



National Louis University

2026-2027 Handbook for

Center for Student Accessibility Resources

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Welcome and Introduction

Dear NLU Stakeholders:

The Center for Student Accessibility Resources team welcomes you. We strive to collaborate with students who have disabilities so that they are individuals who can advocate on their behalf the coordinated support services that CSAR provides that enable equal access in the classroom and across campuses.

Center for Student Accessibility Resources (CSAR) will lead the campus community in its commitment to recognize neurodivergent students as a valued aspect of diversity, embrace access as a matter of social justice, and design a more welcoming and inclusive environment for **ALL** students.

Purpose

This handbook serves as the official guide to the policies and procedures of the Center for Student Accessibility Resources at National Louis University. It has been developed based on best practices in the field and tailored to meet the needs of our diverse student population.

The handbook is designed to support students with disabilities by providing clear information on the application process and guidance on working with our office, faculty, and university staff to access academic accommodations successfully.

Center for Student Accessibility Resources Services Mission Statement:

The mission of the Center for Student Accessibility Resources (CSAR) is to empower and support **all** National Louis University students—those with disabilities as well as neurotypical learners—by ensuring equitable access to education. CSAR serves students across all campuses, including Lisle, Wheeling, Tampa, Chicago, and online, through innovative services, inclusive programs, and collaborative partnerships within the NLU community.

We look forward to working with you and supporting your success.

Center for Student Accessibility Resources

Email: CSAR@nl.edu

Website: <https://nl.edu/das-accessibility-services/>

Hours: Monday – Friday, 9 am – 5 pm CST

Room: 6046

Our Team:

Vez Osmani (she/her) Senior Director of Student Support Services and Wellness Email: Vosmani@nl.edu Phone: 312-261-3488 Room: 6046 Graduate, Veteran, and P.A.C.E. Student Representative	Andrea Shaw (she/her) Manager of Student Accessibility Resources Email: ashaw6@nl.edu Phone: 312-261-3742 Room: 6046 Undergraduate Student Representative
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Federal Mandates and Laws Governing the Center for Student Accessibility Resources:

The Center for Student Accessibility Resources at NLU provides support to students in compliance with federal laws protecting the rights of individuals with disabilities.

Section 504 of the Rehabilitation Act of 1973 states:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Title II of the Americans with Disabilities Act (ADA) of 1990 states:

“Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

In accordance with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973), National Louis University (NLU) is committed to ensuring equal academic access for students with disabilities. This is achieved through a range of accommodations and services, including but not limited to:

- Course exam accommodations
- Recording of class lectures
- Note-taking assistance
- Alternative format textbooks
- Flexibility in course attendance policies
- Consideration for extended assignment deadlines
- American Sign Language (ASL) interpreting services

- Alternative classroom furniture

AI-Enabled Glasses and Academic Accommodations

AI-enabled glasses and other wearable technology with artificial intelligence capabilities are not an approved accommodation for use during examinations, assessments, or other activities where their use would conflict with testing security, academic integrity, privacy, or essential program requirements.

Because AI-enabled glasses may have capabilities such as accessing information, processing or generating responses, recording audio or video, or communicating with external devices or services, their use during testing may provide access to resources that are not permitted for other students. Their use may also present concerns related to the confidentiality of examination materials, privacy of others, and the security and integrity of assessments.

Students who require assistive technology because of a disability should work with Disability Services to identify an appropriate and effective accommodation that provides access while maintaining the essential requirements and integrity of the course, examination, or program. Any request involving AI-enabled technology will be reviewed on an individualized basis and in consultation with the appropriate academic or program personnel when necessary.

Student Rights

Students with disabilities have the right to timely and reasonable accommodations to ensure equal access to educational opportunities, comparable to those available to students without disabilities.

Under the **Rehabilitation Act of 1973**,

“No otherwise qualified person with a disability in the United States... shall, solely by reason of... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

The **Americans with Disabilities Act Amendments Act (ADAAA) of 2008** defines a person with a disability as someone who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

The **Association on Higher Education and Disability (AHEAD)** summarizes key revisions from the **ADA Amendments Act of 2008 (ADAAA)** as follows:

“The primary purpose of the ADA Amendments Act is to make it easier for people with disabilities to obtain protection under the ADA.” (Revised Title I regulations)

The **ADAAA and its implementing regulations** do not require individuals to provide extensive documentation to establish that they have a disability or are entitled to reasonable accommodations. While **postsecondary institutions** may request documentation to support accommodation requests, the regulations emphasize that such requests must be **reasonable** and should not impose unnecessary burdens.

According to AHEAD, requiring excessive medical or scientific evidence:

- Perpetuates a **deviance model of disability**,
- Undervalues the individual's **self-report and lived experience**, and
- Is **inconsistent with the intent of the revised statute and regulations**.

The University is committed to providing full access to education for all students, including individuals with disabilities, and to fostering a fully accessible and inclusive campus environment.

Students have the right to **confidentiality regarding their disability status**. Disability-related information will be shared with relevant campus personnel **only on a need-to-know basis**, typically for the purpose of implementing approved accommodations. (See the *Confidentiality* section of this handbook for more details.)

Students may choose to voluntarily disclose their disability to faculty members; however, **faculty, staff, and administrators should not ask students to reveal the specific nature or diagnosis of their condition**.

Confidentiality Statement

- The **Center for Student Accessibility Resources (CSAR)** considers all materials submitted to our office regarding a student's disability to be strictly **confidential**. All disability-related documentation at National Louis University is securely stored in a digital case management system, accessible **only to CSAR staff**, unless the student has previously shared the information with others. A student's registration with CSAR or the receipt of accommodations **will not appear on academic transcripts**.
- In accordance with the **Family Educational Rights and Privacy Act (FERPA)** and the **Americans with Disabilities Act (ADA)**, faculty and other university personnel **do not have access** to a student's specific disability-related information (e.g., diagnosis, medications).
- CSAR **will not share a student's medical or diagnostic information** with faculty or staff without the student's **explicit consent**. However, **approved accommodations** may be shared with relevant university personnel (e.g., faculty, academic advisors, student success coaches, and learning support specialists) **on a need-to-know basis** to facilitate support and access.
- CSAR **will not disclose any student's disability-related information to employers or external organizations** without the student's **written authorization**.
- During the application process, students may provide written consent for their confidential information to be released to designated individuals **in specific emergency situations**, such as during medical treatment or if the student poses a threat to themselves or others.
- CSAR retains all disability-related documentation for **six years** after a student's separation from the university. If a student returns after this period, they will be required to **restart the application process** and submit new documentation as needed.

Accommodations Process and Student Responsibilities

Requesting Accommodations

- While students may choose to inform faculty or staff that they need academic accommodations, it is **the student's responsibility** to contact the **Center for Student Accessibility Resources (CSAR)** to begin the formal accommodation process.
- It is strongly recommended that students **apply at least 3–4 weeks before the start of the term** in which they need support. CSAR **will not accept new accommodation requests for the current term within two weeks of the term's end**.
- Once a student with a documented disability requests services, the student must schedule a **consultation** to review the application, discuss the student's needs and experiences, and determine appropriate accommodations and support options.
- After the consultation, the **approval process may take up to two weeks**. During this time, students are encouraged to communicate with faculty about their needs. Faculty **may** choose to provide provisional accommodations while the student awaits official approval, but they are **not required to do so** until the process is complete.
- Students **must schedule a consultation** with a CSAR staff member to complete the application and approval process.

Complete the [First-Time Applicants form](#). Online:

You will need to log in using your NLU username and password. Please complete the request form **fully and accurately** to avoid processing delays. Missing or incomplete information may **slow down the approval process**.

- a. Student and contact information
- b. Identification of your specific disabilities (if known)
- c. Accommodations requested (if known)
- d. Description of access barriers faced in your student experiences, as well as how accommodations may eliminate or alleviate some of these barriers
- e. Disability documentation (**students have 15 days after the consultation to submit any missing documentation**)

Provide documentation of your disability:

You can upload documentation in **Step 1** of the **First-Time Applicants form**, or email it to our office at **CSAR@nl.edu**.

Acceptable documentation includes:

- An IEP or 504 Plan from high school, or past accommodation letters from an accredited institution
- **A letter from a medical or mental health professional**

Documentation

Documentation submitted to support a request for disability-related accommodations should generally be **no more than three years old**. Documentation must provide sufficient current information regarding the student's disability and functional limitations to support an individualized determination of reasonable accommodations.

In some circumstances, older documentation may be considered when it continues to provide relevant information about the student's current functional limitations and accommodation needs. Additional or updated documentation may be requested when necessary to clarify the student's current needs.

If you do not have an IEP or 504 Plan, the Center for Student Accessibility Resources can provide **Medical and Psychiatric Verification Forms** for your provider to complete.

f. Who can be a medical professional:

A medical professional may include a medical doctor, nurse practitioner, licensed clinical social worker, psychiatrist, psychologist, or other qualified health care provider.

g. Requirements for the letter:

The letter must be on the medical professional's official letterhead or on the CSAR medical/psychiatric form. It should include the professional's name, address, phone number, credentials, and be dated and signed by the author.

h. What the letter should include:

The letter should provide as much of the following information as possible:

- A specific diagnosis
- How long the condition is expected to last
- Symptoms of the condition
- How the condition and symptoms affect the student both medically and academically
- Any medications the student is taking and their effects medically and academically
- Suggested academic accommodations based on the diagnosis
- Any other relevant information helpful for supporting the student

i. Examples of unacceptable documentation:

- Incomplete IEP or 504 Plans
- Copies of medical records without a proper explanation
- Medical provider letters that do not specify a diagnosis or condition (e.g., vague terms like "learning styles," "learning problems," or "academic difficulties" do not qualify as a learning disability)
- Illegible documents

2. Respond to any follow-up requests from our office. For your privacy and security, students must use their NLU email for all correspondence with our office.

3. Attend a consultation appointment.

After submitting the First-Time Applicants Form with the required information, students must schedule an

initial consultation appointment. This meeting is required before any academic accommodations can be approved.

During the appointment, students will discuss their disability in detail, including their diagnosis, symptoms, how it affects their schoolwork, and any challenges they face. They should also discuss any accommodations they've used before and how the office can support their success.

The staff will ask questions about the student's academic experiences, needs, and the information on the form and disability documents.

It is the student's responsibility to schedule this appointment when they submit their request.

5. Determining Reasonable Accommodations

After the initial consultation, reasonable academic accommodations will be decided collaboratively between the student and the staff member. These accommodations aim to provide equal access by removing barriers that might hinder academic success. However, accommodations alone do not guarantee success.

Accommodations must not significantly or unreasonably change the essential nature of a course. Not all accommodations listed on an IEP will automatically apply in college; each request is reviewed individually to determine what is reasonable at the collegiate level. There are no fixed rules for reasonable accommodations in college, but decisions are made using best practices, professional expertise, documentation, and previous experiences.

a. Examples of when an accommodation may be considered unreasonable:

- If it poses a direct threat to the health or safety of others
- If it substantially changes an essential part of the curriculum (e.g., learning outcomes)
- If it significantly alters how the university delivers services
- If it causes undue financial or administrative hardship

b. Examples of specific accommodations that may be unreasonable:

- Allowing a service animal in a culinary kitchen where food is prepared
- Requiring an on-campus course to be offered online for one student when learning outcomes differ
- Providing American Sign Language interpreters for deaf/hard-of-hearing students who are not fluent in ASL

c. Examples of accommodations common in high school but generally not provided in college:

- One-on-one classroom aides
- Reducing the number of assignments (e.g., fewer math problems or essay paragraphs)
- Major changes to teaching methods (e.g., frequent comprehension checks, creating study guides)
- Allowing "cheat sheets"
- Providing transportation

- Allowing revisions of previously submitted assignments
-

Approval of Accommodations

1. After the initial consultation, the student will receive **two emails** at their NLU email address:
 - A **letter of Approved Accommodations** sent from **notifications@maxient.com**. When appropriate, this email may also be sent to faculty, advisors, career advisors, and learning support specialists.
 - A **confirmation email** from a representative of the Center for Student Accessibility Resources (CSAR), which may include important reminders, resources, or notes from the initial intake meeting.
2. Upon receiving these emails and attachments, the student must:
 - **Carefully review** the approved accommodations for accuracy and clarity.
 - **Contact CSAR** with any questions, concerns, or requests for changes.

If the Center for Student Accessibility Resources does not receive any requests for changes, the listed accommodations will be considered final and will remain in effect as written.

Notification of Accommodations

- **Accommodations are not retroactive.** This means that they cannot be applied to coursework, assignments, or exams that occurred *before* a student informs their faculty.
- In order to **use accommodations**, faculty must be officially notified that a student has approved accommodations on file.
- Once the student has:
 1. Received the **Notice of Approved Academic Accommodations**,
 2. Had any questions addressed by the Center for Student Accessibility Resources (if applicable), and
 3. Agreed to the accommodations listed,

An **Accommodations Letter** will be sent to all faculty listed in the student's RETAIN account. The student will be **cc'd** on this email, and it will be sent to the faculty's NLU email addresses.

IMPORTANT

If a student's class schedule changes *or* if a faculty member does not receive the Accommodations Letter for any reason, the student must take action to ensure notification:

- **Option 1:** Forward the original email (which they were cc'd on) to the faculty member who was missed.
 - **Option 2:** Provide the faculty member with a copy of the Accommodations Letter directly.
 - **Option 3:** Contact the Center for Student Accessibility Resources so the office can resend the letter to the appropriate faculty member(s).
-

Discussing Your Accommodations

Each term, students approved for accommodations will receive an **Accommodations Letter**, which will also be shared with their faculty, academic advisor, field placement supervisor (if applicable), student success coach, and learning support specialist.

After the letter is sent, students are encouraged to **practice self-advocacy** by contacting each of their professors to discuss how accommodations will be implemented in the classroom. The following guidelines are designed to help students navigate these discussions effectively:

Review Your Class schedule and Needs

- Examine your course schedule and consider the format and demands of each class (e.g., lecture, lab, online).
- Determine which accommodations are relevant and necessary. Not all accommodations apply to every class.
- Be proactive in identifying where support may be needed.

b. Schedule a Meeting with Your Professor

- **You are never required to disclose your diagnosis or disability.** The conversation should focus only on the accommodations listed in your Accommodations Letter.
- Reach out to each professor in classes where you intend to use accommodations. This helps ensure they are aware and prepared to implement them.
- Sometimes, faculty may miss the notification or expect the student to initiate the discussion. It is your responsibility to follow up and ensure the professor understands your needs.
- Use the meeting to discuss how each accommodation will work in that specific course.
*For example, If you have the accommodation "Consideration for Extended Deadlines on Assignments," discuss how deadline extensions will be handled. Clarify expectations in advance. This accommodation does **not** mean all assignments can be submitted late without prior communication or limits.*

c. Follow Procedures and submit Forms Promptly

- Complete and return any required forms (e.g., **Alternative Textbook Request, Audio Recording Agreement**) to the Center for Student Accessibility Resources as soon as possible to avoid delays in services. **(Alternative-text accommodations are restricted to students with an approved diagnosis and may not be shared or redistributed. Access links are single-use and may not be reused).**
- Adhere to proper procedures when using accommodations.
For example, If you plan to record lectures, you must first submit the appropriate form and receive approval.
- Stick to any agreements made with your instructor.
Example: If an assignment extension is granted for 48 hours, turning it in beyond that extension may result in point deductions, as the professor is not obligated to provide additional time.

d. Maintain Open and Respectful Communication

- Keep your professors informed about any challenges or barriers related to your documented disability.
 - Again, you are not required to share personal health or diagnostic information.
 - If you are uncomfortable initiating the conversation alone, the Center for Student Accessibility Resources can assist and act as a liaison between you and your professors.
-

Continuing Academic Accommodations in Subsequent Terms

After the initial term of receiving accommodations, **students are responsible for distributing Accommodations Letters** to their faculty and advisors for each new term.

The Center for Student Accessibility Resources (CSAR) will not automatically send updated letters each term.

Provisional Services

In cases where a student does not yet have complete documentation or needs to update their existing documentation, **the Center for Student Accessibility Resources may offer provisional accommodations on a case-by-case basis.**

Key Guidelines:

- **15-Day Window:** Students who receive provisional services are given **15 days** to submit the required documentation.
- During this time, accommodations are granted **temporarily** while documentation is pending.

Conditions for Approval:

- Provisional services **may be approved** when:
 - A diagnosis is already on file, or
 - There is strong evidence suggesting a disability is present.
- The **Center for Student Accessibility Resources reserves the right to approve or deny** provisional accommodations if sufficient justification is not provided.

