



The Biola University Learning Center
Disability Services Handbook

(2015 Revision)

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<http://studentlife.biola.edu/student-support/academic/learning-center/>

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Learning Center Mission and Goals

The Learning Center's Mission Statement

The Learning Center is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical and psychological disabilities, as well as chronic or temporary medical conditions that impact academics. The Learning Center actuates this commitment by providing reasonable and appropriate accommodations to students with disabilities, assisting in self-advocacy, educating the Biola community about disabilities, and by ensuring legal compliance with state and federal disability law.

The Learning Center's Goals

1. To provide a safe, comfortable, and caring place of contact and support for students with disabilities.
2. To understand the manifestation of the student's disability and to implement appropriate accommodations which address the student's limitations.
3. To treat persons with disabilities with dignity and respect and to view disability issues as matters of diversity.
4. To facilitate ongoing improvements in areas of structural access, assistive technology, accommodation availability, community education, and administrative advocacy.
5. To assist students with disabilities in their professional development by encouraging them to participate in activities such as leadership experiences and career internships.
6. To make meaningful professional connections/bridges with other departments on campus: Student Development, Biola Counseling Center, Registrar, Housing, Admissions and Student Health Center.
7. To encourage and promote self-advocacy for students as they work with our office and interact with the Biola community.

Non-Discrimination

Nondiscrimination Statement

Biola University is dedicated to providing students with disabilities access to its programs, services, and activities, as required by the Americans with Disabilities Act (1990) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: "No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title IX Coordinator/s:

The Title IX Senior Coordinator (Ron Mooradian, Sr. Director of Human Resources) maintains authority over the compliance and adjudication of all Title IX complaints and all other complaints of unlawful discrimination under this procedure with the exception of any complaint of unlawful discrimination based on disability, which will be overseen by the Section 504 Compliance Coordinator, designated below. However, depending on the complainant's affiliation with the university, a specific Deputy Title IX Coordinator will oversee the investigation.

Section 504/ADA Compliance Coordinators/Deputy Title IX Compliance Officer

As pertinent to this handbook, all Section 504/ADA undergraduate or graduate student complaints of discrimination should be directed to the Director of the Learning Center, Jen Roode (x4542). For staff and faculty complaints, direct to Sr. Director of Human Resources, Ron Mooradian (HR, x 4757) or Assoc. Dir of Human Resources, Susan Kaneshiro (HR, x4755).

The Section 504 Compliance Coordinator will be responsible for overseeing any complaint of unlawful discrimination based on disability under Section 504 of the Rehabilitation Act of 1973 and/or The Americans with Disabilities Act of 1990.

For the complete Title IX discrimination policy and procedures please refer to the Biola University Student Handbook: DISCRIMINATION; SEXUAL HARASSMENT & ASSAULT.

General Information

Students Served

The Learning Center provides disability services to students enrolled with learning, physical, and psychological disabilities, as well as accommodating students with chronic or temporary medical conditions that impact their studies.

Administrative Structure

Disability Services is one service provided through The Learning Center. Current professional staff composition includes the Director of the Learning Center and administrative support as needed. The Director reports to the Assistant Dean of Students, who reports to Dean of Students in Student Development.

Department Location

The Learning Center is located in office U124 (Upper-east level Biola Library) The Biola Library also houses the Learning Center resource room, available to students registered with the LC.

Phone Numbers

The main phone line for the Learning Center is 562-906-4542. From on-campus the office may be reached by dialing extension 4542. The Learning Center fax line is 562-906-4543. The university operator can be reached by dialing extension "0".

E-Mail

Due to the foot traffic in the Learning Center, the easiest way to get in contact with our office, and for many scheduling options, is through email. We can be reached at learning.center@biola.edu

Office Hours

The Learning Center's normal business hours during the spring and fall semesters are: Monday-Thursday, 10:00am to 4:30pm, and Friday 10am-1pm. The center is closed for lunch and during the weekends. When necessary, staff members may also available outside of these times. Staff may work modified schedules during the summer, interterm and/or during university recesses. Appointments with encouraged to ensure staff availability.

Scope of Responsibility

The Learning Center is designated by Biola University to function as the department responsible for providing services and accommodations to students with disabilities in all Biola University programs, activities, and functions. Thus, services are available for undergraduate students and graduate students. The Learning Center does not directly serve the faculty and staff of the university who possess disabilities, unless they desire accommodations and/or services for Biola classes in which they are presently enrolled. Faculty and staff members with disabilities should address employment concerns directly to Human Resources.

Federal Definition of Disability

Under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, a person is entitled to legal protection from discrimination and possible reasonable accommodations if:

1. The person possesses a physical or mental impairment that substantially limits a major life activity,
2. The person has a record of such an impairment, or
3. The person is regarded as having such impairment.

Self Identification and self advocacy

Biola students seeking accommodations on the basis of disability must self-identify and request accommodations from the Learning Center. Students who request accommodations and/or services from other faculty and staff without the knowledge of the Learning Center are to be referred to the Learning Center.

Records and Files

Opening / Closing Files

A file will be opened for any student who contacts the Learning Center and expresses a desire to receive accommodations, receives a clinical referral, or submits documentation of disability. Files will remain open as long as the student maintains contact with Learning Center staff. Student files may be closed if the student does not maintain contact with the Learning Center or utilize their services for longer than two semesters consecutively. Files may also be closed at any time at the request of the student. Closed files will be maintained for a minimum of five years and will then be destroyed by shredding.

Documentation Submission

Students with disabilities must submit clinical documentation of disability that clearly establishes the need for services and accommodations directly to the Learning Center. This documentation should meet the established documentation guidelines. (See appendix A.)

Academic Transcripts

The Learning Center may obtain transcripts on students with open files to track academic progress. No information about disability status will appear anywhere on the student's transcript.

Privacy of Records

All student files and records are maintained in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, students have the right to access and view their files. The Learning Center may also share information with appropriate university personnel on a need to know basis only. In most circumstances, clinical information, such as test data and diagnostic information will not be released to faculty or staff (unless directly pertinent to an accommodation plan/rationale). See Appendix A.

Release of Clinical Documentation to Students

Students requesting to obtain copies of their clinical documentation from the Learning Center must contact the Director. Documentation provided directly from the student to the Learning Center will be released to the student.

Release of Clinical Documentation to Third Parties

Clinical and diagnostic information in a student's file that were received for the purposes of disability registration will not be forwarded onto third parties. Students must return to the original source of these documents.

Security of Records

All student files and records are secured in a filing cabinet in the Learning Center office and is maintained by Learning Center staff. The Learning Center is securely locked at the end of each day.

Photocopying Files

While students may access and view their Learning Center file, photocopying of the file is discouraged in most cases. Should a student desire to photocopy the contents of his/her file, a written request must be made to the Director of the Learning Center. Additionally, please know that under FERPA, students have the right to inspect, but not necessarily, to copy their records.

Requesting and Receiving Accommodations

Requesting Accommodations

Students who desire accommodations on the basis of disability must make a formal request each semester by contacting a staff member of the LC. For any student registering with the Learning Center for the first time, an intake appointment is required to discuss requests for accommodations and review applicable documentation.

