

NORFOLK STATE UNIVERSITY

Disability Services Department

Student Handbook

It is the policy of Norfolk State University to provide equal educational opportunity and equal employment opportunity without regard to race, color, national origin, political affiliation, religion, sex, age, or disability. Any employee or student who feels discriminated against should be referred to the Norfolk State University Director of Affirmative Action.

Disability Services Department

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DISABILITY SERVICES DEPARTMENT

STUDENT HANDBOOK

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PREFACE

Norfolk State University's Disability Services Department Faculty Handbook was designed for informative and easy access for Faculty that may come in contact with individuals with disabilities in the classroom.

The Disability Services Department Handbook mirrors the language of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

The mission of the Disability Services Department (DSD) is to promote the academic success of students with disabilities (SWD) through high-quality educational assistance; faculty and staff seminars; workshops and training, and assistive technology training for all students, faculty, staff and administrators.

Disability Services at Norfolk University consists of a hierarchal structure to include the Director of Disability Services/ADA Coordinator; Coordinator/Supporting Students through Disability Services (SSDS); Coordinator/Assistive Technology Laboratory (AT Lab); and a part time AT Lab Assistant.

DSD encompasses the daily function of the SSDS office, the AT Lab, and the Counselors-In-Residence Program (CIR). It reconciles administrative, faculty, staff and students' issues as they pertain to the policies and procedures, rights and responsibilities in compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as set forth in the SSDS Faculty and Student Handbook. DSD adheres to the needs and requests of the University-at-Large and all other pertinent professional organizations, remaining mindful of the University's long-range goals and mission. DSD collaborates with international, national, state and local organizations, institutions and colleges to enhance and promote the educational experience of SWD in higher education.

INTRODUCTION

On July 26, 1990, President George Bush signed into law the Americans with Disabilities Act (ADA); the most significant piece of Civil Rights legislation to be enacted within the last 25 years. This law prohibits discrimination against an estimated 43 million Americans with physical and mental disabilities in employment, transportation, public services, public accommodations and telecommunications.

Title II of ADA states that no qualified individual with a disability shall be subject to discrimination by a public entity. Many functions of state and local governments were previously prohibited from discrimination because they received Federal funds. Under Section 504 of the Rehabilitation Act of 1973, any entity that accepted money from any Federal agency was not permitted to discriminate on the basis of disability. The ADA expands this coverage to all services provided by state and local governments, regardless of whether they receive Federal money or not.

SSDS at Norfolk State University is a service provided under the Disability Service Department. Its purpose is to promote barrier-free environments and to provide reasonable accommodations (academic adjustments, auxiliary aids and services, training, consultation, and technical assistance) when and where needed.

The ADA committee here at NSU was re-established in January 1998 under the leadership of Beverly Boone Harris. The ADA Committee consists of faculty, staff and students, which meets three times a year and is available on an as needed basis to provide expertise in the implementation of the program.

A MESSAGE FROM THE DIRECTOR

Dear Students,

I am pleased to welcome and introduce you to the Disability Services Department here at Norfolk State University. The Disability Services Department evolved after 4 1/2 years as a Supporting Students through Disability Services (SSDS) Program in the University Counseling Center.

Norfolk State University is committed to serving students with disabilities as it relates to their educational, emotional, social, and physical experience. Our aim is to provide reasonable accommodations that will free our campus of any barriers, which might hinder or eliminate the success and participation of students with disabilities in our classrooms and programs.

I hope you will take the time to read through this handbook and familiarize yourself with the contents. If you have any questions feel free to contact me at 757-823-2409.

Sincerely,

Beverly Boone Harris
Director Disability Services/
ADA Coordinator

HISTORICAL DEVELOPMENT OF THE UNIVERSITY

Norfolk State University was founded in 1935 as a junior college division of Virginia Union University. At that time the institution offered two-year academic programs in the liberal arts. The first classes met in the Y.M.C.A. building, then located on Brambleton Avenue. After three years at the Brambleton site, the College moved into three buildings on Bank Street. From 1938 to 1940, curricular offerings were expanded to include two-year programs in business, home economics, and pre-nursing. In 1942, the institution was chartered as the Norfolk Polytechnic College and operated under its new name from 1942 to 1944, when an Act of the General Assembly of Virginia made it the Norfolk Division of Virginia State College.

As the Norfolk Division of Virginia State College, the institution increased its student enrollment and expanded its courses of study; adding, among others, an ROTC unit in 1948 and a vocational trade department in 1949. The City of Norfolk provided the College with 50 acres of land on the Memorial Park Golf Course as a permanent campus site. Instruction commenced on the new campus in 1955 with the completion of Tidewater Hall, renamed G.W.C. Brown Memorial Hall in 1975, which served as an administration and classroom building.

