_services/)

The Office of Disability Services for Students is an extension of the services provided by the Department of Academic Development and Counseling and includes a faculty Director who is also a Licensed Professional Counselor and a Secretary. ODSS services include: individual inquiry meetings with potential students/parents, academic counseling needs, meeting appropriate accommodation needs, support and advocacy, disseminating ADA policy information, and the reviewing of documentation.

**Counseling Services: (570) 484-2479**

<http://www.lhup.edu/counseling/>

The Counseling Service provides consultation, psychological assistance (minimal psychological testing, diagnostics and treatment) and counseling to students with personal, psychological, emotional or academic adjustment issues. The Counseling Service utilizes a brief, solution-focused therapy model that is based on the student's needs and goals. Services are free and confidential. Counseling services are provided Monday through Friday during regular working hours or by special appointment. Students may be referred to off-campus agencies and private practitioners when desired or appropriate. The Counseling Service does not provide on-call crisis intervention services or case management.

**Tutorial Services: (570) 484-2442**

[http://www.lhup.edu/tutorial\\_services/](http://www.lhup.edu/tutorial_services/)

Tutorial Services provides group peer tutoring to students who apply for assistance in 100 and 200 level general education courses not covered by the Math, Psychology or Writing Centers. Tutoring is provided by Lock Haven University students who are trained group peer tutors.

**Career and Professional Development: (570) 484-21**

<http://www.lhup.edu/careerservices/>

The office of Career and Professional Development exists to help students deal successfully with the decisions about academic majors, internships, graduate school and preparing for the job search. A variety of resources and services are available to support our students' career development such as career advisement; a career library; *FOCUS*, an online career and education planning program that assists with self-assessment and career exploration; career fairs and workshops; internship and graduate school information; job listings; and other related activities.

**Center for Excellence and Inclusion: (570) 484-2598**     [http://www.lhup.edu/students/student\\_resources/cei/](http://www.lhup.edu/students/student_resources/cei/)

The Center for Excellence and Inclusion (CEI) assists students in four major areas. They are academic and social adjustment, financial literacy, and personal development. Students are encouraged to contact the CEI as a starting point for any type of question. It is a place where students can get the answers, assistance and encouragement they need to achieve their goals. The CEI will assist students in becoming engaged members of the LHU community, to think critically about their roles and responsibilities as students, and to apply a general education across disciplinary and cultural boundaries.

**Glennon Health Services: (570) 484-2276**     [http://www.lhup.edu/students/student\\_resources/health\\_services/](http://www.lhup.edu/students/student_resources/health_services/)

Lock Haven University is able to provide health care to any current undergraduate student at no charge for clinic visits. Health Services is located in the Glennon Building on Glenn Road behind Price Auditorium and is staffed by licensed providers and nurses. Health care is limited to treatment of minor illness and injury. Serious illness and injury are referred to Jersey Shore Hospital or Urgent Care McElhattan. Student Health Services provides free transportation for their patients needing to go to Urgent Care McElhattan, Jersey Shore Hospital ER or other Jersey Shore Hospital facility. Students needing medical attention when the Health Service office is closed may go to the nearest hospital or urgent care. Call 911 for emergency assistance.

**EMERGENCIES**

If Glennon Health Services is closed and the student is experiencing a medical emergency:

- Notify the Resident Assistant or the Residence Hall Director
- Call 911 for emergency medical assistance

# Important University Phone Numbers

## *Lock Haven Campus*

<b>Admissions:</b>	<b>(570) 484-2027</b>
<b>Counseling Services:</b>	<b>(570) 484-2479</b>
<b>Disability Services:</b>	<b>(570) 484-2454</b>
<b>Financial Services:</b>	<b>(570) 484-2344</b>
<b>Health Services:</b>	<b>(570) 484-2276</b>
<b>Campus Safety/Parking:</b>	<b>(570) 484-2278</b>
<b>Library:</b>	<b>(570) 484-2309</b>
<b>Math Center:</b>	<b>(570) 484-2235</b>
<b>Registrar:</b>	<b>(570) 484-2006</b>
<b>Social Equity:</b>	<b>(570) 484-2838</b>
<b>Student Affairs:</b>	<b>(570) 484-2022</b>
<b>Student Cooperative Council:</b>	<b>(570) 484-2190</b>
<b>Student Life &amp; Housing:</b>	<b>(570) 484-2317</b>
<b>Tutorial Services:</b>	<b>(570) 484-2442</b>
<b>Writing Center:</b>	<b>(570) 484-2497</b>

