



Office for Accessible Education

Office for Accessible Education Handbook

Revised 2024

This handbook provides students, course instructors, and staff a comprehensive overview of policies, procedures and accommodations coordinated by the Office for Accessible Education (OAE). If you have any questions, or would prefer the handbook in an alternative format, please [contact us](#).

University Commitment

Loyola University New Orleans, in accordance with applicable Federal and State laws and university policy, does not discriminate on the basis of disability. Equal educational opportunity is required by federal and state law, including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. Individuals seeking reasonable accommodations for academic programs should contact the OAE.

General Policy

Providing access to a diverse student population is embedded in the philosophy of Loyola. We recognize disability as an aspect of diversity that is integral to society and to the campus community. To this end, the OAE collaborates with students, instructors, staff, and community members to create usable, equitable, inclusive and sustainable learning environments. The OAE promotes and facilitates awareness and access through training, partnerships, innovative programs and accommodations.

OAE determines eligibility for services and reasonable accommodations through a collaborative process between the student, instructor, and OAE staff. Our services are designed to encourage independence, backed by a comprehensive system of support. Students are expected to communicate their accommodations to their instructors. In instances where the student requests are met with questions or concerns regarding provision or appropriateness of the recommended accommodations, OAE staff will communicate directly with the instructor.

Students are expected to adhere to all published deadlines, procedures, and policies for the provision of services.

Rights and Responsibilities

Student Rights and Responsibilities

Every qualified student with a disability has the right to:

- A timely intake meeting to determine eligibility for reasonable accommodations.

- Equal access to University courses, programs, services, activities and facilities with or without reasonable accommodation.
- Reasonable accommodations, as determined on a case-by-case basis through an interactive process between the student and the University.
- Confidentiality of all information pertaining to his/her disability except where permitted or required by law.

To file a grievance in accordance with set policies if there is a failure to provide a requested accommodation or if the student has experienced discrimination on the basis of a disability.

Every student with a documented disability has the responsibility to:

- Meet the University's admission, academic, and technical standards for participation in programs and activities with or without accommodations.
- Identify him or herself to appropriate University office/personnel as a student with a disability.
- Provide documentation from a qualified professional source that verifies the nature of the disability, the functional limitations resulting from the disability, and the need for specific requested accommodations.
- Recognize that accommodations cannot be provided, regardless of eligibility, until the eligibility determination process is completed.
- Communicate or meet with professors each semester to come to mutual understanding on the way accommodations will look in each specific class.
- Inform OAE in a timely manner when there is an issue with or concern about an accommodation.
- Provide feedback to OAE regarding procedure and operations.

INSTITUTIONAL RIGHTS AND RESPONSIBILITIES

Loyola University New Orleans has the right to:

- Set and maintain the University's academic standards.
- Request current, comprehensive documentation to verify a student's need for reasonable accommodations in the University setting.
- Discuss a student's need for reasonable accommodations with the professional source of his/her documentation (with the student's signed consent authorizing such discussion).
- Discuss the nature of course, curriculum, program or degree requirements with University personnel responsible for the particular course, curriculum, program or degree. Share information regarding a student's disability with University instructor and administrative staff on a need-to-know basis, in order to facilitate the interactive reasonable accommodation process.
- Designate a student's accommodations from a range of equally effective reasonable accommodations.
- Periodically review recommended accommodations to ensure their provision does not fundamentally alter the nature of a course or a program of study.
- Deny a request for a specific accommodation if documentation is inadequate or if an equally effective accommodation is being offered.
- Deny a request for a specific accommodation if the accommodation is unreasonable or fundamentally alters a course or program, or is considered an undue burden.

Loyola University New Orleans has the responsibility to:

- Determine and provide reasonable accommodations in a timely manner for eligible students with disabilities.

- Provide information regarding policies and procedures to students, instructor and staff in a timely manner and in an accessible format upon request.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities (except where disclosure is authorized by the student or required by law).
- Meet with course instructors and other University staff to ensure recommended accommodations are reasonable on a case-by-case basis in each particular situation and if so, that such accommodations are implemented.

Eligibility for Accommodations

All students with disabilities who are interested in attending Loyola must complete the admission process prior to accessing OAE services. If a prospective student might need accommodations to meet with admissions or participate in a campus tour, they should expect to submit documentation in support of the requested accommodation.

Any otherwise qualified student with a documented disability may be eligible to receive accommodations through OAE. In order to access OAE services, a student must (a) be either currently enrolled at Loyola or admitted to Loyola and about to attend; and (b) complete the intake and registration process with OAE.

The purpose of accommodations is to reduce or eliminate any barriers to access to or use of educational courses, campus services or programs that exist because of an individual's disability. The law does not require OAE to waive specific courses or academic requirements considered essential to a particular program or degree. Accommodations that do not fundamentally alter a course or program are made on a case-by-case basis. Students who request accommodations must self-identify and provide appropriate verification of their disability. Eligibility for reasonable accommodations will be determined on an individual basis.

Documentation of a Disability

In order to qualify for accommodations, a student must provide appropriate documentation of the student's disability to OAE. OAE will maintain a copy of these records for seven (7) years after the student has left the University. Appropriate documentation will assist in determining reasonable accommodations.

Documentation must be recent enough to demonstrate the current need for reasonable accommodations. The description of functional limitations provided in the documentation must specifically state how the disability and/or related medications or treatments substantially limit current participation in courses, programs, services, or activities of the University. The cost of obtaining appropriate documentation is the responsibility of the student. If the documentation is incomplete or inadequate to support a request for accommodation, additional documentation may be required.