Accommodation Approval Process

All accommodation requests will be evaluated by the Director of the Learning Center. Factors involved in the evaluation of the request include the nature of the student's disability, the type and extent of the requested accommodation and the essential departmental, or course requirements. The Learning Center reserves the right to contact appropriate university faculty and staff to discuss accommodation requests.

Approval Timeline

Decisions regarding the approval or denial of requested accommodations will generally be made within five working days of the receipt of request. However, the Learning Center reserves the right to take up to ten working days to make a decision regarding an accommodation request. Once a decision has been made, the student will be informed

whether the accommodation request was approved, denied, or if additional documentation is needed. Students asked to submit additional documentation may be approved for temporary accommodations.

Temporary Accommodations

Students may be approved for temporary accommodations at the discretion of the Director of the Learning Center. In most cases, students will have submitted some form of clinical documentation prior to receiving temporary accommodations. Temporary accommodations may also be implemented to assist students with short-term physical/medical or psychological impairments (e.g. broken limb, mono...). Temporary accommodations will generally not exceed one academic semester. For any diagnosis received at the Student Health Center requiring accommodations, the student will need to complete the release of information between the Learning Center and Student Health Center.

Professor Notification Letters

Students who are approved for academic accommodations requiring professor notification will receive letters to take to the faculty, or in some cases, the Learning Center will email them directly to each faculty member. These letters will clearly state the recommended accommodations for each specific course. Clinical information about students will not generally appear in these letters unless explicitly requested by the student or essential to the development of an effective accommodation plan. Professors are encouraged to contact the Learning Center with any questions or concerns regarding accommodations.

Syllabi Notification (For Faculty)

Faculty are requested to include the following statement in their syllabi:

“Students desiring accommodations on the basis of a physical, learning, medical or psychological disability for this class are to contact the Learning Center. The Learning Center is located in the upper east level of the Biola Library and can be reached by calling 562.906.4542 or extension 4542 from on campus.”

Possible Academic Accommodations

Attendance Modification

Students with disabilities are expected to attend classes in accordance with the professor's attendance requirements as stated in the course syllabi and with the attendance requirements established by the Registrar's Office (3 week absence rule). Exceptions to the attendance requirements (within the limits of the aforementioned Registrar policy) can be requested as an accommodation or on a temporary basis in emergency situations. Approval of this accommodation will be made on a case-by-case basis and will involve the cooperation of the student, the professor, the academic department, the Registrar's Office, and the Learning Center. See Appendix B.

Advanced Pre-Registration / Course Selection

This accommodation grants the student priority status when scheduling classes for the upcoming term. Students receiving this accommodation have greater choice in course

selection. This accommodation assists those who need specific classes, need breaks between classes, and those who need classes at certain times of the day. See Appendix B.

American Sign Language/ Real-time captioning services

Sign language interpreters or real-time captioning services can be made available for eligible students needing accommodations for academic and co-curricular activities. All interpreters/services are contracted or hired by the university. The university does not have interpreters/captionists as regular employees at this time.

Audio Books

This accommodation allows students to receive books in audio format. Most audio books are provided through Learning Ally to the Learning Center. Students receiving audio books must provide proof of purchase and may not copy or distribute these books. Student can also sign up for a personal Learning Ally account and have their audio books sent directly to them or downloaded to their phone/computer/tablet.

Additionally, with recent technological improvements many students utilize e-books with text-to-speech capabilities and do not require additional recordings. See Appendix B.

Delayed Exams

This accommodation allows the student to take an exam at a date later than the original administration and is usually implemented after an acute “flare up” of clinical symptoms or a medical emergency. The modified administration date is established with the cooperation of the student, professor, and the Learning Center. This accommodation is not intended to be ongoing. See Appendix B.

Enlargement of Course Materials

University and course materials can be enlarged for students with visual impairments. The enlargement is facilitated by the Learning Center and is provided free of charge.

Enlargement of materials for personal use can be provided at cost. This accommodation does require early notification from the student to process in a reasonable timeframe with the Biola Print Shop. See Appendix B.

Foreign Language Substitution

In some unique and rare cases, students with learning disabilities may request a course substitution for all, or part, of their foreign language requirements. To receive this accommodation, the student must meet certain clinical criteria established by the Learning Center typically demonstrating a language-based learning disability and a motor skill deficiency that would preclude them from participating in American Sign Language.

For many students with language-based learning challenges, American Sign Language provides an alternative to more traditional spoken/written languages and also satisfies the General Education Foreign Language requirement.

Note-Taking Assistance

Students whose disabilities impair their ability to effectively take class notes may receive note-taking assistance. Generally notes are obtained from another student in the class. The person taking the notes may use their personal notebook or type them digitally and email. Arrangements can be made for the photocopying of notes at no-cost to the students. If

student and professor attempts to acquire a note-taker are unsuccessful, the Learning Center may hire a student note taker. See Appendix B.

P.E. Modification / Substitution

Students with disabilities who cannot meet the needed physical exertion requirements of P.E. classes may request either a modification or substitution of the P.E. class. Modifications will be coordinated in the cooperation with the instructor and substitutions must be approved the Registrar's Office.

Reader Services

Students with primarily visual impairments may request a reader. Readers will generally be used if the student's books and/or class materials cannot be obtained in alternate media and/or if the student's need cannot be met by using assistive technology. Readers used during examinations shall not be relatives or close friends of the student.

Recording Lectures

In some cases, students with disabilities may record their lectures. When a digital recorder is used, the student is responsible for the set up of the equipment and for the recording of the lecture. Once recorded, the lecture recording/file may not be shared with other students. The professor and/or the Learning Center may stipulate conditions for recording. All files and/or recordings are to be erased or destroyed at the end of the semester.

Reduced Distraction Testing Environment

This accommodation is available for students whose disability causes them to become distracted when taking exams in the regular classroom and whose disability documentation supports such an accommodation. Tests may be administered in a private room by the professor, or may be proctored by the Learning Center in a private testing location.

Scribe

This accommodation is available for students taking exams who are unable to perform regular writing tasks. Scribes used for examinations shall not be relatives or close friends of the student.

Time Extensions - Exams

This accommodation is available to students whose disability requires extra time be given on exams. Generally, students given this accommodation will have their exams proctored at the Learning Center. To arrange and schedule a proctored exam students must complete a Proctor Form. Exams with extended time may be required to be proctored outside the regular classroom due to time constraints. Typically these are proctored in the Learning Center Resource Room or in one of the Library Study Rooms accompanied by a proctor.

Time Extensions - Assignments

Students with certain disabilities may receive extra time to complete class assignments and projects on a case-by-case basis. This accommodation is generally implemented after an acute "flare up" of clinical symptoms or emergency medical situation and only applies to specific assignments. This accommodation is not intended to be ongoing and is not granted as a "blanket" semester accommodation. See Appendix B.

Possible Assistive Technology Accommodations

CCTV

A CCTV machine is located in the Biola Library. This machine will magnify written materials onto a TV screen.

Voice Recognition Computer Technology

A computer with voice recognition capabilities is located in the LC resource room. The speech to text capability of this equipment is especially useful for persons with reduced hand abilities. Students may also purchase Dragon Naturally Speaking for their personal laptop/desktop, which helps the software “learn” and adjust to the students voice and inflections.

Digital Recorders

The Learning Center has digital recorders that can be checked out for temporary “test-driving”. This allows students to try digitally recording lectures and determine whether this is beneficial for their learning without the expenditure/risk of the recorder. If found to be helpful, students then personally purchase the digital recorder of their choice.