## *Clearfield Campus*

<b>Admissions:</b>	<b>(814) 768-3405</b>
<b>Disability Services:</b>	<b>(570) 484-2454</b>
<b>Library:</b>	<b>(814) 768-3410</b>
<b>Student Learning Resource Center:</b>	<b>(814) 768-3699</b>
<b>Student Life:</b>	<b>(814) 768-3403</b>

# Obtaining Disability Service Accommodations

Written documentation that verifies the existence of a disability must be provided by each student requesting disability services and accommodations. Reasonable accommodations are based on a student's documentation and are determined by the specific nature of the disability and its functional limitations. The following information details the documentation requirements by disability type for Lock Haven University of Pennsylvania:

## Visual Impairments

Documentation of a visual impairment should be from an ophthalmologist. It should explain the extent of an individual's visual fields, their degree of visual acuity, whether the condition is stable or progressive, if the condition is considered "low vision" or "blind". The documentation should also include whether visual aids are recommended.

## Hearing Impairments

Documentation of a hearing impairment should be a report from an audiologist. This report should include results of an audiogram, will tell the type of hearing loss (either conductive or sensorineural), and degree of hearing loss.

## Learning Disabilities

The following guidelines for the documentation of a learning disability are provided in the interest of assuring that evaluation reports are appropriate to (a) document eligibility and (b) support requests for reasonable accommodations and appropriate academic adjustments. Staff from the Office for Disability Services for Students is available to consult with diagnosticians regarding any of these guidelines.

1. A diagnostic interview should be conducted at the time of testing. Because learning disabilities are most commonly manifested during childhood, historical information of learning difficulties in elementary, secondary and postsecondary education must be included. An evaluation report must also include a comprehensive diagnostic interview by a qualified evaluator who addresses relevant background information to support the diagnosis. Such information includes:

- Developmental history
- Academic history including results of prior standardized testing, reports of classroom performance and behavior, and notable trends in academic performance.
- Family history
- Psychosocial history
- Medical history including the absence of a medical basis for the present symptoms
- History of prior psychotherapy and pharmacotherapy
- Discussion of any dual diagnosis of alternative or co-existing mood, behavioral, neurological and/or personality disorders.
- A description of the presenting problem(s)

2. Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include (but are not limited to):

- Aptitude. The Wechsler Adult Intelligence Scale-III (WAIS-III) with subtest scores is the preferred instrument. The Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth edition are acceptable.
- Achievement. Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery- Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); Scholastic Ability Test for Adults; or specific achievement tests such as The Test of Written Language-2 (TOWL), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test is not a comprehensive measure of achievement and therefore, is not suitable as the sole measure of achievement.

- Information processing. Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent areas such as vocational interests and aptitudes.

3. Testing must be current, preferably within the past three years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.
4. There must be clear and specific evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
5. Test scores/data should be included.
6. Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists may be involved in the process of assessment. Experience working with an adult population is essential.
7. Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.
8. Examples of acceptable documentation for a learning disability may include a diagnosis that is recognized under the American Psychiatric Association's DSM-IV/V criteria; however, other documentation from other sources that shows adequate support for the need for an academic adjustment for a learning disability may also be acceptable.

#### **Attention Deficit Hyperactivity Disorder (ADHD)**

Documentation of ADHD should be in the form of a report prepared by an appropriate professional (psychiatrist, physician, or psychologist) within the last three years. It should include the following: a clear statement of ADHD with the DSM-IV/V diagnosis, a description of the symptoms which meet the criteria for the diagnosis, a summary of the assessment procedures and evaluation instruments which were used to make the diagnosis, information about current medication(s), and suggestions for reasonable accommodations which are supported by the diagnosis and the functional limitations of the individual.

#### **Mobility Impairments**

Documentation of a mobility impairment should be in the form of a letter from an appropriate health care provider. This letter must: include the type of disability, state the functional limitations based on the disability, specifically state the duration of the functional limitations and any distance limitations, include suggested recommendation for effective, reasonable accommodations, be written by an appropriate health care provider (e.g., physician, psychiatrist, or psychologist depending on the nature of the disability), and be typed on official letterhead and signed by the provider.

#### **Psychological Disabilities**

Documentation of a psychological disability should be in the form of a letter or a report from a licensed psychologist or psychiatrist. The documentation should include a DSM-IV/V diagnosis. The documentation should also include the functional limitations brought about by the diagnosis (i.e., difficulties with concentration in individuals diagnosed with depression).