Documentation should include the following components:

- Be completed by a licensed or credentialed professional.
- Describe the impact of the disability in the academic environment.
- Describe the functional limitations of the disability specific to the academic environment or other requested accommodation.
- A description of the expected duration, frequency, severity, and progression of the condition (if applicable).
- A description of accommodation utilized in the past (if applicable.)

Examples of Disability Documentation

- Educational, psychological, or medical records.
- Psychoeducational evaluations.
- Reports and assessments created by licensed mental health or medical healthcare providers and psychologists.
- 504 plans or IEPs, but additional documentation may be required.
- Documents such as Audiology Reports and Vision Assessments.

Often, students disclose their disability status directly to OAE, but sometimes students may disclose directly to their instructors and/or request specific accommodations from them. However, in order to receive academic accommodations, students must identify themselves directly to OAE as a student with a disability. If a student discloses their disability to instructors and/or requests academic accommodations from them, the instructors should refer the student to OAE for reasonable accommodation eligibility determination. Instructors are not required to honor a student's accommodation request before they receive eligibility verification. Requests for accommodations must be made in a timely manner so that appropriate evaluation of and planning for the request can take place, including consultation between OAE and instructor/staff if necessary. The instructor and staff are not responsible for retroactively accommodating a student who has not previously disclosed a disability and made a request for accommodation through OAE.

Students who complete the intake and eligibility process are advised that every semester they must notify their instructors of their eligibility for reasonable accommodations (this is done through an electronic portal.) Students need not disclose the specific nature of their disability to instructors. Students are advised against sharing documentation directly with instructors, as instructors are not required to be knowledgeable about disability regulations and accommodation options. Course instructors are not responsible for interpreting, evaluating, or responding to disability documentation.

During the intake and registration process, the student will participate in an individualized meeting during which the student's expressed needs and review the documentation of disability the student provides. Determination of reasonable accommodations is an interactive process between the student, the instructor, and OAE. New or revised requests will be reviewed and responded to within seven (7) working days.

Confidentiality of Records

Student OAE files are confidential and are not part of a student's educational record (as defined by the Family Educational Rights and Privacy Act (FERPA)) at Loyola. Information about a student's disability is not shared with anyone without the student's written consent, except on a need-to-know basis as defined by FERPA.

Accommodation Processes

Student Accommodation Letters

The Accommodation Letter notifies the faculty that the student is registered with OAE and outlines the accommodations for which the student is eligible. Instructors will be notified of a student's accommodations electronically. It is the student's responsibility to verify with their instructor that they have received the letter and to meet with them to discuss any points of accommodation that should be discussed, including, but not limited to, consideration for absences, how deadlines may be extended and how testing accommodations will be handled.

Accommodated Exam Policy

Students with disabilities may receive exam accommodations. Students should discuss their specific needs for exam accommodations (e.g. extended time, assistive technology, reduced distraction environment; use of a computer, etc.) with their Accessibility Counselor as early in the semester as possible.

OAE authorizes and/or provides exam accommodations for students who present appropriate documentation supporting such needs. Exam accommodations include, but are not limited to: extended time, a distraction-reduced room, use of a computer, use of auxiliary aides such as scribe or reader, use of assistive technology, permission to have food, and restroom breaks.

Students should consult with their instructor to determine how exam accommodations will be provided. If the instructor is able to accommodate the student for exams, they may do so. When this is not feasible, OAE may proctor the exams. In those cases where the instructor is unable to accommodate a student's request for exam accommodations, a student can arrange to take his or her exam with OAE by scheduling an appointment using the designated online portal.

Procedures

Undergraduate and Graduate students: Students who receive testing accommodations will be unable to register to take a test at the OAE (see below for information on scheduling) unless their instructor has verified their receipt of testing accommodations through the designated electronic portal. When submitting tests to OAE for proctoring, instructors will be able to give instructions such as what (if any) materials are permitted during the exam.

College of Law students: Law students/instructors are not required to fill out testing contracts; proctoring information is distributed through the College of Law to the students directly and to OAE regarding final exams.

Scheduling Tests/Quizzes

Undergraduate and Graduate students: All tests and quizzes should be scheduled at least two (2) working days in advance using the designated electronic portal. OAE cannot guarantee the student an exam appointment if not provided with this advance notice. Midterm and final exams should be scheduled at least seven (7) working days in advance through the designated electronic portal. If there are any issues with access to the portal, it is the responsibility of the student to contact OAE and the instructor in writing via email to ensure all parties are properly notified according to the respective deadline.

College of Law students: all exam appointments are scheduled by the College of Law. The College of Law informs all students of the time and venue of final exams. Students with two exams scheduled on the same day or four exams scheduled on consecutive days may reschedule one exam. As a general rule, no conflict exists for an exam scheduled the same day a take-home exam is distributed or due. Early exams are not permitted. Exam conflict forms are due three weeks before law exams are scheduled to begin. Accommodated students should submit conflict forms per the instructions above. Generally, makeup exams are scheduled for the last three days of the exam period.

In the event of a personal or family emergency that occurs during the exam period students may request an exam be rescheduled. The student should not call or email the professor. College of Law Students must contact the Associate Dean for Academic Affairs, preferably before the exam starts. Documentation of the emergency/illness is required.

Generally speaking, once a student starts an exam, the exam will not be rescheduled for another day. However, any student who has a grave reason why they believe they cannot finish an exam must immediately notify the professor. The professor will consult with the Dean Landrieu or the Associate Dean for Academic Affairs about how or if to reschedule the exam.

Pop Quizzes: Please contact your OAE Coordinator and also have your instructor contact us if pop quizzes are part of the course.

