

STETSON UNIVERSITY
COLLEGE OF LAW



ADMINISTRATIVE GUIDELINES

STUDENTS AND APPLICANTS
WITH DISABILITIES

November 2001

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I. INTRODUCTORY INFORMATION

A. Statement of Nondiscrimination Based on Disability or Handicap

Stetson University College of Law (College) provides equal treatment and opportunity to all persons without regard to race, color, national origin, sex, age, disability, veteran status, or sexual orientation, except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, and all other federal and state regulations. The College reserves the right to make changes without notice in this or any other publication as necessitated by College or University policy or changes in law.

It is the policy and practice of Stetson University College of Law to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Federal law applies to individuals with physical or mental impairments that *substantially limit* one or more major life activities, those with records of such impairments, and those who are regarded as having such impairments. Individuals with such disabilities who are enrolled at the College of Law must be able to carry out the essential requirements of the program with reasonable accommodation. Under these laws, no qualified individual with a disability who meets the academic and technical standards requisite to admission will be denied access to or participation in services, programs, and activities of the College of Law and campus programming.

In carrying out the College's policy regarding students and applicants with disabilities, it is recognized that disabilities include mobility, sensory, health, psychological, and learning disabilities, and efforts will be made to provide reasonable accommodations to these disabilities. The College will not make accommodations that are unduly burdensome or that fundamentally alter the nature of the program. While the College's legal obligation relates to disabilities of a substantial and long-term nature, it is the practice of the College to also provide accommodations when feasible to temporary disabilities such as bone fractures and pregnancy.

Applicants requesting information may be provided with this policy and with information from the College's Director of Admissions or Associate Dean. This information includes: a general university brochure providing information on services, support agencies, and answers to basic questions; a campus map indicating accessible parking; a list of accessible restrooms on campus; information on accessible housing; and flyers on topics such as test administration, special programming for motor impaired, learning disabled, and visually impaired students.

B. Explanation of Statement of Non-discrimination Based on Handicap or Disability

The College first addresses an applicant's abilities and skills at the time an applicant seeks admission to law school. The Committee on Admissions, in its review of an applicant's file for admission to law school, makes a preliminary assessment of the applicant's potential to acquire the requisite skills and abilities. This assessment considers the record of performance in undergraduate

education, other graduate education, or both; performance on the LSAT examination (including multiple examination scores); letters of reference; and any other information provided by the applicant in his or her file. Although each factor is important and is considered in the admission process, the LSAT score is the only common denominator among applicants to law school. The College does not admit all students who possess the abilities and skills for the study of law.

After applicants matriculate in the College, the College works with the students to assist them in developing and enhancing their abilities and skills. To this end, the College has developed an educational program designed for this purpose. Some of the program requirements are mandated by the accreditation standards of the American Bar Association or membership standards of organizations to which the College belongs, e.g., the Association of American Law Schools. Other program components are the result of faculty deliberations regarding what it collectively believes is necessary and fundamental to a legal education that primarily prepares students to practice law. In this regard, the law school has developed curriculum requirements such as minimum graduation requirements; demonstrated minimum competency in both individual and comprehensive course work; required and elective courses; timing and sequencing of courses; minimum and maximum course loads; pre-requisites and co-requisites; cohesive, connected, and integrated educational experience; and more. Other programmatic requirements such as the expectation and requirement of class preparation, regular and punctual attendance at class, adherence to deadlines, civility, respect for others, and professionalism are also important to the development of the skills listed above.

The College provides two distinct programs. The full-time program requires, after the first year, a minimum of ten credit hours of course work for each fall and spring term. The part-time program requires a minimum of eight hours of course work for each fall and spring term.

We recognize that students achieve varying degrees of competencies in these areas, and achieve them at various times. Not every student admitted to law school is able to successfully complete law school.

These administrative guidelines were promulgated by the Office of the Dean, Stetson University College of Law, for the purpose of providing guidance to students and applicants for admission, and to department heads, administrators and others on the College of Law campus with responsibility for dealing with students on disability accommodations issues.

C. Types of Disabilities

This is a partial list of disabilities for which the College may allow accommodations:

1. Learning Disabilities: A learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning

disabilities, but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (e.g., cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences (National Joint Committee on Learning Disabilities, 1994). A learning disability usually significantly affects at least one of the following areas: listening comprehension, written expression, oral expression, problem solving, reading comprehension, basic reading skills, or mathematical calculation. It is often inconsistent, manifesting problems at different stages throughout life, depending on the learning environment.

2. Attention Deficit Disorder (ADD): ADD is a neurological syndrome that is usually genetically transmitted and is characterized by impulsivity, restlessness, and distractibility. These characteristics are present from childhood and interfere with everyday functioning because they occur to a greater degree in those with ADD than those without ADD. Although no definitive cause has been determined, some scientists suspect that ADD may be caused by an imbalance of neurotransmitters (chemicals used by the brain to control behavior) or by abnormal glucose metabolism in the central nervous system.
3. Attention Deficit Hyperactivity Disorder (ADHD): ADHD is generally considered to be a neurobiological disorder. Researchers believe that the symptoms of ADHD are caused by chemicals in the brain not working properly. It is characterized by the inability to sustain focused attention, impulsivity and hyperactivity. There are 3 types, based on the latest diagnostic criteria, the DSM-IV.

ADHD with the combined characteristics of hyperactivity, impulsivity, and inattention;

ADHD with inattention as the primary characteristic; and

ADHD with hyperactivity and impulsivity as primary characteristics.

Researchers estimate that ADHD occurs in as few as 1% and as many as 20% of children under 18 years of age. The most accepted estimate is 3-5%.

4. Hearing Impairment: A hearing impairment is defined as a hearing loss of thirty decibels or more, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. There are three main types of hearing loss: (1) Conductive loss affects the sound-conducting paths of the outer and middle ear. The degree of hearing loss can be decreased through the use of a hearing aid or by surgery; (2) Sensorineural loss affects the inner ear and auditory nerve and can range from mild to profound; (3) Mixed loss results from both a conductive and sensorineural loss.