Zoomtext

The LC resource room provides a computer that has been equipped with zoomtext software for student use.

Possible Non-Academic Accommodations

Chapel Reduction: Medical & Disability Related in extreme circumstances

In some situations, a chapel reduction on the basis of extreme disability or medical situation may be appropriate/necessary for students registered with the Learning Center.

For the complete Chapel policy please visit: [link](#)

Dietary Needs

The Learning Center partners with the cafeteria staff and Auxiliary Services to provide meal accommodations for students with medically mandated dietary restrictions. Students will need to submit documentation including:

1. Diagnosis from an appropriately licensed professional
2. Impact of diagnosis on your physical health/diet
3. Recommendations for meal accommodations (restrictions or essential components)

Once the documentation has been reviewed and approved, students will submit their weekly meal plan directly to the cafeteria staff via their online form.

Housing Placement Considerations

Some students with disabilities may receive special consideration regarding their housing placements. Such considerations may include placement in specific dormitories or rooms, air conditioned rooms, and private rooms. In most cases, a recommendation from the Learning Center is required for students to receive these considerations on the basis of disability. Any and all housing accommodations must be requested ahead of time within a reasonable timeframe. Please see Appendix C.

Library Assistance

The Library staff provides various kinds of assistance to students with disabilities. Available services include removing books from shelves, electronic database assistance, and assistive technology consultation.

Off Campus Transportation

Students who use wheelchairs may require accessible transportation for off-campus university sponsored events. Students are to contact the Learning Center at least 3 days, preferably 5 days, before the event so that an accessible vehicle can be rented. Faculty and staff are not to drive students who use wheelchairs in personal vehicles.

Structural Modifications

Students with structural access needs may meet with a staff member from Facility Services with a staff member from Learning Center staff to discuss structural changes needed in dorm rooms, classrooms, etc.

Study Abroad & Accommodations

Physical/Mobility Accessibility

Please note that some of the host country's museums, walkways, and modes of transportation may not be accessible according to ADA standards. Program/course participants may be expected to climb narrow and winding stairs, walk significant distances on cobbled/dirt streets, and travel on buses, trains, etc. without some of the more accessible features available in the United States. Please contact the program coordinator for your respective study abroad program with any questions or concerns.

Biola University will endeavor to provide reasonable accommodations to individuals with disabilities interested in participating in this program. If you require accommodations for this program, please contact The Learning Center at 562.906.4542 or learning.center@biola.edu.

Academic & Other Accommodations

In regards to academic/housing/psychologically-based accommodations, we will attempt to provide reasonable academic accommodations as possible from Biola but cannot guarantee availability in other countries/educational systems. We encourage students to connect with their host university prior to their trip in regards to their accommodation availability. Additionally, students should take (or send ahead of time if able) a copy of their documentation for verification purposes.

Service Animal & Support/Therapy Animals

I. Purpose

As per the Biola University Housing Handbook, all pets (other than fish, under 20 gal tank) are prohibited in the university residence halls. In accordance with the Americans with Disabilities Act (ADA), service animals will not be restricted from Biola university facilities and events. Support animals/therapy pets while potentially allowed on campus, are subject to different regulations and restrictions.

II. Definitions

A. Service Animal: “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. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler’s disability.” (28 CFR § 36.104, ADA regulations)

B. Support/Therapy/Comfort Animals: Animals that individuals with disabilities might utilize for support or assistance, but which do not meet the ADA criteria for Service Animals. Types of support animals might include emotional/social anxiety support animals. Support animals are not Service Animals.

C. Partner/Requesting Individual/Handler: The individual with a disability who utilizes a service or support animal as an accommodation.

D. Individual with a Disability:

An individual with a disability is a person who:

1. has a physical or mental impairment that *substantially limits* one or more major life activities or...
2. has a record of such an impairment or...
- 3) is regarded as having such an impairment (**ADA definition**).

III. Detailed Policy Statement

A. Types of Service Animals Permitted on Campus

These guidelines have been developed with the understanding that all service animals working on the university campus will be dogs. *(For policy regarding “support animals” that do not meet the definition of “service animal”—e.g. emotional support animals, therapy animals, seizure response animals— please see Section III.D. of this document).*

“Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.”

“The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.” (28 CFR § 36.104, ADA regulations)

B. Responsibilities of Persons with Disabilities Using Service or Support Animals on Campus

Current and prospective students will work with The Learning Center. Staff and faculty are encouraged to contact the Human Resources Office. *For use of a service or support animal by a resident or potential resident in University Housing, see Section III.C and D. of this document.*

Partners are responsible for any damage caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service or support animal are the sole responsibility of the partner at all times. Service and support animals on campus must:

1. Meet Legal Requirements: All requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc) mandated by State or local ordinances must be followed, including but not limited to:
 - a. Los Angeles County Animal Services Dog License, updated yearly.
 - b. If the animal is intact (not spayed or neutered), a Los Angeles County Animal Services Unaltered Animal Certificate, updated yearly.
2. Be under Control of Partner: “A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control (e.g., voice control, signals, or other effective means).” (§ 36.302, ADA regulations)
3. Adhere to Cleanup Rule: The partner must follow local cleanup ordinances when the animal defecates. Individuals with disabilities who physically cannot clean up after their own service animal may not be required to pick up and dispose of feces.

Procedures for Notification of Service Animals in University Housing

1. Incoming residents must notify the Learning Center to have service animals in University Housing with their initial housing application. Existing residents must submit notification at least six weeks prior to the date the animal is expected to be in residence.

Procedures for Approval of Support/Comfort/Therapy Animals in University Housing

1. Submission of documentation that supports student's need/benefit for a therapy animal in relation to diagnosis.

2. Completion of Support Animal Registration form. Includes the type of animal, a description of the animal (e.g. weight, breed, etc.) and the animal's name.

3. The following departments will be privy to your request: The Learning Center, Residence Life, Housing and Auxiliary Services. The requesting individual will be notified in writing of the decision by The Learning Center within ten business days of the date the request and receipt of all required documentation.

4. If the request is approved, the requesting individual must:

- a. Follow all sections of the *Biola University Support Animal Policy*
- b. Register the animal with The Learning Center before move-in is allowed.
- c. Sign and submit to University Housing the *Guidelines for Maintaining a Service or Support Animal in University Housing*. Form available through The Learning Center and Housing offices.

D. Support/Therapy Animals

Support Animals, as defined in Section II may be permitted on the Biola University campus on a case-by-case basis. **Before** bringing a support animal onto campus grounds, the requesting individual must submit appropriate documentation. Requests to have a support animal on campus will be evaluated by the appropriate office.

