



National Louis University

2024-2025 Handbook for

Center for Student Accessibility Resources

Table of Contents

	Page
Welcome and Introduction.....	5
Purpose	5
Center for Student Accessibility Resources Mission Statement.....	5
Office Contact Information.....	6
Federal Mandates and Laws Governing Disability and Access Services Office.....	6
Student Rights	7
Confidentiality Statement.....	8
Accommodations Process and Student Responsibilities	8
Applying for Accommodations	8
Complete the First-Time Applicants Form. Online.....	8
Provide documentation of your disability.....	9
Respond to any follow-up requests from our office.....	9
Attend a consultation appointment.....	9
Reasonable accommodations are determined.....	10
Approval of Accommodations.....	11
Discussing the Accommodations Letter.....	11
Continuing Academic Accommodations in Subsequent Terms.....	12
Provisional Services.....	12
Pregnancy Accommodation.....	13
Kendall College Accommodations.....	14
Religious Accommodations.....	14
Equipment Check-Out Policy and Procedure.....	15
Common Accommodations	15
Exam Accommodations	15
Note-taking Assistance	16
Lecture Recordings	16
Alternative Textbook Format	16
Flexible Attendance.....	16
Consideration for Extended Deadlines on Course Assignments.....	17
Breaks as Needed.....	18
American Sign Language Interpreting Services	18
Real-Time Closed Captioning Services.....	19
Alternative Classroom Furniture	19
Emotional Support Animals	19
Emotional Support Animal Policy.....	19
Section 1: Definitions.....	19
Section 2: Procedure for Requesting an Emotional Support Animal in University	20
Housing.....	
Section 3: Criteria for Determining if Presence of the ESA is Reasonable.....	22
Section 4: Housing Policy and Access to University Facilities.....	24
Section 5: Responsibility and Expectations of Owners with Emotional Support	24
Animals.....	24
A. Care and Supervision.....	24

B. Waste Management and Cleaning.....	26
C. Health and Well-Being.....	27
D. ESA Behavior.....	28
E. Financial Responsibility.....	28
F. General Responsibilities.....	29
G. Right to Inspect.....	29
H. Notification of Policy Violations.....	30
Section 6: Conflicting Disabilities.....	30
Section 7: Removal of ESA.....	30
Section 8: Non-retaliation Provision.....	31
Animal Guidelines.....	31
Animals in Campus Housing.....	32
Service Animals.....	32
Determination of Assistant Animals.....	32
Personal Care Attendant Guidelines and Acknowledgement.....	33
Student's Responsibility.....	33
Personal Care Attendant's Responsibility.....	33
Student Veterans.....	33
Student Veteran Support Services.....	36
Contact Information.....	36
Counseling and Wellness Resources.....	36
Uwill.....	37
Additional Resources.....	37
Accommodations in Field Work.....	38
Temporary Accommodations.....	
Temporary Accommodations for COVID-19	39
Temporary Accommodation: Remote Participation.....	39
National Louis University Mask Policy for Students with Disabilities.....	39
Disclaimer.....	40
High School Vs College.....	40
Frequently Asked Questions for College Accommodations.....	43
Grievance Procedure.....	45
Academic Accommodations for Persons with Disabilities.....	45
Informal Complaint Procedure.....	45
Formal Grievance Procedure.....	45
Subject to Change Notice.....	46
Resources.....	46
Learning Support	46
Learning Disabilities Assessment Providers	47
Faculty Guide for Supporting Full Access for All Students.....	48
Additional Faculty Resources.....	49
Job Resource Guide for People with Disabilities	49
Government Resources and Job Search Sites.....	50
Appendix 1: Class Recording Agreement.....	51
Appendix 2: Student Information Release Authorization: Disability and Access Services.	53
Appendix 3: Alternative Textbook Form.....	54
Appendix 4: ESA Roommate/ Suitemate Agreement.....	55

National Louis University acknowledges and credits documents from the following institutions in the re-writing of this document: Office of Disability Services at Cleveland State University, Access Services for Students with Disabilities at Governors State University, Center for Disability Resources at Illinois Institute of Technology, Disability Services at Ohio State University, and Disability Access Services at Oregon State University.

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 comprehensive document of the university on policies and procedures within Center for Student Accessibility Resources. The information provided within has been developed based on best practices in the field and the needs of National Louis University's diverse student population. This guide is a resource for students with disabilities and contains information to guide students through the application process and also the process of navigating the experience with our office, faculty, and other staff at the university in regard to academic accommodations.

Center for Student Accessibility Resources Services Mission Statement:

The Center for Student Accessibility Resources' mission is to support, service, provide access, and empower National Louis University students. CSAR will support students with all disabilities and neurotypical students on every campus, including Lisle, Wheeling, Tampa, Chicago, and online learners, through innovative services, programs, and partnerships with 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

Our Team:

Vez Osmani she/her Director of Access and Campus Resources email: Vosmani@nl.edu phone: 312-261-3488 Graduate, Veteran's, and P.A.C.E student representative	Andrea Shaw she/her Student Affairs Specialist CSAR email: ashaw6@nl.edu phone: 312 261-3742 Undergraduate student representative
--	--

Federal Mandates and Laws Governing the Center for Student Accessibility Resources:

The Center for Student Accessibility Resources provides assistance to NLU students in compliance with federal mandates regarding 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 Disability Act 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 such entity."

In accordance with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973), NLU strives to ensure academic access through a variety of means including, but not limited to, the following:

- Course Exam Accommodations
- Recording Class Lecture
- Note-Taking Assistance
- Alternative Format Textbooks
- Flexibility in Course Attendance Policy
- Consideration for Extended Deadlines
- American Sign Language Interpreting Services
- Alternative Classroom Furniture

Student Rights

A student with a disability has the right to obtain timely and reasonable accommodations for their disability in order to have the same opportunity for the success enjoyed by students who do not have a disability. 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 Amendment Act (2008) defines a person with a disability as having:

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

[Association on Higher Education and Disability \(AHEAD\)](#) summarizes key revisions from the ADA Amendments Act (2008):

“Revised Title I regulations state “the primary purpose” of the ADA amendments “is to make it easier for people with disabilities to obtain protection under the ADA.”

No legislation or regulations require that documentation be requested or obtained in order to demonstrate entitlement to legal protections because of disability and seek reasonable accommodations. The regulations acknowledge that postsecondary institutions may request a reasonable level of documentation. However, requiring extensive medical and scientific evidence perpetuates a deviance model of disability, undervalues the individual's history and experience with disability, and is inappropriate and burdensome under the revised statute and regulations.”

The University’s goal is to provide full access to education for all students and persons with disabilities and to create a fully accessible campus.

Students have the right to confidentiality in regard to their disability. Information will be disclosed to relevant campus personnel only on an as-needed basis. Typically, this would be in order to provide a needed accommodation (see the Confidentiality section of this handbook for further information). Students can choose to disclose information to faculty on their own if they wish, but should not be asked by faculty, staff, or administration about the exact nature or diagnosis of their condition.