# Temporary Impairments

Students with temporary impairments (e.g., broken arm or sprained ankle) can contact the ODSS Director with any questions or concerns. Depending on the nature of the impairment, the student may be able to receive some form of assistance. Possible supportive services include:

- note-takers
- extended time on tests
- use of a laptop in the classroom

If you have suffered a temporary injury and need to discuss an accommodation, please call ODSS at (570) 484-2454.

## Testing

Testing is not offered by Lock Haven University. If testing is necessary, the student will be referred to the appropriate public or private agency. Any associated costs will be the student's responsibility.

If the test results indicate that the person has a learning disability or other type of disability, the ODSS Director will work to ensure that appropriate accommodations are provided to the student.

# Differences between High School and College for Students with Disabilities

## Laws

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990, Title II), ADAAA (Americans with Disabilities Act Amendments Act of 2008)
Section 504 Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about <i>SUCCESS</i>	ADA is about <i>ACCESS</i>

## Required Documentation

High School	College
IEP (Individualized Education Plan) and/or 504 Plan	High School IEP and 504 are <b>NOT</b> sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student or family.	Student must get evaluation at own expense. Please contact your local OVR.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

## Self-Advocacy

High School	College
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to the Office of Disability Services.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

## Parental Role

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

## Instruction

High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments.	Professors are not required to modify instruction or alter assignment deadlines.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
You may not need to read anything more than once; sometimes listening in class is enough.	You need to review class notes, text, and material regularly.

## Grades and Tests

High School	College
IEP or 504 Plan may include modifications to test format and/or grading.	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction reduced environment) are available when supported by disability documentation.
Testing is frequent and often covers smaller amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

## Study Responsibilities

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.	Tutoring DOES NOT fall under college disability services. Students with disabilities must seek out the tutoring resources that are available to all LHU students.
Your time and assignments are structured by others.	You manage your own free time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may frequently last minute preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.

## What is a Reasonable Accommodation?

The definition of reasonable accommodations under the Americans with Disabilities Act is “any modification or adjustment to any activity to allow equal participation in the activity by a person who has a disability.” Equal participation means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. The University is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability. To determine reasonable accommodations, the Office for Disability Services for Students (ODSS) may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities, and facilities.

**Not all students require the same accommodations, even if they have the same disability.** Determining reasonable accommodations is done on a case-by-case basis to address the individual needs of the student. Accommodations are determined by the functional limitations as noted in your documentation. Once you have provided documentation of your disability to an ODSS faculty or staff person, ODSS will review the documentation and recommendations that have been made by the medical professional who provided the documentation. In review of your documentation, the faculty or staff member will work with you to help you understand your academic strengths and areas in which you will need assistance due to your disability. You play an active role in determining what reasonable academic accommodations are effective for you. These do not remain static throughout your career at Lock Haven University. You may find that in certain classes you do not need accommodations and in others you need additional accommodations than originally planned. The important thing to remember is that the accommodation requested and/or received should not fundamentally alter the nature or essential requirements of the class.

Three **unreasonable** accommodation categories have developed from federal, regulations and litigation. Accommodations that do not fit in these three categories might be considered **reasonable**. They are:

1. An accommodation is unreasonable if it reduces the academic standards of a course, department, school or institution. It is not reasonable to request that LHU reduce its academic standards by expecting less of any student with a disability because of the disability. Every student must meet the minimum established standard in order to pass any course, or achieve a degree from the institution.

2. Accommodations must be within the realm of possibilities. It is not reasonable to demand accommodations that are impossible to provide. Some accommodations are limited by the availability of resources, skilled personnel, acts of nature, or other circumstances beyond the control of LHU. Of course, LHU must act in good faith and do everything within its power to deliver all reasonable accommodations in a timely and appropriate manner.

3. Accommodations may not place financial hardship on the institution as a whole. No accommodation is reasonable if it forces LHU to place itself in financial danger. However, note that financial hardship applies to the institution as a whole and not to any sub-budget or sub-unit. If the University can afford the accommodation, it must be provided. Decision regarding undue financial hardship can only be made by the President or his designee.