Procedures for requesting permission for a support animal:

1. To make a request, contact the appropriate office: **Students and regular visitors** contact The Learning Center. **Staff and faculty** contact the Human Resources. Documentation required must include:

- Medical documentation that meets the Biola University documentation guidelines as maintained by The Learning Center - specifically, the section of the guidelines that lists the key elements of documentation. Copies of these guidelines are available on The Learning Center website and office. It is strongly advised that a copy of these guidelines be given to the treating clinician. Insufficient documentation that does not meet university requirements may result in delays or denial. Documentation must also include the clinician's professional opinion regarding the need for a support animal as a reasonable accommodation for the specific disability of the requesting person.
- Completion of Support/Therapy Animal Registration form. Includes the type of animal, a description of the animal (e.g. weight, breed, etc.) and the

- animal's name.
 - **Housing:** Requests for support animals in University Housing will be processed per Section III.C. of this document. Permission to have a support animal in University Housing does not mean permission to have the support animal in other campus facilities or on campus grounds at large.
2. The Learning Center will notify the requesting individual in writing of the decision within ten business days of the date all required documentation is received. If the request to have a support animal on-campus is approved, the partner is expected to abide by all sections of the *Biola University Service Animal Policy*.

E. Areas Off Limits to Service and Support Animals

The university must allow a service animal to accompany the individual with a disability at all times and everywhere on campus except where service animals are specifically prohibited. Support animals are allowed only in pre-approved areas of campus as established in Section III.D. The following areas are generally **off limits** to service and support animals:

Research and Teaching Laboratories (or other Research Facilities): Natural organisms carried by dogs and other animals may negatively affect the outcome of research. At the same time, chemicals and/or organisms used in research may be harmful to service and support animals.

Mechanical Rooms/Custodial Closets: Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.

Areas Where Protective Clothing is Necessary: Any room where protective gear or clothing is worn is off-limits to service and support animals.

Areas Where There is a Danger to the Service Animal: Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor (e.g. molten metal or glass); where there is a high level of dust; where there are harmful chemicals or materials; or where there is moving machinery is off-limits to service and support animals.

Exceptions to Off-Limits Areas:

Exceptions to off-limits areas may be granted on a case-by-case basis in consultation with The Learning Center and lab director (per department procedure), and the individual with a disability. The final decision shall be made based on the nature of research or machinery and the best interest of the animal. Example: The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught; this is a valid reason for restricting access for a large dog. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

F. Removal/Relocation of Service and Support Animals

Service and Support Animals may be ordered removed for the following reasons:

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Community Impact: A partner may be directed to remove an animal that is unruly or disruptive (e.g. barking, running around, bringing attention to itself, jumping up on people), or has not been properly housebroken. If the improper behavior happens repeatedly, the partner may be prohibited from bringing the animal into any university facility until the partner can demonstrate that s/he has taken significant steps to mitigate the behavior. Any animal that exhibits aggressive or unsafe behavior may be prohibited from University facilities. In addition, any animal that is not properly housed/restrained will be subject to removal. (28 CFR § 36.104, ADA regulations)

Ill health: Animals who are ill should not be taken into public areas. A partner with an ill animal may be asked to remove the animal from university facilities.

Uncleanliness: Partners must ensure that their animals are kept clean and well-groomed. Partners with animals that are excessively unclean (e.g., flea infested, foul-smelling and/or shedding excessively) may be asked to leave university facilities.

Service and Support Animals and partners may be relocated to a different university housing facility or an alternate office location when the presence of an animal conflicts with another resident's or co-worker's disability (e.g. severe allergies, phobias, etc).

G. Grievance Procedures

A decision may be appealed, in writing, within 15 business days of the date of the decision letter. Please see *Grievance Procedure* as published on in The Learning Center Handbook. Appeals must state a specific reason for reconsideration. Decisions on appeal shall be final.

Students: Written appeals must be submitted to the Associate Dean of Students.

Staff and Faculty: Written appeals must be submitted to the Director of Human Resources

IV. Getting Help

If you need help . . .	Contact . . .
. . . requesting a service or support animal in university owned housing, or to have a support animal on campus grounds (outside of housing), and you are a student	The Learning Center 562.906.4542 support/academic/learning-center/disability-services/
. . . requesting a service or support animal in university owned housing, and you are faculty or staff, and it is a condition of employment to live in university housing	Human Resources 562.903.4757 http://www.biola.edu/hr/?_ga=1.232501591.919507209.1437429417
. . . requesting a support animal on campus grounds (outside of housing), and you are faculty or staff	The Learning Center 562.906.4542 support/academic/learning-center/disability-services/

... requesting a support animal on campus grounds, and you are a regular visitor	The Learning Center .562.906.4542 support/academic/learning-center/disability-services/
... obtaining a Los Angeles County Animal Registration/Pet Form, or have questions about vaccination, licensure and ID tag requirements	http://animalcare.lacounty.gov/
... reporting an unruly or unlicensed service or support animal on campus	Biola University Campus Safety 562.903.4877 - campus.safety@biola.edu or Residence Life - 562.903.5842
... with general university housing information	Biola University Housing Office 562.903-5838 http://studentlife.biola.edu/campus-life/residence-life/

V. Applicability and Authority

This *Biola University Service Animal Policy*, applies to all university owned structures without exception. For non-disability related animals on campus, please refer to employee handbook, Section 3.17 – “*Pets on Campus*” and student housing handbook, Section 6 “*Possessions & Conduct: Pets*”. The Learning Center is the campus authority for the *Biola University Service Animal Policy*.

References:

Americans with Disabilities Act (ADA)
California Fair Employment and Housing Act (FEHA)
UC Santa Cruz Service Animal Policy (used by permission)

Accommodation Appeals

Informal Appeals

Students who wish to appeal the denial of an accommodation are requested to meet with the Director of the Learning Center to clarify the reason for the denial and to discuss whether the accommodation can be implemented.

Formal Accommodation Appeal

The Learning Center recognizes that students may at times disagree with decisions made regarding accommodations. Students who wish to formally appeal an accommodation are to follow the following procedures.

1. The student shall inform the Learning Center that s/he would like to appeal an accommodation decision and may request that the Director of the Learning Center provide him/her with a written explanation for the denial. The Director will provide this explanation the student within ten (10) working days.

3. The student may also file a complaint with the Dean of student by going to <http://studentlife.biola.edu/student-support/handbook/policies-procedure/complaint-process/>

The dean evaluating the appeal will determine the format of the review process. If the accommodation denial is based upon clinical reasons (e.g. accommodation not supported by clinical documentation), a qualified health or mental health clinician is to be involved in the review process.

4. Once a decision has been made regarding the accommodation appeal, the student and the Director of the Learning Center shall be informed in writing.

Faculty/Staff Dispute of Recommended Accommodations

Should a faculty or staff member object to a recommended accommodation, that person shall contact the Director of the Learning Center to discuss the matter. If agreement cannot be reached, the Learning Center may bring the matter to the attention of the Dean of Students and may formally advocate on the student's behalf.

Relevant Services at Biola

The Advising Center

The Advising center equips, educates, and inspires students to establish curricular and life goals, achieve academic success, and value a Christ-centered academic journey. General academic advising is available for the undergraduate student population through both the advising staff and the peer academic advisors.

Biola Counseling Center

Students who have contacted the Office of the Learning Center may receive a referral to meet with the counseling staff from the Biola Counseling Center (extension 4800).

Career Development

Students with disabilities are encouraged to utilize the services of the Career Development (extension 4875). Career Development will assist students in obtaining internships and will provide career counseling and vocational interest testing.

Strategies for Academic & Personal Success class

This course is designed to help you be successful in a competitive college environment. Biola understands that simply attending school for many years is no guarantee that students have a clear understanding of the specific strategies needed to get what they want out of college. This course will provide you the opportunity to learn and adopt models that will help you become a successful college student. Topics included: strengths-based learning and living, time management, critical thinking, testing anxiety, learning styles, memory retention.