Delivering Exam Materials: Exams are to be delivered to OAE prior to any scheduled exam (electronically or in person M-F 8:30-4:45). If the Student is required to deliver the exam, then the student must come immediately upon receipt of the exam from the instructor unless alternative arrangements have been made.

Returning Exam Materials: Once the exam is completed, the student must return the exam to the exam proctor. Professors must make arrangements for the return of all exam materials to them from the OAE by email or picking the exam up in person.

Opening Hours and Appointments: OAE is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. All exams must end before closing. If students require exam proctoring beyond regular office hours they must make arrangements a minimum of seven (7) working days prior to the scheduled exam with their instructor and OAE.

Students must be on time for exams. If a student arrives late for an exam, the amount of time may be deducted from the accommodated time. For instance, if the exam is scheduled to begin at 9:30 and the student arrives at 10:00, 30 minutes may be deducted from the total accommodated exam time.

Proctoring:

Proctors observe the tests to ensure security and the integrity of exams. All students who take exams under the supervision of OAE staff agree to follow the instructions of the instructor, the OAE proctor, the [Academic Honor Code](#) and conduct themselves in a responsible and respectful manner. OAE staff will proctor exams with the aid of video monitoring. Students cannot leave the exam center without permission— exams may be terminated and the professor notified.

At the beginning of an exam, OAE staff will inform students of the start time, scheduled end time, and the total amount of time the student has to complete the exam. At the end of the exam, OAE staff will collect all materials from the student. The student must stop working on his or her exam and return all materials at the end of the accommodated time and/or if directed to by an OAE proctor.

Academic Honesty During Accommodated Exams:

It is expected that all students will adhere to the [University's Academic Honor Code](#) during accommodated exams (students enrolled in the College of Law, and distance learning and/or online courses will be subject to OAE policies as well as supplemental policies set forth by their program). Unless otherwise stated, no books, notes, electronic devices (e.g. cell phones, iPods, etc.) or any other unauthorized materials may be used during an exam. If a student is observed or suspected of using unauthorized materials or electronic devices during an exam, the exam will be immediately stopped, the student's instructor will be notified and an Academic Honor Code Incident Report may be filed by OAE. If a student refuses to turn in exam materials or takes exam materials that they are not authorized to take at the end of an exam, OAE staff will inform the student of possible policy violation; notice will be given to the instructor, and an Academic Honor Code Incident Report may be filed. The student must also meet with his/her Accessibility Counselor before taking any future accommodated exams in OAE.

Service Animals

Loyola is committed to compliance with state and federal laws regarding individuals with disabilities. The Office for Accessible Education (OAE) is committed to supporting students who require a service animal. The following is a guide for students who request the presence of a service animal on campus.

What is a service animal? A service animal is a dog (or in some cases a miniature horse) 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. The work or task that the service animal performs must be directly related to the individual's disability. Examples include assisting individuals with low vision and alerting individuals who are hearing impaired. Service animals may also be needed to retrieve items such as medicine or a telephone, recognize and assist during seizures, and prevent or interrupt specific behaviors. Animals whose presence provides emotional support, companionship or comfort but are not individually trained to do work or tasks in response to an individual's disability are not considered service animals.

Service animals are exempted from the University's policy of no animals on campus and are allowed in all places of public accommodation. This includes campus buildings, residence halls, and anywhere on campus they are needed to assist an individual with a disability to participate in educational programs and other campus activities.

Service animals must be under effective control at all times and cannot harm or threaten others in the campus community, including instructor, staff, students and guests. Consistent with federal and state law, a service animal may be prohibited from university facilities or programs if the animal is not housebroken or if the animal is out of control and the individual does not take effective action to control it. Aggressive behavior, such as uncontrolled barking, growling at other customers, jumping on other people, or running away from the owner are examples of unacceptable behavior.

The owner must use a harness, leash or other tether with his or her service animal unless the individual is unable to do so because of a disability or the use of these would make it difficult or unsafe for the service animal to perform tasks. When a harness, leash or other tether is not being used, the service animal must be under the owner's control through voice control, signals, or other effective means.

If a service animal is removed from the premises, the individual with a disability must still be offered the opportunity to obtain goods, services, and accommodations. Service animals must be housebroken and the animal's waste must be properly disposed. Students with service animals are encouraged to register with the OAE but it is not required.

Emotional Support Animal Guidelines

The following is a guide for students who request the presence of an assistance animal, which we refer to as an Emotional Support Animal (ESA), as defined by applicable law, in their campus residence. Loyola abides by both state and federal law regarding its housing policies, including the following:

Under the Fair Housing Act, "individuals with a disability may be entitled to keep an assistance animal as a reasonable accommodation in housing facilities that otherwise impose restrictions or prohibitions on animals. The assistance animal must be necessary to afford the individual an equal opportunity to use and enjoy a

dwelling or to participate in the housing service or program. Further, there must be a clear relationship between the individual's disability and the assistance the animal provides.”

ESA's which are defined under the Fair Housing Act, provide necessary emotional support to individuals with disabilities, and alleviate one or more identified symptoms or effects of a person's disability, who have established the need for such an animal. ESAs are not required to have special training for work or tasks. The regulations permitting assistance animals pertain only to on-campus residential living facilities. Assistance animals are not permitted in non-residential facilities, including but not limited to academic buildings, offices, and classrooms.

There are three requirements that need to be met in evaluating a request for an ESA. First, the student must establish that they have a disability that limits one or more major life activities as defined under state and federal law. Second, the animal must be necessary to afford the student with an equal opportunity to use and enjoy campus residences. Third, the student must provide information that demonstrates why an ESA is a reasonable accommodation for their disability. In other words, there needs to be an identifiable connection between your disability and the assistance the animal provides.