## **How to Request a Reasonable Accommodation**

Lock Haven University of Pennsylvania encourages academically qualified students with disabilities to take advantage of its educational programs. The University is responsible for ensuring that courses, programs, services, jobs, activities, and facilities are available and usable in the most integrated and appropriate settings. Students with disabilities seeking accommodations must identify as an individual with a disability and document, from the appropriate professional, how the disability limits their participation in courses, programs, services, jobs, activities, and facilities. Upon receipt of documentation of a disability, it is the responsibility of the Office for Disability Services for Students (ODSS) to explore and facilitate reasonable accommodations, academic adjustments, and/or auxiliary aids and services for individuals with disabilities in courses, programs, services, activities, and facilities.

Students anticipating the need for accommodations, both before and after enrollment, are encouraged to contact the Office of Disability Services for Students.

## **Confidentiality and Release of Information**

The Lock Haven University Office of Disability Services for Students (ODSS) is committed to ensuring that all information regarding a student is maintained as confidential as required by both state and federal law. Information contained in a student's file with the ODSS is considered part of his or her educational record and is protected under the Family Educational Rights and Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

The ODSS has implemented special handling of individualized disability-related information to protect confidentiality. Disability-related documentation is maintained in a secure location and separate from individual student files on campus. Disability-related information on students will not be released outside the university except in accordance with federal and state law. For example, records may be released in the following circumstances:

- Pursuant to a court order or subpoena.
- Written authorization for the release of information. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless state or federal law requires it.
- To notify appropriate officials in cases of health and safety emergencies.

Faculty and staff are notified of reasonable accommodations that they are required to provide students with disabilities. Students requesting in-class accommodations or faculty assistance acknowledge that some level of disclosure may be necessary to provide requested accommodation(s). This does not, however, furnish faculty with the right to view a student's disability-related information or discuss it with others.



# Lock Haven University Office of Disability Services for Students Release of Information

I, \_\_\_\_\_, give permission to the Office of  
(Student)

Disability Services for Students faculty/staff at Lock Haven University to: (check & initial all that apply)

\_\_\_\_\_ Request and receive medical, test, or diagnostic information pertaining to my functional limitations for the purpose of determining program eligibility and planning appropriate accommodations.

\_\_\_\_\_ Share with appropriate members of the administration, faculty, and staff of Lock Haven any applicable information related to my disability for the purposes of seeking accommodations.

\_\_\_\_\_ Release applicable information to outside agencies providing me with services and supportive assistance (e.g. Office of Vocational Rehabilitation and Bureau of Blindness and Visual Services).

\_\_\_\_\_ Share applicable information with parents/guardians.

\_\_\_\_\_ Utilize the most effective mode of communication which could include, but not be limited to, written correspondence, telephone, and/or electronic mail.

Exchange applicable information with:

\_\_\_\_\_

(Name)

\_\_\_\_\_

(Address and Phone)

All information obtained will be maintained and used in accordance with the Americans with Disabilities Act (1990) confidentiality requirements.

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

Student ID#: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

# Disability Services Resources

**Academic Advisement** - Disability Services faculty will provide academic advisement to students as it relates to issues of disability. Disability Services faculty do not take the place of a student's assigned academic advisor within his/her academic discipline. (also see Priority Registration).

**Accommodation Letters** - The Office of Disability Services for Students will write an accommodation letter for students with verified disabilities needing academic accommodations. This letter is then presented to faculty members by the student. This letter is used as a method of introducing oneself as a student with a disability to professors. The letter also informs faculty members of appropriate and reasonable accommodations that must be made upon request. Students are encouraged to discuss their request for accommodations with professors during their office hours. Professors can request documentation that verifies a disability. The letter of introduction satisfies this request without disclosing confidential information. It is up to the individual student whether they would like to disclose the exact nature of their disability to their professor when they discuss their accommodations.

**Advocacy** - Faculty of Disability Services will act as an advocate for students with disabilities when appropriate.

**Career Counseling Assistance** - Disability Services supplements the services offered by the Office of Career and Development whenever disability issues are involved. Disability Services is able to link students with a resume data bank and a number of prospective employees. In addition, Disability Services will advise on graduate school programs with appropriate services.

**Counseling** – University Counseling Services collaborate with the Office of Disability Services for Students in providing counseling and psychological services for Lock Haven University students.

**Course Substitution or Waiver Assistance** - The university will not compromise university standards in lieu of your disability. Because of this, course substitutions and waivers are rare. Permission for course substitution or waiver must be granted by the Dean of the appropriate College. Disability Services will provide verification of the disability and the functional limitation causing the request for waiver or substitution.