5. Visual Impairment: A visual impairment is defined as a disorder in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction; (2) a peripheral field so constricted that it affects one's ability to function in an educational setting; or (3) a progressive loss of vision which may affect one's ability to function in an educational setting. There are three degrees of vision loss. (1) With a visual acuity of 20/200, the legally blind person can see at 20 feet what the average-sighted person can see at 200 feet; (2) With low vision, the limited or diminished vision cannot be corrected with standard lenses; and (3) With partial-sighted, the field of vision is impaired because of illness, a degenerative syndrome or trauma. Examples may include glaucoma, nystagmus, cataracts, retinitis pigmentosa, strabismus, and retinal detachment.
6. Mobility Impairment: Some mobility impairments are caused by conditions present at birth while others are the result of physical injury. The severity ranges from limitations on stamina (e.g., asthma) to paralysis. Paraplegia, a paralysis of lower extremities and the lower trunk, is caused by injuries to the mid-back. Often, a manual wheelchair is used, with the student having full movement of hands and arms. Quadriplegia, paralysis of the extremities and trunk, is caused by an injury to the neck. These individuals have limited or no use of their hands and arms and, thus, use electric wheelchairs.

D. Testing for Disabilities:

Stetson University College of Law does not conduct testing for disabilities. If you suspect a learning disability or need testing to verify another type of disability, please contact the Associate Dean. All expenses incurred for the testing are the responsibility of the student.

II. ADMISSIONS

A. Encouragement Policy

It is the policy of Stetson University College of Law to encourage qualified persons with disabilities to apply for admission.

B. Abilities and Skills for the Study of Law

Although the College encourages students with disabilities to apply to its *juris doctor* program, all applicants must realize that each candidate for the *juris doctor* degree must have abilities and skills in the categories described below. The College is committed to enabling its qualified students by any reasonable means or accommodations to complete the course of study leading to the law degree.

1. *Intellectual—Conceptual and Integrative Skills*: The candidate must be able to recall and analyze complex factual information, integrate this information with complex legal theories, and apply to those facts the substantive legal principles that will control the result in a particular case. This form of analytical ability involves the ability to recognize and identify the legal issues that are implicated by specific facts, the ability to sort material facts from immaterial facts, the ability to recognize and evaluate competing legal theories that might apply to the facts, and the use of sound and logical legal reasoning in applying legal principles to material facts to reach a proper result. It also involves the ability to recognize when different legal analysis might lead to a different but nonetheless logically supportable result. The candidate must be able to perform legal research.
2. *Effective Communication Skills*: The candidate must be able to organize ideas, and express them with a high degree of organization, clarity, precision, and persuasive force. A candidate must be able to demonstrate ability with the English language and commitment to writing well, including appropriate vocabulary, grammar, syntax, spelling, and punctuation. A candidate must be able to memorialize and organize information in an accessible form. A candidate must be able to communicate candidly and civilly with others. A candidate must be honest in advocating a particular result, and should not misrepresent either facts or the content of any legal principle upon which the candidate relies.
3. *Behavioral and Social Attributes*: A candidate must possess the emotional health required for the full utilization of his or her abilities and possess the interpersonal skills to work with others. The candidate must possess the ability to:
 - a. comply with requirements of applicable federal, state, and local laws, regulations, statutes, and applicable orders of a court or tribunal;

- b. comply with the ethical norms of the profession as expressed in the Code of Professional Responsibility and the ABA Model Rules of Professional Conduct, including the avoidance of facts that are illegal, dishonest, fraudulent, or deceitful;
- c. avoid acts that exhibit disregard for the rights or welfare of others;
- d. use honest and good judgment in financial dealings on behalf of oneself and others; and
- e. act diligently and reliably in fulfilling one's obligations to others.

4. *Attendance and Participation:* A candidate must be able to have regular and punctual class attendance and to fully participate in class discussions.

5. *Time Management:* A candidate must possess the ability to comply with deadlines and time constraints, and to prioritize and manage multiple tasks.

These standards are based in part on the ABA Task Force on Law Schools and the Profession, *Legal Education and Professional Development—An Education Continuum* (1992) (often referred to as the “MacCrate Report” in honor of the chair of the task force) and the considered judgment of the faculty of the Stetson University College of Law. Item #4 is based on Standard 304(c) of the AMERICAN BAR ASSOCIATION, STANDARDS FOR APPROVAL OF LAW SCHOOLS.

C. The Law School Admission Test (LSAT)

Because extensive accommodations are available and provided by the Law School Admissions Council (LSAC) for taking the LSAT, and because the LSAT is required by the American Bar Association Standards for Approval, waiver of the LSAT is unlikely to be granted except in extremely unusual circumstances. However, applications for admissions are never rejected automatically on LSAT score(s), undergraduate grade point average, or admissions index alone. The College evaluates other factors, including prior educational programs, work experience, extra-curricular activities, and any other information an applicant supplies.

If you took the LSAT with accommodations, that fact will be noted on the Law School Data Assembly Service (LSDAS) report. An accommodated test is not the basis for discrimination. The College views accommodated tests as a necessary reasonable accommodation provided after proper evaluation by the LSAC and not as an inflated score or one produced by unfair advantage. Although the fact that the LSAT was taken with accommodations will be reported to us by LSDAS, the reason for the accommodation or the nature of the accommodation will not be disclosed unless the applicant authorizes the release of this information by LSDAS. You may find it helpful to authorize release of this information to permit the admissions committee to fully understand the nature of your disability and its effect on your academic record, if any, but you are not required to do so. If you wish to have

a disability considered as a factor in evaluating your credentials, you must provide appropriate documentation.

D. The Application Form

Stetson University College of Law does not have a separate admissions policy or process for students with disabilities. All applicants must meet the same admissions criteria as other applicants to the College. Applicants for admissions to the College are given the option of requesting information on disabilities on the application form, but they are not required to do so. Applicants are not required to indicate on the application whether they have a disability.