Confidentiality Statement

1. **Center for Student Accessibility Resources** takes the position that all materials submitted to our office relating to a student's disability are confidential. All disability-related documentation at National Louis University is now stored in a digital case management platform. Only staff employed in our office have access to these files (unless the student has previously shared this documentation with others). Registration with our office or the fact that a student receives academic accommodations will not appear on transcripts.
2. The Family Educational Rights and Privacy Act of 1974 (FERPA) and the Americans with Disabilities Act (ADA) do not allow faculty or others access to disability-related information (ex. diagnosis, medications).
3. Center for Student Accessibility Resources will not share a student's medical information with university faculty or staff without the student's consent. Our office will share approved accommodations on a need-to-know basis, such as with faculty, student success coaches, academic advisors, and learning support specialists.
4. Center for Student Accessibility Resources will not disclose any student's medical or registration information to an employer or other outside organization without the student's written consent.
5. Within the application process, students may offer written consent for confidential information to be released to relevant persons in the case of certain emergencies such as medical treatment, if a student poses a threat to themselves or others, etc.
6. Center for Student Accessibility Resources will retain all disability documentation for six years after students leave the university, therefore if a student returns to the university after this time, they will have to reinitiate the application process again.

Accommodations Process and Student Responsibilities

Applying for Accommodations

7. While a student may notify faculty or staff that they need academic accommodations, it is the student's responsibility to request the Center for Student Accessibility Resources. There is no specific date/deadline on which students must apply for accommodations. Still, it is recommended that students apply at least 3-4 weeks before the beginning of the term in which they need accommodations and will not be accepted for the same term and two weeks before the end of the term. Once an individual with a documented disability has requested services, our office will conduct a consultation with the student to review their application, discuss the student's needs and experiences, and determine the best

accommodations and options for support. Upon the conclusion of the consultation, the approval process can take up to two weeks. Students may communicate with faculty, staff, etc. and make them aware they have a disability or need for accommodations, faculty may provide accommodations while the student is waiting for official approval. Students must schedule a consultation with a CSAR representative.

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

You will need to log in using your NLU username and password. Please provide as much information as you can to our office, as this will be used to determine your eligibility for academic accommodations. Missing vital information may increase 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 30 days after the consultation to submit any missing documentation**)

2. Provide documentation of your disability: Documents can be uploaded in Step 1 with the First Time Applicants form. Additionally, you can email it to our office at CSAR@nl.edu. Documentation can be in the form of an IEP or 504 Plan from high school. If these documents are unavailable, a medical professional's letter can suffice. The Center for Student Accessibility Resources can provide Medical and Psychiatric forms that can be filled out by a medical professional when an IEP or 504 plan is not available.

- a. A medical professional can be a medical doctor, a nurse practitioner, a licensed clinical social worker, a psychiatrist, a psychologist, etc.
- b. The letter should be on the medical professional's letterhead or on the CSAR medical/ psychiatric form (name, address, telephone number, and professional credentials), with the date written and signed by the author.
- c. It should contain 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/symptoms affect the student medically and academically, any medications are taken and how they affect the student medically and academically, academic accommodations suggested based upon the diagnosis, any other pertinent information for working with the student.
- d. Examples of unacceptable documentation: incomplete IEP or 504 Plans, copies of medical records, medical provider letters with no specific conditions or diagnoses listed (ex., terms such as "learning styles," "learning problems," and "academic difficulties" do not constitute a learning disability), illegible documents.

3. **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.
4. **Attend a consultation appointment.** Once the First Time Applicants Form has been received with the appropriate information, an initial consultation appointment should be completed at the time of submission. The initial consultation is required, and academic accommodation will not be granted without it being completed. Students are expected to discuss their disability in depth (specific diagnosis, symptoms, how it affects them academically, access barriers, etc.), their need for accommodations and any they've received in the past, and how our office can help the student succeed academically, etc. The consultation staff member will ask detailed questions about the student's academic experiences, access needs, the information contained within the First Time Applicants Form, and the student's disability documentation.
5. **Reasonable accommodations are determined.** After the initial consultation, reasonable academic accommodations will be collaboratively determined between the staff member and the student. Reasonable academic accommodations at the collegiate level provide equal access (removing barriers to possible academic success) to students, but accommodations alone do not guarantee student success. Additionally, accommodations cannot significantly or unreasonably alter the nature of the course. All accommodations listed on an IEP will not automatically transfer and will be considered reasonable at the collegiate. There are no definitive rules regarding what constitutes a reasonable accommodation at the collegiate level. Still, decisions are made based on best practices in the field, professional expertise, provided documentation, previous case studies, etc.
 - a. Examples of why an accommodation request may be unreasonable: poses a direct threat to the health or safety of others, makes a substantial change in an essential element of the curriculum (e.g., learning outcome), and creates a substantial alteration in the manner in which the university provides services, or poses an undue financial or administrative burden.
 - b. Examples of specific unreasonable accommodations: bringing a service animal to a culinary kitchen classroom where food is being prepared, requiring an on-campus course to be taught to one student as online format if learning outcomes are not equivalent, providing American Sign Language Interpreters to deaf/hard of hearing students who are not fluent in American Sign Language.
 - c. Examples of academic accommodations that may be appropriate at the high school level, but not typically offered in college: a one-on-one classroom aide, reduction in the assignment (number of math problems, number of paragraphs in the essay, etc.), significant alteration of teaching methods (frequently check student's understanding, create study guides), allow the use of "cheat sheets", provide transportation, allow the revision of a previously submitted assignment, etc.

Approval of Accommodations

8. After the initial consultation, the student will receive two emails at their NLU email address: A letter of Approved Accommodations sent via notifications@maxient.com (with faculty, advisors, career advisors, and learning support specialists when necessary copied recipients) and an additional confirmation email from a Center for Student Accessibility Resources representative. The confirmation email may contain pertinent reminders, resources, and information discussed during the initial intake. Upon receipt of these emails and the attachment(s), the student should carefully read and review all contents and send any applicable questions or concerns to the Center for Student Accessibility Resources.
9. The student must review all approved accommodations for accuracy and clarity and notify Center for Student Accessibility Resources of any requested changes. If we don't receive notification for changes, your accommodations will be in effect as written.

Accommodations are not retroactive, and faculty have to be informed that a student has accommodations for the student to use them. Once any questions have been answered by the staff (if applicable) and the student agrees to the accommodations in the Notice of Approved Academic Accommodations, an Accommodations Letter outlining approved accommodations with the student cc'd will go out to all faculty members at their NLU email listed in the student's EAB account.

IMPORTANT: If a student's schedule changes or an Accommodations Letter fails to reach one of their professors for any other reason, the student must inform our office. The student can forward the email they were cc'd on to the additional faculty member that was missed, they can provide a copy of the memo directly to the faculty, and they can also contact us directly so that we can send the Accommodations Letter out again.