Provisional accommodations are offered at CSAR's discretion and are not guaranteed.
Provisional accommodations are generally granted for one term/ semester online.

Pregnancy Accommodations

National Louis University (NLU) is committed to providing pregnant students and students experiencing pregnancy-related conditions with equal access to its educational programs and activities. NLU prohibits

discrimination based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from these conditions, consistent with Title IX of the Education Amendments of 1972 and applicable federal law and regulations.

1. Equal Access to NLU Programs and Activities

NLU will not exclude or discriminate against a student from participation in any educational program or activity on the basis of pregnancy or a related condition.

Students experiencing pregnancy or a related condition will be permitted to participate in:

- Academic classes
- Laboratories and clinical experiences
- Internships and fellowships
- Extracurricular activities
- Other NLU educational programs and activities

A student may voluntarily choose not to participate in an activity due to pregnancy or a related condition. NLU will not require a student to discontinue participation solely because the student is pregnant or experiencing a pregnancy-related condition.

2. Medical Certification Requirements

NLU may require medical certification regarding a student's ability to participate in an educational program or activity only when comparable medical certification is required of students with other physical or emotional conditions requiring medical attention.

For example, if NLU requires a student who has been hospitalized for a medical condition to provide documentation from a healthcare provider before returning to a laboratory or clinical activity, the same requirement may be applied to a student returning following hospitalization related to pregnancy or childbirth.

NLU will not impose additional or different medical requirements on pregnant students that are not imposed on students with comparable medical conditions.

3. Reasonable Adjustments and Temporary Accommodations

NLU will provide reasonable and appropriate adjustments related to pregnancy and pregnancy-related conditions as necessary to ensure that students have equal access to educational programs and activities.

Depending on the student's circumstances and the requirements of the program, adjustments may include:

- Larger or more appropriate seating or desks
- Access to elevators
- Additional restroom or water breaks
- Permission to sit or stand as medically appropriate
- Reasonable flexibility with attendance requirements
- Reasonable extensions or adjustments to assignment deadlines

- Opportunities to make up missed coursework or examinations
- Other reasonable adjustments necessary to provide equal access

Students should work with the appropriate NLU office to identify and coordinate reasonable adjustments. Faculty should not deny an approved adjustment without consulting the appropriate university office.

4. Excused Absences and Medical Leave

a. Medically Necessary Absences

NLU will excuse pregnancy-related absences when a healthcare provider determines that the absence is medically necessary. Such absences will be treated in a manner consistent with NLU's treatment of other medically necessary absences.

b. Return to Academic and Extracurricular Activities

Following a medically necessary pregnancy-related absence, a student will be permitted to return to the same academic and extracurricular status that the student held before the absence, to the extent required by applicable law.

NLU will not require a student to provide medical certification to return to participation unless comparable certification is required of students returning from other medical conditions.

c. Makeup Work and Academic Flexibility

Students who miss coursework, examinations, or other academic requirements because of medically necessary pregnancy-related absences will be provided reasonable opportunities to complete missed work.

Depending on the circumstances, reasonable options may include:

- Making up missed assignments or examinations
- Establishing reasonable alternative deadlines
- Completing an equivalent academic activity
- Retaking a course when appropriate
- Other reasonable academic arrangements necessary to provide equal access

Faculty should work with the student and the appropriate NLU office to establish reasonable timelines and alternatives for completing missed academic requirements.

d. Participation Credit

When participation contributes to a course grade, students who miss class or other required participation because of a medically necessary pregnancy-related absence will be provided a reasonable opportunity to earn equivalent academic credit for the missed participation.

5. Lactation and Related Needs

NLU will provide reasonable opportunities for students who are breastfeeding or expressing breast milk to address their lactation needs without discrimination or penalty.

Students should work with the appropriate NLU office and faculty members, as appropriate, to identify reasonable arrangements that allow the student to meet lactation needs while maintaining equal access to academic requirements.

Any student needing a lactation room should contact the Center for Student Accessibility Resources at csar@nl.edu

6. Confidentiality and Support

Information regarding a student's pregnancy or pregnancy-related condition should be handled respectfully and shared only with individuals who have a legitimate need to know, consistent with applicable privacy requirements and NLU policy.

Students who have questions about pregnancy-related accommodations or adjustments should contact the Center for Student Accessibility Resources (CSAR) at CSAR@nl.edu or the appropriate NLU office for assistance.

Faculty and staff who receive a request for a pregnancy-related adjustment should work with the appropriate NLU office to ensure that the request is addressed consistently and in accordance with applicable law and university policy.

Legal Authority

This policy is informed by Title IX of the Education Amendments of 1972, its implementing regulations, and applicable guidance issued by the U.S. Department of Education, Office for Civil Rights.

This policy should be interpreted consistently with applicable federal and state law. In the event of a conflict between this policy and applicable law, the law will govern.

Florida School of Professional Psychology

PERSONS REQUIRING ACCOMMODATIONS

National Louis University is committed to providing qualified students with disabilities equal access to its educational programs, services, and activities. Students seeking disability-related academic Accommodations should contact the Center for Student Accessibility Resources (CSAR) at CSAR@nl.edu or Vez Osmani, Senior Director of Student Support Services and Wellness, at vosmani@nl.edu.

Students requesting accommodations must complete the University's accommodation process:

1. Complete the online Accommodation Request Form through the NLU ADA Accessibility Services website.
2. Schedule and participate in a one-on-one meeting with a CSAR representative to discuss the request. Accommodations are not approved until this step is completed.
3. Submit required documentation to CSAR. Once accommodations are approved, they are documented in a formal accommodation letter.

For an initial approval, the accommodation letter is emailed to the student, the student's instructors, and the student's advisor. Once the student receives an accommodation letter, the student should meet privately with their instructors to discuss the implementation of the approved accommodations.

Returning Students

Returning students with ongoing approved accommodations are responsible for providing their accommodation letter to their instructors.

Approved ongoing accommodations remain valid for the duration of the student's enrollment at NLU unless the student requests a change. If a change to an approved accommodation is requested, the student must meet with CSAR and provide documentation supporting the new or changed accommodation request, as applicable.

Students requesting temporary accommodations follow the same accommodation request and review process through CSAR.

Students who do not have a copy of their accommodation letter are responsible for requesting a copy from CSAR and providing it to their instructors.

Accommodations are implemented after the student has completed the University accommodation process and received approval from CSAR.

Students are encouraged to begin the process as early as possible to allow sufficient time for review and implementation.

FEDERAL MANDATES AND LAWS GOVERNING STUDENT ACCESSIBILITY AND PREGNANCY-RELATED PROTECTIONS

The Center for Student Accessibility Resources (CSAR) at NLU provides support to students in accordance with applicable federal and state laws protecting individuals with disabilities and students who experience pregnancy or pregnancy-related conditions.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an otherwise qualified individual with a disability, solely by reason of the individual's disability, under any program or activity receiving federal financial assistance.

Title II of the Americans with Disabilities Act (ADA) of 1990, where applicable, prohibits qualified individuals with disabilities from being excluded from participation in, denied the benefits of, or subjected to discrimination by a public entity on the basis of disability.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance. Title IX protections include protection against discrimination based on pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery from these conditions.

National Louis University is committed to providing students with equal access to its educational programs, programs and activities, and to comply with applicable federal requirements concerning disability

and pregnancy-related protections.

Florida Campus Testing Accommodations Process

Process for students with approved testing accommodations:

Students with approved testing accommodations who intend to use their accommodations for an Examination or quiz is responsible for completing the Exam Accommodations Scheduling Request for each examination or quiz.

1. Students should submit the Exam Accommodations Scheduling Request at least one week before the scheduled examination or quiz and no later than two business days before the examination or quiz.
2. Business days are Monday through Friday and exclude weekends and University holidays.
3. A separate Exam Accommodations Scheduling Request must be submitted for each examination or quiz, including when multiple examinations or quizzes occur during the same week.
4. Students are responsible for providing their approved accommodation letter to their instructors as described in the accommodation procedures above and for initiating the testing accommodation scheduling process. Instructors are not responsible for initiating Exam Accommodations Scheduling Request on behalf of a student.
5. Students should follow all instructions provided through the Exam Accommodations Scheduling Request process regarding the location, time, and administration of accommodated examinations.
6. Questions or concerns regarding approved testing accommodations should be directed to CSAR rather than resolved through changes to an approved accommodation by the student or instructor.

ACCOMMODATIONS AND ESSENTIAL PROGRAM REQUIREMENTS

FSPF is committed to providing reasonable disability-related accommodations in accordance with University policy and applicable law. Accommodations are determined through the University's established disability accommodation process. Faculty and Program personnel are not responsible for determining whether a student has a disability, determining disability eligibility, or independently approving, denying, or modifying an accommodation.

Because FSPF includes academic, clinical, competency-based, confidentiality, safety, and professional requirements, an approved accommodation may occasionally intersect with an essential Program, course, clinical training, practicum, internship, competency evaluation, or other professional requirement. Accommodations will be implemented to provide the student with meaningful access while preserving the essential academic, clinical, competency, confidentiality, safety, and professional requirements of the Program.

An accommodation may not be approved if, after the University's established accommodation review process, it would eliminate, fundamentally alter, or substantially compromise an essential component or requirement of the academic Program, clinical training, competency evaluation, practicum, internship, or professional preparation. The determination regarding whether an accommodation is reasonable and whether it would fundamentally alter an essential Program requirement must be made through the appropriate University accommodation process and in consultation with the academic Program and other appropriate University resources, as applicable. Faculty and Program personnel should not independently make this determination or unilaterally deny or modify an approved accommodation.

Role of the Center for Student Accessibility Resources (CSAR).

CSAR is responsible for the University's disability accommodation process, including determining eligibility and approving accommodations in accordance with University policy. When questions arise regarding the scope, appropriateness, or implementation of an accommodation, faculty and Program personnel should consult CSAR rather than independently determining whether the accommodation should be approved, denied, or modified.

Role of the Academic Program and Faculty.

The academic Program and faculty are responsible for implementing approved accommodations within courses and training activities while maintaining the essential academic, clinical, competency, confidentiality, safety, and professional requirements of the program. Any determination that an accommodation cannot be implemented because it would fundamentally alter an essential requirement should be addressed through the University's established accommodation process, with appropriate consultation among CSAR, the academic Program, and other University resources as appropriate.

Role of the Student.

Students are responsible for following the University procedures for requesting accommodations and for communicating with CSAR and, as required, instructors or Program personnel regarding implementation. Students are expected to provide timely notice of accommodation needs and participate in the accommodation process when clarification or Implementation planning is necessary. Essential Program Requirements. FSPP requires students to demonstrate essential academic, clinical, and professional standards, as well as competency, confidentiality, and safety standards. Disability-related accommodations are intended to provide access to the Program and its requirements; they are not intended to eliminate essential Program components or fundamentally alter the nature of the Program. When an accommodation would prevent a student from meeting an essential program requirement, the accommodation may not be approved or may require an alternative implementation approach through the University's established accommodation process.

Nothing in this section should be interpreted to require the Program or faculty to waive an essential academic, clinical, competency, confidentiality, safety, or professional requirement. Conversely, the existence of an essential Program requirement does not authorize faculty or Program personnel to independently disregard, deny, or modify an approved accommodation. Questions about whether an Accommodation may be implemented in a manner consistent with an essential Program requirement and should be addressed through the University's established accommodation process.

FSPP Accommodations:

Flexibility with Assignment Deadlines: When disability-related symptoms occasionally interfere with a student's ability to meet an assignment deadline, the student may request an extension as soon as reasonably possible, preferably at least 24 hours in advance when the need can be anticipated. Extensions will be determined on an individual basis and documented in writing. This accommodation is intended for occasional disability-related circumstances and does not permit late assignment submissions without prior communication and an agreed-upon extension. **This accommodation does not apply to discussion board posts or other activities requiring timely peer interaction or participation.**

Student Approved to Record Lectures: The student may record lectures and instructional demonstrations for personal academic use. Recordings may not be shared or distributed. Recording may be restricted when it would compromise confidentiality, privacy, professional standards, or an essential course requirement. Faculty should notify the student when recording must stop, and the student should notify faculty before recording begins.

Student Approved to Note Taking Record Lectures: The student may record lectures and instructional demonstrations for note-taking and personal academic study. Recordings may not be shared, posted, or distributed. Recording may be restricted when necessary to protect confidentiality, privacy, professional standards, or essential course or program requirements. Faculty should notify the student when the recording must stop.

Flexible Attendance: The student may utilize reasonable flexibility in attendance for disability-related absences when symptoms or disability-related episodes interfere with attendance. The student should notify the instructor as soon as

reasonably possible and remain responsible for completing missed coursework. The number of additional disability-related absences and procedures for making up missed work will be determined on a case-by-case basis, taking into account course requirements, including participation, peer interaction, and essential course or program requirements. This accommodation does not provide for unlimited absences and does not apply when an absence would fundamentally alter an essential course or program requirement.

Flexibility for Late Arrival: The student may arrive late to in-person classes when disability-related symptoms interfere with timely arrival. The student should notify the instructor as soon as reasonably possible. This accommodation does not apply when timely arrival is an essential course or program requirement or when late arrival would interfere with required participation or professional activities.

Testing Accommodations:

The student is approved for disability-related testing accommodations as specified in this letter. The student should notify the instructor of the need for testing accommodations and coordinate exam arrangements **at least one week in advance, and no later than two business days before the exam (Monday through Friday, excluding weekends and university holidays)**, consistent with university testing procedures. Exams should be administered at the same time as the class whenever possible. When the instructor or program is unable to provide the approved testing conditions, the exam may be administered through the appropriate university testing accommodations service. Accommodations will be implemented in a manner that preserves essential academic, clinical, and professional requirements.

Distraction-Reduced Testing Environment: The student is approved for a distraction-reduced testing environment for on-campus examinations. The student should discuss testing arrangements with the instructor and, when using university testing services, schedule exams **at least one week in advance when possible and no later than two business days before the examination**. Testing may occur in an alternate quiet or proctored location, with other students present as appropriate. Accommodations will be implemented in a manner that preserves essential academic, clinical, and professional requirements.

Service Animal Access Accommodation: The student is permitted to have a service animal accompany them in university academic and educational settings where the student is permitted to be present, consistent with applicable federal and university requirements. Access may be subject to reasonable restrictions in settings where the presence of a service animal would conflict with essential health, safety, confidentiality, or professional requirements.

FSPP Program: The accommodations listed above apply specifically to students enrolled in the FSPP program. These accommodations do not limit or replace any other accommodations a student may be eligible to receive based on their individual disability-related needs. Additional accommodations may be considered and approved through the appropriate NLU accommodation process.

Requests for Reasonable Accommodations in Field Placements

Introduction

The Florida School of Professional Psychology at National Louis University, Tampa, Florida ("School"), supports students with disabilities and encourages their full participation in all academic programs, including Field Placements. For purposes of this document, "Field Placement" includes any practicum, field experience, clinical practice, internship, training, clinic, or similar educational experience conducted for academic credit.

In accordance with applicable requirements of Title III of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other applicable law, the Accessibility and ADA Accommodation Services Specialist is the designated School administrator who works with students with disabilities to facilitate the accommodation process and support equal access to the NLU's educational programs, including Field Placements.

As with all academic programs at the NLU's students participating in Field Placements are evaluated based on their ability to meet the essential requirements and standards of the educational program, with or without reasonable accommodations. Students with disabilities who are otherwise qualified to participate in a Field Placement must be provided an equal opportunity to participate in the educational program and to demonstrate their knowledge and skills.

The School and its Field Placement programs may identify the essential requirements and competencies necessary for successful completion of the educational program and Field Placement. Reasonable accommodations are intended to provide equal access to educational and Field Placement opportunities and are not intended to eliminate essential requirements, waive required competencies, or fundamentally alter the nature of the educational program.

Students are not required to disclose a disability solely for purposes of Field Placement site selection. When a student requests an accommodation, NLU will request appropriate information or documentation necessary to evaluate the request and determine reasonable accommodations. NLU will consider accommodation requests through an individualized and interactive process.

Site Selection

The selection of a Field Placement site is an important component of the student's academic and professional development. When a student requests reasonable accommodations, NLU will consider the accessibility of the Field Placement environment and the student's disability-related needs as part of the accommodation process.