E. Documentation of Disability

Applicants who wish to have their disabilities considered as factors in the admissions process must identify the disability and provide an explanation of why a disability is a factor at the time of application. If the applicant wishes the disability to be considered as a factor, it may be necessary for the applicant to provide appropriate documentation of the disability. See **Appendix A** for information relating to documentation requirements.

F. Reconsideration of Admissions Decisions

It is not the practice of the College to reconsider applications that have already been rejected unless there is new information that was not available at the time of the application through no fault of the applicant. For that reason, applicants are advised to make the disability known at the time of application *if they wish to have the disability taken into account in the application process*. In some cases, it may be necessary for the applicant to provide documentation supporting the disability and its impact on academic performance. See **Appendix A** for information relating to documentation requirements.

G. Information on Disability Retained in Applicant's File

Because it is the general policy of the College to remove all letters of recommendation from an applicant's file once the applicant has been admitted, those applicants wishing to have letters relating to disability documentation *remain* in their files should request this in writing as soon as they are accepted. There is no guarantee that such letters will be retained, but every effort will be made to do so. These letters may be useful in evaluating whether to provide accommodations to the student who has been admitted. They also may be useful in certification to the bar examiners when the student applies for accommodations on the bar exam.

H. Applicants Not Wishing to Self-identify in Application Process

Students with disabilities who are accepted for admission are advised in their acceptance letter to contact the Associate Dean of the College as soon as possible regarding disabilities that might require accommodations. Accepted applicants are strongly encouraged to identify disabilities

requiring accommodations early because in some cases extra time will be required to evaluate documentation, arrange the specific accommodation, arrange scheduling in barrier-free classrooms, and arrange accommodations for orientation. If the student fails to give sufficient advance notice of special needs, the College may not be able to accommodate untimely requests for accommodations.

III. ENROLLED STUDENTS

A. Rights and Responsibilities of Students and Faculty

Every Student Has the Right to:

- equal access to courses, programs, activities, services, jobs, and facilities at the College;
- reasonable accommodations, auxiliary aids/services, and/or academic adjustments based on documentation, strengths, academic program, evaluator's recommendations, etc; and
- confidentiality regarding his or her disability and the disclosure of information by the student, except as required by law.

Every Student Has the Responsibility to:

- meet the College's qualifications and maintain the essential standards for programs, courses, services, and activities;
- disclose his or her disability information in a timely manner for the purpose of accommodations;
- provide appropriate documentation that verifies the disability and its current impact on learning;
- maintain contact with the Associate Dean and faculty;
- schedule an appointment with the Associate Dean at the beginning of each semester (within two weeks) to request accommodations; and
- provide feedback to the Associate Dean regarding the accommodations.

The Associate Dean Has the Right to:

- request and receive current documentation that verifies the disability and the need for reasonable accommodations, auxiliary aids/services, and/or academic adjustments;
- identify and establish appropriate and reasonable accommodations based upon current disability documentation completed by a qualified professional;

- deny a request for accommodations, auxiliary aids/services, and/or academic adjustments if: (1) the student fails to provide appropriate documentation; (2) the documentation does not warrant services; (3) it substantially alters an essential element of a course, program or activity of the College; or (4) it poses a threat to the health and safety of others; and
- select among equally effective accommodations, auxiliary aids/services, and/or academic adjustments.

The Associate Dean Has the Responsibility to:

- evaluate students on their abilities, not their disabilities;
- recommend reasonable accommodations, auxiliary aids/services, and/or academic adjustments for students with documented disabilities in a timely manner upon request;
- arrange for and provide reasonable accommodations and follow-up (e.g., extended time for testing, separate room for testing, tape recording a lecture, help in identifying a volunteer note-taker, oral administration of tests, ensure that exams administered outside the classroom are delivered and returned in a timely manner, etc.);
- maintain appropriate confidentiality of records and communication, except where permitted by the student or required by law;
- maintain the College's academic standards;
- provide information on College policy and procedures to students with disabilities; and
- make appropriate referrals to on-campus services, as well as community agencies.

Faculty and Staff Have the Right to:

- receive verification of a documented disability from the Associate Dean in the form of a "Request for Academic Accommodations" letter that states the recommended accommodations, not necessarily the specific disability;
- establish the skills, knowledge, and abilities that are fundamental to their courses/academic programs and evaluate students on this basis;

- contact the Associate Dean to discuss the appropriateness of accommodations; and

Faculty and Staff Have the Responsibility to:

- inform students that the College has an Associate Dean who can assist students with and without disabilities;
- maintain the confidentiality of all disability-related information;
- maintain the same academic standards for disabled students as they do for non-disabled students.

B. Identifying the Need for Accommodations

1. Students who do not require or desire accommodations need not make their disabilities known.
2. Students with disabilities who require accommodations must make those needs known to the Associate Dean within two weeks of the beginning of each semester. It is the responsibility of the student to make these needs known in a timely fashion and to provide appropriate documentation and evaluations in appropriate cases. See **Appendix A** for information regarding documentation requirements. Students should not assume that because the application to law school indicates a disability that this information is known to the Associate Dean, Student Services, or other College offices.

Information on the student's disability and accommodations is treated as confidential information under applicable federal and state laws and policies of Stetson University, and is only provided to individuals who are privileged to receive such information on a need-to-know basis. Faculty members who are apprised of a disability are advised that this information is confidential.

In some cases where only minor accommodations are required (such as a request to sit in the front row because of a visual or hearing impairment), the student should feel free to simply make a request of the faculty member. If requests for minor accommodations are not responded to adequately, the student should make the request of the Associate Dean.