Discussing the Accommodations Letter

Each term, a student will be sent an Accommodations Letter and it will be copied to their faculty, academic advisor, and field placement supervisor, student success coach, and learning support specialist. Once the notification is distributed, the student should practice self-advocacy skills and reach out to the professor immediately so that they are made aware of the use of academic accommodations in their classroom as well as the specific needs of the student. The student should use the following guidelines in working with faculty each term to discuss their academic accommodations in classes:

- a. Review Your Class Schedule: Look at your classes and their formats. Consider your academic needs and how they would or wouldn't apply in each class. Some accommodations may not be appropriate or necessary in all classes.
- b. Set up a Meeting with Your Professor: The student is never required to disclose their specific diagnosis or disability. The meeting should be held with all instructors for

classes in which you plan to use accommodations in their classes and only accommodations listed on the Faculty Memo should be discussed. Sometimes, the Faculty Memo is overlooked by the professor, and other times, they expect the student to initiate a conversation to address their academic needs. It is the student's responsibility to make sure the professor knows they have accommodations by scheduling a meeting to discuss their needs in depth and what the dissemination of those accommodations will look like in the professor's class. For example, if you have the Consideration for Extended Deadlines on Assignments, there should be general guidelines in place for when a student turns in assignments late. Students should not automatically assume they can turn in every assignment late or that certain assignments can be submitted after the deadline.

- c. Follow Procedures for Accommodations in Place: Make sure you turn in any forms to our office immediately so that your request (ex. Alternative Textbook form) can be processed in a timely fashion. Also, make sure you are following proper procedures when using your accommodations (ex. turning in an audio recording form before recording class lectures). Additionally, you want to make sure you follow any agreements made between you and the instructor and do not deviate from the plan. **For example, if you have the Consideration for Extended Deadlines accommodation and your instructor gives you an additional 48 hours to turn in an assignment, once the 48 hours are over, the professor does not have to provide an additional extension.**
- d. Maintain Good Communication: You should always keep your professor abreast of any situation arising from your documented disability. Once again, the student does not have to share any details about their specific diagnosis or disability. If you feel more comfortable speaking with someone from our office, we can serve as a liaison for conversations with your professors.

Continuing Academic Accommodations in Subsequent Terms

For students who have already completed the initial consultation process, they must submit the [Accommodation Continuation Form](#) for all subsequent terms in which they would like to access their accommodations. This form takes roughly 2-3 minutes to complete, and students are expected to submit their continuation forms at least 3 weeks before the start of the subsequent term. Accommodations received in prior terms/semesters may not be applicable in your current term. If we do not hear from you, we will assume that you are no longer interested in receiving accommodations with our office, and an Accommodations Letter will not go out for the subsequent term.

Provisional Services

If a student does not have the proper documentation or needs their documentation updated, the Center for Student Accessibility Resources office may provide provisional services on a case-by-case basis.

Center for Student Accessibility Resources reserves the right to approve or deny provisional services when sufficient justification has not been provided. Provisional services are an option, not a requirement.

Provisional services may be provided when a diagnosis is on file, or there is overwhelming evidence that a student is suspected of having a disability.

Provisional accommodations are generally granted for one term/ semester online.

Pregnancy Accommodation

1. Participation in National Louis University Programs and Activities Discrimination against any student, or exclusion of any student from participation in any part of an NLU educational program or activity (except as expressly permitted under this policy), on the basis of a student's pregnancy is prohibited. NLU educational programs and activities include, but are not limited to, classes, extracurricular activities, internships, fellowships, clinics, and labs.
2. A pregnant student may be required to obtain the certification of a physician that the student is physically and emotionally able to participate in an educational program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician. For example, a student who has been hospitalized for childbirth will be required to submit the certification of a physician to participate in a particular NLU program or activity if students who have been hospitalized for other physical conditions are also required to submit a certification of a physician to participate in the same program or activity. A pregnant student may be excluded from participating in a program or activity for failing to comply with any such requirement.
3. When necessary to ensure a pregnant student's access to an educational program or activity, NLU will provide reasonable adjustments to the program or activity for the student, such as providing the student a larger desk or allowing the student frequent trips to the restroom. Furthermore, any special services, exceptions, or assistance provided to students with temporary medical conditions will also be provided to pregnant students.
4. Excused Absences and Medical Leave
 - a. A student's absences due to pregnancy will be excused regardless of an individual faculty member's absence policy as long as the student's physician deems the absences medically necessary.
 - b. A pregnant student will be allowed to return to the same academic and extracurricular status as the student had before medically necessary absences for pregnancy.

- c. A pregnant student will be allowed to make up any work missed due to medically necessary absences for pregnancy. A student will be offered acceptable alternative arrangements to make up missed work. **Examples of acceptable alternative arrangements include, but are not limited to, retaking a semester, switching to an online course of study, or allowing the student additional time to complete the work.** The student will not be required to complete makeup work until the student's medical-necessary absences for pregnancy are completed.
- d. If any part of a student's grade is based on in-class participation, a pregnant student will be allowed to make up the participation points for any time missed due to medically necessary absences for pregnancy.

This policy is based on the requirements set forth in the following publication:

U.S. Department of Education, Office for Civil Rights. (2013, June). *Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Kendall College Accommodations: Accommodations provided for Kendall College students are provided on a case-by-case basis and in consultation with Leigh Uhlir Dean of Kendal College.

Kendall Lab accommodations are not always reasonable and require in-depth consultation with Dean Uhlir to ensure the safety of all students.

Excused Breaks: This accommodation is on a case-by-case basis, and the breaks may look different for each student. Faculty will determine a reasonable amount of break time for students to ensure content requirements are met.

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, defined broadly. Religious beliefs and practices include not only beliefs and practices that come from traditional, organized religions, but also other moral or ethical beliefs and practices that are similarly sincerely held.

Failure to provide a reasonable accommodation for religious beliefs and practices may constitute prohibited discrimination in violation of Administrative Policy: *Discrimination*.

What is a reasonable accommodation for religious beliefs or practices?

A reasonable accommodation is a modification to an environment, practice, or process that allows an individual to follow their religious beliefs or practices.

In the academic context, a reasonable accommodation could include an excused absence, an extension on an assignment, or the rescheduling of an exam due to the observation of a religious holiday.

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

With the varying nature of academic courses, only some accommodations may work with course curriculum, format, etc. Accommodations cannot alter the nature of the course (curriculum, learning outcomes, expectations, rigor, etc.). If your instructor feels as though accommodation is unreasonable for the nature of the course you are enrolled in, please discuss it in depth with them first. If both parties cannot agree, our office will be available to assist in the matter.

Exam accommodations

Suppose you require our office to proctor an exam for an extended time, a test reader, a separate testing environment, etc. You must schedule with us five days in advance using the online <https://app.smartsheet.com/b/form/f8e3db7d37d34a15949e46c14f8ba449>. This will allow us enough time to get the exam from the instructor, create a block in our schedule to proctor the exam for you, and also have a space available so that you can test. If you do not need the Center for Student Accessibility Resources to proctor the exam (you do not live in the Chicago

area, take an online course, etc.), please immediately see your instructor on how they plan to honor your testing accommodations.

Note-taking Assistance

Note-taking assistance is designed to give students access to content reviewed in class. This access may be achieved in several ways (but is not all-inclusive):

- a. Advance Access to Instructor Lecture Notes: Advance Access to a copy of lecture/teaching notes from the instructor before class, if possible (if not already available in the course D2L shell).
- b. Access to Glean note-taking software: the Center for Student Accessibility Resources uses Glean note-taking software. This service is available to all students through a request process.
- c. Lecture Recordings: Class recordings will only be allowed in a course where the instructor and student have signed the Class Recording Agreement. Please refer to the form for rules and regulations on the specific policies regarding recording lectures. Please remember to use discretion when recording so that other students do not have reservations about being recorded.