In 1956, the College became a four-year, degree granting institution, surpassing Virginia State College in student enrollment and faculty. In February 1969, the General Assembly of Virginia authorized separation of the institution from Virginia State College. Thus, the Norfolk Division of Virginia State College became Norfolk State College, an independent four-year institution with its own Board of Visitors and President.

As an independent institution, Norfolk State College experienced phenomenal growth in student enrollment, faculty and academic programs. The College received authority from the General Assembly of Virginia to award masters' degrees in 1972. In 1979, an Act of the General Assembly of Virginia changed the name of the college to Norfolk State University.

Norfolk State University is the newest of Virginia's five predominantly black colleges and universities. In less than 50 years, Norfolk State University has outgrown its sister institutions and is now the largest predominantly black university in the Commonwealth.

The University consists of five schools: Liberal Arts, Business and Entrepreneurship, Education, Science and Technology, and Social Work (which includes the M.S.W. and the D.S.W. programs.)

History of Disability Services Department

In December 1997 the new administration under the leadership of Dr. Marie V. McDemmond, President, mandated that services for persons with disabilities be handled through the university's Counseling Center.

A meeting was called - Dr. Arthur Jackson, Vice-President Student Affairs, Mrs. Francine Johnson, Director of Affirmative Action/Acting Director of Institutional Research; Dr. Orren L. Rayford, Director University Counseling Center and Mrs. Beverly Harris, Counselor and newly appointed person to develop Disability Program, were in attendance. At the time 14 folders were turned over to Mrs. Harris.

In January 1998, letters were mailed to these 14 persons informing them of the changes and inviting them to come into Mrs. Harris' Counseling Center office and meet with her.

Supporting Students through Disability Services was developed through research and collaboration with other colleges and universities locally and across the state. In addition, organizations that service individuals with disabilities in the community, the state and across the United States assisted in the development of the program.

In fall 1999, SSDS hosted the Grand Opening of its Assistive Technology Laboratory (AT-Lab) that was funded by grants from the Department of Rehabilitative Services, Margaret Walsh, Manager and Title III, Katrina Bracey Miller, Coordinator. The opening of the AT-Lab sparked the efforts to strengthen academic excellence and retention for students with disabilities (SWD) and their success.

Membership was obtained in Association in Higher Education and Disability (AHEAD) both state and nationally; Tidewater Regional Higher Education Disabilities Network (TRHEDN) and affiliation with boards and other organizations including the Department of Rehabilitation Services (DRS).

Norfolk State University participated in the national DO-IT (Disabilities, Opportunities, Internetworking, and Technology) professional team at the University of Washington. DO-IT promotes the success of students with disabilities in postsecondary programs and careers. It sponsors projects that increase the use of assistive technology and promote the development of accessible facilities, computer labs, and electronic resources in libraries, web pages, educational multi-media and internet-based distance learning programs.

Norfolk State University was the only Historically Black College and University (HBCU) selected of more than 100 colleges and universities applying for 2000-2003 projects.

A team of professionals from such institutions as Northeastern, Illinois University, University Wisconsin-Madison, Drake University, Purdue University, Michigan State University, Arizona University, Humboldt State University, University of Rochester and Hawaii at Manoa just to name a few participated in the DO-IT project. Representatives of postsecondary institutions from twenty-three states in the United States met in two collaborative meetings and helped develop and test the professional development content and strategies included in the train-the-trainer materials and handbook titled "Building the Team: Faculty, Staff, and Students Working Together". Our continuous involvement in this three-year project assured that project products have applicability nationwide.

In fall 2002, with the writing of another grant, Title III afforded Disability Services the opportunity to employ two full-time employees, a Coordinator of Supporting Disability Services (SSDS), Marian E. Shepherd, and a Coordinator for the Laboratory (AT-Lab), Marvin C. Clemmons Sr. SSDS became independent of the Counseling Center with the deployment of these two positions. At this time Disability Services prepared to service students, faculty, and staff and the community. Our program grew tremendously and we were able to extend our services to clients. We were also able to extend the AT-Lab hours. Workstations configured for individuals with disabilities were placed in various laboratories across campus. The Counselors-In-Residence continue to function in assisting SWD.

PHILOSOPHY AND MISSION OF NORFOLK STATE UNIVERSITY

An urban institution, Norfolk State University exists to provide opportunities for a quality education through the acquisition of knowledge, understanding, and skills. It is the philosophy of the University that all people, regardless of socio-economic status, race, sex, age, handicapping conditions or national origin, are entitled to profit from educational opportunities and advantages to the fullest extent of their capacities. Based on these tenants, the University accepts and adopts as its mission the following premises and the ethic implied therein:

-The University shall continue to define those areas in which it can make the most effective contribution to the total educational enterprise of the community, state, nation, and the world. Further, by means of its educational offerings, research, and service activities, the University shall promote and implement those programs, which it is uniquely equipped to administer.