**Disability Information and Evaluation Referral** - The Office of Disability Services for Students can provide you with information on agencies that can assist you with disability concerns beyond the scope of our office. Among the information that can be provided is information about disability evaluation resources. Disability Services will often make referrals to off-campus facilities or agencies for assessment and/or evaluation. The cost of assessment and evaluation is the responsibility of the student.

**Financial Aid Counseling** - The Office of Disability Services for Students works closely with the Financial Aid office and staff to identify potential financial aid resources for students. Disability Services does not provide direct financial assistance.

**Housing** - The Residence Life/Student Affairs division of the University will make accessible rooms available upon request. The request for reasonable accommodation in the residence halls should be made through the Office of Disability Services for Students.

**Note Taking Services** - If your disability interferes with your ability to take notes in the classroom, Disability Services for Students can assist you in one of the following ways:

- ❖ You can record classroom lectures using one of the recorders available through our office. The recording of lectures is for personal use only, requires erasure or destruction of recordings after class-related use, and requires adherence to applicable copyright laws.
- ❖ A request can be made by ODSS to have your instructors' lectures and power points provided to you.
- ❖ A note taker can be provided by the ODSS.

**Orientation** - At your request, the Office of Disability Services for Students will provide a specialized orientation that addresses your disability related needs. This orientation will focus on disability access and services to students with disabilities.

**Peer Mentorship/Assistance** - Students with an interest in peer advisement may be assigned a peer mentor. This program is designed to provide peer support in study skills, answer campus activity and organization questions, and assist with orientation to campus services and general issues of adjustment to college life.

**Physical Accessibility Accommodations** - Programs and activities must be accessible to individuals with disabilities. The Office of Disability Services for Students makes certain that programmatic accessibility is in place. LHU activities that are inaccessible to persons with disabilities will be relocated to an accessible location or the facility in which the activity is located will be made accessible.

**Priority Registration** - Priority registration allows some students with disabilities the first option of enrollment in Lock Haven University of Pennsylvania courses for Fall and Spring Sessions. Priority registration occurs only during preregistration and does not impact upon summer sessions, late registration or drop/add procedures. Please note that priority registration is a reasonable accommodation and is only available to those students who have a disability-based need for the service. Reasons for approving priority registration are individualized. For example, students requiring extended time on tests will register for classes allowing enough time between classes to receive the extended time. Priority registration allows students to plan accommodations in an appropriate and timely fashion. Your cooperation in following procedures for priority registration is essential.

**Readers/Books in Audio Format** – The Office of Disability Services for Students maintains a yearly membership to Learning Ally to assist in providing audio materials. Learning Ally has a vast library of audio books available to members. Readers are also available, upon request, for brief periods of time to assist with other academic related reading needs.

**Referral to On and Off Campus Resources** - Referrals to any human service agency or service can be made through the Office of Disability Services for Students.

**Scribe Services** - If you have a disability which severely impacts your writing or typing skills, Disability Services can provide someone who can write or type for you. Disability Services will transcribe exactly what you say without editing. During your time as a student at LHU, Disability Services will work with you to explore adaptive equipment possibilities. For out of class work you may choose to hire an independent scribe or typist. Disability Services will assist by showing you how to secure such services.

**Study Skills Training** - The Office of Disability Services for Students has an intern from the Disability and Community Service program. Students registered with ODSS can work one-on-one with this intern to develop effective college study skills and can participate in periodic group presentations provided by ODSS on various topics related to developing sound academic practices and attitudes.

**Testing Accommodations** - The Office of Disability Services for Students will provide a quiet room and extended time for students who are eligible. Eligibility for testing accommodations, like all other accommodations, is based on the student's functional limitations described in their documentation of their disability. Students must give five (5) working days notice in order for Disability Services to arrange an examination.

**Vocational/Visual Services** - Disability Services can refer students with disabilities to the Office of Vocational Rehabilitation (Pennsylvania-OVR) or Blindness and Visual Services (Pennsylvania-BVS). Both agencies provide a wide range of disability related services including diagnostic work, career/vocational assistance, evaluation of need for assistive devices and adaptive equipment and other services.

## Study Abroad

Accessibility and levels of accommodations will depend on the program and country. Laws regarding disability and disability services vary by country. Each student's case will be reviewed on an individual basis to ensure a successful study abroad experience.

Since many foreign countries do not have the same accessibility laws as the United States it is important that you inform the Institute for International Studies of your needs and concerns. The Institute for International Studies office will need to be contacted as early as possible in order to ensure that all special accommodations can be put in place.