Alternative Textbook Format

If approved for this accommodation, you will make your request at least 3 weeks prior to the start of each term using the online form (<https://nl.edu/ada-accessibility-services/student-resources/alternative-textbook-format/>). Please remember to specify which type of alternative textbook you are requesting: audiobooks, physical (hard copy) textbooks (including large print), or PDFs. Audiobooks will not always be available; therefore, a PDF version will be supplied and a screen reader can be used. Also, it may take some time for physical (hard copy) textbooks to come from the publisher (hard copies are only available when your course text is only in the electronic format). If we have to obtain the textbook from the publisher, they may require proof of purchase. If your textbooks are not included in your tuition rates, please be prepared to submit proof of purchase of the textbook. Requests will be processed in the order in which they are received. If textbooks are not available in preferred formats, please discuss alternative options with the Center for student Accessibility Resources.

Flexible Attendance

Attendance is expected according to the syllabus for each individual course. The number of absences depends on the nature of a course, departmental or college standards, or program accrediting agency rules. There may be occasional times that a student who is registered with our office, due to the disability on file, may need to miss class. **Students must inform the CSAR office as soon as they determine they will not be going to class. If three or more absences occur, a doctor's note will be required to be kept on file.** The student must communicate with

the instructor as soon as they know they will be absent and adhere to the instructor's policy on turning in any work that is missed. Instructors should work with the student on any material missed during the absence. It is the student's responsibility to speak with the instructor as soon as possible to discuss how this will be carried out. This accommodation does not allow you to miss excessive class periods (for example, three or more class periods in a row) unless you are suffering from symptoms that directly result from your disability. If a student foresees that they may miss the bulk of their classes, it is recommended that they meet with their advisor and the Center for Student Accessibility Resources to discuss options and support plans. The student is not obligated to disclose details of their disabilities to faculty nor provide medical documentation verifying disability-related absences to advisors or faculty. Absences not related to the disability on file with our office are not included in this accommodation (e.g., absences due to a common illness, car trouble, childcare, etc.) and should be addressed according to the normal attendance policy utilized in the course. Please keep in mind that instructors are not obligated to re-teach material missed due to not attending class even if that absence is due to a disability. It is the student's responsibility to perform at the same level as their peers regardless of how many class periods are missed. For an absence to be excused, absences must be communicated to the Center for Student Accessibility Resources as soon as possible via phone or email (ideally before or upon the day of absence), and medical documentation for the absence will be required. If a student cannot communicate an absence with timeliness due to incapacitation, they are expected to speak as soon as reasonably possible thereafter.

Consideration for Extended Deadlines on Course Assignments

1. This accommodation is reserved for students who have unpredictable, episodic, or chronic symptoms that may periodically prevent them from turning in an assignment on time (e.g., a student has a seizure and misses the deadline on an assignment).
2. This accommodation will not continuously apply to every assignment or may have limited applicability to assignments that require timely peer interaction (e.g., discussion board posts/replies and group projects).
3. It must be understood that this accommodation is insufficient to support a request for extended time on all assignments in the course.
4. Any adjusted deadlines will not fundamentally alter course curriculum, objectives, and/or departmental standards, therefore there may be instances where an extended deadline is unreasonable and unable to be given.
5. The student will consult with their instructor to determine what would be a reasonable deadline extension given the nature of their course, curriculum guidelines, and specific assignment.
6. An instructor is not obligated to give more than one extension on any assignment.
7. It is the student's responsibility to initiate a conversation with their instructor when requesting an adjusted deadline. The student will communicate before an assignment's due

date for general flexibility with overall due dates and as soon as possible after the sudden onset of symptoms of documented disability about a specific extended due date.

8. A collaboratively written plan will be created by faculty and students to determine due dates of assignments.

The instructor and student need to agree on a due date beforehand. These can be the same across the board (for example, 48 hours on all assignments) or can be tailored for specific assignments. There needs to be clear communication between both parties as to when assignments are due BEFORE they are late. You cannot be continuously late on assignments without an agreed-upon date on which you will turn in assignments. Ideally, the agreement should be in an email so that it is recorded and this communication can be referred to later if there are questions on due dates.

Breaks as Needed

Examples of why a student may need to leave the classroom during lessons and exams:

- Students with Crohn's Disease/Irritable Bowel Syndrome may need to use the restroom frequently
- Students with Diabetes may need to check blood sugar levels/administer medication
- Students with PTSD may need to leave class due to triggers within the classroom (such as content, noises, or images)
- Students with a panic disorder or anxiety disorder may need to step out to manage symptoms of anxiety or a panic attack
- Students who experience fatigue, drowsiness, restlessness, or inattentiveness may need movement to stimulate alertness

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 Disability and Access Services 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, the student must make a request to the Center for Student for Accessibility Resources at least two 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 Disability and Access Services.
- B. 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.
- C. The Director of the Center for Student Accessibility Resources will provide the Owner with a copy of the **Emotional Support Animal Policy** for review.
- D. **Meeting with Disability and Access Services, 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**.
- E. **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.

F. 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.

G. 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.

H. 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.

Section 5: Responsibility and Expectations of Owners with Emotional Support Animals

- 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.

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 Director of Disability and Access Services, Dean of Student Affairs, 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 Guidelines and Acknowledgement

National Louis University approves personal care attendant (PCA) accommodations according to state and federal laws. Students must submit documentation of their need for a personal care attendant through a high school IEP or high school psychological report, or from a licensed medical doctor, psychiatrist, or psychologist as part of a request for a personal care attendant. Requests must be submitted to the the Center for Student Accessibility Resources (CSAR)

Following approval by the Center for Student Accessibility Resources, a PCA may accompany a student into the classroom to assist with the physical, medical, or behavioral needs of a student with a disability.

National Louis University does not provide, train or compensate PCAs. PCAs are employed and managed by the student. In an academic setting, it is best practice for the student to hire an impartial PCA rather than a family member or close friend. PCAs assist with non-academic personal and medical needs occurring during class. They assist the student with self-management and compliance with classroom expectations such as managing behavior and attention. They may also assist the student with refraining from disruptive or inappropriate behaviors and redirecting a student's focus back to the class.

Student's Responsibility:

- Hire PCAs
- Train PCAs
- Pay PCA's as privately agreed upon
- Have a backup plan in case the regular PCA is unavailable
- Ensure PCAs are aware of and follow college policies as outlined in the Student Code of Conduct and the Personal Care Attendant Agreement.

Personal Care Attendant's Responsibility:

- Focus attention on the student and their personal and health needs
- The student must work independently on assignments, papers, group projects, class discussions, or any other academic task during class time
- Do not participate in class discussions, class projects, labs
- Do not participate in the testing process. PCAs will wait in the hall while the student takes their exam in a testing room where space is limited.
- Do not rephrase questions for exams, quizzes, or discussions
- Do not disrupt the classroom environment
- Do not discuss the student with faculty, staff, or other students

Student Veterans

Student veterans can work directly with our office to identify ways to meet individual needs to help them work through their educational experiences, such as accommodations or on-campus resources. Disability and Access Services can provide various types of accommodations,

including notetaking, service animal accommodations, testing assistance, excused absences, extended time on assignments, and breaks as needed. All information discussed through our office is confidential.