C. Accommodations

An academic accommodation is any change in the policies or procedures of a course/academic program for the purpose of allowing a student with a disability an equal opportunity to learn and/or demonstrate knowledge. Basically, it is a compensatory strategy. The College will make reasonable accommodations for documented disabilities. These accommodations may include course load modifications, exam accommodations, readers, interpreters, note-takers, and additional time to complete assignments. *Such accommodations will not be provided if they fundamentally alter the nature of the program or if they would be unduly burdensome either financially or administratively.*

Students requesting accommodations should identify their needs within two weeks of the beginning of each semester to the Associate Dean, who will meet with the student to develop an appropriate accommodation plan. Additionally, requests for exam accommodations must be made at least 30 days prior to the beginning of the exam period. See **Appendix B and C** for forms to request accommodations.

1. Academic Modifications

Academic modifications include, when appropriate, reduced course loads, extended amounts of time for graduation, part time programming, extensions of time for completion of assignments, and similar modifications. While the College must provide justification for refusing to allow a requested reasonable accommodation, higher education institutions are given substantial deference in establishing their academic requirements. The College is not required to modify an academic requirement that is essential to the program.

Requests for academic modifications should be made to the Associate Dean. In appropriate cases, the adjustment will be made in consultation with faculty. For example, the Associate Dean may permit a reduced course load administratively, but modifications such as extensions of time for completing course requirements should be made by the Associate Dean only after consultation with the appropriate faculty member.

2. Auxiliary Services

Auxiliary services may include interpreters, note-takers, readers, assistance with photocopying and library retrieval, and other support services in connection with academic programming. *Services for personal use are not provided.*

The College does not provide individual tutorial assistance tailored to the special needs of learning disabled students. However, the College does offer an Academic Support Program, which does not discriminate on the basis of disability.

Students requiring auxiliary services should direct requests initially to the Associate Dean. For certain auxiliary services such as interpreters and readers, the student must first seek eligibility for such services from the Florida Vocational Rehabilitation Agency or other cost-free service providers. Because obtaining these services can be a time consuming and complicated process, students must seek assistance as early as possible after being accepted for admission.

Occasional assistance in the library may be obtained by making a request of the library desk staff. A student who requires more extensive assistance and/or assistance on a regular basis should make this need known to the Director of the Law Library. The Director will work with the Law Library staff to facilitate an appropriate schedule of assistance. Any student who is unable to receive satisfactory responses to his/her requests for assistance should direct concerns to the Associate Dean.

3. Exam Modifications

Exam modifications may include, for example and when appropriate, additional time to take an examination, time allowed for rest breaks, use of a reader or scrivener, use of a separate exam room, or permission to take the exam at a time other than the regularly scheduled time. It may be necessary for the Associate Dean to ascertain the format of the exam in advance to determine the appropriate modification. For example, if the student has difficulty writing, but does not have difficulty reading, the need for additional time would be affected by whether the exam is to be given in a multiple choice format or in essay format.

All requests for exam modifications are to be directed to the Associate Dean. See **Appendix C** for the exam accommodation request form. Because of the time necessary to arrange accommodations for these requests, students must make such requests no later than thirty (30) calendar days before the exam period begins. Requests for readers or assistants to be provided by the College should be made even earlier to ensure that adequate staffing arrangements can be made. **Exam accommodation requests must be renewed each semester.** Depending on the nature of the disability, new or updated documentation may be required each time a request is made.

4. Architectural Barriers

The College's buildings were built before federal law required accessible design. However, the College has expended great effort and financial resources to eliminate architectural barriers. The College campus does benefit from being in a warm climate (thus avoiding problems of snow and ice) and from having flat topography on campus. Concern about possible barriers and suggestions for their removal are welcome and should be directed to the Associate Dean.

Parking. There are several accessible parking spaces designated for exclusive use by the disabled near the College of Law in the main entrance traffic circle, in the student parking lot in front of the College on 61st Street South, in the paved parking lot near the basketball court, and in the faculty parking lot. Individuals using such specially designated spaces must have a disabled parking permit issued by the State of Florida and properly display it in the vehicle.

Ramped Entrances are provided at the following locations:

- (1) All first floor dorm rooms (lowered threshold);
- (2) Entrance to bookstore and cafeteria;
- (3) Entrance to cafeteria from the patio;
- (4) Library ramp - horseshoe driveway;
- (5) Administration building - ramp in horseshoe driveway;
- (6) East door entrance to classroom building;
- (7) Carey & Florin courtroom (side entrance);
- (8) All classrooms (lowered threshold);
- (9) Ramp to swimming pool; and
- (10) Building H - law review, courtroom, seminar room, student services, placement and chapel - access via disabled elevator;

Accessible Restrooms can be found in the following locations:

- (1) Shower/baths fully equipped for disabled with chair - dorm rooms D104, D105, D204 and D205;
- (2) Men's room across from the Business Office;
- (3) Women's room across from the Business Office;
- (4) Restrooms on second and third floors of Building H;
- (5) Library - women's room behind front desk;
- (6) Men and women's rooms in library;
- (7) Men and women's rooms outside Sebring courtroom;
- (8) Men and women's rooms on first floor administration building;
- (9) Men and women's rooms in faculty office wing;
- (10) Women's room on second floor in classroom building;
- (11) Women's room in hallway of student services office complex;
- (12) Women's room on first floor of classroom building;
- (13) Men's room next to Seminar Room G (also includes hearing impaired fire alarm strobes); and
- (14) Unisex restroom for Seminar Room B (accessible through Seminar Room B only).

Elevators. Passenger elevators with emergency communication features are found in both classroom buildings, building H, the administration building, and the library.

Classrooms. All classrooms are accessible.

Housing. There are several choices of accessible housing on or near the campus, including both dormitory and apartment living. Dorm Rooms D104 and D105 both are disabled-accessible from the outside. D205 also includes hearing impaired fire alarm strobes. For information on housing, **contact the Housing Office at 562-7886.**

Other Access. All buildings have been equipped with accessible doors. Library carrels can be arranged with appropriate advance notice. The cafeteria has a wide aisle and is accessible for students with mobility impairments.