Course Repeat

Students who are repeating a previously taken course may register for the course as a "Repeat." If done, the student's grade in the repeated class will overwrite the grade received in the previous class for G.P.A. calculation purposes. This option is available to all students at Biola regardless of disability status.

Health Education – Student Health Center

Students with disabilities may meet free of charge with a health educator at the Student Health Center (extension 4841). The health educator will discuss issues such as wellness strategies, nutrition, exercise, etc. The health educator will also facilitate the provision of other Health Center Services if needed.

Math Lab

A Math Lab exists on campus and provides tutoring support to students in math classes. The services of the math lab are free of charge to Biola students (extension 4741).

On Campus Transportation

Students with disabilities may request a ride on campus in a wheelchair accessible cart possessed by Campus Safety. No prior approval is needed from the Learning Center. The student can call the Campus Safety dispatch at extension "0" to request a ride. It is recommended that the request be made at least an hour before the ride is needed. This transportation service is available for occasional use only.

Report Delayed

Students who are unable to complete all required coursework by the close of the academic term for unforeseen clinical reasons (e.g. health crisis, symptom exacerbation, hospitalization) may request a Report Delayed from the Office of the Vice Provost. A report delay requires the approval of the professor and the Vice Provost for Undergraduate Education. Clinical documentation may be required by either the Learning Center or by the Office of the Vice Provost. Report Delays cannot be processed prior to the 12th week of classes.

Tutoring

The Learning Center provides peer tutoring for many Biola classes. Individual and group tutoring sessions are available to Biola students at reasonable rates.

Academic Mentorship

The Learning Center provides peer academic mentorship for students who wish to have more in-depth support, guidance and accountability in regards to their academic life. Semester-long sessions with these mentors are available upon request at reasonable rates.

Writing Center

The English Department operates a Writing Center (extension 4826) that helps students with the development and revision of written work. The Writing Center is located in the middle-level of the Biola Library (extension 4826). Services are free of charge to Biola students.

Expectations & Conduct

Academic Expectations

Students with disabilities are expected to meet at least the minimal academic standards of the university. This includes meeting the university's G.P.A. and academic progress standards.

Behavioral Expectations

Students with disabilities are expected to abide by the behavioral standards of the university as outlined in the Biola Student Handbook. It is further expected that students not pose a danger to themselves, to others, and that they do not jeopardize the educational process of other students. Student disability status is not an excuse for behavior that is inappropriate in a community setting. See Appendix E.

Crisis Management

The Office of the Learning Center is not directly involved in the handling of immediate emergencies. In the event of an emergency, the Health Center, the Counseling Center, or Campus Safety should be contacted. The Learning Center will provide consultation services during student crises and will serve on Student Care Team as requested by university personnel.

Misuse of Accommodations

Students with disabilities who receive accommodations are expected to follow the policies and procedures of the Learning Center. Students found abusing, misusing and/or using their accommodations, as means of cheating will be subject to disciplinary action.

Proctored Tests – Academic Integrity

For examinations proctored by the Learning Center, students may only take appropriate testing materials into the testing room. Any supplemental materials (notes, books, etc) must be approved in advance by the professor. Learning Center staff shall be informed of this approval. Devices such as cell phones, iPods, private laptop computers; handheld electronic devices, etc. are not permitted in the proctor rooms unless otherwise permitted by the professor. The Learning Center reserves the right to photocopy any written materials taken into a testing room and also reserves to right to inform professors of any concerns regarding the academic integrity of the testing.

Grievances & Complaints

Complaints against Learning Center staff

Students wishing to issue a complaint regarding the professional conduct of a Learning Center staff member are to contact the Director of the Learning Center. Complaints may be made verbally or in writing. Once a complaint is received by the Director, informal attempts at resolution will occur. If the student is not satisfied with the outcome of the informal resolution, the student is to contact the Dean of Student Development.

Complaints against the Director of the Learning Center

Students wishing to issue a complaint regarding the professional conduct of the Director of the Learning Center are to contact the Assistant Dean of Student Development.

Complaints against other faculty/staff

Students wishing to issue a complaint regarding the professional conduct of a Biola University faculty or staff person in a matter concerning disability issues are to contact the Director of the Learning Center. Complaints may be made verbally or in writing. Once the Director receives a complaint, informal attempts at resolution will occur. If the student is not satisfied with the outcome of the informal resolution, the student is to contact the Assistant Dean of Student Development.

Disability Harassment

Students with disabilities are to be treated with respect and dignity at all times by members of the Biola student body, faculty, staff, and by campus visitors. Students with disabilities who have experienced disability harassment may report the incident and the persons involved to the Deputy Title IX Compliance Officer (Section 504/ADA Compliance) Dr. Kevin Grant.

For the complete Title IX discrimination policy and procedures please refer to the Biola University Student Handbook: DISCRIMINATION; SEXUAL HARASSMENT & ASSAULT.

Admissions Information

Admissions Procedures

Applicants with disabilities applying to Biola University follow the same admissions procedures as students without disabilities and must submit application materials as requested by the Admissions Office. The Admissions Office will make its initial decision of acceptance in accordance with established admission standards. Initial decisions regarding acceptance will be made without regard to disability.

Pre-Admission Documentation Submission

The Admissions Office and the Learning Center ask that prospective students not submit documentation of disability prior to receiving initial notification from the Admissions Office regarding acceptance to Biola University. Documentation of disability provided before the Admissions Office has made an initial acceptance decision may be returned to the student.

Admission Appeals with Regard to Disability

Should a student with a disability not be accepted into Biola University, she/he may request that a re-evaluation of his or her application occur with regard given to disability. Such re-consideration requests may be made by contacting the Admissions Office or the Learning Center. Students requesting re-consideration of their application will be asked to submit documentation of disability. The Director of the Learning Center will make a recommendation to the Admissions Office after reviewing the case. The Admissions Office will then make the final decision regarding acceptance.

Prospective Students

High School to College Transition Planning

Students with disabilities who received services and accommodations on the basis of disability in high school, junior college, or at another university are advised to obtain relevant information, including clinical evaluations, prior to enrollment at Biola. High school students receiving special education services are recommended to meet with their IEP (Individualized Education Program) committee prior to their graduation to obtain a formal transition plan (IEP, 504...). Students are also advised to receive a clinical re-evaluation, if needed, prior to enrolling at Biola.

Students in Private / Home Schools

Under the Individuals with Disabilities Education Act of 1997, students with disabilities enrolled in private, including parochial and home schools, are entitled to evaluative and special education services. Students and parents are encouraged to contact their local public school district if diagnostic testing or educational services are needed.

Appendix A

Documentation and Privacy

In order to qualify for services and accommodations on the basis of disability, students must submit clinical documentation directly to the Learning Center. The following guidelines are intended to assist clinicians in their preparation of reports and to inform clients as consumers of clinical services. Additionally, the following guidelines are not intended to comprehensively address the unique information needed for different types of disabilities. Furthermore, some accommodation requests (e.g. single room placement) will require additional substantiation of need. Thus, the Learning Center reserves the right to require the provision of specific information on a case-by-case basis.