- We will work to meet individual needs to support you through any challenges that may be hindering your success as a student.
- Laws are in place to protect student Veterans with a variety of disabilities and/or medical mental health conditions such as traumatic brain injury (TBI), hearing/vision loss, PTSD, chronic pain, and physical disabilities. Loud noises, bright lights, back pain makes it difficult to sit in the standard classroom desks or hand pain that prevents regular typing or pencil holding.
- Student veterans may still be eligible for university disability services even if the military or VA determined that he/she does not have a disability.

Student veterans with disabilities and/or medical mental health conditions should not be reluctant to self-identify and contact our office regarding support and resources on campus. Our office and campus community highly recommends that veterans with disabilities are proactive in seeking out academic adjustments and resources that may help with being successful in their educational pursuits.

Disability and Access Services provides accessibility and support for student veterans. Student veterans can speak with the Director or representative on an individual basis to identify common barriers that may be experienced in their education. This meeting, and any information provided, are confidential.

What are the common types of disabilities that student veterans and military service members are diagnosed with each year?

The common types of disabilities that student veterans and military service members are diagnosed with each year include physical & sensory disabilities, traumatic brain injury, post-traumatic stress disorder, and other mental health disabilities. Each disability section is outlined with a brief overview of how veterans and military service members might acquire the disability, accommodations, and strategies for student veterans with disabilities, and additional resources and information to give to military service members regarding that particular disability. Accommodations and strategies should be individualized to all military service members and student veterans. The accommodations and strategies shared in the module are simply what the literature has pointed to as the most common for each specific disability.

Physical & Sensory Disabilities

Military service members and veterans have physical disabilities from the result of war such as burns, amputations and orthopedic injuries, and spinal cord injuries (Church, 2009). Blimes (2007) reported that 20% of soldiers faced some brain trauma and/or spinal injuries while serving in Iraq. Another 20% of military service members and veterans acquired major injuries

in amputations, blindness, partial blindness or deafness, and serious burns (Blimes, 2007). Blasts are due to Improvised Explosive Devices (IEDs). IEDs are the leading cause of injuries for our soldiers and veterans (Church, 2009).

How might physical disabilities (e.g., spinal cord injuries, amputations, & sensory disabilities) affect a military student's performance in the classroom?

- Interference with physical dexterity to complete laboratory, computer, or writing assignments
- Difficulty with prolonged sitting or standing at a lab table
- Mobility challenges to and from the classroom and other activities
- Difficulty hearing lectures, discussions, or advising sessions
- Difficulty seeing the board, reading course materials, creating written assignments
- Difficulty accessing the course website or electronic resources
- Lack of traditional means of accommodations (American Sign Language (ASL), Braille) due to acquired nature.

(From "Returning Veterans on Campus with War-Related Injuries and the Long Road Back Home" by Thomas E. Church, 2009, Journal of Postsecondary Education and Disability, Volume 22, p. 45. Adapted with permission.)

- Adjustable tables and lab equipment located within reach
- Classroom assignments made available in electronic format
- Computer or laptop equipped with a special input device (e.g., speech input, Morse code, and alternative keyboard.)

How might TBI (Traumatic Brain Injury) affect a military student's performance in the classroom?

- Cognitive problems such as judgment, attention, concentration, processing new information, distraction, language abilities, sequencing, short-term memory, slower thinking
- Perceptual problems such as hearing, vision, orientation to space and time, touch, balance, and pain sensitivity
- Physical problems, which include motor skills, endurance fatigue, speech, headaches, and seizures
- Behavioral and emotional problems such as irritability, impatience, difficulties with impulse control, stress, self-awareness, mood swings, personality changes, reading social cues, and dependence/independence
- Psychiatric problems may include depression, hallucinations, paranoia, and suicidal thoughts
- Symptoms may increase during times of fatigue and stimulus overload(loud noises)

- Decreased ability to self-monitor and establish an appropriate pace of learning or working activity

Student Veteran Support Services

Veteran and Military-Connected Students not only bring a unique perspective to the classroom but also a unique set of needs and disabilities. Many student veterans pursue their college degrees after their service to their country and may have undiagnosed learning disabilities as well as physical and psychological disabilities incurred during their time in the service. Don't hesitate to reach out to the Veterans Resource Center, if you are currently an NLU veteran or military-connected student who needs assistance. Our program utilizes a holistic approach to serving veterans and military-connected students. Through our 'wrap-around' services, we help students find resources and support from NLU and external partner organizations.

Contact Information

- Director: Lauren Schmidt
- Main office: Chicago Campus, 122 S. Michigan
- email: veteransprogram@nl.edu
- phone: (312) 261-3262
- website: <https://www.nl.edu/veteransandmilitaryprogram/>

Counseling and Wellness Resources

NLU has partnered with Virtual Care Group to offer a variety of counseling resources. NLU students will receive up to six (6) sessions at no charge.

Contact Information

- email: counseling@nl.edu
- phone: 312.261.3636 or 847.947.5656
- website: <https://nl.edu/student-services/counseling-and-wellness/>

IN CRISIS? Text "START" to 741-741 or Call 1-800-273-TALK (8255)

Students have free immediate access to teletherapy through our partnership with Uwill. Click [here](#) to get started. If you are experiencing a mental health crisis, call 833.646.1526 for help 24/7/365 (for a medical emergency, call 911).

We care about your mental health and wellness. You have free immediate access to teletherapy through our partnership with Uwill. Choose a therapist based on your preferences, a time that suits your schedule, and the appointment type you feel most comfortable with (video, phone,

chat, or message). Access is quick and easy. Click [here](#) to and book your first session in minutes. If you are experiencing a mental health crisis, call 833.646.1526 for help 24/7/365 (for a medical emergency, call 911).

Free, immediate access to teletherapy through Uwill. It's private, secure & confidential. Click [here](#) to get started. If you are experiencing a mental health crisis, call 833.646.1526 for help 24/7/365 (for a medical emergency, call 911).

Additional Resources:

- National Veteran Crisis Text Line - Text "HELP" to 838255
- Crisis Lifeline for the Deaf, Hard of Hearing, and Hearing Loss - TTY – Dial 800.799.4889
- National Suicide Prevention Lifeline - 24/7 Help is available. Speak with a counselor today. Call: 800.273.8255
- Ayuda Español - Lifeline ofrece 24/7, gratuito servicios en español, no es necesario hablar ingles si usted necesita ayuda. 888.628.9454
- 24-Hour Crisis Prevention for LGBTQ Youth, call: 866.488.7386 / Text "HELP" to 678678
- 24-Hour Domestic Violence Hotline: For those who are worried about quarantining during #COVID19 in a home where they do not feel safe, live help is available through the IL Domestic Violence Hotline 24/7 in English & Spanish. Call or text 877.863.6338

Accommodations in Field Work

The university is responsible for providing accommodations for qualified students with disabilities in the academic setting. When academic programs require an internship for matriculation, the fieldwork site generally assumes responsibility for providing accommodations at their site.