5. Accommodations for the Hearing Impaired

In an effort to accommodate the hearing impaired and to comply with The Americans with Disabilities Act, the College has implemented the following measures:

Dorm Room D-205 has been especially equipped for the hearing impaired with the following features:

- TDD dedicated phone line and room jack;
- Door signs indicating deaf person residing in the premises;

- Alert Master AM2000 Equipment, Alarm Clock, Bed Shaker, and Light Flasher with separate Alert Master Receiver in adjoining restroom. This equipment alerts user of door knock, room noise and telephone; and
- Two ADA Fire Alarm Strobe Gentex 710 CS High Intensity Strobe Lights installed in the room and are tied into the building fire alarm system.

In addition, a third ADA Fire Alarm Strobe Gentex 710 CS High Intensity Strobe Light was installed in the area of the classroom building in the men's restroom facility next to Seminar Room G.

We also have reserved a parking space in the Faculty/Staff parking lot which is designated with hearing impaired signage. Furthermore, two regulation size street signs stating "deaf student" are strategically placed on campus side streets to increase driver awareness while in the area.

The elevators located in the classroom, administration, and library buildings were upgraded to ADA compliance standards. Elevators are now equipped with vandal-resistant hands-free phones. These phones have a red light which, when activated, indicates that two-way communication has been established. This ADA approved phone also contains a user option that allows the phone to be monitored by alarm monitoring service. Each phone is programmed to give a recorded location of the elevator in trouble.

The College of Law campus also has five on-campus Code Blue Emergency call boxes. These call boxes have direct dial access into the campus public safety office. For hearing impaired users, these phones also emit a radio announcement location to the officers' hand-held radios to advise them of the location from which the call is being placed. Should no two way conversation be conducted on the line, the officer may then go directly to the area where the call was placed.

Stetson College of Law and the Stetson Public Safety Department continually strive to accommodate the needs of all of our students, employees, and other members of the campus community. More upgrades are forthcoming as the construction and renovations continue on our campus. Every effort is made to ensure that all newly constructed areas are in compliance with Section 504, and other laws.

6. Modification of Policies and Practices

Students with disabilities that justify special arrangements in advance of registration should direct their requests to the Associate Dean or Registrar at least thirty (30) calendar days in advance so that arrangements can be timely made.

Class attendance is generally deemed to be a fundamental aspect of legal education. For that reason, attendance policies ordinarily will not be waived regardless of the disability. Students believing that their situations are extraordinary should direct requests to the Associate Dean, who will consult with the appropriate faculty members regarding such requests. Because reduced course loads and other accommodations are available if necessary, it would be extremely unusual that modification of the attendance policy would be considered.

Students who believe that registration or other policies and practices should be modified should direct these requests to the Associate Dean.

IV. ACADEMIC DISMISSAL AND READMISSION

The standard academic criteria for maintenance of good academic standing are posted on the Student Bulletin Board and are available in the Registrar's Office. If a student who has been academically dismissed asserts that a disability was the basis for the academic difficulty, the burden is on the student to show that the disability was documented and brought to the attention of the Associate Dean in a timely fashion, and to explain why the accommodations that were provided, if any, were not reasonable. Readmission petitions filed by students with a disability should be discussed with the Associate Dean. The Faculty Academic Standards Committee considers and decides such petitions.

V. BAR EXAMINATIONS

Law students with disabilities who believe they will require accommodations in taking the bar examination should inquire of the state bar examiners early in their legal education regarding accommodations. Information on how to contact bar examiners in all states is available from the Registrar. Many state boards of bar examiners will request that the law school provide information on accommodations received during law school. Such information will be provided upon a written release from the student.

Please note that accommodations provided for bar examinations may not be the same accommodations as those provided by the College. Inquiries concerning accommodations for the Florida Bar Examination may be directed to:

Florida Board of Bar Examiners
1891 Eider Court
Tallahassee, Florida 32399-1750
Phone: (904) 487-1292

VI. CAREER COUNSELING

The Career Services Office provides assistance to all students and does not discriminate on the basis of disability. Students who believe that an employer using the services of the Career Services Office has discriminated on the basis of disability should bring such concerns to the attention of the Director of Career Services.

VII. SPECIAL PROBLEMS FOR CERTAIN DISABILITIES

Students with psychological impairments, including alcohol or drug addiction, may wish to seek private counseling or testing services. Students may contact the Florida Lawyers' Assistance Program for additional information:

The Florida Lawyers' Assistance Program
2601 East Oakland Park Boulevard - Suite 203
Fort Lauderdale, Florida 33306
Phone: (800) 282-8981

Students should be aware that while reasonable accommodations might be available for such disabilities, all students will be held to the same academic performance standards. Law school is stressful, and students whose disabilities justify accommodations such as a reduced course load have the obligation to request accommodation before academic failure. Problems such as exam anxiety and chronic lateness will *not* ordinarily be considered to be disabilities justifying accommodation.

VIII. GRIEVANCES

Students who request accommodations from faculty or staff members and who believe that such accommodations have been impermissibly denied, or who believe that they have been discriminated against on the basis of their disability, may seek redress of their grievance(s) in accordance with the following campus "Grievance Procedure for Discrimination Complaints":

STETSON UNIVERSITY COLLEGE OF LAW

GRIEVANCE PROCEDURE FOR DISCRIMINATION COMPLAINTS

I. Introduction

Stetson University College of Law is an equal opportunity educational institution, and complies with all federal, state, and local laws guaranteeing the rights of persons to be free from unlawful discrimination including, but not limited to, Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and The Americans with Disabilities Act. Inquiries regarding relevant College of Law policies or procedures should be directed to the Associate Dean, Darby Dickerson, whose office is located on the first floor of the Dana Administration Building.

II. Informal Procedure

In the event an individual believes that he/she has received discriminatory treatment and has been unable to resolve the issue with the Associate Dean, the individual should contact the EO Officer within fifteen (15) days after the alleged discriminatory act or incident. Discretion may be exercised in the event that the EO Officer is contacted after the fifteen (15) day period.