Students are encouraged to communicate their accommodation needs to the Accessibility and ADA Accommodation Services Specialist as early as possible. The student, Accessibility and ADA Accommodation Services Specialist, and appropriate School personnel, such as the Director of Internship Training and Program Director, will work collaboratively to identify the factors that are relevant to an appropriate Field Placement and to determine how approved accommodations may be implemented.

When appropriate, the accommodation process may include consideration of a Field Placement site that can reasonably implement the student's approved accommodations. Factors may include, but are not limited to, physical accessibility, mobility needs, transportation considerations, and scheduling or time-of-day requirements related to the student's disability.

Consideration of a student's accommodation needs does not guarantee placement at a particular Field Placement site, placement near the student's home, or placement at a site selected by the student. Field Placement assignments remain subject to NLU established placement process, including site availability, program requirements, supervisor/site selection processes, and other applicable placement criteria. NLU will work with the student to identify a Field Placement that provides equal access to the educational program while maintaining the essential requirements of the Field Placement.

Application/Interview Process (If Applicable)

If an application or interview process is required prior to acceptance into a field placement, students with disabilities may request accommodations during such process. Should a student need a reasonable accommodation to participate in the application/interview process (for example, a sign language interpreter for any required interviews), the student is responsible for making the accommodation request to the Center for Student Accessibility Resources as soon as reasonably practicable in order for arrangements to be made.

Request For Accommodation in Field Placements

Students with disabilities are not required to declare, nor may an institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the Accessibility and ADA Accommodation Services Specialist, Director of Training, Program Director, or other staff about their disabilities at any time before, during, or after the site selection process.

However, students with disabilities who request accommodations for Field Placements must be registered with National Louis University's Center for Student Accessibility Resources. The Center is responsible for managing an interactive process between the student and NLU, including individuals directly involved in administratively facilitating the Field Placement (e.g., the Field Placement Coordinator, department faculty, or supervisors), as well as individuals at the Field Placement site who are responsible for implementing reasonable accommodations.

The process for providing reasonable accommodations should proceed in an individualized and systematic manner.

Essential Requirements of Training

Certain requirements of a Field Placement are essential to the training experience and necessary to ensure that students are prepared to meet applicable professional, licensure, and accreditation standards. Reasonable accommodations are intended to provide qualified students with disabilities equal access to Field Placement opportunities. Accommodations are not intended to eliminate essential requirements, waive required core competencies, or lower the standards by which a student's performance is evaluated.

Essential requirements of a Field Placement must be maintained. These requirements may include, but are not limited to, timely completion of required clinical documentation and patient care reports in accordance with established site requirements; required direct client or patient contact and supervised clinical hours; attendance and participation in required supervision, training, and staff meetings; compliance with applicable safety, ethical, confidentiality, and professional standards; and requirements established by a licensing board, accrediting body, third-party payer, or applicable law.

When a requested accommodation appears to conflict with an essential element or requirement of training, the Accessibility and ADA Accommodation Services Specialist will engage in an interactive process with the student, DPT/DIT, and appropriate Field Placement personnel to determine whether the requirement is essential and whether a reasonable accommodation or alternative method of meeting the requirement is available. The accommodation process will consider whether the proposed accommodation provides the student with equal access without eliminating or fundamentally altering an essential element of the educational program or Field Placement.

If no reasonable accommodation can be implemented without eliminating or fundamentally altering an essential element of the educational program or Field Placement, the requested accommodation will not be approved for that particular requirement. The Accessibility and ADA Accommodation Services Specialist will work with the student to identify other

reasonable accommodations and, where appropriate and consistent with University policy and applicable law, explore an alternative Field Placement site in coordination with the DPT/DIT.

Student Responsibilities

Students participating in Field Placements are responsible for actively participating in the accommodation process. Student responsibilities include:

- Students should contact the School's Accessibility and ADA Accommodation Services Specialist as soon as reasonably practicable after being scheduled for a course that includes a Field Placement to discuss any anticipated need for accommodations.
- Students who have existing classroom accommodations are not automatically provided the same accommodations within a Field Placement. Students who wish to receive accommodations during a Field Placement must submit a request for Field Placement accommodations through NLU's established accommodation process. Students may choose not to request accommodations for a Field Placement. A student's decision not to request accommodations does not prevent the student from requesting accommodations at a later time, subject to the applicable accommodation process.
- Students are responsible for completing the Accommodation Request Form and providing any appropriate documentation requested by the Accessibility and ADA Accommodation Services Specialist to support the accommodation request. Documentation should provide information regarding the student's functional limitations relevant to the Field Placement environment and the requested accommodation.
- Students will attend an intake meeting with the Accessibility and ADA Accommodation Services Specialist, Training Coordinator/Field Placement Coordinator, and/or other appropriate faculty or staff members familiar with the Field Placement site to discuss and develop an individualized accommodation plan appropriate to that Field Placement.
- Students will attend additional meetings, as needed, with the Accessibility and ADA Accommodation Services Specialist, Training Coordinator/Field Placement Coordinator, Field Placement supervisors, and/or other appropriate personnel to discuss the implementation of approved accommodations and address questions or concerns regarding the accommodation plan.
- If a Field Placement site is unable or unwilling to implement an approved accommodation, or if a student believes that an accommodation is inadequate or has not been appropriately implemented, the student should immediately contact the Accessibility and ADA Accommodation Services Specialist. NLU will work with the student and appropriate Field Placement personnel to discuss possible resolutions and, when appropriate, identify reasonable alternatives that provide the student with equal access to the educational program.
- Students are encouraged to communicate promptly with the Accessibility and ADA Accommodation Services Specialist regarding any changes in their functional limitations, accommodation needs, or circumstances that may affect the implementation of their approved accommodations during the Field Placement.

The Accessibility and ADA Accommodation Services Specialist Responsibilities

The Accessibility and ADA Accommodation Services Specialist is responsible for coordinating the accommodation process for students with disabilities participating in Field Placements. Responsibilities include:

- After a student discloses a need for Field Placement accommodations and submits the Accommodation Request Form and any appropriate documentation regarding the student's functional limitations, the Accessibility and ADA Accommodation Services Specialist will meet with the student to discuss the accommodation request and potential reasonable accommodations.

- Coordinate an intake meeting, as appropriate, with the student, Director of Training, Field Placement Coordinator, and/or other faculty or staff members familiar with the Field Placement site to develop an individualized accommodation plan appropriate to the specific Field Placement environment.
- Coordinate additional meetings, as needed, with appropriate Field Placement supervisors and other personnel involved in implementing approved accommodations.
- Provide consultation and support to the student, Training Coordinator/Field Placement Coordinator, site supervisors, and other appropriate faculty or staff throughout the Field Placement when questions arise regarding the implementation of accommodations or when adjustments to an approved accommodation plan may be necessary.
- Provide training and guidance to appropriate Field Placement faculty and staff regarding NLU's responsibilities and procedures for providing reasonable accommodations to students with disabilities in Field Placement settings.

School Field Placement Staff and Faculty Responsibilities

The following statement will appear in syllabi of any course with Field Placements:

- National Louis University is committed to providing qualified students with disabilities equal access to its educational programs, including Field Placement experiences. The Accessibility and ADA Accommodation Services Specialist assists students with disabilities in requesting and obtaining reasonable and appropriate accommodations and in supporting equal access within Field Placement environments. Students who require accommodations for a Field Placement should notify the Accessibility and ADA Accommodation Services Specialist of their functional limitations and, when known, the accommodations they are requesting. Students may be asked to provide appropriate documentation supporting the need for an accommodation. Accommodation requests should be submitted as early as possible to allow sufficient time for the CSAR to review the request, obtain any necessary documentation, and engage in an interactive process with the student and, as appropriate, the Field Placement site regarding implementation of the accommodation. Accommodations are generally implemented prospectively following the CSAR's determination of appropriate accommodations and should not be assumed to apply to circumstances that occurred before the accommodation was approved. CSAR will work with the student and Field Placement site to determine how approved accommodations can be reasonably implemented within the Field Placement environment. If a Field Placement site is unable or unwilling to implement an approved accommodation, or if a student has concerns regarding the adequacy or implementation of an accommodation, the student should immediately contact the Accessibility and ADA Accommodation Services Specialist. CSAR will work with the student and Field Placement site to explore possible resolutions and, when appropriate, reasonable alternatives that provide the student with equal access to the educational program. Complaints or concerns regarding disability discrimination or accommodations will be handled in accordance with the School's Internal Grievance Procedure for Complaints of Discrimination and Harassment (see Academic Catalog).
- Ensure all students who receive accommodations in the classroom are informed they are eligible for reasonable accommodations in their Field Placements and that those accommodations may be very different than approved classroom accommodations and are at the sole discretion of the Field Placement site.
- Consider the specific needs of the student and the essential functions or essential eligibility requirements of the placement to determine what reasonable accommodation can be made and assist in developing an accommodation plan in consultation with the student and Field Placement site.
- Provide the details of reasonable accommodation only to those who need to know, including those at the Field Placement site, in order to facilitate the accommodation request, while also respecting the confidentiality rights of the student with a disability. Even if a student has disclosed information about his/her disability or medical condition, that information cannot be shared with others. It is appropriate to discuss only the accommodations that are necessary to help the student succeed in the Field Placement. Classroom accommodations cannot be shared with a Field Placement site unless a FERPA release is obtained from the student.

- Monitor student progress and contact the Accessibility and ADA Accommodation Services Specialist as necessary for advice in adjusting existing accommodations or providing new accommodation strategies.
- Collaborate with the Field Placement site supervisor to determine how approved accommodations can be implemented within the Field Placement environment. If a Field Placement site is unable or unwilling to implement an approved accommodation, CSAR will work with the student and the Field Placement site to identify an appropriate resolution. When necessary, CSAR will work with the student to identify an alternative Field Placement site that can provide the approved accommodations and allow the student equal access to the educational program.

Kendall College

The Kendall College of Culinary Arts and Hospitality Management at National Louis prepares students for successful careers and eventual leadership roles across the foodservice and hospitality industries.

Programs in Culinary Arts prepare students for successful careers through strong professional skill development, comprehensive and current understanding of the foodservice industry, environmental awareness, and exemplary professional demeanor. Appropriate to their program of study, graduates of Culinary Arts programs gain a working knowledge of business principles and a broad appreciation of the knowledge and skills required for global citizenry.

Through its highly qualified faculty and dedicated staff, the programs in Culinary Arts foster an environment that values diversity, passion for learning, discipline, caring for the individual, creativity, inspiration to achieve, and intensity in all areas of endeavor. Simply put, the objective is to produce the future leaders of the foodservice industry. The program is rigorous, and the standards are demanding.

The hospitality industry is one of the world's most vast and diverse industries. Every time someone stays in a hotel or resort, dines in a bar or restaurant, or attends a sporting or cultural event, they are patronizing establishments in the industry. Large meetings and conventions are also part of the industry mix, as are casinos, cruise lines, and event planning.

At National Louis, students will earn a B.A. degree in Hospitality Management with the opportunity to focus in various concentration areas. Chicago's leading hotels rank the program as the No. 1 Chicago program for preparing students for hospitality management careers. The program's focus is on the combination of theory and application. The core curriculum includes fundamental business management classes with an emphasis on the hospitality industry. The culmination of coursework and experience is the Senior Capstone Project, an endeavor where students from across the college collaborate on a complex project within multidisciplinary teams.

Accommodations for Culinary, Baking, and Hospitality Students

Kendall College uses a wide variety of food and beverage products in its classes and labs. We understand that some students may have food allergies or religious/cultural dietary restrictions.

All students must complete the academic requirements of their enrolled programs. However, **reasonable accommodations may be provided** to help meet these requirements safely and respectfully.

General Guidance

- Students are **not required to consume food** and may be asked to taste foods; substitutions to allergens can be made during the program.
- Students **may wear gloves** during food handling.
- However, the college **cannot fully eliminate** the risk of exposure to allergens through inhalation or contact.

To ensure safety and success, **students with food allergies or dietary restrictions should inform Dean Uhler and CSAR before starting the program** to discuss accommodations.

Students with Food Allergies

- Must contact the **Center for Student Accessibility Resources (CSAR) before beginning** any Culinary, Baking, or Hospitality program.
- Must discuss and disclose any allergy-related concerns that could impact their participation.
- CSAR will guide students through **Kendall College's accommodation process**.
- Contact: **csar@nl.edu**

Students with Religious or Cultural Food Restrictions

- Should contact **CSAR** and inform the **Kendall admissions team**.
- CSAR will work with the **Program Dean** to review specific dietary needs and potential accommodations.
- Please note: Some products used in the courses may **not comply with all religious dietary laws**.

Important Notes

- Begin the accommodation process **as early as possible**, ideally **at least 6 weeks** before your program starts.
- Accommodations will be made in accordance with the **Americans with Disabilities Act (ADA)**.
- In some cases, the college may determine that a **reasonable accommodation is not feasible** due to program requirements.

Kendall College Accommodations Policy

Accommodations for Kendall College students are considered **on a case-by-case basis**, in close collaboration with **Leigh Uhler, Dean of Kendall College**.

Accommodations in Kendall College's Culinary, Baking, and Hospitality programs are provided on a **case-by-case basis** to support students with documented disabilities, food allergies, or religious/cultural dietary restrictions. All accommodations must ensure **student safety, uphold industry standards, and preserve the essential functions of the program**, and accreditation.

Reasonable Accommodations That May Be Provided

1. Protective Gear and Personal Modifications

- Use of **disposable gloves** to avoid direct contact with allergens or restricted ingredients.
- Use of **face masks**, when medically necessary and safe in a lab environment.
- Approval of **modified uniforms** (e.g., religious head coverings or hypoallergenic clothing) that comply with safety and hygiene standards.

2. Modifications to Food Handling or Preparation

- Students are **not required to taste food** if they have allergies or dietary restrictions. Those are ingredients in the recipe.
- **Substitute ingredients** may be used during individual skill practice, when it does not alter core learning outcomes.
- **Alternative tasks** may be assigned during labs involving restricted or allergenic ingredients (e.g., documentation, observation, plating, or prep of alternative items).

3. Instructional or Assessment Adjustments

- **Extended time** on practical assessments (if disability-related).
- **Modified assignments** that allow demonstration of skill in a different, safe format (e.g., video demonstration instead of in-person tasting).
- Access to **assistive technology** (e.g., captioned instructional videos, text-to-speech software).

4. Scheduling and Break Accommodations

- **Excused breaks** for religious, medical, or disability-related reasons, tailored to the course structure. Length of breaks must be discussed and agreed upon with the instructor/chef.
- **Modified lab schedules** for students observing fasting or with medical routines, when possible and practical.

Accommodations That Are Generally Not Considered Reasonable

- **Complete avoidance of all exposure to allergens** (cross-contact risk is inherent in shared lab environments).
- **Exclusion from all hands-on food preparation**, which is a core component of Culinary, Baking, and Hospitality training.
- **Removal of essential program elements**, such as time management, teamwork, food handling, or kitchen safety practices.
- Accommodations that would **compromise kitchen safety** for the student or others.

Process for Requesting Accommodations

- Students must contact the **Center for Student Accessibility Resources (CSAR)** at csar@nl.edu before beginning their program.
- Early disclosure is important—students are encouraged to begin the process **at least 6 weeks before their program start date**.
- Lab-based accommodations require **consultation with Dean Leigh Uhlir** to determine what is reasonable and safe.
- All accommodations are made in alignment with the **Americans with Disabilities Act (ADA)** and college policies.

Kendal Kitchen Lab Accommodations

Accommodations within **lab settings** (such as culinary or baking labs) are **not always deemed reasonable**, as they must align with **safety standards, program requirements, and accreditation**. Any requested lab accommodations require **in-depth consultation with Dean Uhlir** to determine what can be safely and effectively provided.

Excused Breaks:

Requests for **excused breaks** are also handled individually. The **type and length of breaks** may vary depending on each student's needs and course demands. Faculty will determine what is a **reasonable amount of break time**, ensuring academic content and learning objectives are still fully met.

Consideration for extended deadlines on course assignments:

As needed, extended time to submit course assignments without penalty. To request an extension, the student is responsible for initiating a conversation with the instructor prior to the assignment's original due date or as soon as possible thereafter. The length of the extension must be agreed upon between the student and the instructor. Note: This accommodation will not continuously apply to every assignment or may have limited applicability to assignments that require timely peer interaction (e.g., group projects and discussion board replies: **Lab Work extensions need to be discussed with the faculty.**

Exam accommodation:

Exams are identified as quizzes or written exams and can be in-person or online. The extended time for any kitchen practical exams for program competencies will be determined by the instructor and agreed upon by the student

Consideration for flexibility in the course attendance policy is as follows:

Breaks during face-to-face or synchronous class sessions as needed. The instructor may discuss with the student what was missed during the break. Students must coordinate with the instructor for appropriate breaks during labs, unless it is an emergency situation in which the safety of the student or others would be compromised. The instructor will follow the attendance policy to allowance of days missed in order to pass the course outcomes. Dean may grant additional approval if attendance exceeds policy days.