### Things to Consider

- Students are encouraged to disclose their disability to the Office of Disability Services at (570) 484-2454 or ([Disability\\_Services@lhup.edu](mailto:Disability_Services@lhup.edu)) as well as to the LHU Institute for International Studies at (570) 484-2723 ([rcampbel@lhup.edu](mailto:rcampbel@lhup.edu))
- There is much value in learning about the cultural differences in the country in which you will be studying.
- Understand that other countries define and respond to needs of persons with disabilities according to their culture.
- Identify more than one program of interest since program sites will have different types of accessibility.
- Contact your sites of interests to further learn about possibilities of accessibility.
- When assessing accessibility, consider the physical structures (ramps, elevators, curb cuts), the support services available (such as a disability services office), and what flexibility exists to design creative solutions (such as moving a classroom to the ground floor or identifying someone to serve as a note-taker).
- Speak with students with disabilities who have participated in various study abroad programs to obtain information about their personal experience.

# Student Rights and Responsibilities

Individuals with disabilities at Lock Haven University have the **right** to:

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the University;
- An equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services (as necessary);
- Appropriate confidentiality of all information regarding the disability, except as disclosures are required or permitted by law; and
- Information in accessible formats.

Individuals with disabilities at Lock Haven University have the **responsibility** to:

- Meet qualifications and maintain or exceed essential institutional standards for courses, programs, services, activities, and facilities;
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary;
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, activities, and facilities;
- To assume personal responsibility for meeting with faculty and requesting additional assistance for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services; and
- Be a self-advocate. Learn and gain a better understanding of your disability and your needs associated with the disability and advocate for these.

# University Rights and Responsibilities

Lock Haven University has the **right** to:

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses and to evaluate and determine reasonable accommodations on this basis;
- Request and receive, through the ODSS, current and appropriate documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation;
- Select among similarly effective accommodations, adjustments, and/ or auxiliary aids and services; and
- Refuse an unreasonable accommodation, adjustment, and/or auxiliary aid or service that creates an undue burden for the University, or imposes a fundamental alteration on a program or activity of the College.

Lock Haven University has the **responsibility** to:

- Provide academic information to students with disabilities in accessible formats upon request, unless to do so would constitute an undue burden for the University;
- Ensure that courses, programs, services, and facilities for students, when viewed in their entirety, are available and usable in integrated and appropriate settings;
- Evaluate students and applications on their abilities and not their disabilities;
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services and facilities; and
- Maintain appropriate confidentiality of records and communication.

# Retention of Disability Documentation

For Lock Haven University graduates who have provided documentation of disability to the Office of Disability Services for Students, this documentation will be kept on file in the ODSS for seven years from first registration with ODSS. Additionally, documentation supplied to Disability Services by students who left the university prior to graduation will be kept on file in the ODSS for seven years.

## Special Housing Request

A major part of the college educational experience is for students to learn to live on their own. LHU provides on-campus housing to enhance intellectual, social, and cultural development through the experience of living with other individuals who bring a variety of social and cultural backgrounds to the community.

Occasionally, a student may feel that he or she needs special consideration in residence hall assignments due to a disability. When such a situation occurs, the student should contact the LHU ODSS to discuss the request for special consideration.

The University requires supporting documentation from an appropriately licensed professional that outlines how a special housing assignment supports your medical needs. Please be aware that a diagnosis of a medical condition in and of itself does not automatically qualify you for a special housing assignment.

Please note that requests for single rooms based on a student's desire to have a "quiet, undisturbed place to study" will be considered only in unusual circumstances. By virtue of the shared facilities, resources, and number of people living under one roof in the residence halls, a single room does not provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard double room.

Private rooms are not provided as an accommodation if the accommodation can be provided in another way. Private rooms are not granted as accommodations for ADHD and Learning Disabilities.

Special requests for residence hall assignments should be made as soon as the student has decided to attend or continue at LHU. The deadline for these requests for new students is **JULY 1** and for returning students is **MARCH 1**. Special requests need to be submitted each year; they do not carry forward. All requests are reviewed and prioritized according to severity of need. Every effort will be made to meet the student's needs. However, a large number of high priority needs, limited residence hall space and the timeliness of the request may mean that not all requests will be met. If the request cannot be honored for the upcoming semester, the student will be put on a waiting list for consideration as openings occur.