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

The EO Officer is not to serve as an advocate for either the aggrieved individual or the alleged discriminating party, but merely processes the allegation(s) and attempts to informally resolve the differences between the two parties within fifteen (15) days after being contacted by the aggrieved individual.

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

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

III. Formal Procedure

A. Initial Process

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

1. Name and position of the complainant;
2. Name and position of the alleged discriminating party;

3. Type or form of discrimination (sex, race, religion, national origin, color, disability, age, etc.);
4. Description of the acts considered to be discriminatory, including dates.

B. Hearing

Once the complaint has been properly filed, the EO Officer should convene a hearing within fifteen (15) days for the following purposes: (1) to identify the issues in the case; (2) interview the complainant, alleged discriminating party, and witnesses; (3) obtain, review, and analyze all records, documents, etc. relevant to the case; (4) develop a documented report of findings; and (5) submit a written recommendation to the Dean of the College of Law.

The EO Officer should have a maximum of thirty (30) days to deliberate and present his/her findings and recommendations.

C. Final Disposition

The EO Officer only has recommendation authority. The Dean of the College of Law will make the final decision in all cases upon receipt of the EO Officer's report. The Dean should notify all affected parties of his/her decision within a reasonable period of time and initiate whatever action he/she deems necessary.

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

(This procedure was developed with the assistance of, and formally approved by, the U.S. Office of Civil Rights on March 19, 1996).

APPENDIX A

DOCUMENTATION POLICY*

1. Verification of Physical Disabilities

A student with a physical disability must provide professional verification certified in writing by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist, or other appropriate professional health care provider who is qualified in the diagnosis of the disability. The verification must reflect the student's *present* level of functioning of the major life activity affected by the disability. The student shall provide the verification documentation to the Associate Dean. The cost of obtaining the professional verification shall be borne by the student. If the initial verification is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the College shall have the discretion to require supplemental assessment of a physical disability. The cost of the supplemental assessment shall be borne by the student. If the College requires an additional assessment solely for purposes of obtaining a second professional opinion, then the College shall bear the cost of such second professional opinion not covered by any third party payor.

Recommendations for accommodations for students with physical disabilities will be made in accordance with the nature of their disability (e.g., reader for a blind student or changing the location of a classroom for a student in a wheelchair). Documentation for these disabilities should meet the following criteria:

- be conducted by a qualified professional, include the evaluator's name, title, credentials, signature, and date of evaluation, and be on letterhead;
- include a diagnostic statement identifying the disability and date of the original diagnosis;
- include a description of the diagnostic criteria and/or diagnostic test(s) used;
- include a description of the current functional limitations of the disability in an academic environment;
- include medication (dosage and existing side effects), assistive devices/services, and treatments currently prescribed and in use;
- include a description of the expected progression or stability of the impact of the disability over time; and
- include recommendations for accommodations, adaptive devices, assistive services, and compensatory strategies to compensate for the functional limitations.

**This policy is adapted in part from the Hastings Law School Policy.*

2. Verification of ADD or ADHD

a. Evidence of Early Impairment

Because ADHD is, by definition in the DSM-IV, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of objective historical information; establishing symptomology indicative of ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, and past psycho-educational testing; and third party interviews.

b. Evidence of Current Impairment

Statement of Presenting Problem - A history of the student's presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

Diagnostic Interview - The information collected for the summary of the diagnostic interview should consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview, along with information from a variety of sources should include, but not necessarily be limited to, the following:

1. history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time;
2. developmental history;
3. family history for presence of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner;
4. relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated;
5. relevant psychosocial history and any relevant interventions;
6. a thorough academic history of elementary, secondary, and postsecondary education;
7. a review of prior psycho-educational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems;
8. relevant employment history;
9. description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention; and

10. relevant history of prior therapy

C. Ruling out Alternative Diagnoses/Explanation

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or co-existing mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of ADHD. This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders, as well as educational and cultural factors affecting the individual that may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

D. Test Scores

A discussion of the psycho-educational or neuropsychological assessment administered to determine the current impact of the ADHD on the student's ability to function in an academic setting must be included. Documentation should reflect the individual's present achievement level and the results of testing for intelligence, vocabulary, reading rate, reading comprehension, mathematical comprehension, spelling, memory, and processing skills. Test scores or subtest scores alone should not be used as a sole measure for the diagnosing ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not, in and of themselves, establish the presence or absence of ADHD. Check lists and/or surveys can serve to supplement the diagnostic profile, but are not adequate by themselves for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. All data must logically reflect a *substantial limitation* to learning for which the student is requesting the accommodation. Standard scores, standard deviations, and percentiles in table format must be included.

E. Identification of DSM-IV Criteria

According to the DSM-IV, "the essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development." A diagnostic report should include a review and discussion of the DSM-IV criteria for ADHD, both currently and retrospectively and specify which symptoms are present. In diagnosing ADHD, it is particularly important to address the following criteria:

1. symptoms of hyperactivity/impulsivity or inattention that cause impairment must have been present in childhood;
2. current symptoms that have been present for at least the past six months;
3. impairment from the symptoms present in two or more settings (e.g., school, work, home);

4. clear evidence of significant impairment in social, academic, or occupational functioning; and
5. symptoms that do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

F. Specific Diagnosis

The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The evaluator should use direct language, avoiding the use of such terms as "suggests," "is indicative of," or "attention problems." *If the data indicate that ADHD is not present, the evaluator should state that conclusion in the report.* Individuals who report only problems with organization, test anxiety, memory, or concentration in selective situations do not fit the prescribed diagnostic criteria for ADHD. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication, in and of itself, either support or negate the need for accommodations.