All students who have been approved to receive academic access accommodative services are entitled to those services to ensure an equal opportunity to complete all of the requirements of their respective majors. Please note that accommodations that fundamentally alter the stated objectives and/or learning outcomes of a particular course or program may be denied on that basis. **As such, some accommodations that are deemed reasonable within the traditional classroom environment may not be deemed reasonable in a field experience setting. The field experience site will determine what accommodations are reasonable accommodations for the field experience.** Students who have questions or concerns regarding the provision of ADA accommodations in the field experience setting are welcome to call the Center for Student Accessibility Resources support by phone at (312) 261-3488 or via email at the Center for Student Accessibility Resources CSAR@nl.edu.

Requests for fieldwork accommodations should be initiated at least 1 term in advance of the fieldwork experience to allow sufficient time for approval and planning process between the student and the field site (persons at the field site responsible for implementing reasonable accommodations), including those who are directly involved in administratively facilitating the field placement (e.g., field placement coordinator, department faculty, or supervisors).)

When does a student have to tell a fieldwork site that they need accommodation to participate in the placement?

We recommend that the student let the fieldwork site know as soon as the student realizes they will need a reasonable accommodation for some aspect of the field placement experience. A fieldwork site needs advance notice to provide many accommodations. Students with accommodations from National Louis University should already be working with the Center for Student Accessibility Resources office regarding the accommodations they may need to participate in the academic and field placement aspects of their program. Determining the best time to tell a prospective fieldwork site about the need for reasonable accommodation is a personal decision. Sometimes, students are not aware they may need a reasonable accommodation until they have more information about the placement, its requirements, and the work environment.

May a fieldwork site ask students during an interview whether they will need a reasonable accommodation to participate in the field placement?

NO. A fieldwork site cannot ask students the general question as to whether they would need a reasonable accommodation because the answer to this question is likely to reveal whether a student has a disability.

What questions can a fieldwork site ask a student during an interview?

1. Are you able to perform these tasks?
2. Is there anything else you want to ask?
3. Is there anything more you would like to tell me?
4. Is there any reason you may not be able to perform these tasks as I have described them?

If a disability is observable and the interviewer has questions as to how the student will be able to perform an essential requirement of the placement experience, the student may be asked to describe how they would perform this function.

Can a fieldwork site refuse to offer a student placement because they believe that the disability makes it unsafe for the person to perform the essential requirements of the position?

A fieldwork site can refuse to accept a student ONLY if the disability poses a **significant risk of substantial harm to themselves and others**. A fieldwork site cannot refuse to accept a student who still believes in a slightly increased risk, speculation about future risk, or generalizations about the disability.

Temporary Accommodations

The Center for Student Accessibility Resources department can be of assistance to those students who have documentation of temporary disabilities. Services to students are provided only for the duration of their functional limitations associated with their temporary disabilities. The student will be responsible for requesting accommodations in a timely manner and for following the DAS policies and procedures as outlined in this handbook.

Temporary Accommodations for COVID

While flexible assignment deadlines may sufficiently address students' concerns, students may also request formal accommodations through NLU's the Center for Student Accessibility Resources. If students seek formal accommodations because of a positive case diagnosis for the novel coronavirus, they should first complete the [Student Coronavirus \(COVID\) Reporting Form](#) and include medical documentation of their diagnosis.

After completing that documentation students should schedule an intake with a DAS representative. Based on CDC guidance, students can be provided with temporary accommodations in accordance with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973) that typically range from two-six weeks in duration depending on the severity of their symptoms and directives from their attending physician.

Temporary accommodation: Remote Participation

Remote participation for synchronous class sessions and exams, when a medical need is determined by medical documentation, will be determined on a case-by-case basis. If necessary, the request will be evaluated with the appropriate faculty and other parties to decide whether it is a fundamental alteration of a program or course.

Please note that if the course requires students to attend in person, NLU will try to work with the student to provide remote learning temporarily so that the course content can be provided effectively in a remote format without altering the course requirements. Remote access may not be reasonable for specific labs, presentations, examinations, and other course activities. The decision is in consultation with the faculty, and a plan must be developed with faculty and students if approved temporarily as long as there are no fundamental alterations to the course requirements for in-person attendance.

Lack of transportation is not considered a disability-related barrier, but CSAR can provide local resources and assist in obtaining them if needed.

Disclaimer

This list is not all-inclusive. There may be accommodations not listed. Our office urges you to reach out to your instructors individually and discuss your accommodations in-depth and what you need from them to be successful in their course. If you need further clarification, our office can always be of assistance.

High School Vs. College:

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic accommodations as necessary to ensure that it does not discriminate on the basis of disability. In addition, if you're postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. But if you want the school to provide academic accommodation, you must identify yourself as having a disability to the accommodations department. Likewise, you should let the school

know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic accommodations must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic accommodations may include auxiliary aids and services, as well as other academic accommodations necessary to ensure equal educational opportunity. Examples of accommodations are extended time on assignments, providing note-takers, recording devices, and sign language interpreters; extended time for testing, and if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading voice recognition, or other adaptive software or hardware.

In providing academic accommodation, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make accommodations that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want academic accommodation, what must I do?

You must inform the Center for Student Accessibility Resources that you have a disability and need academic accommodations.

When should request academic accommodation?

Although you may request academic accommodations from your postsecondary school at any time, you should request it as early as possible. Some academic accommodations may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic accommodation.

Do I have to prove that I have a disability to obtain an academic accommodation?

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic accommodation.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an

appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If your documentation does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for academic accommodation. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency at <http://rsa.ed.gov> by clicking on "Info about RSA," then "People and Offices," and then "State Agencies/ Contacts."

Once the school has received the necessary documentation from me, what should I expect?

To determine an appropriate academic accommodation, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic accommodation, the school may offer that academic accommodation, or it may offer an effective alternative.

You should expect your school to work with you in an interactive process to identify an appropriate academic accommodation. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic accommodation we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic accommodation?

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator who coordinates the school’s compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

Welcome to ed pubs. Welcome to ED PUBS | U.S. Department of Education. (n.d.). Retrieved November 15, 2022, from <https://www.ed.gov/edpubs/>

Frequently Asked Questions for College Accommodations

Can my parents or legal guardians call and get information about my accommodations?

No, FERPA is the Family Educational Rights and Privacy Act (FERPA) and it is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. One purpose of FERPA is to protect the privacy of information concerning individual students by placing

restrictions on the disclosure of information contained in an individual student's educational (disability) record. FERPA provides students certain rights with respect to their educational and disability records. This means that access to your information is limited to yourself and authorized individuals. The authorization form can be found online and at the end of this policy manual.

When should I submit my documentation? Students should submit documentation as soon as possible to ensure that expensive or difficult to arrange accommodations are ready by the first day of class. For example, if Braille texts are required, documentation and a list of required books should be submitted at least a couple of months prior to these needed services to ensure adequate time, as many colleges outsource this service and it is a very time-consuming process.