General Documentation Guidelines

The documentation must be based upon an evaluation by a healthcare or mental health professional appropriately licensed by the state to diagnose medical, psychological, and learning disorders. Such persons are usually physicians, psychiatrists, psychologists, and school psychologists. Documentation from third parties or from persons not licensed to diagnose such conditions will not be accepted.

1. The documentation must be based upon a clinical evaluation thorough enough to objectively establish the need for accommodations and/or services.
2. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
3. The documentation should include the contact information for the clinician. This information is crucial because the Learning Center will not release clinical documentation to third parties without first obtaining the permission of the clinician if the documentation was sent directly from the clinician to the Learning Center. This process is followed to avoid any potential harm to the student if untrained persons obtain clinical information and data.
4. The clinician submitting the documentation must not be a family member or relative of the student.
5. Documentation will be accepted from student interns and from clinicians under supervision provided the supervisor is qualified and appropriately licensed. The supervisor must co-sign the report and must list his/her license number.
6. The Learning Center asks that a copy of the person's signed release of information form accompany any reports sent directly from clinicians.
7. Most learning disabilities require reassessment every 3-4 years. Psychological/mental health situations can vary by diagnosis with many may requiring current and ongoing care and assessment.

Learning Disability Documentation Guidelines

Revised August 4, 2015

The evaluation to determine whether a person possesses a learning disability must be conducted by an individual who is qualified and appropriately licensed to diagnose learning disabilities.

1. The evaluation must minimally include the administration of a measure of intellectual ability (e.g. Wechsler Adult Intelligence Scales – 3rd Edition) and a measure of academic achievement (e.g. Wechsler Individualized Achievement Test – 2nd Edition, Woodcock Johnson Tests of Achievement, 3rd Edition). It is recommended that consideration be given to the presence of other medical or psychological conditions that mimic learning disabilities and/or that impair academic performance.
2. The diagnosis of a learning disability must be based upon established clinical criteria (e.g. Diagnostic and Statistical Manual of Mental Disorders – 4th Edition).
3. Test scores should be included in the report. This would include I.Q. scores, factor scores, and subtest scores. Additionally, indication of the classification ranges associated with the scores should be present (e.g. average, high average, impaired).
4. Concerns regarding the validity of the evaluation and its findings should be addressed. This would include factors such as limitations in the test's norming sample, performance impairments resulting from comorbid medical and psychological conditions, academic difficulties related to acculturation issues, and the client's motivation for testing.
5. Recommendations for accommodations should be provided. The test findings should provide a logical rationale for the recommended accommodations.

Psychological Disability Documentation Guidelines

1. The documentation must be submitted by an appropriately licensed clinician qualified to diagnose and treat psychological disorders. Such a clinician is usually a psychologist or psychiatrist.
2. The evaluative methods used to establish the diagnosis should be indicated (e.g. clinical interview, psychological assessment battery).
3. Test scores from measures of cognitive, neuropsychological, and academic functioning should be provided, if administered.
4. A diagnosis consistent with established clinical criteria (e.g. DSM-IV) must be given. Indication of the person's present symptoms and their degree of impairment (e.g. Global Assessment of Function score) should be provided.
5. Information regarding how the person's condition impacts him or her in an academic environment should be provided. This would include information about academic, personal, and interpersonal functioning.
6. Recommendations for accommodations should be provided. The requested accommodations ought to logically flow from the diagnosis and the associated symptoms.
7. Information about the person's prognosis for improvement and the timeline for a re-evaluation should be provided. Because many psychological conditions follow a transient

course and often improve with treatment and with time, annual re-evaluations are generally required by the Office of the Learning Center for persons receiving accommodations on the basis of psychological disability.

Physical / Medical Condition Documentation Guidelines

1. The documentation should be provided by a clinician qualified and appropriately licensed to diagnose and treat physical and/or medical conditions. Such persons are usually physicians and other health specialists.
2. A diagnosis of a physical or medical condition consistent with established clinical criteria must be given.
3. The documentation should indicate the functional impact that the physical or medical condition has upon the person in an academic environment (e.g. attendance, stamina, fatigue, mobility, work completion).
4. Information regarding the nature and course of the physical or medical condition should be provided (e.g. chronic, intermittent, situational)
5. Recommendations for accommodations should be made that logically flow from the person's condition and associated difficulties.
6. Information regarding the need for a re-evaluation should be provided.

Privacy of Records

The Learning Center maintains records in accordance with university policy for the handling of student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy laws. Records maintained by the Learning Center are considered property of the Division of Student Development. The designated custodian of such records is the Director of the Learning Center.

Clinical information provided in the professional documentation of disability includes the diagnosis of a physical, learning, or psychological condition, related test scores, and supplemental information provided by a licensed health care or mental health professional. Clinical information will not be released to anyone without the consent of the student except as necessary to implement accommodations or as needed for clinical consultation by the professional staff of the Learning Center. Access to these records is limited to those with a pertinent educational need to know or review in conjunction with other medical or disability diagnosis' for the students academic and physical wellbeing. Additionally, the Health Center and the Counseling Center maintain independent records and may not release verbal or written information about a present or former patient or client without a written release of information from the patient or client unless required by law. Clinical documentation provided directly the Learning Center from a clinician is considered property of the clinician and will not be released to third parties without the consent of the clinician.

Faculty and staff notification of disability status and accommodations will occur only at the request of the student. Requests for faculty and staff notification will generally involve the student's completion of a faculty/staff release form. However, in some instances, a student

may verbally request that a member of the professional staff of the Learning Center contact a faculty or staff member on his or her behalf. Any verbal requests for information release will be documented in the student's Learning Center file. In most cases, the Office of the Learning Center will inform faculty and staff of a student's disability status and accommodations by letter addressed to the faculty or staff member and given to the student for distribution.

The Learning Center will retain records for no less than five years following the closing of the student's file, the withdrawal of the student, or the graduation of the student. Students wishing access to their Learning Center file must make a request for access in accordance with the Biola University FERPA policy.

Appendix B

Academic Accommodations

Advanced Course Selection

Because of the personal and educational impact of some disabilities, students may under certain circumstances receive advanced course selection services. Students with qualifying needs include those who require additional time between classes, classes at certain times during the day, specific professors whose classes are more congruent with the student's strengths, and classes of specific duration and frequency.

1. Students must request advanced course selection services from the Learning Center prior to the beginning of the course selection process each semester. Past receipt of this accommodation is no guarantee of future receipt.
2. Once approval is granted by the Learning Center, the student will receive Senior registration status and may pre-register for classes with the senior class. The student's designated academic advisor will meet with the student to discuss his or her course selections and the Registrar's Office will be notified for purposes of course selection. The student is responsible for obtaining the necessary faculty signatures and/or approvals for classes that require them.

Class Attendance

Due to the academic necessity of class attendance, students with disabilities are expected to attend classes in accordance with the professor's attendance policy as stated in the course syllabi. When a student's disability prohibits him/her from meeting the established attendance requirement, the student may request that an attendance exception be made as an accommodation from the Learning Center.

As a general rule, per Registrar policy students that miss more than the equivalency of three weeks (or 20%) of course time are not eligible to receive credit for that course. These guidelines still apply to students with a valid and genuine medical, familial or disability related absence. The number of absences will vary depending on how many times per week each class is scheduled to meet.