OAE requires a student to provide information from a medical professional, a psychiatrist, psychologist, social worker, or other person who is qualified to diagnose and assess your disability. They should be familiar with you and able to identify the major life activity or activities in which you experience a limitation or limitations. These healthcare professionals should also describe the connection between your disability and your need for an ESA and describe how the animal is of benefit. However, OAE may also consider information from other sources.

What guidelines and expectations pertain to ESAs? There are some guidelines and expectations of the student that apply to ESAs as an accommodation. This information is shared with students at time of inquiry and also approval of an ESA as an accommodation. This information includes information about animal care expectations, animal behavior in the Residence Halls, emergency procedures and damage incurred by the animal.

If a student fails to comply with the guidelines and expectations, then Residential Life will investigate any complaints and will work with OAE to resolve any issues or concerns. If a determination is made that the animal should be removed, a joint letter will be sent to the student from Residential Life and the OAE. If the student refuses to remove the animal from his or her campus residence after such a determination has been made, the issue will be referred under the [Student Code of Conduct](#).

Grievance Procedures

OAE strives to provide equal access and reasonable, appropriate accommodations to qualified students with disabilities. If a student is dissatisfied with OAE policies or procedures, or with decisions made regarding disability status or accommodations, the student is encouraged to resolve the matter by speaking with their Accessibility Counselor or the Director. Equitable resolution of the matter between the parties should be sought through this discussion. If, after speaking with their Accessibility Counselor or the Director, the student is still dissatisfied, they should initiate the informal dispute resolution procedure (if the student's specialist is the Director of OAE, the student should bypass the informal and initiate the formal dispute resolution procedure). If the student is dissatisfied with the outcome of the informal procedure, and at least one of the criteria for appeal has been met, they should initiate the formal dispute resolution procedure.

Grievance Resolution/Complaints

Loyola is committed to providing equal educational opportunities for qualified students with disabilities. Accordingly, the University complies with federal and state laws and regulations, including the Americans with Disabilities Act of 1990, as amended (the “ADA”), and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and does not discriminate on the basis of disability in the administration of its education-related programs and activities. The following policy outlines the procedure for requesting a review of accommodations and their implementation.

Students with disabilities are responsible for contacting the Office for Accessible Education (“OAE”) if reasonable course accommodations are not implemented in an effective and timely manner. The Office for Accessible Education will work with faculty members, associate deans and other University personnel and the students to resolve disagreements regarding approved accommodations.

Instructors and students with disabilities should first consult with the Director of OAE when accommodation-related concerns arise.

Student disagreement with approved accommodations

If a student is dissatisfied with OAE policies or procedures, or with decisions made regarding disability status or accommodations, the student is encouraged to resolve the matter by speaking with their Accessibility Coordinator or the OAE Director. Equitable resolution of the matter between the parties should be sought through this discussion. If, after speaking with their Coordinator or director, the student is still dissatisfied, they should initiate the informal dispute resolution procedure (if the student’s specialist is the Director of OAE, the student should bypass the informal and initiate the formal dispute resolution procedure). If the student is dissatisfied with the outcome of the informal procedure, they should initiate a formal complaint as outlined below.

Informal Procedure

Student filing a complaint related to academic accommodations

To file an informal complaint related to academic accommodations, contact the Director of OAE and outline the complaint in dispute as listed below. All informal complaints should be submitted in writing and should include the following information:

- Student name, Loyola email address, and phone number
- Date(s) of alleged incident
- Parties involved
- Specific description of allegations of discrimination and impact of alleged incident on the learning process

All informal complaints will be reviewed within ten (10) working days.

Student filing an informal complaint about an instructor's handling of an accommodation

To file an informal complaint related to an instructor's handling of an accommodation, contact the Director of OAE and outline the complaint in dispute as listed below. All informal complaints should be submitted in writing and should include the following information:

- Student name, Loyola email address, and phone number
- Specific description of the alleged incident(s) and description of the impact of the incident(s) on the student's learning in the course
- Date(s) of alleged incident/failure of faculty to provide accommodations
- Name of instructor and course information

In reviewing the student's complaint, the Director may confer with and gather information from the instructor, the academic department chair and/or the Dean of the student's college.

All informal complaints will be reviewed within ten (10) working days.

Student filing an informal complaint related to disagreement with housing/dining accommodations

To file an informal complaint related to a disagreement with the determination of a reasonable accommodation for on-campus housing or the meal plan, contact the Director of OAE and outline the complaint in dispute as listed below. All informal complaints should be submitted in writing, and should include the following information:

- Student name, Loyola email address, and phone number
- Specific description of the requested accommodation
- How the approved (or denied) accommodation does not address the barriers posed by the student's disability to access to or use of either Loyola's on-campus housing or Loyola's dining services

In reviewing the student's complaint, the Director may confer with and gather information from the Director of Residential Life or designee, the campus dietician and/or the Vice President of Student Affairs.

All informal complaints will be reviewed within ten (10) working days.

Formal Complaint

If the student is dissatisfied with the outcome of the informal process, and at least one of the criteria for appeal below has been met, the student should initiate a formal complaint as follows.

- Procedural irregularities sufficient to affect the determination of decision of the OAE. The OAE staff are expected to conduct themselves in accordance with their policies and procedures. Deviations from those policies and procedures that render their actions fundamentally unfair constitute a sufficient basis for an appeal. Procedural irregularities that are considered by the review committee (see section below) to be harmless and did not, in the judgment of the committee, adversely affect the process, are not a basis for upsetting the determination of OAE staff. The student must describe how the procedures were not followed and how the accommodation determination meeting/accommodation determination was not conducted fairly in light of the documentation provided.