Assistance with note-taking in all synchronous classes, implemented in the following manner(s):

Access to Genio Software note-taker in synchronous courses (request made by student to Disability and Access Services, who will then coordinate with the instructor.

The student is provided with lecture notes and slides by navigating to the D2L course site.

Food/Drink Accommodation:

Student will be allowed to have food/drink in class as needed, and must discuss how this may be appropriately accessed during class with their instructors. All food and drink must comply to sanitation kitchen guidelines.

Accommodation: Alternative Furniture in Culinary Labs:

To ensure accessibility, safety, and compliance with ADA and industry standards, the culinary lab provides alternative furniture options for students who require accommodation.

Seating:

- Ergonomic, lockable stools and sit/stand perching seats are available for students who are unable to stand for extended periods.
- Seating will be positioned to ensure clear traffic flow and safe access to equipment.
- **When seating presents a safety concern or interferes with lab operations, alternative furniture accommodations may be determined not reasonable.**

Implementation:

- Accommodations are coordinated through the **Center for Student Accessibility Resources (CSAR)** in consultation with **Dean Leigh Uhler, culinary faculty, and the CSAR representative.**
- Students requesting alternative furniture must submit accommodation requests to CSAR **no later than three weeks prior to the start of the term.**

- Approved accommodations and adjustments will be **reviewed each semester** to ensure ongoing safety, accessibility, and compliance within lab areas.

Accelerate U – Medical Assistance Program

Center for Student Accessibility Resources (<https://nl.edu/ada-accessibility-services/>)

- Accelerate U will ensure all training experiences are accessible to all learners.

These **services focus on accommodations such as:**

Exam accommodations, note-taking assistance, Lecture recordings, Alternative textbook formats, Flexibility in course attendance policy (will be limited to meet the program goals and requirements), American Sign Language interpreting services, Real-time captioning services, Alternative classroom furniture, Service animal/emotional support animals

- Learners may request information about accommodations during the application process or after enrollment. Learners are not required to disclose a disability or diagnosis when making an inquiry. Learners with an IEP or other documented learning needs may notify their coach before or during New Learner Orientation.
- Accelerate U will provide approved accommodations during instruction and applicable field-based learning experiences for NLU credit, including externships

Any student with health conditions that may limit their participation in courses, labs, and/or externship, including pregnancy, are **required** to fill out the [Accommodations Request Form](#) as close to program start as possible. If the program's fundamental goals are altered, accommodations may not be approved. This determination is made on a case-by-case basis with the ADA Office and AU.

- ***If you want to take advantage of these services:***
 - You complete the Accommodation Request form online (through the student portal) and include: contact info, specific disabilities, accommodations of interest, and a description of access barriers.
 - Provide disability documentation, including an IEP or 504 Plan from your high school, or any official letter from a medical professional. Documentation should be sent to: CSAR@nl.edu for review.
 - You'll then be prompted to schedule a consultation meeting with the NLU team.
 - The NLU Center for Student Accessibility Resources team will determine reasonable supports, an email will be sent to you with a Notice of Approved Academic Accommodations. After you confirm, the plan will be sent to all instructors.

AU MA Program: **The accommodations listed below apply specifically to students enrolled in the AU MA program. These accommodations do not limit or replace any other accommodations a student may be eligible to receive based on their individual disability-related needs. Additional accommodations may be considered and approved through the appropriate NLU accommodation process.**

AU MA Accommodations:

Flexible Attendance

Attendance is flexible for lecture-based components of the course; however, required laboratory sessions are essential to meeting the course's fundamental objectives.

Students in the Accelerate U program may miss no more than **two (2) laboratory sessions**. Any missed labs must be completed on the **program-provided make-up dates**. Additional absences beyond this limit may impact the student's ability to successfully meet essential course requirements and will result in the student being exited from the program.

No attendance or participation penalty will be applied for unexcused absences related to disability needs for non-lab components.

Extended time:

When disability-related symptoms occasionally interfere with a student's ability to meet an assignment deadline, the student may request an extension as soon as reasonably possible, preferably at least 24 hours in advance when the need can be anticipated. Extensions will be determined on an individual basis and documented in writing. This accommodation is intended for occasional disability-related circumstances and does not permit late assignment submissions without prior communication and an agreed-upon extension. This accommodation does not apply to discussion board posts or other activities requiring timely peer interaction or participation.

Excused Breaks:

Requests for excused breaks will be considered individually. The type and length of breaks may vary based on the student's needs and the course requirements, including lecture and lab courses.

Faculty will determine a reasonable amount of break time while ensuring that academic content, learning objectives, and required lab or safety requirements are met.

Pregnancy-Related Attendance:

Reasonable flexibility in attendance may be provided for pregnancy, childbirth, or related medical needs. An anticipated start and end date may be established based on the student's documented needs and may be extended or modified when medically necessary. Students must still complete essential course, lab, and externship requirements, with reasonable opportunities to make up missed work or hours when applicable.

Vaccination Requirements and ADA Accommodations

Accelerate U maintains vaccination requirements as part of the essential requirements of its educational and/or clinical programs. These requirements may be necessary to protect the health and safety of students, faculty, staff, patients, and community members, as well as to meet applicable clinical, professional, accreditation, or regulatory requirements.

Vaccination requirements are considered **essential program requirements and are not, in themselves, an accommodation**. The Americans with Disabilities Act (ADA) does not require an institution to waive an essential requirement of an academic or clinical program when doing so would fundamentally alter the nature of the program or create a direct threat to health or safety that cannot be eliminated or reduced through reasonable accommodation.

Students with a disability who are unable to meet a vaccination requirement due to a disability may contact the Center for Student Accessibility Resources to request an individualized review. CSAR will consider whether a reasonable accommodation or modification is available that would enable the student to meet the program's essential requirements without fundamentally altering the program or compromising applicable health and safety requirements.

Approval of an accommodation is determined on an individualized basis and does not automatically result in a waiver of vaccination requirements or other essential program requirements

Religious Accommodations:

What is the University's Responsibility to Provide Reasonable Accommodations for Religious Beliefs and Practices?

The University is required to provide reasonable accommodations for an individual's sincerely held religious beliefs and practices, which are defined broadly. This includes not only beliefs and practices associated with traditional, organized religions, but also moral or ethical beliefs that are sincerely held with the same conviction.

All accommodation requests are reviewed on a case-by-case basis, and a consultation with the Center for Student Accessibility Resources (CSAR) is required to determine appropriate accommodations.

What Is a Reasonable Accommodation for Religious Beliefs or Practices?

A **reasonable accommodation** is a modification to a policy, practice, or environment that enables an individual to observe their sincerely held religious beliefs or practices without undue hardship to the institution.

In an academic setting, reasonable accommodations may include:

- An **excused absence** for a religious holiday or observance
- An **extension on an assignment**
- The **rescheduling of an exam or class activity** due to a religious obligation

Equipment Check-Out Policy and Procedure

It is the student's responsibility to request equipment for each semester when needed.

A new Equipment Check Out Form must be filled out and signed each subsequent semester that a student needs the equipment.

Students should notify the Center for Student Accessibility Resources of the equipment reservation at least two (2) weeks before the beginning of the semester. Any late requests will be filled as available.

Any damage done to the equipment while checked out is the sole responsibility of the individual who signed the Equipment Checkout Form.

Each term/semester the equipment must be returned to the Center for Student Accessibility Resources office.

Common Accommodations – Explanation

Because academic courses differ widely in their structure, content, and requirements, not every accommodation can be applied in every course. Accommodations should not change the fundamental parts of a course, such as what students are expected to learn, the course difficulty, or the main curriculum.

If an instructor thinks a requested accommodation isn't reasonable for their course, students should talk directly with the instructor to understand the issue better. If the student and instructor can't come to an agreement, CSAR can step in to help find a solution.

Exam Accommodations – Scheduling Requirement

If you require exam accommodations such as extended time, a test reader, a separate testing environment, or other support provided by our office, you must coordinate and schedule these arrangements with your instructor at least **five (5) days in advance** of the exam date. This advance notice ensures that proper accommodations can be arranged in a timely manner.

Exam Accommodations in a Separate, Distraction-Reduced Environment

While exam accommodations may provide a separate, distraction-reduced environment, this does not guarantee a private testing space. There may be other students taking exams in the same room under similar accommodations. Every effort will be made to maintain a quiet and low-distraction setting for all test-takers.

Note-taking Assistance

Note-taking assistance is intended to provide students with access to the material and content presented during class. This support can be provided in several ways, including (but not limited to) the following:

a. Advance Access to Instructor Lecture Notes

Students may receive access to lecture or teaching notes from the instructor prior to class, when available. If the notes are already posted on the course's D2L (Desire2Learn) site, additional access may not be necessary.

b. Access to Genio Note-taking Software

The Center for Student Accessibility Resources offers access to Genio, a note-taking software designed to support independent learning. This software is available to students through a request process. Please contact our office to begin the request.

c. Lecture Recordings

Recording lectures is only permitted when both the student and instructor have signed the **Class Recording Agreement**. This agreement outlines the policies and responsibilities related to recording in class. Students must exercise discretion when recording, especially to respect the privacy and comfort of other students in the classroom.

Alternative Textbook Format If you are approved for alternative textbook formats, you must submit your request **at least three (3) weeks before the start of each term** using the online request form:

<https://nl.edu/ada-accessibility-services/student-resources/alternative-textbook-format/>

When submitting your request, please be sure to **specify the type of format you are requesting**, such as:

- **Audiobooks**
- **Physical (hard copy) textbooks**, including large print
- **PDFs**

Important Notes:

- **Audiobooks** are not always available. In such cases, a **PDF version** will be provided instead, which can be used with a screen reader.
- **Physical (hard copy) textbooks** may take additional time to arrive from the publisher and are only available when the course textbook is offered solely in an electronic format.
- Publishers may require **proof of purchase** before releasing an alternative format. If your textbooks are not included in your tuition, please be prepared to submit proof of purchase.
- Requests are processed in the **order they are received**. Delays may occur if requested materials are not readily available.

If your preferred format is unavailable, please reach out to the **Center for Student Accessibility Resources** to discuss alternative solutions.

Alternative-text accommodations are restricted to students with an approved diagnosis and may not be shared or redistributed. Access links are single-use and may not be reused.

Flexible Attendance

Attendance expectations are determined by the course syllabus and may vary depending on the nature of the course, departmental or college requirements, or accreditation standards. While regular attendance is expected, students registered with the **Center for Student Accessibility Resources (CSAR)** may occasionally need to miss class due to disability-related reasons.

Key Guidelines:

1. Notification Requirement

- Students must notify **CSAR as soon as they know they will be absent** due to a disability-related reason.
- The student must also communicate directly with their **instructor** to inform them of the absence and to make arrangements for any missed material or assignments.

2. Medical Documentation

- If **three or more absences** occur, a **doctor's note** must be submitted and kept on file with CSAR.
- Students are **not required to disclose the nature of their disability** or provide medical documentation to instructors or advisors.

3. Instructor Collaboration

- Instructors are expected to work with students to help them stay current with the material. However, they are **not obligated to re-teach content** missed during an absence, even if it is disability-related.
- Students are still responsible for completing all coursework and are expected to meet the same learning objectives as their peers.

4. Limits of the Accommodation

- This accommodation does **not** allow for excessive or extended absences (e.g., missing three or more consecutive class sessions), unless the absences are a direct result of the student's documented disability.
- If a student anticipates missing a significant portion of a course, they are encouraged to meet with their **advisor and CSAR** to explore academic options and support plans.

5. Non-Qualifying Absences

- **Absences not related to the documented disability (e.g., due to common illness, transportation issues, childcare, etc.) are not covered by this accommodation and must be addressed under the course's standard attendance policy.**

6. Communication Timeliness

- Absences should be communicated to CSAR **as early as possible**, ideally before or on the day of the missed class.
- In cases where the student is incapacitated and unable to notify anyone in advance, communication should occur as soon as reasonably possible afterward.

Consideration for Extended Deadlines on Course Assignments

1. **Who qualifies:** This accommodation is for students with unpredictable or ongoing health issues that sometimes make it impossible to submit assignments on time.
2. **Not for every assignment:** This doesn't apply to all assignments, **especially those needing timely interaction with classmates, like discussion posts or group work.**
3. **Limited scope:** This accommodation does *not* mean you automatically get extra time on every assignment in the course.
4. **Course integrity:** Any deadline extensions must not change the essential goals or standards of the course. Sometimes, an extension won't be possible if it would affect these.
5. **Talk with your instructor:** Students should discuss with their instructor what a reasonable new deadline would be, considering the course's structure and requirements.
6. **One extension per assignment:** Instructors aren't required to grant more than one extension for the same assignment.
7. **Student's responsibility:** Students must reach out to their instructor to request deadline changes. This should be done *before* the assignment's due date for general flexibility, or *as soon as possible* after a sudden disability episode for a specific extension.
8. **Make a plan together:** The student and instructor will work together to set new deadlines that work for both.

Important:

- The new due date must be agreed upon **before** the assignment is late.
- Extensions can be standard (e.g., all assignments get 48 extra hours) or vary by assignment.
- Continuous late submissions without agreed-upon deadlines aren't allowed.
- It's best to have these agreements in writing (like in an email) so both sides can refer back if there are any questions later.

Breaks As Needed

Students may need to leave the classroom during lessons or exams for various health-related reasons, such as:

- **Frequent restroom use:** Students with conditions like Crohn's Disease or Irritable Bowel Syndrome might need to use the bathroom often.
- **Medical needs:** Students with Diabetes may need to check their blood sugar or take medication.
- **Emotional triggers:** Students with PTSD might need to leave if something in class—like certain content, sounds, or images—triggers their symptoms.
- **Managing anxiety:** Students with panic or anxiety disorders might need to step out to handle anxiety or panic attacks.
- **Staying alert:** Students feeling very tired, restless, or unfocused might need short breaks or movement to help them stay awake and attentive.

American Sign Language Interpreting Services

- Requests for sign language interpreters for synchronous courses that need interpreting services, the student must make a request to the Center for Student for Accessibility Resources at least 4 weeks before the start of each term using the online form [American Sign Language Interpreter Request](#). Throughout each term, the student will also notify Center for Student for Accessibility Resources of any absences or irregular meeting times so that interpreting services can be canceled or rescheduled.
- Requests for remote or in-person meetings that need interpreting services, student must make a request to the Center for Student for Accessibility Resources at least 2 weeks prior to the meeting using the online form [American Sign Language Interpreter Request](#). Student must notify to the Center for Student for Accessibility Resources of any rescheduling or cancellations as soon as possible.
- Requests for interpreters for special events or meetings should be made at least 2 weeks in advance. Those requests should be directed to the individual or department coordinating the event. The Center for Student Accessibility Resources staff will be happy to make recommendations to that department as needed throughout the process.

Real-Time Closed Captioning Services

Real-time closed captioning is a method of converting spoken language into visual text on a laptop computer screen. When necessary, real-time captioning services are provided by a captioner in a remote location.

Alternative Classroom Furniture

Basic classroom furniture, such as alternative seating and wheelchair-accessible tables, will be provided to students who are eligible for accessible furniture.

Emotional Support Animals

National Louis University has a general no-pet policy campus-wide, including affiliated university housing, but recognizes that service and assistance animals provide individuals with disabilities enhanced independence and support. This accommodation will be provided on a case-by-case basis.

Emotional Support Animal Policy

National Louis University recognizes under the Fair Housing Act (FHA) the importance of emotional support animals which provide emotional support for individuals with disabilities. National Louis University is committed to allowing an emotional support animal necessary in providing individuals with disabilities an equal opportunity to use and enjoy University housing. This policy pertains to emotional support animals only, and not to service animals or pets.

National Louis University reserves the right to amend this policy.

Section 1: Definitions

- A. Emotional support animal (ESA):** An *emotional support animal* is an animal whose sole function is to provide emotional support, comfort, therapy, therapeutic benefits, or to promote emotional well-being. Emotional support animals may not be brought into university housing without prior approval from the appropriate University officials, consistent with this Policy. A person qualifies for a reasonable accommodation if:
1. The person has a documented disability and has provided the required documents to the University; and
 2. The animal is necessary to afford the person with a disability an equal opportunity to use and enjoy the University's housing; and
 3. There is an identifiable relationship between the disability and the assistance the animal provides.