G. Interpretive Summary

Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the student during the testing situation and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The summary must include:

1. demonstration of the evaluator having ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological or medical disorders or non-cognitive factors;
2. indication of how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings are used to determine the presence of ADHD;
3. indication of whether the student was evaluated while on medication, and whether the prescribed treatment produced a positive response;
4. indication and discussion of the *substantial limitation* to learning presented by the ADHD and the degree to which it impacts the student in the academic environment for which accommodations are being requested (i.e., in a university setting); and

5. indication as to why specific accommodations are needed, how the effects of ADHD symptoms are mediated by the accommodations, and a record of prior accommodations.

H. Rationale for Recommended Accommodations

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity, as well as the degree of impact on the individual. The diagnostic report must include specific recommendations for accommodations that are realistic and that post-secondary institutions, and examining, certifying, and licensing agencies can reasonably provide. A detailed explanation as to why each accommodation is recommended must be provided and should correlate with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, current documentation must substantiate the need for services based on the student's *current* level of functioning in an academic setting. A school plan, such as an Individualized Education Program (IEP) or a 504 Plan is insufficient documentation, in and of itself, but may be included as part of a more comprehensive assessment.

I. Additional Information

The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., final exams, standardized testing) and whether or not they benefitted the individual. However, a prior history of accommodations without demonstration of a *current* need does not, in itself, warrant the provision of similar accommodations. If no prior accommodations were provided, the qualified professional and/or the student must include a detailed explanation as to why no accommodations were needed in the past and why accommodations are needed at this time.

Because of the challenge of distinguishing normal behaviors and developmental patterns of boredom (academic under-achievement or failure, low self-esteem, chronic tardiness, or lack of attendance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity.

If accommodations are not clearly identified in a diagnostic report, the Associate Dean may seek clarification and, if necessary, more information. *The final determination for providing appropriate and reasonable accommodations rests with the College.* Accommodations may vary depending on academic programs and/or course content.

3. Evaluating Other Learning Disabilities:

The College recognizes that there are other learning disabilities from which its students might suffer. The student will be required to provide information similar in scope to the information required by students with ADHD or ADD (see above). This information will include verification of a specific diagnosis, evidence of current impairment, relevant test scores/data, interpretive summary, and a rationale for the recommended accommodations. The College will review this documentation in a manner similar to the method by which the College reviews its ADHD and ADD students. *All individuals with impairments, including individuals with learning impairments, will be evaluated in their medicated (or mitigated) state, and this evaluation will consider all mitigating measures the students take to help control the impairment.*

4. Verification of Temporary Disability

Students seeking accommodations on the basis of a temporary disability must provide documentation verifying the nature of the condition, stating the expected duration of the condition, and describing the accommodations deemed necessary. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions. The assessment or verification of disability must reflect the student's current level of disability, and shall be no older than sixty (60) days. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, the College shall have the discretion to require supplemental assessment of a temporary disability. The cost of the supplemental assessment shall be borne by the student. If the College requires an additional assessment solely for purposes of obtaining a second professional opinion, then the College shall bear the cost of that second professional opinion if not covered by any third party payor.

5. Effect of Medication or Other Mitigating Measures

When evaluating whether a student has *any* disability, that determination will be made *after* the effects of medication, auxiliary aides, or other mitigating measures are taken into account.

APPENDIX B

**ACCOMMODATION REQUEST FORM
(other than Exams and Advance Registration)**

(Must be completed with Disability Data Sheet.)

Instructions: Please type or print and submit to the Associate Dean as early as possible.

Name: _____

-

Social Security #: _____

Month/Year of Entry: _____ Phone #: (Day): _____

(Evening): _____

Disability:

—

—

Current Method of Controlling Disability:

—

—

—

Documentation: Attached _____ Provided in application _____

Accommodation requested (be as specific as possible):

—

—

I certify the above statements are true and correct. I acknowledge that any misrepresentations made on this form can be grounds for an Honor Code Proceeding.

Signature: _____ Date: _____

For administrative use only by the Associate Dean:

The following accommodations will be *permitted* and will be provided as noted:

The following accommodations will *not be permitted*:

Signature: _____ Date: _____
(Associate Dean)

APPENDIX C

EXAM ACCOMMODATION REQUEST FORM

(Must be completed with Disability Data Sheet.)

Instructions: Please type or print and submit to the Associate Dean **at least thirty (30) calendar days before the exam period begins.** This request must be renewed each semester.

Name: _____

Social Security #: _____

Month/Year of Entry: _____ Phone #: (Day): _____

(Evening): _____

Disability:

Documentation: _____ Attached _____

Provided in application _____

Accommodation requested (be as specific as possible):

Course

Instructor

Date and Time of Scheduled Exam

Signature: _____ Date: _____

For administrative use only by the Disabilities Coordinator:

The following accommodations will be *permitted* and will be provided as noted:

The following requests are *denied* for the following reasons:

Signature: _____
(Disabilities Coordinator)

Date: _____

APPENDIX D

DISABILITIES DATA SHEET

(Must be completed before any accommodations are provided.)

Please complete this form, enclose appropriate documentation (if available), and provide to:
Associate Dean, Stetson University College of Law, 1401 61st Street South, St. Petersburg,
FL 33707.

Name _____ Date _____

Social Security No. _____

—Birth date _____

Email address _____

Permanent Home Address

City _____ State _____ Zip Code _____

—

Address (if different from home)

Home Phone _____

Did you receive any type of Special Education Services while in high school?

—

If yes, please describe: _____

—

Did you receive any type of accommodation(s) while you were in high school? _____

If yes, please explain:

—

—

—

Please check when you plan to (or did) enroll at Stetson:

_____ Spring 200____ _____ Summer 200____ _____ Fall 200____

If you are a transfer student, please provide previous law school information:

Did you receive any type of special accommodations at a previous law school or college/university? If yes, please describe in detail:

Did you receive extra time (or other accommodation) for exams in college or at a previous law school? _____

If yes, please explain:

Did you receive extra time (or other accommodation) for your SAT or LSAT? _____
If yes, please explain:

What is the nature of your disability? (Check all that apply):

_____ Attention Deficit Disorder

_____ Orthopedic/Mobility Impairments

_____ Hearing Impairment

_____ Spinal Cord Injuries

_____ Visual Impairment

_____ Neuro-Muscular Disease

_____ Specific Learning Disability (please specify)

_____ Other (please specify)

Do you use:

a wheelchair? _____ crutches or a walker? _____

service animal? _____ hearing aid? _____

Will you receive assistance from an outside agency? _____

Please explain _____

—

Area of Disability: (check all that apply)

___ Reading ___ Writing ___ Walking ___ Talking ___ Climbing Stairs

___ Hyperactivity/Inattention ___ Understanding Spoken Language

___ Other:

How long have you had this disability?