Delayed Exams

At times it becomes necessary for students registered with the Learning Center to be granted permission to take an exam at a later date. Such instances could include an acute flare up of clinical symptoms, an injury, or a hospitalization. A staff member from the Learning Center must authorize delayed examinations for students who request them on the basis of disability. Once the time extension has been approved, the following procedures should be followed.

1. The student will inform the professor of the need for the extension for each specific examination and will provide the professor with an accommodation notification letter from the Learning Center. The professor may contact the Learning Center if a question arises regarding the appropriateness of the extension.

2. The student and the professor should attempt to agree upon a reasonable date when the exam is to be taken. If an agreed upon date cannot be determined between the professor and student, the Learning Center can assist. Agreed upon dates are considered binding.
3. The student will complete the examination on the agreed upon date. The exam may be administered by the professor or proctored by the Learning Center.

Electronic Books

The Learning Center can provide students with electronic versions of books in some cases. Because textbook publishers provide The Learning Center with electronic versions of books on a voluntary basis, the Learning Center cannot guarantee that all books will be available in electronic format. Additionally, students who receive electronic versions of books must abide by copyright mandates and must use the accommodation in accordance with usage requirements made by the Learning Center. Students who wish to obtain electronic versions of textbooks must:

1. Be approved to receive books in alternative format as an accommodation on the basis of disability.
2. Submit proof of purchase of the book (e.g. receipt). The Learning Center requires proof of purchase to ensure adherence to copyright purchase requirements. This proof of purchase will be made available to publishers on request.
3. Agree to not copy or distribute any electronic files provided by the Learning Center and to abide by any additional stipulations regarding use. Failure to appropriately use this accommodation could result in disciplinary action by Biola University.

Enlargement - Course Materials

Professors will be notified by the Learning Center of students who need enlarged course materials (e.g. articles, handouts, etc.) The professor will be responsible for making arrangements to have such materials enlarged. The Duplicating Center can assist in this process. Professors and students are reminded that enlarged materials are to be supplied to those approved for this accommodation at the time the materials are disbursed to all members of the class.

Enlargement - Tests/Exams

Professors will be notified by the Learning Center of students who need examinations enlarged. If the examination is proctored by the Learning Center, the professor is to provide the examination to the Learning Center at least two days before the exam date. The student is responsible to make arrangements with the professor for the delivery of the examination. Failure by the student to make delivery arrangements may result in the exam not being proctored. For proctored examinations, it is preferred that the professor send the exam to learning.center@biola.edu. If the professor administers the examination, s/he will be responsible for the enlargement.

Enlargement - Syllabi

Students are to make requests for syllabi enlargement to the Learning Center at least three weeks before the beginning of classes for the Spring and Fall semesters, Intersession, and

Summer School. Professors for the courses in which the student pre-registers will be notified of the enlargement need approximately two weeks before the start of the class.

Enlargement - Text Books

Students needing large print textbooks should contact their professor, request the booklist for the class, and provide it to the Learning Center at least one month before the start of classes for the Fall and Spring semesters, Intersession, and Summer School. The Learning Center will contact the publisher to see whether the book can be purchased in large print. If available, the book will be ordered in large print through the Biola Bookstore for purchase by the student. If the book cannot be purchased in large print, the student may ask that the Learning Center digitally scan the book into PDF format (which can be enlarged at will via computer). The student is responsible for providing a copy of the book to the Learning Center for enlargement. Students are asked to provide the textbook(s) for scanning at least two week in advance and are recommended to proactively initiate prior to the start of classes.

With digital books becoming more popular and accessible, many students find purchasing digital books bypasses many of these steps, can be contained on your laptop, and are typically less expensive than hard/paper books.

Foreign Language Substitution

The Learning Center recognizes that due to the nature and severity of learning disabilities, certain students may need to receive a foreign language substitution in order to complete their undergraduate degree. For many students with language and letter based challenges, American Sign Language offers a workable foreign language alternative that is fully approved towards the general education foreign language requirement. If a student is unable to complete letter based language and American Sign Language (for example, a combination of motor skill disability with cognitive language-based disability) they may request a foreign language substitution.

1. The student must submit documentation of a language-based learning disability (e.g. Reading Disorder, Disorder of Written Expression) to the Learning Center from a qualified evaluator. This documentation must include scores from standardized measures of intellectual ability (I.Q.) and academic achievement. Evidence of an ability-achievement discrepancy must exist and a diagnosis of a learning disability must be given consistent with established clinical criteria (e.g. Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition). In some cases, other clinical conditions that involve impaired cognitive functioning will be considered.
2. The student must request a foreign language substitution directly from the Learning Center.
3. Because many students with learning disabilities can be successful in foreign language classes with and without reasonable accommodations, the student will not be considered for this accommodation unless s/he previously attempted a foreign language class and possessed academic difficulties as evidenced by low grade(s), withdrawal(s), etc. Students who have not previously attempted a foreign language class will be asked to enroll and attempt a foreign language class. Students may request to complete the class under accommodated conditions.

4. In considering the accommodation, the Learning Center reserves the right to contact the instructor (s) of the previously taken foreign language class(s) to ensure that the student exerted appropriate effort in areas such as attendance, participation, work completion, etc.
5. If the Director of the Learning Center determines the substitution request appropriate, s/he will inform the Registrar's Office and will assist the student in processing the course substitution paperwork in accordance with the policy of the Registrar's Office.
6. The Registrar's Office will determine appropriate classes for substitution. Classes approved for substitution will cover content areas such as the study of language structure, the study of a foreign culture, or the principles involved with studying culture.

Laptop Computer Agreement

1. Laptop Usage -- The laptop computer and accompanying software are property of, and licensed to, Biola University. No software is to be copied or used in any way inconsistent with Biola's license to use the software programs. Additionally, this computer is to be used only for educational purposes approved by the Learning Center.
2. Document Saving -- All documents must be saved to the file entitled "Student Files." Additionally, after you have made printed copies of your documents, please delete your file(s) from the computer by placing the file(s) in the "Trash" and by "emptying" it. Do not download any programs or files onto the computer from external sources, e.g. internet, disks.
3. Document Printing -- The computer is set up to print documents on the Learning Center laser printer. Students may print one copy of your documents free of charge.
4. Pick Up / Return -- The Office of the Learning Center will determine the period of loan. The computer is to be picked up and returned at the agreed upon times. The issued equipment contents will include the laptop computer, a computer mouse, ethernet cord, power supply brick and a carrier bag. All parts must be present when picking up and returning the computer.
5. Usage Prioritization -- Multiple students may receive authorization to use the computer. Thus, usage must be prioritized at times. The Learning Center reserves the right to determine which student may use the computer at any given time.
6. Damage / Loss / Theft -- Students are responsible for returning the computer in the same condition you received it. In the event of damage, loss or theft, students may be responsible for the cost of repair or replacement. If this should happen, students are to contact the Learning Center immediately. The Division of Student Development and/or Risk Management reserves the right to determine the amount of student liability in such cases.

Note-taking Assistance

Due to the nature of certain disabilities, some students find themselves substantially limited in their ability to take accurate and meaningful notes during classes. Thus, the Learning Center recognizes that some students will need assistance in the area of note taking. Note-taking assistance may be requested as an accommodation from the Learning Center. The following procedures are to be followed for those approved for this accommodation.