The University will not permit an emotional support animal if it would pose a direct threat to the health or safety of others (e.g., animals that are poisonous, aggressive, unreasonably sized based on residence hall room size, etc.); would cause substantial physical damage to the property of others; would pose an undue financial and administrative burden; or would fundamentally alter the nature of the University's operations (see Section 3).

NOTE: Emotional support animals are not trained to assist an individual with a disability in the activities of daily living and are therefore NOT considered service animals under the criteria established by the Americans with Disabilities Act (as amended) and do not qualify for the same legal protections.

- B. Pet:** A *pet* is defined as an animal kept for ordinary use and companionship.
- C. Owner:** The *Owner* is the student who has requested the accommodation and has received approval for an ESA accommodation.

Section 2: Procedure for Requesting an Emotional Support Animal In University Housing

Approval of an ESA and approval of the particular animal requested by the student is determined on a case-by-case basis. Students must renew their application each academic year to have an ESA in University housing (updated documentation may be required) due to changing residential assignments and settings. National Louis University will accept and consider requests for reasonable accommodation in university housing at any time. **However, an ESA may NOT be kept in university housing at any time prior to the individual receiving written approval as a reasonable accommodation pursuant to this Policy.** The individual making the request for an ESA should complete the steps below as soon as practicably possible before moving into university housing.

A. The Owner will request an ESA through the Center for Student Accessibility Resources

A. The Owner will provide an **Emotional Support Animal Verification Form** *completed by an appropriately qualified and credentialed health care provider.*

1. For incoming new students for the fall semester: The **Emotional Support Animal Verification Form** must be signed and dated by the appropriately qualified and credentialed health care professional.
2. For returning students and students who request an ESA throughout the academic year: The **Emotional Support Animal Verification Form** must be signed and dated by the appropriately qualified and credentialed health care professional no earlier than six weeks before the ESA's arrival on campus.

B. The Director of the Center for Student Accessibility Resources will provide the Owner with a copy of the **Emotional Support Animal Policy** for review.

C. Meeting with the Center for Student Accessibility Resources Policy Review and Agreement:

1. The Owner will schedule and participate in an appointment with the Director of the Center for Student Accessibility Resources, during which the student's request to have an ESA in University housing will be considered.
2. The Owner will review the **Emotional Support Animal Policy**.

D. **Review:** The Center for Student Accessibility Resources, in collaboration with the Director of Residential Life or their designee, will review the Owner's request for the ESA.

1. **Approved Request:** The Owner will receive written notification via their NLU email address, and an approved move-in date for the ESA.
 - a. The following will receive notifications of the presence of the ESA: the Area Director or designee and the Resident Advisors for the building where the Owner and ESA resides, Physical Plant (Custodial and Maintenance), and Campus Safety.
 - b. NLU reserves the right to notify neighbors, where applicable in-residence halls, that the Owner will be living with an ESA as an accommodation.
 - c. NLU reserves the right to contact the Emergency Contact for the ESA provided by the Owner if/when an emergency arises or the student is unable to care for the ESA.

- d. Should changes in housing assignment for the Owner or roommates be required, the Office of Residential Life, in collaboration with the Center for Student Accessibility Resources, will meet with the individuals and make arrangements for room assignment changes.
- 2. **Denied Request:** The student will receive written notification from CSAR representative via their NLU email address with reasons for the denial.
 - a. The student has the right to appeal.
 - i. Appeals must be made in writing and sent to the Director of the Center for Student Accessibility Resources within 7 business days of the written notification, and when applicable, will be reviewed by the Center for Student Accessibility Resources and the Assistant Dean of Student Affairs.
 - ii. A decision on the written appeal will be made within 10 business days of receipt of the appeal and will be final.
- E. **Emotional Support Animal Agreement and Release of Information Consent Form:** Prior to the ESAs' arrival on campus, the Owner will review and sign the Emotional Support Animal Agreement and Release of Information Consent Form in person with the Center for Student Accessibility Resources
 - 1. If this form cannot be signed in the presence of the Director the Center for Student Accessibility Resources it can be signed and sent electronically. However, it must then be signed in person within 5 business days of the ESA being on campus.
- F. **Roommate Agreement:** Where applicable, the Owner's roommates or suitemates will meet individually with the Area Director or designee for the hall in which they reside and will review the **Emotional Support Animal Policy** and complete the **Roommate/Suitemate Agreement Form**.
 - 1. Should the housing or roommate assignment change for the Owner during the academic year, a new **Roommate/Suitemate Acknowledgement Form** must be completed as appropriate.
- G. **Returning ESAs:** Each academic term a student would like to have an ESA in University housing, steps A-I from Section 2 of this Policy must be completed.

Section 3: Criteria for Determining if the Presence of the ESA is Reasonable

University housing is unique in several aspects including the mandatory assignment of roommates for many individuals, as well as a mandate that individuals must share a room or suite in most University residences. To ensure that the presence of an ESA is not an undue administrative burden or fundamental alteration of university housing, National Louis University reserves the right to assign an individual with an ESA an alternative housing assignment, including a single room without a roommate.

- A. For all requests for an ESA, the Director of the Center for Student Accessibility Resources shall consult with the Office of Residential Life in determining a case-by-case basis of whether the presence of an ESA is

reasonable. A request for an ESA may be denied as unreasonable if the presence of the animal: 1) imposes an undue financial and/or administrative burden; 2) fundamentally alters University housing policies; and/or 3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including University property.

B. National Louis University may consider the following factors, among others, as evidence in determining whether the presence of the ESA is reasonable or in the making of housing assignments for individuals with an ESA:

1. The size of the ESA is too large for available assigned housing space;
2. The ESA's presence would force another individual from individual housing (e.g. serious allergies);
3. The ESA's presence otherwise violates individuals' right to peace and quiet enjoyment;
4. The ESA is not housebroken or is unable to live with others in a reasonable manner;
5. The ESA's vaccinations are not up-to-date;
6. The ESA poses or has posed in the past a direct threat to the individual or others, such as aggressive behavior towards or injuring the individual or others;
7. The ESA causes, or has previously caused, excessive damage to housing beyond reasonable wear and tear; or
8. Generally, ESAs are domesticated animals. Certain unusual animals pose unavoidable safety and/or public health concerns (i.e., animals that are poisonous, aggressive, etc.). Certain snakes, spiders, reptiles and rodents fall into this category of animals. The release of such an animal could result in a direct threat to the health or safety of other individuals living in the residence. These animals will not generally be approved as an ESA.
9. National Louis University has determined that the college residential setting, in most cases, is not an appropriate environment in which to raise a young animal. Generally, dogs and cats must be at least twelve (12) months of age, must be spayed or neutered, must be potty trained, and must have received their first rabies vaccination before they can live in university housing.
10. Generally, the presence of only one ESA will be approved for a student, in order to fulfill the intent of the FHA requirements in providing support to the student with a mental health disability.
11. In general, only one ESA is approved for any given residential unit/living space.

C. National Louis University will not limit room assignments for individuals with an ESA to any particular building or buildings because the individual needs an ESA or because of a disability.

Section 4: Housing Policy and Access to University Facilities

A. Students are not permitted to keep pets in university housing, other than fish.

B. Approved ESAs are only permitted in the Owner's room.

1. ESAs are NOT permitted in other residents' rooms, lounges, lobbies, offices or any other public areas of the residence halls (other than when being transported directly to/from the ESA Owner's

living space – please see Section 5 for further details), classrooms, dining facilities, or any other campus facilities.

- C. When applicable, ESAs are only permitted in appropriate outdoor spaces for natural relief and exercise.
- D. The ESA must be properly housed and restrained, or otherwise under the dominion and control of the Owner at all times. No Owner shall permit the animal to go loose or run at large. If an animal is found running at large, the animal is subject to capture and confinement and immediate removal from university housing.
- E. Students who are approved for an Emotional Support Animal (ESA) in University Center housing are required to comply with all applicable requirements of the Fair Housing Act and University Center housing policies. As part of the approval process, students must also review and sign a Roommate Agreement with the University Center. The agreement outlines expectations and responsibilities regarding an ESA in shared residential spaces, including considerations for roommates and the residential community.

Section 5: Responsibility and Expectations of Owners with ESA

- A. **Care and Supervision:** Care and supervision (custody) of the animal is the sole responsibility of the Owner and must meet the following requirements:
 - 1. The Owner is responsible for ensuring that the ESA is contained/crated, as appropriate, when the Owner is not present during the day while attending classes or other activities. While crating of dogs and cats is not required, it is recommended.
 - 2. When applicable for the particular type of ESA, the ESA is required to wear a collar/tag that includes their Owner's contact information.
 - 3. When the ESA is transported outside of the residence hall room, the ESA must be on a leash or transported in a carrier.
 - 4. The Owner is required to indicate the presence of an ESA on any work or repair orders.
 - 5. Necessary precautions should be taken for Physical Plant and other University personnel (e.g., Campus Safety) to enter the residence hall room. The ESA must be caged or crated, or removed from the room, during the time the University personnel are in the room.
 - a. The University is not liable if the ESA escapes during one of these visits.
 - 6. An ESA may not be left overnight in university housing to be cared for by any individual other than the Owner. If the Owner is to be absent from his/her residence hall overnight or longer, the ESA must accompany the Owner.
 - 7. **When a school overnight event is scheduled, Owner must make arrangements for ESA to be cared for. ESA cannot be left alone overnight in room.**
 - 8. The Owner must provide contact information for an alternative caregiver/emergency contact who will take responsibility of the ESA and remove it from campus should the Owner be unable to care for it (e.g., hospitalization, accident, medically-required quarantine or isolation). The caregiver/emergency contact must reside **OFF** campus and must be available to remove the ESA in a timely manner appropriate for the animal species and needed care.

- a. The University may have an ESA removed from university housing by local Animal Control if it is not removed in a timely manner, or is not being provided care to ensure its immediate health and well-being.
8. If the Owner leaves campus due to illness or medically-required quarantine or isolation, the ESA must be taken with them. If the Owner cannot take the ESA with them, the alternative caregiver/emergency contact who will take responsibility of the ESA must remove it from campus. The caregiver/emergency contact must reside **OFF** campus and must be available to remove the ESA in a timely manner appropriate for the animal species and needed care.
 - a. The University may have an ESA removed from university housing by local Animal Control if it is not removed in a timely manner, or is not being provided care to ensure its immediate health and well-being.
9. If an emergency situation occurs where the Owner is unable to care for their ESA, the Owner must notify their Area Director during regular business hours (Monday-Friday 8:00-4:30pm) (312) 261-3488 or by email vosmani@nl.edu, or the Resident Advisor on Duty during nights and weekends.
10. a. Notification of such a situation and removal of the ESA must occur in a timely manner appropriate for the animal species and needed care, but may not extend overnight in any case. Failure of timely removal, may result in the ESA being removed by local Animal Control.
11. The Owner shall notify their Resident Advisor (RA) or the RA on Duty immediately if his/her ESA is missing and cannot be located.
12. National Louis University, National Louis University personnel, and National Louis University students shall not be required to provide food, care or any additional space for any ESA. This includes, but is not limited to, removing the animal during an emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.
13. Owners are responsible for feeding and watering their animal within the confines of their room. Bowls of food and water should be placed on mats so that water and food do not get on the carpet/floor. If food or water is spilled, the Owner is responsible for cleaning the floor of their residence immediately.
14. Food for the ESA should be kept in a sealed plastic container within the confines of the Owner's room. Open bags of food are not permissible, as they attract bugs.

B. Waste Management and Cleaning:

1. The ESA must be housebroken or housed in species appropriate cages/crates/habitats. Pee pads are not permitted for toileting.
2. The Owner is responsible for managing all cleaning tasks associated with keeping and caring for their ESA, including hair/fur, waste management, litter and bedding. University housekeeping equipment, and/or supplies may NOT be used for any ESA cleaning tasks.
3. The ESA should be kept clean and free from odor; however, Owners may not use hall or apartment showers, sinks or baths to clean their ESAs

4. Should Owners need to clean litter boxes or cages in university housing facilities (laundry room utility sinks) the Owner is responsible for cleaning and returning the facility to the condition it was found in before the cleaning of the litter box or cage occurred.
5. Owners are responsible for properly cleaning up after, containing and disposing of all animal waste. Solid waste (such as cat litter, soiled bedding, etc.) must be placed in a sturdy plastic bag and tied securely before being disposed of in a trash can. Litter boxes should be placed on mats so that feces and urine are not tracked onto carpeted surfaces.
6. ESA odor and waste accumulation must not exceed reasonable standards. Litter boxes and cage bedding must be maintained such that odors are not apparent outside of the student's living space.
7. Students with ESAs which must be toileted outside must take their animal at least 20 feet from a residence hall exit door. Outdoor animal waste/ feces, must be immediately cleaned up, contained (placed in a plastic bag and securely tied) and disposed of by the Owner in outside trash cans on the perimeter of the residence hall. Improper waste disposal is grounds for the removal of the animal.
8. If the ESA becomes sick and vomits and/or becomes incontinent, it is the responsibility of the Owner to make sure it is cleaned up immediately.
9. It is expected that Owners of cats and dogs will follow veterinary recommendations for preventative treatment of fleas and ticks.

C. Health and Well-Being:

1. The Owner must abide by current city, county and state ordinances, laws and/or regulations pertaining to licensing, vaccination, noise, restraint, at-large animals, dangerous animals and other requirements for animals. It is the Owner's responsibility to know and understand these ordinances, laws and regulations. The University has the right to require documentation of compliance with such ordinances, laws and/or regulations, which may include a vaccination certificate. The University reserves the right to request documentation showing that the animal has been licensed.
2. The ESA must be immunized against disease common to that type of animal.
 - a. Dogs and cats must have proof of current rabies vaccination. A copy of the current licensing documentation for the animal will be kept on file and must be kept current. See Section 2.G for more information.
 - b. Dogs must wear a current license tag and a current rabies vaccination tag.
3. An ESA housed in University housing must have an annual clean bill of health from a licensed veterinarian. See Section 2.G for more information.
4. The University reserves the right to mandate that the ESA receive veterinary attention, or be removed from University property.
5. The Owner is required to ensure the ESA is well cared for at all times. Any suspected or observed issues related to mistreatment or abuse of the ESA will be reported to the proper investigatory authorities, may result in immediate removal of the ESA, and may subject the responsible individual to University disciplinary action.

D. ESA Behavior:

1. An ESA may not disrupt others by unreasonable noises, odors, or other behaviors.
 - a. The ESA must not be unduly disruptive or pose an immediate threat to others. The Senior Director Student Support Services and Wellness, the Associate Dean of Student Affairs, the Director of Residential Life, or designee, shall be responsible for making such determinations about an ESA's conduct within the residence halls.
 - i. *If a decision is made that an ESA has been unduly disruptive or poses an immediate threat to others, the animal must be removed immediately; see Section 7 for additional information.*
2. The Owner, not the University, is responsible for the actions of the ESA including bodily injury or property damage. Owners with an ESA are likely to be charged if additional cleaning or damage occurs as a result of having the ESA in University housing. The Owner is expected to pay these costs upon repair or cleaning. In addition, the University retains the right to remove the ESA, at the owner's expense, should the ESA become a direct threat to the health and safety of others or violates these requirements in any way.

E. Financial Responsibility:

1. National Louis University does not require an individual with a disability to pay an additional fee or surcharge for an approved ESA.
2. An Owner will be charged for any damage caused by his or her ESA beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond reasonable wear and tear. Any damages caused will be charged to the Owner's student account.
 - a. A room check list of the ESA Owner's living space will be completed prior to the ESA being allowed in such living space.
 - b. At check out, a walk-through with the original room check list will be completed to determine if damages have occurred and, if so, the charges that need to be assessed. These charges may include (but are not limited to) any extra carpet, drapery, furniture cleaning, or vacuuming that is required due to the presence of the ESA. A pre-checkout walk will be performed by a designated Office of Residential Life staff member approximately two weeks prior to check out to determine if damages have occurred and if additional cleaning appears necessary.
3. The Owner's living accommodations will also be inspected for fleas, ticks, or other pests if necessary as part of the University's standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by university-approved pest control service. The Owner will be billed for the expense of any pest treatment above and beyond standard pest management in university housing. NLU has the right to bill the Owner's account for unmet obligations under this provision. The Owner will be required to treat their ESA for any such infestation at their expense.
4. Any cost for the actions of the ESA, including bodily injury, property damage, and/or nonstandard cleaning, are the sole responsibility of the Owner. NLU reserves the right to bill the student's account for any charges related to the ESA.