-The University shall continue to maintain its identity as an urban institution recognizing its history of concern for and identification with the challenges presented by urban Environments. The University shall continue to utilize its assembled expertise to develop programs specifically related to urban needs.

-The University shall be organized and staffed in a manner which provides intellectual, professional, and social leadership as well as the experience required to enable its constituents to realize the fullest extent of their capacities.

-The University shall strive to foster a sense of social responsibility as well as personal and professional worth to the end that graduates will be capable of providing leadership in and beyond the area of their special competence.

-The University shall seek to make its students sensitive to those ethical and aesthetic values upon which our society rests.

EDUCATIONAL OUTCOME AND ASSUMPTIONS

The academic programs of the University are founded on the philosophy that the burgeoning knowledge in all fields; the increasing complexity of society and its problems of new technology, new areas of professional specialization, and the expanding scope and sophistication of studies in all disciplines require a substantive foundation in the traditional arts, sciences, and technical training in areas of professional careers. Such a foundation provides the basis for an educational process, which produces professionally competent individuals. Such persons are those who:

- Understand and appreciate human cultural heritages.
- Realize their responsibilities as human beings and citizens.
- Possess the requisite communication skills.
- Are well rounded in quantitative methodology and the processes of abstraction and problem solving.
- Originate fresh vision and ideas for their future work and participation in society.
- Appreciate and understand inter-relationships among the basic fields of knowledge.
- Possess in-depth competency and knowledge in a major area of study.
- Are highly trained in selected areas of professional specialization.

Such attributes are cultivated through instruction, study, and research relevant to the students' professional areas and have the effect of stimulating intellectual curiosity and a lifetime pursuit of learning.

Curricula are designed to contribute to the development of educated people and to emphasize the concepts and skills, which are universally relevant. They provide a meaningful distribution of study in the broad fields of human knowledge and offer flexibility in terms of student interest, ability, and career objectives.

As an urban institution Norfolk State University regards supervised instruction as an important vehicle in the educational process; committed to the teaching and the training of professionals. Classroom instruction is recognized as a blend of numerous components including lectures, discussions, and laboratory experiences. The use of audio and visual instructional aids and other related types of pedagogical experiences are part of the learning process. Learning experiences acquired outside the classroom include activities such as independent and directed study, internships, work experiences, and research in areas of specialization. All supervised instruction is regarded as valid in the collegiate curriculum according to individual student needs, desires, and abilities. Thus, the faculty has the responsibility of stimulating and encouraging activities, which contribute to the development of an educated and competent individual. As an institution of the Commonwealth of Virginia, the University recognizes the necessity for partnership and cooperation with other urban organizations. Such a partnership requires close collaboration, understanding and respect for mutual objectives. Each phase of a student's formal education must be viewed as an integral component of this process. Curricula are planned with recognition

of the need to achieve a continuum and are specifically tailored for urban high school graduates and the community college transfer student. The University will continue to make every effort to keep each section of its urban community informed of its programs and plans, and to seek the community's counsel in the development of programs.

Graduate program development also reflects the careful planning that goes into the undergraduate curricula. New graduate programs are developed in consonance with the demonstrated needs of the community, with due regard given to the physical and human resources of the University, and within its assigned role and scope. It is expected that the graduate school will continue to add professional disciplines to expand and/or sharpen the skills of the current and future employment pool.

All academic programs at the University are based on an assessment of local, state, and national needs. All programs require specifically stated objectives in order that they may be subject to continuing systematic review leading to improvement, realignment, and adjustment depending on changing circumstances.

The basic philosophy of the University is appropriate to its continuing research, education, and community service functions. Education is a lifelong process. The institution recognizes this and provides opportunities designed to encourage adults to expand their horizons and to increase professional competencies. The faculty, by lending expertise to the area served by the University, assists in solving basic resource, environmental, and social problems.

Norfolk State University is committed to serving all segments of the population within the Commonwealth of Virginia, its primary geographic area of responsibility, and the nation.

GUIDELINES

GUIDELINES FOR SSDS OFFICE

There is no cost* to university students, faculty, staff, and guests who utilize the services of the Disability Services office.

1. Requires and files documentation for disability students, faculty and staff that clearly identifies the disability and provides sufficient information regarding the manifestations of the disability.
2. As permitted or required by law, disability documentation is kept confidential and shared with University personnel on a need-to-know basis only, and external constituencies by informed consent of the individual with the disability only.
3. Determines and then subsequently provides, arranges or coordinates reasonable accommodations, academic adjustments, and/or auxiliary aids and services to students, faculty, staff and guests to campus with disabilities.
4. Assists University departments in providing access to people with disabilities in the most integrated and appropriate settings possible.
7. All documentation will be maintained in the Disability office for at least 6 years or until student graduates, or informs this office that they will not be returning.
8. The documentation will be filed under two headings:

ACTIVE: Incoming/current persons consistently being provided accommodations, use of Assistive Technology Lab and updating their file at the beginning of each semester.