Approval for an air-conditioned room as an accommodation requires documentation of a substantial physical or medical impairment. **Allergies and asthma do not generally represent a need for an accommodation.** Incoming freshman students seeking housing accommodations should make sure to check the appropriate box on the Room & Roommate Preference form that is sent out prior to your incoming semester. Please make sure that you become open with the ODSS prior to your special housing request as the Student Life and Housing department will want to make sure that your documentation is on file and you are indeed open with the ODSS. You must also provide the Special Housing Request Application (located in Appendix in this handbook) and send it directly to ODSS Director at 137 Ulmer Hall, Lock Haven University, Lock Haven, PA 17745. You can view the Student Life and Housing page at <http://www.lhup.edu/housing/> or contact them at [housing@lhup.edu](mailto:housing@lhup.edu) or (570) 484-2317.

**Reminder:** Students who wish to make a Special Housing Request need to have the Special Housing Request Application completed by their physician.

# Grievance Procedure

Lock Haven University has adopted the following complaint procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act of 1990, the ADAAA of 2008, and Section 504 of the Rehabilitation Act of 1973. These civil rights acts state in part, that “no otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination” in any program or activity sponsored by a public institution.

## Level One

All requests for accommodations or special services should first be brought to the Director of the Office of Disability Services for Students (ODSS). Problems with approved accommodations or services should be reported to the Director of the ODSS. In order to initiate a Level One grievance, the student should complete a Level One form (see Level One Grievance form in the Appendix section of this handbook) and submit it to the Director of the ODSS. The Director of the ODSS shall investigate the matter and issue a written decision within ten (10) business days after receiving the complaint. The Director and the student may mutually agree on an exact extension of time if additional information gathering is necessary. If the student is unable to resolve the matter with the Director in this informal stage, the student may then follow the formal grievance process.

## Level Two

If a student is unable to resolve the matter with the Director, the student should forward a formal complaint to:

Dr. Donna Wilson  
Provost and Senior Vice President for Academic Affairs  
314 Ulmer Hall  
Lock Haven University  
[dwilson@lhup.edu](mailto:dwilson@lhup.edu)  
(570) 484-2576

1. A formal complaint should be filed in writing and include specific information. Please include: names of all individuals involved, any witnesses, dates, the name and address of the person filing the complaint, and a brief description of each alleged violation.
2. A formal complaint must be filed within fifteen (15) working days after receiving an unacceptable response to a request for information and/or assistance, or within twenty-five (25) days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow a filing or formal complaint. This procedure requires a thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. If a complaint is against a faculty member, the provisions of Article 43 of the Collective Bargaining Agreement must be followed.

4. The Office of the Provost and Senior Vice President of Academic Affairs will be informed of the results of the investigation.
5. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Office of the Provost and Senior Vice President for Academic Affairs, or a designee, and a copy forwarded to the complainant within thirty (30) days of the conclusion of the investigation, not counting Saturdays, Sundays and Holidays.
6. The complainant can request a reconsideration of the case in instances where he/she is dissatisfied with the resolution issued by the Provost and Senior Vice President. The request for reconsideration must be made in writing to the President of the University within fifteen (15) working days of receipt of the response from the Office of the Provost and Senior Vice President for Academic Affairs. The President will respond in writing within (30) calendar days after receipt of the request for reconsideration. The decision of the President will be final.
7. The right of a person to a prompt and equitable resolution of a complaint filed using this procedure shall not be impaired by the person's pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. These rules shall be construed to protect the substantive rights or interested individuals to meet appropriate due process standards and to assure that Lock Haven University complies with ADA and its implementing regulations.
9. The Office of Social Equity shall maintain the files and records related to the complaints filed.



**Lock Haven University  
Office of Disability Services for Students  
Level One Grievance Form**

Date: \_\_\_\_\_

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

Student I.D.#: \_\_\_\_\_

I believe I have been subjected to discrimination on the basis of my disability, in violation of Lock Haven University's policies, by (name of staff/faculty person and department or office) \_\_\_\_\_

\_\_\_\_\_

I requested the following accommodation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I received was (please describe): \_\_\_\_\_

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Signed: \_\_\_\_\_

Please make a copy of this form for yourself before you submit the original to the Director of Disability Services.

# Community Resources

## **Bureau of Blindness and Visual Services (BBVS)**

1130 12th Ave., Suite 300

Altoona, PA 16601

(814) 946-7330 Voice

(814) 949-7956 TTY

(866) 695-7673 Voice\*

(866) 320-7956 TTY\*

[http://www.portal.state.pa.us/portal/server.pt/community/blindness\\_and\\_visual\\_services/10367](http://www.portal.state.pa.us/portal/server.pt/community/blindness_and_visual_services/10367)

The mission of the Bureau is to assist Pennsylvanians who are blind or visually impaired gain the skills necessary to live and work independently in their communities.