5. An Owner is strongly encouraged to consider obtaining renters and/or liability insurance in connection with the approval of his/her request to provide coverage for any damages to property or person as a result of the maintenance of the ESA.

F. General Responsibilities:

1. To ensure a positive residential community, the Owner is responsible for instructing others on appropriate interactions with the ESA.
2. The Owner agrees to abide by all equally applicable residential policies that are unrelated to the individual's disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.
Behavior, noise, and odor must not exceed reasonable standards for a well-behaved animal and these factors must not create unreasonable disruptions for other residents.
3. The ESA is allowed in university housing only as long as it is necessary because of the Owner's disability. The Owner must notify Director of Student Accessibility Services in writing if the ESA is no longer needed or is no longer in residence.
4. If an ESA passes away while on campus, the ESA must be removed from campus within 24 hours.
5. To replace an ESA, the new animal must be necessary because of the Owner's disability and the Owner must follow the procedures in this Policy when requesting a different animal (see Section 2).

G. Right to Inspect:

1. Office of Residential Life maintain the right to inspect the ESA Owner's living space to investigate complaints or concerns and/or to confirm the ESA Owner's compliance with this Policy.

H. Notification of Policy Violations:

1. Violations of the Policy terms and conditions will be entered into the University's conduct database.
2. Owners will be notified via their NLU email address if violations of Policy terms and conditions occur.
3. Owners may also be required to meet with the Office of Residential Life or designee, Dean of Students, and/or the Director of Disability and Access Services to review and discuss violations.

Section 6: Conflicting Disabilities:

Should there be conflicting considerations between the student approved for an ESA and the needs of roommate(s), suitemate(s), such as health/allergy conditions, either the student requesting the ESA or the non-approving roommate(s) or suitemate(s) may be moved to a different location based on space availability. Students with medical condition(s) that are affected by animals (respiratory diseases, asthma, severe allergies) should contact the Dean of students or the Office of Residential Life if they have a health or safety related concern about exposure to an ESA. The individual will be asked to provide medical documentation that identifies

the condition(s), and will allow determination to be made as to whether the condition is disabling and whether there is a need for an accommodation. The offices of Residential Life or designee and the Center for Student Accessibility Resources will respond in a timely manner and will carefully consider options for all involved students.

Section 7: removal of ESA

The Director of the Center for Student Accessibility Resources, assistant Dean of Student Affairs, and /or Director of Residential Life or designee, shall consult for making such determinations about an ESA's ability to stay in university housing.

National Louis University may require the Owner of an ESA to remove the animal from NLU property if:

1. The ESA poses a direct threat to the health or safety of others.
2. The ESA causes substantial property damage to the property of others or university property.
3. The ESA's behavior is unruly or disruptive (e.g., barking, growling, running around, and/or displaying aggressive behavior).
 - a. If such behavior persists, the Owner may be prohibited from bringing the animal on campus until the Owner takes significant and effective remedial steps to correct the animal's behavioral problems.
4. The ESA is ill. Animals that are ill or in poor health must not be taken into public areas.
5. The Owner fails to properly clean up and dispose of the animal's waste.
6. The ESA is otherwise unclean or unkempt.
7. The animal or its presence creates an unmanageable disturbance or interference with the IWU community.
8. There is evidence of abuse or neglect of the animal by the owner.
9. The animal's presence results in a fundamental alteration of an NLU program.
10. The Owner cannot care for the ESA due to illness or medically required quarantine or isolation.
11. The Owner does not comply with this Policy.

If a decision is made that an ESA must be removed, the Owner shall be given written notice via their NLU email address, and will receive a phone call. *The ESA must be removed from campus immediately.*

1. The student has the right to appeal.
 - a. Appeals must be made in writing and sent to the Director the Center for Student Accessibility Resources within 7 business days of the written notification, and when applicable will be reviewed by the Dean Students.
 - b. A decision on the written appeal will be made within 10 business days of receipt of appeal and will be final.

Section 8: Non-retaliation Provision

National Louis University will not retaliate against any individual because that individual has requested or received a reasonable accommodation in university housing, including a request for an ESA.

National Louis University reserves the right to amend this policy.

Animal Guidelines: The guidelines ensure that students with disabilities who require the use of a service animal are accommodated and that animals are cared for in a manner that is consistent with community standards. Animals that are ill or in poor health should not be brought to campus. It is the responsibility of the animal's owner, referred to as a Partner, to ensure the animal's behavior is appropriate and to arrange for any necessary cleaning. National Louis reserves the right to require an unclean or unruly animal to be removed from campus.

Animals in Campus Housing: For health and sanitation reasons, pets are not allowed in affiliated housing, except for a certified service animal and appropriate emotional support animals if required and approved in advance by the Director of Residential Operations and Auxiliary Services and the appointed ADA Office representative.

Service Animals: National Louis University complies with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Among other things, the ADA and Section 504 require the University to make reasonable modifications to its policies, practices, or procedures to permit the use of a Service Animal by a student, faculty, staff or visitor with a disability. The ADA defines a Service Animal as "any dog that is 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." Importantly, other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the ADA.

The work or task a service animal has been trained to provide must be directly related to the person's disability.

Determination of Assistant Animals: The determination of whether an Assistance Animal will be permitted in affiliated Housing is made on a case-by-case basis through an interactive process involving the individual requesting the accommodation and relevant university personnel. All requests for Assistance Animals are subject to annual review.

In all cases, the needs of the individual are balanced with the impact of an Assistance Animal on other campus residents and patrons. In order for an Assistance Animal to be considered a reasonable accommodation in affiliated Housing, there must be a current verification of the need for the accommodation from a physician, psychiatrist, licensed clinical social worker, or licensed psychologist provided to the the Center for Student Accessibility Resources office.

1. Verifies that the student has a physical or mental impairment that substantially limits one or more major life activities;
2. Describes the need for the requested accommodation; identifies the relationship between the student's disability and the need for an Assistance Animal.

The question in determining if an Assistance Animal will be allowed in affiliated housing is whether or not the Assistance Animal is necessary because of the individual's disability to afford the individual an equal opportunity to use and enjoy affiliated housing and its presence is reasonable. However, even if the individual with a disability establishes the necessity for an Assistance Animal and it is allowed in affiliated housing, an Assistance Animal is not permitted in other areas of the University (e.g. dining areas, library, academic buildings, classrooms, labs, etc.).

Personal Care Attendant (PCA) Guidelines and Acknowledgment

Approval and Documentation:

National Louis University allows students to have a personal care attendant (PCA) if they qualify under state and federal laws. To request a PCA, students must submit proof of need through documentation such as a high school IEP, a psychological report, or a letter from a licensed doctor, psychiatrist, or psychologist. This request must be sent to the Center for Student Accessibility Resources (CSAR).

Role of the PCA:

Once approved, a PCA can accompany the student to class to help with physical, medical, or behavioral needs related to their disability.

Important Notes:

- The university does **not** provide, train, or pay PCAs.
 - PCAs are hired, managed, and paid by the student privately.
 - It is recommended that students hire a neutral PCA—not a family member or close friend.
 - PCAs help with non-academic personal and medical needs during class. They assist with managing behavior, attention, and helping the student stay focused and compliant with classroom rules.
-

Student Responsibilities:

- Hire and train their PCA.
 - Pay the PCA as agreed privately.
 - Have a backup PCA if the regular one is unavailable.
 - Make sure the PCA understands and follows college policies, including the Student Code of Conduct and the PCA Agreement.
-

PCA Responsibilities

- Focus on supporting the student's personal and health needs only.
- Allow the student to work independently on all academic tasks (assignments, papers, group work, discussions).
- Do **not** participate in class discussions, projects, labs, or tests.
- During exams, PCAs wait outside in the hall if space is limited in the testing room.
- Do **not** rephrase or explain exam, quiz, or discussion questions.
- Do **not** disrupt the classroom environment.
- Maintain confidentiality; do **not** discuss the student with faculty, staff, or other students.

Testing Assistance for ILTS and Other State Exams:

The Center for Student Accessibility Resources (CSAR) supports students preparing for state-mandated exams, such as the Illinois Licensure Testing System (ILTS).

- **Accommodation Letters:** CSAR will provide a letter of accommodation for registered students to include with their testing application.
- **Application Support:** CSAR staff can assist students in completing the state accommodation request forms.

Please note: **CSAR does not provide testing accommodations for state exams.** All accommodations are determined and administered by the State of Illinois (or the relevant state testing agency) in accordance with their guidelines.

Help with State Testing (ILTS and others):

If you're taking a state test (like the ILTS), CSAR can help you with the process:

- We can give you a letter of accommodation if you are registered with CSAR.
- We can help you fill out the state's accommodation request form.

Important: CSAR does not provide accommodations during state exams. Those are handled by the state testing agency, based on their own rules.

Student Veterans Support and Services

Veterans bring valuable perspectives and may also face unique challenges such as undiagnosed learning disabilities or service-related injuries. The university encourages veterans to reach out for assistance through the Veterans Resource. These offices offer holistic “wrap-around” services connecting students with campus and community resources.

Overview:

Student veterans can work with the Center for Student Accessibility Resources office to identify accommodations and campus resources that support their educational success. Services include notetaking, service animal accommodations, testing assistance, excused absences, extended time on assignments, and breaks as needed. All information shared with the office is confidential.

What We Offer:

- Personalized support to help overcome challenges affecting academic success.
 - Accommodations and resources tailored to the needs of veterans with disabilities or medical/mental health conditions like traumatic brain injury (TBI), hearing or vision loss, PTSD, chronic pain, and physical disabilities.
 - Support even if the military or Veterans Affairs (VA) has not officially recognized a disability.
 - Encouragement for veterans to self-identify and proactively seek assistance.
-

Common Disabilities Among Student Veterans:

Veterans and military service members often experience:

- **Physical & Sensory Disabilities:**
Injuries such as amputations, burns, spinal cord injuries, blindness, or hearing loss often caused by combat or accidents like exposure to Improvised Explosive Devices (IEDs).
 - **Traumatic Brain Injury (TBI):**
Challenges with cognition (memory, attention), perception (vision, hearing), physical endurance, behavior, and emotional regulation.
 - **Mental Health Conditions:**
Including PTSD, anxiety, depression, and other psychiatric symptoms.
-

How These Disabilities Might Affect Classroom Performance:

Physical & Sensory Disabilities:

- Difficulty with physical tasks (writing, labs, computer use).
- Challenges with mobility or long periods of sitting/standing.
- Trouble hearing lectures or seeing materials.
- Difficulty accessing digital content without accommodations.

Examples of Accommodations:

- Adjustable tables and reachable lab equipment.
 - Electronic versions of course materials.
 - Specialized computer input devices.
-

Traumatic Brain Injury (TBI):

- Problems with judgment, concentration, memory, processing information.
 - Sensory difficulties and physical symptoms like fatigue or headaches.
 - Behavioral/emotional challenges, including mood swings and impulse control.
 - Symptoms may worsen with fatigue or overstimulation.
-

Contact Information:

- **Office Location:** Chicago Campus, 122 S. Michigan
- **Email:** veteransprogram@nl.edu
- **Phone:** (312) 261-3262
- **Website:** [NLU Veterans and Military Program](#)

Wellness Services:

Free Counseling:

NLU students can receive up to eight free counseling sessions—either in person or through telehealth—at Skylight Counseling Services on the NLU campus. **How to Access:**

Experiencing a Mental Health Crisis?

Call BetterMynd's 24/7/365 Crisis Line: 844-287-6963

Text **HOME** to **741-741**

Seeking Therapy or Other Mental Health Resources?

www.skylightcounselingcenter.com/nlu

www.bettermynd.com

Email Student Wellness Services: wellness@nl.edu

Free telehealth Counseling Sessions:

NLU students can access up to **eight free telehealth counseling sessions** through our partnership with **BetterMynd** and **8 free sessions with Skylight**

- Choose a therapist based on your preferences.
- Schedule sessions that fit your time and preferred format (video, phone, chat, or messaging).
- Quick, easy, private, and confidential access

Office Contact Information:

- Email: wellness@nl.edu
- Phone: 312.261.3636 or 847.947.5656
- Website: [NLU Counseling and Wellness](http://www.nlu.edu/counseling)

In Case of Crisis:

- Text **"START" to 741-741** for crisis support.
- Call **1-800-273-TALK (8255)** for the National Suicide Prevention Lifeline (available 24/7).
- For mental health crisis help **24/7**, call **833.646.1526**.
- For medical emergencies, call **911** immediately.

Additional Resources:

- **National Veteran Crisis Text Line:** Text "HELP" to 838255
- **Crisis Lifeline for Deaf/Hard of Hearing:** TTY 800.799.4889
- **National Suicide Prevention Lifeline:** 800.273.8255
- **Ayuda en español:** 888.628.9454 (24/7 Spanish language support)

Disability Accommodations in Fieldwork, Internships, and Experiential Learning

National Louis University (NLU) is committed to providing qualified students with disabilities equal access to its academic programs, including required internships, fieldwork, clinical experiences, and other experiential learning opportunities.

Accommodations During Fieldwork and Internships

Students approved for disability-related accommodations may be eligible for such accommodations during required fieldwork, internships, clinical experiences, or other experiential learning activities.

Because field experiences may take place at external organizations or worksites, the process for implementing accommodations may differ from those provided in the classroom. NLU will work with the student and, when appropriate, the field site to identify and implement reasonable accommodations that provide equal access while maintaining the essential requirements of the academic program and field experience.

Examples of accommodations may include, depending on the student's individual needs and the requirements of the placement:

- Modified schedules or scheduling adjustments
- Accessible workspaces or equipment
- Assistive technology
- Communication accommodations
- Additional breaks
- Modifications to the method of completing certain non-essential tasks
- Other reasonable accommodations determined through the interactive process

Accommodations are determined on an individualized basis. An accommodation that is appropriate in a classroom setting may not be appropriate in a fieldwork or clinical setting if it would prevent the student from meeting an essential requirement of the program or placement.

NLU is not required to provide an accommodation that would fundamentally alter an essential academic or technical requirement of a program or course, or that would otherwise create an undue burden as defined by applicable law.

Responsibilities of the Student

Students are encouraged to contact the Center for Student Accessibility Resources (CSAR) as early as possible when they know that they will participate in a fieldwork, internship, clinical, or other experiential learning placement.

Early communication allows sufficient time for NLU, the student, and, when appropriate, the field site to discuss and coordinate accommodations before the placement begins.

Students are responsible for:

- Maintaining an active accommodation approval through CSAR, when applicable;

- Communicating with CSAR about accommodations needed for a field experience;
- Providing information necessary to facilitate the implementation of approved accommodations;
- Following the policies and procedures of the field site; and
- Meeting the essential academic, professional, technical, and safety requirements of the program and placement, with or without reasonable accommodation.

Students are not required to disclose a disability to a field site simply because they have an approved accommodation. However, disclosure may be necessary when an accommodation must be implemented at the field site. Students are encouraged to work with CSAR when determining how and when to disclose accommodation needs.

Responsibilities of NLU and Field Sites

NLU will work with students to identify reasonable accommodations necessary for equal access to required field experiences. When an accommodation must be implemented by an external field site, NLU will coordinate with the site, as appropriate and with consideration for student privacy, to facilitate implementation.

Field sites may have their own policies, procedures, safety requirements, and essential functions. Accommodations must be considered in the context of the specific field experience and may not eliminate essential academic, technical, professional, or safety requirements.

NLU and the field site may consult with one another, as appropriate, regarding the implementation of accommodations. Questions or concerns regarding the appropriateness or implementation of an accommodation should be referred to CSAR.

Placement Decisions

A student may not be denied a fieldwork, internship, clinical, or experiential learning opportunity based on disability-related stereotypes, assumptions, or generalizations.

Placement decisions must be based on the student's ability to meet the essential requirements of the academic program and the specific placement, with or without reasonable accommodations, and must comply with applicable federal and state disability-discrimination laws.

If concerns arise regarding a student's ability to meet an essential requirement or regarding the implementation of an accommodation, the student should contact CSAR. NLU will review the matter through an individualized process and, when appropriate, consult with the relevant academic program and field site.