Is it ever too late to request accommodations? Students may submit documentation and provide accommodations at any point during the semester, but any grades already in place or tests are taken BEFORE accommodations were granted will not be changed or repeated with accommodations. There may also be instances where accommodations will not be granted for the term applied due to the time of application. Reasonable accommodations can take up to two weeks to be finalized. Not all accommodations can be immediately implemented, and no grades given during the implementation period will be changed.

Do I have to pay for accommodations at the college? Students are not charged for academic accommodations that the college determines to be necessary to ensure equal access for a student with disabilities.

Do I have to use all of my accommodations in every class? No, a student has the right to not use their approved accommodations.

Why is there a difference between the services I received before and those received at National Louis University? College accommodations usually differ considerably from high school modifications. Accommodations may also differ between colleges. Some reasons for denial of accommodations include:

1. The documentation does not meet the college's guidelines.
2. The documentation does not support the requested accommodation.
3. The accommodation would fundamentally alter the activity, course, or program.
4. The accommodation conflicts with the academic policies of the college.
5. Providing the accommodation would constitute an undue financial or administrative burden to the college.

Can't I request accommodation directly from my instructor? Yes, you can request the accommodation from the instructor. Still, instructors are not obligated to provide accommodations to students without the Accommodations Letter issued by the Center for Student Accessibility Resources Office. This department must approve all accommodations before the instructor is obligated to provide any accommodations to a student.

Grievance Procedure

National Louis University does not discriminate against individuals with disabilities in its educational programs, admissions policies, activities or employment policies. Section 504 of the Rehabilitation Act of 1973, as amended, provides that no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination solely because of their disability under any program or activity that receives federal financial assistance. The Americans with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to individuals with disabilities and prohibits discrimination on the basis of disability in employment, places of public accommodations, state and local government services, and telecommunications. Inquiries regarding compliance may be directed to the Center for Student Accessibility Resources or to the Director of the Offices of Civil Rights, Department of Education, and Washington, D.C.

Academic Accommodations for Persons with Disabilities

The Center for Student Accessibility Resources is the primary support system for students with disabilities, with the responsibility of coordinating academic accommodations by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and NLU Academic Policy 306 (Policy on Students with Disabilities). All academic accommodations provided are based on individual needs and may need to be substantiated by supporting documentation. For information on how to request accommodations, don't hesitate to get in touch with the Center for Student Accessibility Resources office at CSAR@nl.edu or (312) 261-3488.

Informal Complaint Procedure

If a student is comfortable doing so, they should speak first about the concerns with their faculty member, program director, or college dean. In these discussions, a satisfactory resolution may be readily found.

An applicant who feels s/he has been discriminated against because of a disability and is uncertain about filing a formal complaint may wish to discuss the question informally with the Center for Student Accessibility Resources at (312) 261-3488. This informal discussion may result in developing an approach that enables the student or applicant to deal with the situation, or the complaint may be taken under formal review.

Formal Grievance Procedure

A student or applicant who decides to file a formal complaint should contact the University Ombudsman at (312) 261-3461 or submit a report at <https://nl.edu/student-services/student-affairs/university-student-ombudsman/>.

If the grievance concerns the actions of the University Ombudsman, contact the Assistant Dean of Students at (312) 261-3735. All other grievances will be promptly investigated and reviewed by the University Ombudsman. The review aims to determine if University policy and

applicable federal and local law have been followed and, if not, to address the consequences that may have resulted and take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The University Ombudsman will provide a response notifying the student or applicant of the findings and recommendations.

A student or applicant who uses the complaint procedure must not be retaliated against for doing so. The student or applicant may choose another student, faculty or staff employee to accompany him or her through the procedure. The other student or employee may help to express the complaint. A student or applicant who finds that a complaint is not resolved to his or her satisfaction may appeal to the Assistant Dean of Students and Title IX Coordinator or the Vice President for Student Affairs and Dean of Students. The finding and response from either of these officers is the final response for the University. Additionally, a student or applicant who believes that s/he has been harassed or discriminated against because of a disability can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. The Illinois regional office is located at 500 W. Madison St., Suite 1475, Chicago, IL, 60661. The Florida regional office is located at 61 Forsyth St. W, Ste. 19T10, Atlanta, GA 30303.

SUBJECT TO CHANGE NOTICE

The policies and procedures in this Handbook do not constitute a contract between the University and any student or other person. The University reserves the right to change, eliminate, and add to any existing (and introduce additional) rules, regulations, policies, fees, other charges, courses of study, and academic requirements. Whenever it does so, the University will give as much advance notice as it considers feasible or appropriate. Still, it reserves the right to do so without notice in all cases. In addition, further policies can be found in the undergraduate and graduate catalog online and in the student guidebook.

Resources

Learning Support

NLU's Office of Learning Support aims to offer proactive academic assistance for students by providing in-person/online tutoring in writing and math, cooperating with faculty to support student learning, and advocating for equitable educational access.

Contact Information

- Main office: Chicago Campus, 122 S. Michigan 6003
- email: learn@nl.edu
- phone: (312) 261-3374
- website: <https://nl.edu/learning-support/>

Who We Are?

We, the Office of Learning Support, provide individualized services designed to achieve maximum student learning potential at the postsecondary level. By integrating National Louis University's mission and values into our approach, we provide a structured support system that promotes access for all students. We reinforce this system by guiding students to become self-sufficient learners through integrative academic support, including tutoring and workshops. Our staff possesses expertise in current learning theory, subject matter knowledge, and best instructional practices to support a variety of learners. We apply this expertise to enhance student learning outcomes and academic success.

The NLU Learning Specialists are primarily located at the Chicago campus in room 6003. We also have a team at the Wheeling campus. We do not provide face-to-face tutoring for other campuses; however, you can still schedule a virtual appointment with us over Zoom, which will simulate a face-to-face appointment. Best of all, you can virtually meet with us *anywhere* through Zoom during our operating hours, even in the comfort of your own home or your favorite coffee shop!

Learning Disabilities Assessment Providers

1. Cognitive Solutions Learning, Inc.

2409 N. Clybourn Ave.
Chicago, IL 60614
T: 773-755-1775
info@helpforld.com

2. David Hanson, PhD

21 N. Skokie Hwy, Ste. 203
Lake Bluff, IL 60044
T: 847-295-6141
info@therapyandassessment.com

3. Learning Diagnostics

1718 N. St. Michaels Ct.
Chicago, IL 60614
T: 312-266-9412
learningdiagnostics@visto.com

4. Chicago School Forensic Center

222 Merchandise Mart Plaza
Chicago, IL 60654
T: 312-467-2535
www.forensiccenter.org

DISCLAIMER: National Louis University cannot attest to any factor of the aforementioned agencies, their physicians, affiliations, quality or content of service, price structure or any other element of their process. These names are provided only as a resource.

Faculty Guide for Supporting Full Access for All Students

National Louis University is committed to ensuring that all of its programs and activities are fully accessible for all students by removing barriers to access within the learning environment.