## **National Library Services for the Blind and Physically Handicapped (NLS)**

The Library of Congress,

1291 Taylor Street, NW

Washington, DC 20542

Telephone: (202) 707-5100

TDD: (202) 707-0744

FAX: (202) 707-0712

<http://www.loc.gov/nls/index.html>

The National Library Service provides books in recorded and Braille format for individuals who are visually impaired and/or blind. The NLS also provides equipment on which recorded materials may be played. To register for the service, eligible individuals must fill out an application from which may be obtained from the national office.

## **Office of Vocational Rehabilitation (OVR)**

Vocational Rehabilitation Services

The Grit Building, Suite 102

208 W. 3rd Street

Williamsport, PA 17701

(570) 327-3600 Voice

(570) 327-3620 TTY

(800) 442-6359\* Voice

(800) 706-0884\* TTY

[http://www.dli.state.pa.us/portal/server.pt/community/vocational\\_rehabilitation/10356](http://www.dli.state.pa.us/portal/server.pt/community/vocational_rehabilitation/10356)

The goal of this office is to find and identify individuals who are vocationally handicapped in order to facilitate their movement from dependence to vocational productivity. The office also will help to place individuals who are disabled in employment and seeks to initiate, promote, and support efforts designed to assure disabled individuals' full vocational participation in society. Individuals who are visually impaired are not eligible for help from this office but will receive services from Blindness and Visual Services.

**American Printing House (APH)**

1839 Frankfort Avenue  
P.O. Box 6085  
Louisville, KY 40206-0085  
Telephone: (502) 895- 2405  
Fax: (502) 899-2284  
<http://www.aph.org/>

The American Printing House for the Blind (APH) is the world's largest nonprofit organization creating educational, workplace, and independent living products and services for people who are visually impaired.

Textbooks are produced in:

**Braille**

- Downloadable files from our website
- Hardcopy
- Electronic files for embossing

Large print books in standard textbook size and in color

- Hardcopy
- Electronic files for customizing of point size and font
- Downloadable files from our website

**Audio**

- Synthetic speech
- Digital files of human voice

Linear Braille and additional media as technology develops

**AHEAD, Association on Higher Education and Disability**

107 Commerce Centre Drive, Suite 204  
Huntersville, NC 28078 USA  
Telephone: (704) 947-7779  
Fax: (704) 948-7779  
<https://www.ahead.org/>

**Association on Higher Education and Disability (AHEAD)**--AHEAD is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication, and training. Students may access AHEAD services, including a nationwide resume data bank, through the Disability Services office.

## **TTY Services**

Lock Haven University of PA does not have TTY service on campus. Students and faculty may use the Pennsylvania Relay Service provided by Hamilton Relay. Learn more about Pennsylvania Relay Service at [http://www.hamiltonrelay.com/state\\_711\\_relay/state.html](http://www.hamiltonrelay.com/state_711_relay/state.html)

## **Pennsylvania Relay**

Hamilton Relay provides traditional relay services for Pennsylvania including TTY, Voice Carry Over (VCO), Hearing Carry Over (HCO), Speech-to-Speech (STS), Spanish-to-Spanish and CapTel®.

When you connect with Pennsylvania Relay, a Communication Assistant (CA) will connect on the phone with you. Simply give the CA the number you wish to call and your call will be processed promptly, professionally and accurately.

## **How to Connect**

**Dial 7-1-1** to use Hamilton Relay in Pennsylvania or call one of the toll free numbers below:

**TTY:** 800-654-5984

**Voice:** 800-654-5988

**Speech-to-Speech:** 844-308-9292

**Spanish:** 844-308-9291

If you are traveling out of State or you are in a State that is not served by Hamilton Relay, you can place interstate calls by calling:

**TTY:** 800-833-5833 (toll-free)

**Voice:** 800-833-7833 (toll-free)

## **Customer Care**

If you have suggestions, comments or concerns, please contact:

### **Hamilton Relay**

P.O. Box 285

Aurora , NE 68818

**Voice/TTY:** 800-974-1253

**Fax:** 402-694-5110

**E-mail:** [parelay@hamiltonrelay.com](mailto:parelay@hamiltonrelay.com)

**Additional Resources and Association information available from the Office of Disability Services for Students by request.**

**This handbook will be made in alternative formats upon request.**