Timing of Accommodation Requests

Students are encouraged to request or discuss accommodations with CSAR as early as possible, preferably before a field placement begins. Early notification is particularly important when accommodations require coordination with an external site, specialized equipment, accessible facilities, scheduling arrangements, or other advance planning.

Students may request accommodations at any time. However, requests made shortly before or after a placement begins may require additional time to coordinate.

Questions or Concerns

Students who have questions about disability accommodations during fieldwork, internships, clinical experiences, or other experiential learning activities should contact:

Center for Student Accessibility Resources (CSAR)

Phone: (312) 261-3488

Email: CSAR@nl.edu

CSAR can assist students in understanding the accommodation process and coordinating disability-related accommodations for field-based learning experiences.

Key Differences Between High School and College:

Topic	High School	College
Main Law in Practice	Section 504 + IDEA (Individuals with Disabilities Education Act)	Section 504 + ADA (no IDEA)
Goal	Free Appropriate Public Education (FAPE)	Equal Access to Education
School's Role	School identifies and evaluates students, develops and implements an IEP/504 Plan	Students must self-identify , request, and provide documentation
Parent Involvement	Parents are often involved in planning (e.g., IEP meetings)	Parents do not have access to records unless authorized by the student (FERPA)
Documentation	Schools often provide evaluations	Students are usually responsible for obtaining and paying for evaluations
Accommodations	May include modifications to the curriculum or requirements	Only accommodations allowed; no modifications to essential course content or requirements
Tutoring/Personal Support	Sometimes provided by the school	Not required by college (e.g., tutoring, personal aides, readers for personal study)

Grievance Procedure

National Louis University is committed to **equal access** and does **not discriminate** against individuals with disabilities in any of its programs, services, or employment practices.

Legal Protections

You are protected under:

- **Section 504 of the Rehabilitation Act of 1973**
Ensures that no qualified person with a disability is excluded from, denied benefits of, or discriminated against under any program or activity receiving federal funds.
- **Americans with Disabilities Act (ADA) of 1990**
Provides civil rights protection against disability-based discrimination in:
 - Employment
 - Public spaces
 - State and local government services
 - Telecommunications

If You Have a Concern or Believe You've Been Discriminated Against:

You have the right to file a **grievance** if you feel you've been denied access, accommodations, or treated unfairly because of your disability.

You can contact:

Center for Student Accessibility Resources (CSAR)

They can guide you through your rights and help you resolve your concern informally or formally.

Or you may contact:

Director of the Office for Civil Rights (OCR)

U.S. Department of Education

Washington, D.C.

For more info, visit: <https://www.ed.gov/ocr>

What Happens Next?

NLU must follow a process that:

- Allows you to **raise concerns fully and fairly**
- Ensures a **prompt and equitable resolution** of your complaint

Details about how to start a grievance (steps, timeline, who to contact) are typically found in:

- The **Student Handbook**
- The **NLU website**
- Or by speaking with the **CSAR office**

Academic Accommodations for Students with Disabilities

The **Center for Student Accessibility Resources (CSAR)** is the main office at National Louis University (NLU) that supports students with disabilities. CSAR coordinates academic accommodations in accordance with:

- The **Americans with Disabilities Act (ADA)**
- **Section 504 of the Rehabilitation Act**
- **NLU Academic Policy 306: Policy on Students with Disabilities**

Accommodations are based on each student's individual needs and must be supported by appropriate documentation.

If you need academic accommodations, please contact CSAR at:

CSAR@nl.edu

(312) 261-3488

Informal Complaint Procedure

If you have a concern and feel comfortable doing so, you are encouraged to first speak directly with your **faculty member, program director, or college dean**. Often, these conversations can lead to a quick and satisfactory resolution.

If you believe you've experienced disability-related discrimination but are unsure about filing a formal complaint, you may contact the **Center for Student Accessibility Resources (CSAR)** at **(312) 261-3488** for an **informal conversation**.

This discussion may help you find a way to address the issue yourself, or it may lead to starting a **formal complaint process**, if appropriate.

Formal Grievance Procedure

If you wish to file a **formal complaint** related to disability discrimination or accessibility concerns, you should contact the **University Ombudsman**:

- Phone: **(312) 261-3461**
- Online form: [University Student Ombudsman](#)

If your complaint involves the **Ombudsman**, contact the **Assistant Dean of Students** at **(312) 261-3735** instead.

Once submitted, the **Ombudsman** will review your complaint to determine whether University policies and federal or local laws were followed. If violations are found, steps will be taken to correct them. During the process, you may be asked to provide relevant information.

You will receive a written response with the **findings and recommendations** once the review is complete.

You are **protected from retaliation** for filing a grievance. You may also choose to have another **student, faculty, or staff member** accompany you during the process and assist in presenting your concerns.

If you are **not satisfied** with the outcome, you may **appeal** the decision to:

- The **Assistant Dean of Students and Title IX Coordinator**, or
- The **Vice President for Student Affairs and Dean of Students**.

Their decision is the **final resolution** within the University.

Additionally, if you believe you have been **discriminated against because of a disability**, you may also file a **Charge of Discrimination** with the **U.S. Department of Education's Office for Civil Rights**:

- **Illinois Regional Office:**
500 W. Madison St., Suite 1475
Chicago, IL 60661
- **Florida Regional Office:**
61 Forsyth St. W, Suite 19T10
Atlanta, GA 30303

SUBJECT TO CHANGE NOTICE:

What it means:

- The policies and procedures listed in the Handbook are **not a binding contract** between the University and students (or anyone else).
- The University **can change, remove, or add to** any rules, regulations, policies, fees, courses, or academic requirements at any time.
- When the University makes changes, it will try to give advance notice if possible, but it **doesn't have to provide notice** in every case.
- Additional policies might also be available in other official documents like the online undergraduate and graduate catalogs and the student guidebook.

Bottom line:

The University has the flexibility to update or change its rules and requirements as needed, and students should be aware that what's in the Handbook might change, even without prior warning. Always check the latest official resources to stay updated.

Learning Support at NLU:

What We Do:

The Office of Learning Support helps students succeed academically by offering tutoring in writing and math, working with professors to support learning, and promoting equal access to education.

Where to Find Us:

- Main office: Chicago Campus, 122 S. Michigan, Room 6003
- Email: learn@nl.edu
- Phone: (312) 261-3374
- Website: <https://nl.edu/learning-support/>

Who We Are:

Our team provides personalized academic help designed to help you reach your full learning potential at the university level. We follow NLU's mission and values by creating a supportive environment that helps all students. We also teach skills to help you become an independent learner through tutoring and workshops.

Our staff are experts in learning methods, subject knowledge, and effective teaching strategies, so they can support different types of learners and improve your academic success.

Locations & Services:

- Learning Specialists are mainly based at the Chicago campus (Room 6003) and also at the Wheeling campus.
- We do **not** offer in-person tutoring at other campuses, but you can easily book virtual tutoring sessions via Zoom.
- Virtual sessions work like face-to-face meetings and you can join from anywhere, whether at home, a coffee shop, or anywhere else during our hours.

Learning Disabilities Assessment Providers

If you need to get assessed for learning disabilities, here are some local providers you can contact:

1. **Cognitive Solutions Learning, Inc.**
2409 N. Clybourn Ave., Chicago, IL 60614
Phone: 773-755-1775
Email: info@helpforld.com
2. **David Hanson, PhD**
21 N. Skokie Hwy, Ste. 203, Lake Bluff, IL 60044
Phone: 847-295-6141
Email: info@therapyandassessment.com
3. **Learning Diagnostics**
1718 N. St. Michaels Ct., Chicago, IL 60614
Phone: 312-266-9412
Email: learningdiagnostics@visto.com
4. **Chicago School Forensic Center**
222 Merchandise Mart Plaza, Chicago, IL 60654

Phone: 312-467-2535

Website: www.forensiccenter.org

Important Disclaimer:

National Louis University does **not** guarantee or endorse these providers. We are simply sharing their contact information as a helpful resource. We do not vouch for their qualifications, services, fees, or any other details related to their assessments.

Faculty Guide for Supporting Full Access for All Students

National Louis University is dedicated to making sure all programs and activities are accessible to every student by removing any barriers to learning.

Key Points for Faculty:

- **Do not make accommodations on your own** without proper approval. However, you can provide temporary accommodations while the official process is underway.
- The **Center for Student Accessibility Resources (CSAR)** is responsible for evaluating and communicating approved accommodations to faculty.
- If a student asks for accommodations but you have **not received an official accommodation letter**, direct them to CSAR.

Faculty Responsibilities:

1. **After receiving an accommodation letter**, confidentially discuss with the student what support they need.
If a student wants to disclose a disability but hasn't done so before, guide them to CSAR.
2. **If you have concerns about requested accommodations**, discuss these with CSAR and, if needed, the academic department head.
3. **For academic concerns related to course goals**, talk with the department head or program director to make sure the student can meet objectives within their accommodations.
4. **Provide accommodations** yourself or coordinate with CSAR, Learning Support, or academic leaders when needed.
5. **If exams or assignments need to be given outside of class**, make sure they are delivered and returned properly and on time, with all necessary instructions.
6. **Keep the learning environment safe and accessible** for all students, especially during emergencies.
7. **Keep all information about students' disabilities confidential.**

Additional Resources for Faculty:

- Video on ADA Accessibility & Accommodations in Remote Learning (slides available)
- NLU Policy on Students with Disabilities (July 2015)
- NLU Policy on Recording Classroom Activities (July 2016)
- Tip Sheet on Working with Students with Disabilities

- Faculty Guide to Assisting Students with Disabilities (1999)

Job Resource Guide for People with Disabilities

Informational Resources & Job Search Websites:

- [JobAccess.org](#): The first and largest employment website for job seekers with disabilities.
- [AbilityLinks.org](#): Job opportunities specifically for persons with disabilities.
- [GettingHired.com](#): A national portal connecting job seekers with disabilities to employers committed to hiring them.
- [Equal Opportunity Publications \(EOP\)](#): Offers diversity recruitment, including job boards and career expos for women, minorities, and people with disabilities.
- [National Organization on Disability \(NOD\)](#): Provides information on community involvement, economic participation, and independence resources.
- [Job Accommodation Network \(JAN\)](#): Free, expert guidance on workplace accommodations and disability employment issues.
- [AbilityJobs.com](#): The largest job site for people with disabilities.
- [Disability Job Exchange](#): Job searches, resume help, and career advice for individuals with disabilities.
- [DisabledPerson.com](#): A job search site focused on helping individuals with disabilities find employment.

Government Resources & Job Search Sites:

- [Office of Personnel Management \(OPM\)](#): Information about federal government jobs for people with disabilities, plus related resources.
- [Environmental Protection Agency \(EPA\)](#): Resources about hiring laws for people with disabilities.
- [Section 508](#): Information on accessibility standards and resources.
- [Social Security Administration \(SSA\)](#): Job resources for people with disabilities in the Midwest.
- [HUD Disabilities](#): Information about disability rights and housing laws.
- [Americans with Disabilities Act \(ADA\)](#): Information on the ADA.
- [Association of People Supporting Employment First \(APSE\)](#): Resources on government and state employment for people with disabilities.

Accessibility Tools:

- [Emulate mouse clicks](#) with voice commands (you will first need to make a GitHub account and [download the software](#))
- [CameraMouse](#): Free, downloadable program that enables you to control the mouse pointer on your computer screen just by moving your head.
- **Google voice typing**
 - [Voice typing in Google docs](#): Free speech-to-text software is built into Google suit platforms (e.g. Google docs and Google slides). Give it a try to see if it helps with writing.
 - [Voice typing extension for Google Chrome](#): Use voice typing on any website.
- **Kurzweil**: Please [self-register as a student](#) for Kurzweil, which offers professional text-to-speech.
 - There are also [instructions](#) for installing Kurzweil's Read in Web extension, which can read anything aloud on the web.

- Follow along with some [Kurzweil tutorials](#) to get a feel for the program and how to use text-to-speech with your readings.
- You may also contact [Kurzweil tech support](#) for questions you may have along the way.
- **NaturalReader**: Text-to-speech that also offers a [Google Chrome extension](#) to read anything on the web.
- **Microsoft Office Lens**: Converts photos of text into PDFs or Word documents.
- **Beeline Reader**: Converts text into a color gradient to promote reading focus and comprehension.
- **Openlexia**: Dyslexia-friendly font to improve reading.
- **Speechify**: Listen to things you normally read with the #1 text-to-speech AI Reader.
- **otter.ai**: Generate rich notes for meetings, interviews, lectures, and other important voice conversations with Otter, your AI-powered assistant.
- **Digital Recording Devices** are available for purchase in the [eCampus](#) catalog (the same catalog you use to search for textbooks). If you would like to utilize this tool in any of your classes, you can find this product by searching 8780000163784 in eCampus.
- GCfGlobal technology lessons: <https://edu.gcfglobal.org/en/subjects/tech/>
- GCfGlobal home page (includes lessons on writing, math, work skills, etc.): <https://edu.gcfglobal.org/en/>

Visual Comfort and Screen Accessibility Tools

- [F.lux](#) adjusts screen brightness and warmth to reduce eye strain and headaches. It can be used on both phones and PCs.
- [Deluminate](#) is a "dark mode" Chrome extension that converts pages to have white text on black backgrounds. This helps reduce screen-related eye strain and headaches. I recommend manually turning on the extension on certain pages that you'd like to use it on.
- [Dark mode on Adobe Acrobat Reader](#) for PDFs
- [Dark mode for Microsoft Word](#)

Software for Students Who Are Blind or Visually Impaired

Software	Description
JAWS (Job Access With Speech)	A screen reader for Windows that converts on-screen text and interface information into speech or Braille. It supports common applications such as Microsoft Office, web browsers, email, and learning-management systems.
NVDA (NonVisual Desktop Access)	A free, open-source Windows screen reader that provides speech and Braille access to computers. It is a widely used alternative to JAWS.
VoiceOver	Apple's built-in screen reader for Mac, iPhone, iPad, and other Apple devices. It provides spoken descriptions of screen content and supports refreshable Braille displays.
Narrator	Microsoft's built-in Windows screen reader. It reads text, buttons, menus, and other interface elements aloud and can be used with Braille displays.
ZoomText	A Windows screen magnification and screen-reading program designed primarily for individuals with low vision. It enlarges and enhances text and graphics and can provide speech support.

Software	Description
Fusion	Combines JAWS screen-reading technology with ZoomText magnification , allowing students with low vision to use both magnification and speech features.
SuperNova	Provides screen magnification, screen reading, and Braille support. It is designed for individuals with a range of visual impairments and allows users to customize how information is presented.
Dolphin EasyReader	An accessible reading application that supports accessible books and documents. It can provide text enlargement, speech, and other reading options for individuals with print disabilities.
Kurzweil 3000	Provides text-to-speech, OCR, reading, writing, and study tools. It can be useful for students who need digital text converted into speech or who have difficulty accessing traditional print materials.
Seeing AI	A Microsoft app that uses artificial intelligence to describe text, documents, objects, people, and surroundings through a mobile device.
Envision AI	Uses a smartphone camera and AI to recognize and read text and provide descriptions of objects and surroundings.
Be My Eyes	Connects people who are blind or have low vision with sighted volunteers through a mobile app who can provide visual assistance with everyday tasks.

Built-in Accessibility Features:

Students may also benefit from accessibility features that are already included with their devices:

- **Windows Magnifier** – Enlarges portions or all of the computer screen.
- **Windows High Contrast/Contrast Themes** – Adjusts colors and contrast to make content easier to see.
- **macOS Zoom** – Provides screen magnification on Mac computers.
- **iPhone/iPad Magnifier** – Uses the device camera to enlarge printed materials and objects.
- **iPhone/iPad Spoken Content** – Reads selected text or other content aloud.
- **Android TalkBack** – Google's built-in screen reader for Android devices.
- **Android Magnification** – Enlarges portions of the screen for users with low vision.

For an accessibility services resource

Screen Readers: JAWS, NVDA, VoiceOver, Narrator, TalkBack

Screen Magnification: ZoomText, Windows Magnifier, macOS Zoom

Combined Magnification & Screen Reading: Fusion, SuperNova

Reading/OCR Tools: Kurzweil 3000, Dolphin EasyReader, Seeing AI, Envision AI

Visual Assistance: Be My Eyes, Seeing AI

Appendix 1: Class Recording Agreement – Clarified Explanation

Purpose of the Form

This agreement is for students approved by the Center for Student Accessibility Resources (CSAR) to record lectures as part of their academic accommodations. These recordings help students who need extra notetaking support due to a documented disability. The recordings are meant only for personal study purposes.