A faculty member should not make an accommodation on their own initiative, but can provide accommodations to the student while the request process is being finalized; the Center for Student Accessibility Resources will ensure that the appropriate accommodations, academic adjustments, and/or auxiliary services are evaluated and communicated to instructors. If a student requests accommodations based on a statement of disability and a faculty member has not received an accommodation letter, please direct the student to the Center for Student Accessibility Resources

To ensure that students with disabilities have the most significant opportunity for success in their courses, faculty members have the responsibility to comply with the following:

1. Once an accommodation letter has been received, on a confidential basis, discuss a demonstrated need for assistance with a student. As mentioned, if a student who has not previously self-identified wishes to declare a disability, the faculty member must direct the student to the Center for Student Accessibility Resources.
2. Discuss any concerns related to accommodation(s) or arrangements that have been requested by the student with the Center for Student Accessibility Resources and the academic department director/administrator when warranted.
3. Discuss academic issues related to meeting course objectives with the academic department head or program administrator/director when warranted to include methods for ensuring that the student meets those objectives within the criteria set by the agreed-upon accommodation(s).
4. Provide appropriate accommodations, either personally or by making arrangements with the Center for Student Accessibility Resources, Learning Support, or academic department head or program director when warranted.
5. Assure the timely delivery of an examination or other graded assignment, along with all necessary instructions and materials for proper administration, if an examination or assignment is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the examination or assignment.
6. Maintain a safe and secure environment for all students regardless of status with particular emphasis on emergency egress.

7. Assure the confidentiality of information regarding students with disabilities.

Additional Faculty Resources:

- [*ADA Accessibility & Accommodations in a Remote Learning Environment*](#) (59:52 minutes)
Presented by Kaydra Bui and Kendra Syed-Abdul on 4/2/2020 ([slides only](#); PDF, 828 KB)
- [National-Louis University Policy on Students with Disabilities](#) AP: 306, July 2015
- [National-Louis University Policy on Recording of Synchronous Classroom Activity](#), July 2016
- [Tip Sheet Regarding Students With Disabilities](#) (pdf)
- [Faculty Guide in Assisting Students with Disabilities](#), 1999, published by Andreen A. Neukranz-Butler, National-Louis University

Job Resource Guide for People with Disabilities

Informational Resources and Employment Search sites

- <http://www.jobaccess.org/> - “The first and largest employment website for job seekers with disabilities”
- <http://abilitylinks.org> - A job opportunity website for persons with disabilities
- <http://www.gettinghired.com> - A national employment and social networking portal that uniquely connects job seekers with disabilities with employers committed to hiring them
- www.eop.com - Equal Opportunity Publications has led the way in diversity recruitment with a portfolio of seven national career magazines, a diversity website, online job board, and Career Expos for women, members of minority groups, and people with disabilities. Their online job board connects employers dedicated to hiring a diversified workforce with qualified job seekers in all career backgrounds.
- <http://www.nod.org/> - The National Organization on Disability website provides information through many avenues such as community involvement, economic participation, and Access to Independence resources.
- <http://askjan.org> - The job accommodation Network (JAN) is the leading source of free, expert and confidential guidance on workplace accommodations and disability employment issues.
- <https://abilityjobs.com/> - Largest Job Site for People with disABILITIES
- <http://www.disabilityjobexchange.com/> - Provides job searches for individuals with disabilities, as well as resume and career advice.
- <https://www.disabledperson.com/> - Job search site dedicated to helping individuals with disabilities find employment.

Government Resources and Jobs Search Sites

- <http://www.opm.gov/disability/> - The Federal Office of Personnel Management site offers information on how to find governmental positions for people with disabilities as well as many related articles, links and success stories .
- <http://www.epa.gov/careers/disabilities.html> - The Environmental Protection Agency webpage with resources and information regarding hiring laws people with disabilities.
- <http://www.section508.gov> - Great resource with lots of information.
- <https://www.ssa.gov/careers/individualsWithDisabilities.html> - Social Security Administration's section on jobs in the Midwest for people with disabilities.
- <http://www.hud.gov/groups/disabilities.cfm> - Informational website regarding rights of people with disabilities and the responsibilities of housing providers and building and design professionals under federal law.
- <http://ada.gov> - Provides information on the Americans with Disabilities Act.
- <http://apse.org/resources/resources-for-individuals-and-job-seekers> - Provides resources for individuals with disabilities on government and state employment

Appendix 1: Class Recording Agreement

This form is to be used only by students who are currently approved by Disability and Access Services for class recordings as an academic accommodation; such students as have demonstrated needs for additional notetaking assistance have the right to record class lectures and/or receive lecture materials for their personal study only. With adherence to federal law*, please note that class recordings substitute or support student notes as an accommodation that helps provide equal access to students with disabilities.

When establishing class recordings, faculty and student must agree upon who is responsible for facilitating and storing class recordings. Consult with a Disability and Access Services Representative if guidance or suggestions are needed.

PROCEDURE FOR RECORDINGS FACILITATED BY FACULTY

If it is agreed that faculty will facilitate the recording, faculty will follow the below procedure:

Following each class session, faculty will upload lecture recordings to Panopto and share the link with the student. For synchronous class Zoom sessions, faculty must [save Zoom recordings locally](#) to their PC before uploading the file to Panopto.

PROCEDURE FOR RECORDINGS FACILITATED BY STUDENT

If it is agreed that the student will facilitate the recording, the student will follow the below procedure(s):

For on-campus courses, students may only record with a digital recording device that has a USB connection. For synchronous class Zoom sessions, faculty must [assign recording privileges to the student](#) within Zoom settings. The student must [auto-save Zoom recordings locally to their PC](#).

After recording a class session (whether on-campus or Zoom), the student will temporarily transfer recording files to a PC before transferring to a password-encrypted flash drive. After saving files to the flash drive, the student must delete recording files from their PC.

PRIVACY AND SECURITY

If content or discussion by classmates is included within the lecture recording, the instructor must notify the class ahead of time that sessions will be recorded for accessibility or bookkeeping purposes. Peers may express when they would like for their personal contributions in class to not be recorded. While peers may be aware of the recordings, the identity of the student requesting this accommodation should remain anonymous.

If a lecture contains sensitive content that is not suitable for notetaking, the instructor must communicate with the class about when to pause general notetaking, during which recordings will also be paused.

Lecture recordings and materials used for personal study may not be shared with other people without the consent of the lecturer. Recorded lectures/slides may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Information contained in the recorded lecture/slides is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper credit to the lecturer. Recordings should be deleted at the end of the term.

Faculty must sign this form to acknowledge the use of the recording in class. Students will **NOT** be allowed to record any course content until this agreement form is signed by faculty and student and returned to Disability and Access Services.

Students and faculty should contact ADA@nl.edu or the designated ADA Support Specialist for assistance, questions, or concerns.

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 Disability and Access Services 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: _____ NLU ID #: _____

N00 _____
(First) (Last)

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 4: ESA Roommate/ Suitemate Agreement

ESA ROOMMATE/SUITEMATE AGREEMENT

By my signature below, I agree to share the common areas of my assigned residential space with the animal approved by this agreement. Should I have any concerns regarding the care and control of the approved animal, I will discuss my concerns with the approved animal's owner and then with my Resident Director or designee if the approved animal owner and I cannot come to an agreement.

_____	_____	_____
Resident's Name	Resident's Signature	Date

_____	_____	_____
Resident's Name	Resident's Signature	Date

_____	_____	_____
Resident's Name	Resident's Signature	Date