1. In most cases, the student will find another student in the class and obtain his/her notes. The student may bring the notes to the Learning Center for free copying, or may request carbonless NCR paper from the Learning Center. Many students simply take their notes digitally and email when complete.
2. If the student is unable to obtain his/her own notetaker, the professor will be asked to assist in finding a notetaker. This may involve the professor making an announcement and asking for volunteer(s). Arrangements for the delivery of the notes will be made with the cooperation of the student, professor, notetaker, and the Learning Center.

Time Extensions for Examinations and Test Proctoring

As part of Biola's efforts to provide equal opportunity for scholastic success to students with disabilities, the Learning Center offers time extensions on examinations to those who are approved for this accommodation.

Once approved, the student will contact his/her professor and will provide a written verification letter to the professor. This verification letter will indicate the amount of additional time that the Learning Center considers appropriate. To implement this accommodation, the student and professor may agree to one of the following:

1. Have the professor arrange for the administration of the examination under extended time conditions. This may include use of departmental resources (e.g. conference room, proctoring by secretary, empty classroom).
2. Have the test proctored by the Learning Center. If this option is chosen, the following procedures are to be followed:
 - A. The student must submit to the Learning Center a Request for Test Proctoring slip. This slip must be signed by the professor and will indicate the standard amount of time given and any special arrangements for the examination (e.g. use of a calculator, formula table, open book, etc.). This form must be received at least five days before the examination so that a room can be scheduled. The student is to take the examination on the same date that the exam is administered to the class.
 - B. The professor will indicate on the Request for Test Proctoring slip the desired delivery means for the examination. The examination may be hand carried by the professor or departmental staff member, may be e-mailed to the Learning Center, or may be hand carried by the student in a sealed envelope with the professor's signature on the lip.
 - C. The professor will also indicate the desired return means for the examination. The options include having the exam hand carried by a Learning Center staff member (within one day of proctoring) or having the examination hand carried by the student in a signed and sealed envelope. Additionally, should a student claim a special arrangement (e.g. calculator) not indicated on the slip, the exam will be administered under the requested arrangement but will be returned with a cover letter indicating the administration change.

Time Extensions on Assignments

At times it becomes necessary for students registered with the Learning Center to be granted permission to complete assignments at a later date. Such instances could include an acute flair up of clinical symptoms, an injury, or a hospitalization. A staff member from

the Learning Center must authorize a time extension for assignments for students who request them on the basis of disability. Once the time extension has been approved, the following procedures should be followed:

1. The student will inform the professor of the need for the extension for each specific assignment and will provide the professor with an accommodation notification letter or email from the Learning Center. The professor may contact the Learning Center if a question arises regarding the appropriateness of the extension.
2. The student and the professor should attempt to agree upon a reasonable date when the assignment is due. If an agreed upon date cannot be determined between the professor and student, the Learning Center can assist. Agreed upon dates are considered binding.
3. The student will complete the assignment by the agreed upon date.
4. This is only on a temporary case-by-case basis. Blanket time extensions are not authorized as appropriate accommodations.

Appendix C

Non-Academic Accommodations

Housing Considerations

In some cases, it is necessary for students to receive housing placement accommodations on the basis of disability. Examples of housing accommodations include structural modifications to the dorm room, priority consideration for specific dormitories and floors, single room assignments due to the need for medical equipment and/or services, and single room assignments due to clinical features of the student's disability.

To be considered for housing accommodations, returning students must make a formal request for housing accommodations through the Learning Center by **April 1** for the Fall semester housing placement and by **November 15** for the Spring semester housing placement. New students may make housing accommodation requests following admission to the university. Because the dormitories fill quickly, new students are encouraged to make housing accommodation requests when they submit their housing deposit.

Students requesting housing accommodations (other than structural modifications) must submit documentation to the Learning Center from an appropriate healthcare professional to substantiate the necessity of the accommodation. This documentation must include:

1. The diagnosis of a medical or psychological condition.
2. Information regarding how the medical or psychological condition impacts the student in a community living environment.
3. Recommended accommodations (e.g. single room requests, space considerations for medical equipment, need for air conditioning).
4. Information regarding the clinical complications that could occur if the housing accommodations were not provided.

Requests for housing accommodations will be considered on a case-by-case basis.

Appendix D

Chapel Reduction Request for extreme medical or mental health situations

In extreme circumstances, Medical/Disability related reductions may be appropriate/necessary for students registered with the Learning Center. Requests will be evaluated in collaboration Chapel Accountability within 2 weeks of reception. You will be notified via email if you qualify for a reduction.

<http://studentlife.biola.edu/chapel-ministries/chapel/policies/#mental>

All Medical/Disability related reduction requests can be sent via email to: learning.center@biola.edu or delivered in person.

Appendix E

Harm Policy

Biola University endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In doing so, it reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet minimal and reasonable behavioral standards. The University also expects that the actions of any student not pose an objective danger to self, not pose a direct threat to the health and/or safety of others, and not significantly jeopardize the educational process of other students.

Danger To Self

Danger to self is defined as any direct act, or planned act, that places a person at reasonable risk of self-induced bodily harm or loss of life (see also policy on "[Suicide Assessment](#)"). This would include actual and/or planned acts of suicide, self-mutilation, substance overdoses, consistent purging, unhealthy dietary restriction, etc. Additionally, students posing danger to themselves through the use of weapons and/or substances may face other sanctions as imposed by the University and/or by law enforcement agencies.

Danger To Others

Danger to the health or safety of others is defined as any act, or planned act, that places another student, member of the faculty or staff, or any campus visitor at reasonable risk of bodily harm, exposure to illness, loss of life, or destruction of property. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student's behavior and/or medical condition could reasonably expose others to illness or disease. This exposure risk must exceed that commonly found in community environments and would include a student's possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.

Jeopardizing the Educational Process

Jeopardizing the educational process of others is defined as any disruptive act that within reason impedes another student's functioning within an academic or community life setting. A violation may include a single disruptive act or ongoing acts and will usually involve complaints from students, faculty, or staff. In determining violations, an assessment will be made of the nature of the disruption, the content and frequency of the complaint(s), and the number of complainants.

University Response

While Biola University expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the University. Additionally, students may not be discriminated against on the basis of verified physical or psychological disability as determined with regard to applicable federal and/or state law provided that they remain otherwise qualified, which is defined as being able to meet the fundamental academic and behavioral standards of the University. The University thus reserves the right to determine whether medical or psychological intervention (e.g. medication, counseling) is necessary in order for the student to meet the minimal behavioral standards.

If medical or psychological intervention is needed to assist the student in meeting the behavioral standards, the University may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action. The student may also be placed on a contract that clearly identifies the behaviors of concern, the accompanying behavioral expectations, and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan, or if the student violates the contract, the University may take disciplinary action up to, and including, suspension or dismissal.

Suicide Assessment Program

To assist in facilitating student safety and community wellness, Student Development administrates a formal program of suicide assessment for students who evidence substantial suicidal ideation or behavior. The Student Care Team will evaluate incidents on a case-by-case basis and will require students who evidence substantial suicidal ideation or behavior to undergo a required assessment through the Biola Counseling Center. Students who are required to participate in the program will not be subject to disciplinary action unless violations of other behavioral or community life standards have occurred, or unless the student fails to complete the assessment program. More complete information regarding this policy can be obtained from Student Development or from the Biola Counseling Center.