Legal and Ethical Use

Class recordings are allowed under federal disability law to provide equal access. Students may only use these recordings for their own academic needs. Sharing, publishing, or misusing these recordings in any way is not permitted.

Responsibility for Recording

Faculty and student must agree on who will handle the recording process. This decision should be made before recording begins. You can ask CSAR for guidance if needed.

If Faculty Is Responsible for Recording

- After each class, faculty will upload the recording to Panopto.
- For Zoom classes, the faculty must save the recording to their computer first, then upload it to Panopto.
- The recording link will be shared with the student.

If Student Is Responsible for Recording

- For in-person classes, students may only use a digital recorder with a USB connection.
- For Zoom classes, faculty must give the student permission to record in Zoom settings.
- The student must save the Zoom recording locally to their own computer.
- After recording, the student must transfer the file to a password-protected flash drive, then delete the file from their computer.

Privacy and Security

- If classmates may be recorded, the instructor must inform the class in advance.
- Students in the class can ask not to have their personal contributions recorded.
- The student with the accommodation should remain anonymous to their peers.
- If a sensitive topic is discussed, the instructor can pause recordings.
- Recordings and class materials may not be shared, published, or used against anyone involved in the class.
- All recorded material is protected by copyright law and must be deleted at the end of the term.

Agreement Requirement

Both the student and the faculty member must sign this agreement before any recording is allowed. The signed form must be returned to the Center for Student Accessibility Resources.

Student Agreement

Student Pledge: I have read and understand the above policy on recorded lectures at National Louis University, and I pledge to abide by the above policy with regard to any lectures I record or slides I receive while enrolled as a student at National Louis University.

First and Last Name _____

NLU ID Number _____

NLU Email _____

Signature _____ Date _____

Faculty Agreement

Professor Pledge: I understand that this student will be recording lectures/provided slides as an ADA accommodation for personal use in accordance with state laws/regulations*

First and Last Name _____

Recorded Course(s) _____

Signature

Date

*84.44 of Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112, amended P.L. 93-156).

*Section 504 of the Rehabilitation Act of 1973 (34 CFR §104.44(b)).

Appendix 2: Student Information Release Authorization: Center for Student Accessibility Resources

In compliance with the Federal Family Educational Rights and Privacy Act of 1974, National Louis University is prohibited from providing certain information from your student records to a third party without students' consent.

I authorize the Center for Student Accessibility Resources to discuss my accommodations and specifics about my disability with the designated third party. Unless otherwise indicated, this Consent to Release form will be valid for one academic year (covering fall, winter, spring, and summer terms) only. At the end of the academic year, this document will become null and void. I understand that it is my responsibility to notify the Center for Student Accessibility Resources at the time I decide to change my decision about the designated third party.

Student Information:

Name:

Student ID:

Daytime Phone:

Student email:

Third-party Designee:

Name:

Relationship to student:

Phone number:

Email:

Purpose of Release:

Student Signature: _____

Date _____

Appendix 3: Alternative Textbook Form

- This form is to be used only by students who are **currently approved** for the use of alternative textbooks.
- Please turn in this form as soon as possible. Requests will be filled in the order they are received.
- **You may be asked to submit a copy of your receipt for proof of purchase (per publisher’s guidelines). If you do not submit the receipt when requested, your book request will not be fulfilled.**

Name: _____
(First) (Last)

NLU ID #: N00 _____

Email Address: _____@my.nl.edu

Date: _____

Alternative Textbook Policy Agreement

The alternative textbook accommodation provides equal access to audiobooks and pdfs for students with disabilities. The alternative textbooks that are provided to registered students with disabilities are for their access only. All alternative textbooks are protected under federal copyright laws and may not be published or shared with any individual other than the student requesting access to the textbook.

<i>Name Of Book</i>	<i>Author</i>	<i>ISBN</i>

Student Pledge: I have read and understand the above policy on alternative textbook accommodations at National Louis University, and I pledge to abide by the above policy with regard to any alternative textbooks I use while enrolled as a student at National Louis University.

Appendix 5: ESA Acknowledgment and Release of Information Consent Form

By my signature below, I verify that I have read, understand and will abide by the requirements outlined here and I agree to provide the additional information required to complete my Request for a Reasonable Accommodation under the University’s Emotional Support Animal Guidelines for University Housing.

I have read and understand the Emotional Support Animal Guidelines and Agreement and I agree to abide by the requirements applicable to Emotional Support Animals. I understand that if I fail to meet the requirements set forth in the Guidelines, Truman State University has the right to remove the Emotional Support Animal, and I will be, nonetheless, required to fulfill my housing, academic, and all other obligations for the remainder of the housing contract.

I furthermore give permission to NLU to disclose to others impacted by the presence of my Emotional Support Animal (e.g., Residence Life staff, and residence life students that may be impacted) that I will be living with an animal as an accommodation. I

understand that this information will be shared with the intent of preparing for the presence of the Emotional Support Animal and/or resolving any potential issues associated with the presence of the Emotional Support Animal.

I further recognize that the presence of the Emotional Support Animal may be noticed by others visiting or residing in University housing, and agree that staff may acknowledge the presence of the animal and explain that, under certain circumstances, Emotional Support Animals are permitted for persons with disabilities.

Owner's Name Print

Owner's Signature

Date

*Please turn in with your application.

Appendix 6: Medical Information Request form:

National Louis University
Center for Student Accessibility Resources
122 South Michigan Avenue Chicago, Illinois 60603 312-261-3488
CSAR@nl.edu

MEDICAL DISABILITY DOCUMENTATION

The student, whose name and signature appear below, has requested accommodative services based on the diagnosis of a medical condition. Students requesting services from National Louis University for Center for Student Accessibility Resources are required, under Section 504 of the Federal Rehabilitation Act of 1973, to submit documentation to verify eligibility for academic accommodations. This form must be completed by a licensed physician. Please complete and return this form in a sealed envelope or by email to Center for Student Accessibility Resources. (csar@nl.edu)

Please note: Accommodations will be provided only upon receipt of complete and adequate documentation.

Student Name Signature Birth Date

Physician Name Office Phone License Number

Office Address Town Zip Code

Diagnosis/health condition:

ICD CODE	DIAGNOSIS

Description of the functional impact of the medical condition/disability. (Include a description of the functional impact on physical, perceptual, and cognitive abilities.)

MEDICATION	DIAGNOSIS	SIDE EFFECTS

Is this person undergoing treatment for a medical condition that would cause them to be absent from class on a regular basis, such as chemotherapy, infusion therapy, etc.? Please explain:

Date of original diagnosis: _____ Date of current diagnostic evaluation: _____ Treatment, medications, assistive devices/services currently prescribed. (Include significant side effects of medication and therapies that may impact physical, perceptual, or cognitive performance.)

Progression or stability of the impact of the medical condition/disability over time. (List estimated changes in functional limitations that may occur over time that may warrant reevaluation of services.)

Recommendations for accommodations and/or support services.

I certify that the above-stated information is correct based on my professional judgment

Physician Signature

Appendix 7: **PSYCHIATRIC DISABILITY DOCUMENTATION**

National Louis University

Center for Student Accessibility Resources

122 South Michigan Ave.
Chicago, Illinois 60603

312-261-3488

csar@nl.edu

PSYCHIATRIC DISABILITY DOCUMENTATION

The student, whose name and signature appear below, has requested accommodative services based on the diagnosis of a medical condition. Students requesting services from National Louis University for Center for Student Accessibility Resources are required, under Section 504 of the Federal Rehabilitation Act of 1973, to submit documentation to verify eligibility for academic accommodations. This form must be completed by a psychiatrist,

licensed psychologist, or certified social worker (CSW or ACSW). Please complete and return this form in a sealed envelope or by email to the Center for Student Accessibility Resources

Student Name

Signature

Birth Date

Professional Credentials

Professional Name

Title

Office Phone

Office Address

License/Certification Number & State of License

Diagnosis/Diagnostic Code:

DSM/ICD CODE (S)	DIAGNOSIS

Is this person currently receiving regular counseling? How frequently?

Vocational, social, and interpersonal impact.

Level of current functioning (even with benefits of treatment)

Impairment of learning abilities

(Difficulty with concentration, memory, slow processing speed, etc.)

Does this affect others (explain)?

MEDICATION	SIDE EFFECTS

Recommendation for Accommodation and/or Support Services:

Indicate which, if any, of the accommodations listed below would be appropriate:

- _____ Notetakers to supplement this student's notes
- _____ Extended time on exams
- _____ Distraction-free testing environment
- _____ Test read aloud
- _____ Recording of lectures
- _____ Extensions for assignments
- _____ Excused absences
- _____ Other (please specify):
- _____

**I certify that the above-stated information is correct based on my
professional judgment.**

Signed _____ Date:

Appendix 8: FSPP/ISPP CLASS RECORDING INSTRUCTIONS:



Center for Student Accessibility Resources
CSAR@nl.edu
312-261-3329

FSPP/ISPP Class Recording Instructions

Students approved for class recording as an accommodation due to a disability may record class sessions and/or receive lecture materials for their personal educational use. Class recordings are an auxiliary aid that may supplement or support a student's note-taking and are intended to provide equal access to the course.

Class recordings provided as an accommodation are for the student's personal educational use only. Students and faculty should contact the Center for Student Accessibility Resources (CSAR) at CSAR@nl.edu with questions or concerns regarding class recordings or accommodations.

HOW TO IMPLEMENT CLASS RECORDINGS

When class recording is approved as an accommodation, the faculty member and student should establish who will be responsible for facilitating and storing the recordings. Consult CSAR if guidance or assistance is needed.

If the faculty member facilitates the recording

After each class session, the faculty member will upload the lecture recording to Panopto and share access with the student.

For synchronous classes conducted through Zoom, faculty should save the Zoom recording locally to their computer before uploading the recording to Panopto, in accordance with current institutional procedures.

If the student facilitates the recording

For synchronous virtual classes, the faculty member should provide the student with the necessary Zoom recording privileges in accordance with institutional procedures.

The student will record the class session and temporarily save the recording to their device. For on-campus courses, the student may use an approved digital recording device.

After recording a class session, whether on campus or through Zoom, the student should temporarily save the recording to a computer before transferring it to a password-

protected/encrypted storage device, as directed by CSAR or institutional procedures. Once the recording has been securely transferred, the student should delete the recording from the computer.

PRIVACY AND SECURITY

When class discussions or student contributions may be captured in a recording, faculty should notify the class that portions of the session may be recorded as part of an approved accessibility accommodation. The identity of the student receiving the accommodation should not be disclosed to the class.

Faculty should use reasonable measures to protect the privacy of students and other individuals whose comments may be captured in a class recording. An approved recording accommodation should not be conditioned on obtaining permission from classmates.

If a class session includes sensitive or confidential information that should not be recorded, the faculty member should identify the portion of the class that should not be recorded and instruct the student to pause the recording. Faculty should coordinate with CSAR when determining how to address situations in which pausing a recording could affect the effectiveness of the approved accommodation.

USE AND STORAGE OF RECORDINGS

Class recordings and materials provided as an accommodation are for the student's personal educational use only. Students may not share, distribute, post, publish, or otherwise make recordings available to others except as permitted by the institution or with appropriate authorization.

Students are expected to respect the privacy and intellectual property rights of faculty, guest speakers, and classmates whose contributions may be captured in a recording. Recordings may not be used to harass, threaten, defame, or otherwise disadvantage faculty, staff, or students.

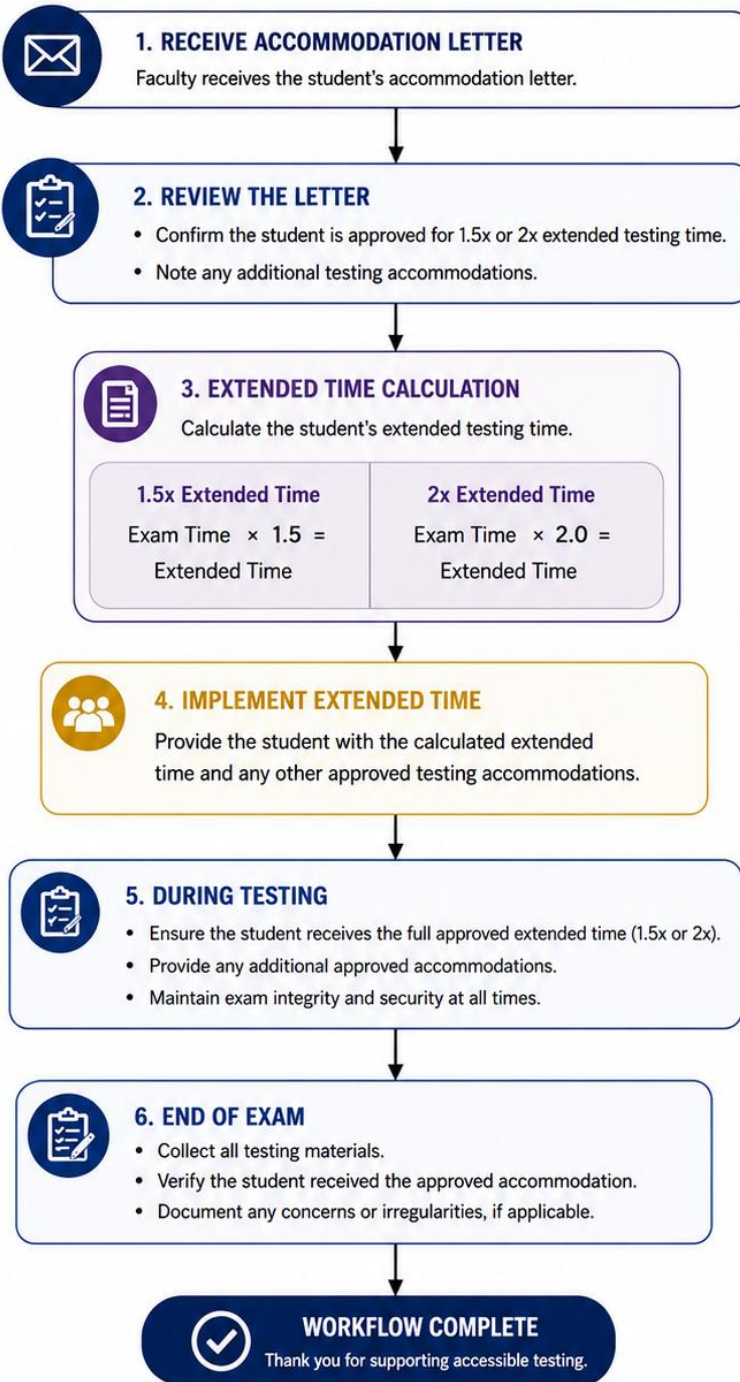
Students should securely store accommodation recordings and take reasonable precautions to prevent unauthorized access or disclosure. Recordings should be deleted when they are no longer needed for the student's educational use and, unless otherwise directed by CSAR, at the conclusion of the course.

Questions regarding accessibility accommodations, privacy, copyright, or the appropriate handling of sensitive course content should be directed to CSAR and/or the appropriate institutional office.

Legal reference: Section 504 of the Rehabilitation Act of 1973, as amended, and its implementing regulation for postsecondary education, 34 C.F.R. § 104.44(b)

CLASSROOM TESTING ACCOMMODATION WORKFLOW

Faculty-Proctored Exams – 1.5x Extended Time or 2x Extended Time



KEY REMINDERS

- 1.5x extended time means the student receives time and a half (e.g., 60 minutes becomes 90 minutes).
- 2x extended time means the student receives double time (e.g., 60 minutes becomes 120 minutes).
- When possible, allow the student to remain in the classroom to complete the exam.
- If the classroom is not available for the full time, plan an alternate location in advance.
- Provide all other approved testing accommodations listed in the letter.
- Maintain exam security and treat all students with fairness and consistency.

EXAMPLE CALCULATIONS

1.5x Extended Time

60 minutes $\times$ 1.5 = 90 minutes
75 minutes $\times$ 1.5 = 112.5 minutes

2x Extended Time

60 minutes $\times$ 2.0 = 120 minutes
75 minutes $\times$ 2.0 = 150 minutes

Always follow your institution's policies and the instructions provided in the accommodation letter.



Center for Student Accessibility Resources

We are here to support access, inclusion, and success.
For questions or assistance, please contact the Center for Student Accessibility Resources.

SEPARATE LOCATION TESTING WORKFLOW

Extended Time Accommodation - 1.5x or 2x

For students approved for extended time (1.5x or 2x) in a separate, distraction-free location