- New documentation that was not reasonably available during the accommodations determination meeting, the introduction of which could reasonably be expected to affect the determination of the reasonable accommodations. All available documentation is expected to be presented to the review committee. Only on that basis can the committee render fair and reasonable decisions. A student who seeks to introduce new documentation has the burden of demonstrating that the evidence was not reasonably available at the time of the original meeting, and that the introduction of such new documentation can be reasonably expected to affect the determination of the committee. If the committee determines that the student has satisfied this burden, the committee will reconsider the accommodations in light of the new evidence. The student must submit, provide, and describe the new and relevant documentation and explain why it was not available at the time of the original meeting.
- The student's counselor is the Director of Accessible Education.

Formal review process for the determination of academic accommodations or about an instructor's handling of an accommodation:

1. Appeal sent to Provost
2. Provost convenes a committee composed of a designee from the Provost Office, the associate Dean of the relevant college and a faculty member in the college to review the case
3. The Committee Chair responds to the appeal within 14 working days of appeal submission.

Formal review process for housing and dining accommodations appeal

1. Appeal sent to the Vice President of Student Affairs
2. The Vice President of Student Affairs convenes a committee composed of the Director of Residential Life, the Associate Director of Residential Life, the General Manager of Dining Services (where appropriate) and the Director of Student Financial Services (where appropriate) to review the appeal.
3. The Vice President of Student Affairs responds to the appeal within 14 working days of appeal submission.

Instructor Disagreement with an Accommodation

Instructors have the right to object to an Office for Accessible Education (OAE) approved academic adjustment or auxiliary aid in their classroom if they have concerns that the accommodation poses a fundamental alteration of the course learning outcomes. Below are the steps to engage in a process to raise the concern for discussion and review. In all cases the approved accommodation will need to be active and implemented during the dispute resolution process until an alternative decision, if any, is made to modify or alter it.

Instructors should review Student Accommodation Letters when they are received. If the instructor has concerns about the stated approved accommodations, within 5 working days of receiving the Student Accommodation Letter, they must engage with the listed OAE Accommodations Coordinator to seek a consultation and explain how implementing the stated accommodation poses a fundamental alteration to the course.

OAE Staff and the course instructor should meet to discuss the accommodation and the perceived impacts of implementation in the course. The OAE staff will conduct a review of the student's file, decision process, and approved accommodations in light of the concerns raised by the instructor. They will work with the instructor to evaluate the

perceived impacts and, if necessary, consider potential alternative accommodations in order to minimize impacts on delivery of the course.

If an agreement cannot be reached between the instructor and the OAE staff, the instructor will have 10 working days from receiving any notice from OAE to dispute OAE approved accommodations to the Department Chair and the Associate Dean of the specific College for appeal. The instructor must submit the following information in writing: outline the specific accommodation of concern and describe in full detail (including course syllabus with outlined learning objectives and course policies) how this specific accommodation poses a fundamental alteration to the course.

The Department chair, in consultation with the Associate Dean of the College, will have 10 working days once the case is received to engage with instructor, OAE, student, and render a final determination.

Other Reporting Options

- If after the informal and formal resolution processes, the student can file a grievance with the Office of Civil Rights.
- Any student has the right to file a complaint with the Office of Civil Rights of the U.S. Department of Education.

Louisiana, Mississippi, Texas Regional Office for Civil Rights, Dallas Office

U.S. Department of Education

Office for Civil Rights

Renaissance Tower

1201 Elm St., Suite 1000

Dallas, TX 75270

Telephone: (214) 661-9600

Facsimile: (214) 661-9587

Email: OCR.Dallas@ed.gov

Headquarters, U.S. Department of Education, Office for Civil Rights

Lyndon Baines Johnson Department of Education Bldg

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov

Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Retaliation against any persons filing a complaint is prohibited under state and federal law.

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Headquarters

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Glossary of Terms

Auxiliary Aids:

Excerpted from the "ADA Title III Regulation 28 CFR Part 36" <http://www.ada.gov/reg3a.html> Sec.36.303 Auxiliary aids and services.

(a) General. A public accommodation shall take those steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids and services, unless the public accommodation can demonstrate that taking those steps would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations being offered or would result in an undue burden, i.e., significant difficulty or expense.

(b) Examples. The term "auxiliary aids and services" includes --

- (1) Qualified interpreters, notetakers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
- (2) Qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments;
- (3) Acquisition or modification of equipment or devices; and
- (4) Other similar services and actions.

Disability. Under federal law, a person with a disability is one who: 1) has a physical or mental impairment that substantially limits one or more major life activities; 2) has a record of such impairment; or 3) is regarded as having such an impairment.

Exam refers to quizzes, tests, and final examinations taken during the semester for the courses in which the student is enrolled.

Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job

Student refers to any person who is currently enrolled whether full-time, part-time or visiting, on a leave of absence or pursuing undergraduate, graduate, or professional studies, whether or not in pursuit of a degree or of any form of certificate of completion.

A qualified student with a disability is someone who can meet the program’s admission, academic, and technical standards (including essential nonacademic admissions criteria) either with or without accommodations.

University means Loyola University New Orleans and all of its undergraduate, graduate, and professional schools, divisions, and programs.

Working Days refers to days that the University is open for business, Monday - Friday during the hours of 8:30 a.m. - 4:45 p.m. central time

Appendix A: Accommodation Types

Classroom Accommodations

Adaptive Technology

OAE may provide software licenses to assistive technology and other equipment to individual students, as available. Computer lab rooms in the Monroe Library contain adaptive technology. Software available includes screen reading programs, note-taking programs, voice input technology). Other available software may be recommended on a case-by-case basis.