_____ years

To compensate for these disabilities, I do the following (take medications, use eyeglasses, use hearing aids, etc.):

I certify the above statements are true and correct. I acknowledge that any misrepresentations made on this form can be grounds for an Honor Code Proceeding.

Student Signature: _____ Date: _____

APPENDIX E

**STETSON UNIVERSITY COLLEGE OF LAW
RESOURCES AND REFERENCES**

<u>Offices at the College of Law</u>	<u>Extension</u>
GENERAL TELEPHONE NO.	(727) 562-7800
Disabilities Coordinator (Associate Dean)	7952
Assistant Dean (for Student Life)	7988
Student Services Office	7988
Career Services Office	7960
Law Library	7820

The Disabilities Coordinator for the 2001-2002 academic year is Associate Dean Darby Dickerson, whose office is located in the on the first floor of the Dana Administration Building, Room 128.

ADDITIONAL INFORMATION

American Blind Lawyers Association
1211 Connecticut Avenue, N.W., #502
Washington, DC 20036
(800) 424-8666

Taped law casebooks and treatises are available from:

Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606

For information on substance addiction issues:

ABA Commission on Impaired Attorneys
541 N. Fairbanks Court - 14th Floor
Chicago, IL 60611
(312) 988-5359

FLA Lawyers Assistance, Inc.
1-800-282-8981

Organization for deaf and hearing impaired lawyers and law students:

NORCAL Center on Deafness
1820 Tribute Road
Sacramento, CA 95815
(916) 921-1045

For other resource information:

HEATH Resource Center
One Dupont Circle, N.W. - Suite 800
Washington, DC 20036
(800) 544-3284 (Voice/TDD)

A national clearinghouse on postsecondary education for individuals with disabilities.

Additional Internet Links for Information about Disabilities:

ADHD and ADD Link

<http://www.addinfonetwork.org/>

Careers and the Disabled Magazine Online — List of companies actively recruiting college grads

www.eop.com/recruiting-ed.html

Disabilities Resources Monthly

www.disabilityresources.org

Learning Disabilities Links

http://www.irsc.org/learn_db.htm

Resources for the Deaf

www.deaflibrary.org/

Resources for the Blind & Visually Impaired

www.blindness.about.com/health/blindness/

APPENDIX F

SUMMARY OF DISABILITY POLICIES

1. Students must request accommodations for their disabilities in writing and submit the request to the Associate Dean. *Students must also fill out a Disabilities Data Sheet before any accommodation is considered.*
2. Early disclosure is essential to allow for sufficient time to review, approve, and implement the accommodations.
3. Accommodation requests must be accompanied by written verification and documentation of the disability, completed by a licensed professional health care provider.
4. All non-emergency requests for final exam accommodations or rescheduling due to disabilities must be made at least 30 days prior to the last day of classes. This requirement includes requests for all permanent physical disabilities, learning disabilities, and temporary disabilities that occur prior to that date. Requests must be made in writing, include proper documentation from a doctor or licensed professional, and submitted to the Associate Dean.
5. All accommodations are prospective. No retroactive accommodations are provided, except in extremely rare circumstances.
6. Receipt of prior accommodations in an educational or employment setting does not ensure you will receive the same or any accommodation in law school.
7. The Associate Dean determines the accommodations appropriate for the student to receive from the law school, and notifies the student in writing of her decision.
8. Each student receiving an accommodation should meet with the Associate Dean to evaluate the effectiveness of the accommodation. Also, it is the student's responsibility to meet with the Associate Dean each semester to discuss what accommodations will be required.
9. Each student is required to meet with the Disabilities Coordinator at the beginning of each semester to discuss all relevant disability issues. Additionally, the student must fill out the appropriate paperwork at the beginning of each semester, and must also renew requests for accommodations at the beginning of each semester.

APPENDIX G

Policies & Procedures Students with Disability

The Stetson University College of Law is committed to providing reasonable accommodations of the documented disability for a student, in the form of necessary support services, so as to provide the student with a disability an equal opportunity to achieve success in his or her enrollment in the College's program of courses leading to the *juris doctor* degree.

A student with a disability is a student who:

1. Has a physical or mental impairment which substantially limits one or more major life activities (such as performing manual tasks, walking, seeing, hearing, speaking, learning, or working);
2. Has a record of such impairment (has a history, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities); or
3. Is regarded as having such an impairment.

Any student who believes himself or herself to be disabled as that term is defined in § 504 of the Rehabilitation Act of 1973, as amended, or the Americans with Disabilities Act, and who desires any necessary accommodation of his or her disability in classes, examinations, housing, physical plant, or otherwise, should have documented proof indicating the disability and such documentation should be given to the Office of the Associate Dean during orientation, or the first week of classes. It is important to understand that the College may not be obligated to provide accommodation unless and until requested by the student. Thus, any request for accommodation of pre-existing disabilities in classes must be acted upon during the first week of the class, or in the case of examinations, at least thirty (30) days prior to the examination in question.

Under applicable law, accommodation plans are between the College and individual student. Thus, students with essentially similar disabilities may be accommodated differently. A disabled student should not assume that the accommodation afforded another student is to be provided to him or her also, merely because the other student is similarly disabled. Accommodations may be acted upon, as to any student, only upon request, and mutual agreement will be sought on a case by case basis as to appropriate and reasonable accommodations.