Assistive Listening Device

The student will need to use an assistive listening device that requires the instructor member to wear a small transmitter and lapel microphone. The student will wear a small receiver and ear bud or telecoil that enables only the student to hear the instructor’s amplified voice with minimal background noise.

Digital Recording of Classes

Students with a documented need to digitally record a class must sign a Recording Lectures Agreement Form. instructor members will be notified of this reasonable accommodation via a student's Accommodation Letter. Most often, questions arise when a student uses a recording device when the instructor may believe recording lectures is an infringement upon their own or other students' academic freedom, or constitutes copyright violation. The instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. If an instructor member objects, OAE will confer with the instructor to determine if this accommodation will create a fundamental alteration to the course requirements. If this accommodation poses a fundamental alteration to the course, OAE will work with the instructor and the student to identify an equally effective reasonable accommodation alternative to recording the lecture.

Course Captioning/Captioned Course Materials

Closed captioning is time-synchronized text that reflects an audio track and can be read while watching visual content. The process of closed captioning involves transcribing the audio to text, dividing that text into chunks known as “caption frames,” and then synchronizing the caption frames with the video. When watching a video, closed captioning typically appears in the bottom center of the video.

All audio/visual materials used in this course should be captioned.

If you are creating or using original audio/visual content for the course, please refer to the [CTRL information on using Kaltura](#) to create course captions.

If any course meetings are held using Zoom, the instructor should be sure to enable captions to allow this student access.

Course Materials in Alternate Formats: (see Appendix B)

Students with a documented need for alternative media formats for their course documents must first meet with their Accessibility Counselor to determine that alternative formats are a reasonable and appropriate accommodation. Students who are eligible for this service must request the specific materials they need every semester in a timely fashion. Course materials such as textbooks and course handouts must be provided to the student in an accessible format (Braille, large print, audio, electronic.)

Sign Language Interpreting/CART Services

Depending on the nature of a student's hearing disability, OAE may provide a sign language interpreter or computer assisted real-time translation (CART). A sign language interpreter or CART transcriber may be provided for any activity directly related to a student's academic program. Students requesting this accommodation must contact their Accessibility Counselor as soon as possible to discuss eligibility for these accommodations. Students must request sign language interpreting or CART services for a specific class or event in a timely manner to ensure availability. Students may receive a transcript from the CART provider in a timely manner after the event.

Students are required to notify OAE if they are unable to attend class so that the interpreter/reporter may be canceled for the day. If students do not notify OAE in a timely manner, this accommodation may be subject to review or suspension. Students are also responsible for notifying OAE if sign language or CART service is not satisfactory, or to discuss any other concerns.

Consideration for Disability Related Absences (formerly termed "Modified Attendance")

This may be reasonable accommodation for students who have a disability/diagnosis which can be unpredictable in nature and sometimes experience disability exacerbations outside of their control. The student, when experiencing an exacerbation of the disability-related condition, should be granted permission to make up missed quizzes and exams within a reasonable period of time without penalty. The student is to notify the instructor as soon as reasonably possible of their absence.

If absences impact the fundamental learning outcomes of the course, if the class is participation based, or if a student's failure to attend constitute a significant loss to the educational experience or other students in the class, this will not be considered a reasonable accommodation.

This accommodation does not provide unlimited excused absences. Students must meet with instructors to clarify how this accommodation can work in the particular class.

Consideration for Due Date Extensions (formerly termed "Modified Deadlines")

This may be reasonable accommodation for students who have a disability/diagnosis which can be unpredictable in nature and who sometimes experience disability exacerbations outside of their control. When the student experiences an exacerbation of the disability-related condition, the student may be unable to submit or complete an assignment. The student is to notify the instructor as soon as reasonably possible (on or before the due date) to make arrangements for the extension. If the instructor believes the requested due date extension poses a difficulty in maintaining the credibility of the course, if submitting assignments late impacts the fundamental learning outcomes of the course or if a student's failure to submit work on time constitutes a significant loss to the educational experience or that of other students in the class, this will not be considered a reasonable accommodation.

This accommodation does not provide unlimited time or extensions for all assignments.

Note Taking Assistance

OAE may recommend that a student with a qualifying disability be permitted the use of note taking assistance for class lectures as a reasonable accommodation. This accommodation is provided primarily via the use of technology. If a student has a specific need for a peer notetaker, the student must identify this need in writing and it must be supported by documentation

Testing/Quiz Accommodations

Alternate format test materials—the student will need to have tests enlarged (usually Arial 24 font will suffice), provided in audio format, in black ink on white paper, in electronic format (to access with a screen reader) or in Braille

Calculator use—Please allow this student to use a calculator if the use of the calculator does not fundamentally alter the nature of the course/test/assessment.

Computer/Technology Use—the student may need the use of a word processor, other computer-based equipment, or other adaptive devices for test taking

Consideration for Breaks--This student has a disability that may cause him/her to periodically need to take a break

Distraction-Reduced Environment—the student will need to take exams in a quiet, uninterrupted, and uncluttered environment. For exams or quizzes that are delivered on-line, the student is responsible for this.

Extended Testing Time—the student may be allocated time-and-a half, double or triple time for exams and quizzes. This accommodation applies to exams and quizzes that are taken in a classroom setting or delivered via an online platform.

Scribe/Transferred Answers for Scantrons—the student may need someone to record answers for him or her for the entire test or just to record answers on a required scantron.

Other accommodations:

Accommodations for Campus Programs:

To request accommodation for attendance at or access to a University-sponsored program or event, please contact the department responsible for the event at least two (2) working days in advance. For some accommodations, greater notice may be required (for example to arrange for sign language interpreters or to request materials in alternate format)

Alternate Format course presentation:

The instructor member is asked to consider alternate options for any oral presentations required as part of the course work unless this would fundamentally alter the nature of the course/learning objectives.

Course Substitution (See Appendix C):

Course substitutions may be reasonable accommodations for some students with disabilities, provided that: 1) documentation of disability clearly supports any request for substitution and 2) the essential requirements of the University's program are not compromised. Student requests for course substitutions are evaluated on a case-by-case basis.

Housing Accommodations:

Loyola University New Orleans is committed to offering housing options that are appropriate and beneficial to each member of our community. We believe that community is so essential to the academic experience that we require students to live on campus for their first 3 years. In our residence halls, students are fully engaged with the Loyola community while learning to share space and be considerate of others. We carefully evaluate all housing requests and work closely with Residential Life to identify appropriate, on-campus living spaces.

Students who make requests for single rooms solely as a request for a quiet, undisturbed place to study should instead request a single from Residential Life as part of the application process. Due to the shared facilities and resources in a residence hall, even a private room does not guarantee a quiet, distraction free space.

OAE collaborates with the Office of Residential Life in providing appropriate reasonable accommodations for students with disabilities who live on campus. These accommodations are made on the basis of availability, and should be requested as far in advance as possible or upon onset of disability. Students should be familiar with the [residency requirements](#) and the [Residential Life Housing Accommodations](#) information.

Reduced Course Load:

Students with disabilities with or without reasonable accommodations are expected to complete the same course and credit load and meet the same graduation requirements as students without disabilities. However, in some cases, less than full time enrollment may be a reasonable accommodation (as an accommodation this would not impact the ability to reside on campus or participate fully in the meal plan, but may impact federal aid awards)

Meal Plan/Dining Accommodations

In order to evaluate accommodation, OAE will need information about how a student's disability/diagnosis is likely to impact them here at Loyola University New Orleans, specifically access to campus dining facilities or use of a meal plan. All students, residential and commuter, are required to have a [meal plan](#). Consultation with Loyola's dining hall dietician must take place to review the request and determine how Dining Services can meet the needs of the student. Possible outcomes/accommodations: Dining Services is able to meet the student's needs; Dining Services is partially able to meet the student's needs and a reduced meal plan is recommended as an accommodation; Dining Services is not able to meet the student's specific needs. An accommodation of a waiver to the meal plan requirement will be made.

Personal Aid/Care Attendant:

OAE does not provide attendant care for students, although OAE does assist students in securing additional housing space for certified attendants if necessary. It is the student's responsibility to secure the services of certified attendant care and make all necessary arrangements, including payment for such services. OAE will assist a student's certified attendant in accessing housing, dining, and entry to university buildings, as appropriate.

Appendix B

Procedure for Requesting Course Materials in an Alternate Format

- Eligibility for this service is determined by OAE and is based in part on the disability documentation provided by the student and the communicated barriers the student has to accessing traditional textbooks

and course materials.

- Requests must be submitted by the student each semester, as the materials change for each course for each semester.
- Students requesting material in alternative formats must own a physical copy of the textbook or other course material, and provide OAE with a copy of the itemized receipt before the alternate media will be distributed. It is recommended that the student purchase a new copy of the textbook, rather than a used or electronic copy.
- If the course materials are readily available in an accessible format (for example, an electronic format is available and this can be read by a screen reader, the student should purchase the accessible format.)
- Alternative format requests for texts and other course materials should be submitted to OAE as soon as the student is aware of the need. OAE will make a reasonable effort to process these requests within 3 weeks from date of the request submission; however turnaround times for alternative format requests can be lengthy, depending on the format requested. Upon review of material to be formatted and converted, the OAE will notify the student of the projected completion date. Late requests will be honored provided that the student making the request understands that the OAE will set the timeline for the completion of the work accordingly. The same guidelines stand for course materials submitted throughout the semester.
- Alternative format requests for materials provided by the instructor throughout the semester must be submitted to OAE as far in advance of their use as possible to ensure that they are available to students with disabilities at the same time the same materials in non-alternative formats are available to students without disabilities. Students should speak with their instructor at the beginning of each semester about these types of materials and instructor members will be responsible for complying with the deadlines.
- The student may not copy or reproduce any material provided by OAE, (Fair Use Act excepted) nor allow anyone else to do so. Misuse of this material may result in disciplinary action by the University.
- Student questions regarding the provision of alternative media formats should be addressed directly to OAE staff at (504) 865-2990 or oea@loyno.edu.

Appendix C: Course Substitutions as an Accommodation

Request for Course Substitutions

Background Information

Section 504 Regulation at 104 CYR, 104.44 (a) regarding academic adjustments, requires post-secondary institutions to make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate against qualified students with disabilities. The regulation also states that academic requirements that institutions can demonstrate are essential to programs of instruction being pursued by such students, or to any directly related licensing requirement, will not be regarded as discriminatory. Title II of the ADA at 28 C.F.R. 35.130(b)(7) requires reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disabilities, unless public entities can demonstrate that making modifications would

fundamentally alter the nature of the services, programs, or activities.

General Information

Students should understand that throughout this process OAE consults with an instructor based solely on students' needs and the impact disabilities may have on specific courses. Academic units determine whether a particular course or assignment is fundamental to a degree program. In addition, students should be aware that if they change a program of study, they must submit a new request for an academic modification. Substitutions are approved only for specific programs of study and do not follow students if they change their program of study.

A substitution for a course, does NOT automatically entitle students to register for classes for which the original course is listed as a prerequisite. Any student seeking to register for a course having prerequisites, for which that student was granted a substitution due to a disability, must first obtain the permission from both the program in which the student is seeking a degree and the department in which the course is offered.

Student Responsibilities

It is a student's responsibility to initiate the process of requesting an accommodation for a course substitution for his or her program of study. In order to request an academic substitution based on a disability, a student must be registered with OAE.

The student should submit a request in writing for the substitution sought and this request should include:

A list of academic courses or requirements that fall under this request; be certain to include advanced courses whose prerequisites include courses affected by the academic modification being requested;

The following sentence: "I grant the OAE permission to release disability related information they deem necessary for understanding the academic impact of my disability to individuals in those academic units who will review my request, and to discuss my disability with those individuals in the context of reviewing my request."

Evidence that he/she has made a "good faith effort" to satisfy an academic requirement. Such evidence includes, but is not limited to, documentation of any or all of the following:

- (a) Satisfactory attendance and punctuality in class
- (b) Active participation in class, including a letter of support from a course instructor
- (c) Estimation of time spent outside of class working on course material
- (d) Visits to an instructor during office hours
- (e) Use of services available through OWLs
- (f) Use of academic accommodations
- (h) Meetings with private tutors, including letters of support, if applicable
- (i) Satisfactory completion of course assignments, both graded and non-graded

OAE Responsibilities

When a student's request for a course substitution is supported by their documentation, OAE will compose a letter that (a) details the academic impact of the student's disability, and (b) explains the documentation of the student's disability and (c) requests consideration for course substitution for this student. This letter will be sent to the appropriate program director, department chair, or dean.

Academic Unit Responsibilities

Reviews of requests should be completed within 30 working days from the receipt date of this letter unless the head of

the academic unit responsible determines that there is good cause for an extension.

Generally speaking, the consideration process should include the following elements:

- A thoughtful, careful, and rational review of the academic program and its requirements;
- Consultation with a trained, knowledgeable, and experienced faculty member, normally the instructor, the department chair, or the Associate Dean of the College
- Survey and possible recommendations of alternative courses that would meet the essential requirements

In reviewing the student's request for a substitution, the University should consider what skills, assignments, courses, deadlines, etc., are essential to the degree in question and whether or not the requested adjustments would fundamentally alter the nature of the program. At issue is the balance between providing academic adjustments to students with disabilities to ensure that the requirements of classes/programs do not discriminate, and the University's obligation to ensure that all students meet essential requirements needed to successfully complete programs of study. Modifications can be required if the requested substitution does not lower academic standards, fundamentally alter the nature of the program, or impose an undue burden and if the modification meets the underlying reason for the requirements for which a substitution is being sought.

A letter to the student making the request should

- (a) describe the process used to review the student's request, including the names and positions of those who participated in the review;
- (b) in cases where a request is denied, explain the reasoning supporting the view that granting the student's request would fundamentally alter the program in which the modification was requested;
- (c) in cases where a request is approved, state exactly which program course(s) and requirement(s) are covered by this substitution;
- (d) in cases where a request is approved, explain the scope of the approval—for example, does it apply only to one specialization within a major or to an entire major;
- (e) in cases where a substitution is approved, identify exactly (including course number and title) the course or courses that are acceptable substitutes; and
- (f) in cases where a request is approved, indicate whether or not the student may enroll in more advanced courses in the program that list the original course as a prerequisite.

Note: Because this letter will become a part of the student's academic record, this letter should refrain from discussing any details concerning this student's disability. A copy of the letter should be submitted to both the student and to OAE, which will serve as the office of record for these materials.

Appendix D: Emergency Procedures

Please refer to the following sources for Loyola University Emergency Information:

<https://emergency.loyno.edu/personal-preparedness>

<https://studentaffairs.loyno.edu/residential-life/about-residential-life/emergency-protocols>

Loyola asks that students learn and remember features of each building they are in, including stairways, exits, phone locations, and elevator procedures. It is very important that all students participate in all emergency drills to practice procedures in the case of an actual emergency. We highly encourage all students with disabilities to carry a cell phone at all times. In the event of an emergency on campus, the first step is to contact the Loyola University Police Department (LUPD) at (504)-865-3434.

Power Outages or Inoperable Elevators:

- In the event of a power outage or inoperable elevator, please contact Facilities Management at (504) 864-7490 during business hours, M-F 8:00 a.m. to 4:30 p.m., and LUPD (504) 865-3434 during all other hours of the week.
- Inform officials of the problem, and make sure they know that you are a person with a disability. Give them your name, telephone number and location in the building. Ask officials to inform you when the issue is resolved, as appropriate.
- Stay in place. Inform these offices whether or not you are trapped, and/or if you are safely able to leave the building independently with the elevators/power down. Ask for an idea of how long the outage will be, and ask the appropriate office to call you and the individual back when there is additional information. If the power will be out for some time and you need to leave the building, contact LUPD to have trained officials to assist you. As needed, an evacuation chair can be used to assist.
- For outages in a campus residence, if the power outage or downed elevators are anticipated to last overnight, OAE and Residential Life will work with a student who cannot access their assigned room and relocate you temporarily to another space.

In the event of a Fire Alarm:

- As appropriate, follow the basic fire techniques listed above for University operated housing.
- When the building fire alarm sounds and you are unable to evacuate safely, ask someone to inform the emergency personnel who and where you are. As appropriate, move to a designated area of refuge. The area of safe refuge is a smoke and fire protected area where people who are unable to use the stairs can call for help to await evacuation assistance from first responders. These areas must provide direct access to an exit stairway and may be located near stairway enclosures or landings with minimum exit width to accommodate a wheelchair. If possible, call LUPD at (504) 865-3434 to inform them you are a person with a disability with limited mobility needing assistance. Give your name, number, and location.

Original September 2018

Approved by Interim Provost Maria Calzada on August 20, 2024.