IN-ACTIVE: The student has requested to be taken out of active files; or the students has not requested accommodations for four semesters (2 years); or there is a lapse of time when requesting service. *Students are required to update and renew all documentation.*

***SSDS does not have the capability to assess students for disabilities. If a student/faculty desires testing it must be done by an external agency and any testing done to identify disability will be at the cost of the individual (student, faculty, staff, and guests.)**

POLICY

POLICY AND PRACTICES

1. It is the policy and practice of Norfolk State University to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services or programs at Norfolk State University.
2. In compliance with federal and state regulations, reasonable accommodations are provided to:
 - Qualified individuals who have a physical or mental impairment that substantially limits a major life activity, (including; walking, seeing, hearing, speaking, breathing, learning and working) or have a record of such impairment or are regarded as having such impairment.
 - Qualified individuals (with respect to post-secondary educational services) are people who meet the academic and technical standards requisite to admission or participation in the educational program or activity, with or without reasonable modifications to rules, policies or procedures (principals, practices), the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.
 - The essential requirements of an academic course or program should not be modified to accommodate an individual with a disability.
3. The University has designated the Disability Services Department as the office from which Supporting Students through Disability Services (SSDS) will be coordinated.
4. Final responsibility for selection of the most appropriate accommodation rest with the University and is determined on an individual case by case basis, based on the nature of the course or program and the nature of the students' disability.
5. Each student is encouraged to meet with the Coordinator of SSDS to develop a plan for academic accommodations at least 45 days prior to the beginning of classes each semester.
6. The University must ensure that individuals with disabilities are not excluded from services, programs and activities because buildings are inaccessible.

7. The University need not remove physical barriers, such as stairs, in all existing buildings, as long as programs are made accessible to individuals who are unable to use an inaccessible existing facility. The University may be able to change location of class or activity if notified in timely fashion. **(See Policy 10)**
8. A request for accommodations at the University is deemed reasonable if it:
 - is based on documented individual need, in all cases of non-apparent disability
 - allows the most integrated experience possible
 - does not compromise essential requirements of a course or program
 - does not impose undue financial or administrative burden
 - is not of a personal nature (NSU does not provide personal care attendants, hearing aids, eyeglasses, etc.)

Student's Responsibility:

9. It is the student's responsibility in the accommodation process to:
 - follow Norfolk State University's accommodation procedure for students with disabilities
 - report your disability to the SSDS Office in a timely fashion
 - be an advocate on your behalf; do not rely on faculty and staff
 - remember, required documentation is needed to register (documentation is shared through informed consent)
 - provide at the student's expense, current appropriate documentation of disability and accommodation recommendation from a qualified medical or other licensed professional
 - request a specific accommodation or service
10. Please be advised, a timely fashion is at least forty-five (45) days before classes begin. Any request made after that time may warrant a delay in accommodations. *(Students may begin their accommodations procedure through their high school counselor, and/or during the senior year (once accepted to the University)).*

PROCEDURES

1. Students are asked to request all accommodations through the Coordinator of the SSDS Office.
2. Students are reminded or informed that providing accommodations involves each specific course, therefore, a “standing letter of accommodation” is not acceptable. A review of courses and accommodations are required each semester.
3. Students are to call to set an appointment and make arrangements with the Coordinator of the SSDS office. **(823-2014)**
4. Students are to bring their class schedules and the names of the professors to the appointment.
5. Students should also provide at this appointment current, appropriate, documentation of disability and an accommodations need form from a qualified medical or other licensed professional evaluator if disability is not readily apparent, (mental disabilities, learning disabilities, attention deficit disorders, etc.).
6. Students that qualify for reasonable accommodations will receive letters of accommodation requesting the professors’ acknowledgment and consent. Each group of letters (letter for each professor) will be accompanied by a form on which the professor will sign his/her signature beside the course he/she is teaching. **This form is to be returned to the SSDS office (by the student) and placed in the file of the student. Until that is done, the procedure for registering in the SSDS office is invalid.**
5. Students will be asked to sign a release form for accommodation letters requested.
6. Students will not receive any letters of accommodations until the release is signed.
7. Unless otherwise arranged, letters of accommodation will be held in the SSDS office for the student to pick up and deliver to the professors. This allows the professor to meet the student, discuss any accommodation arrangements, and sign the form.
8. **The professor has final responsibility for an accommodation decision.** If the professor does not provide a formally requested accommodation from the SSDS office, then it is the students’ responsibility to bring this to the Coordinator’s attention for further advocacy.

NOTE: *Students are strongly encouraged to register with the Department of Rehabilitative Services (DRS) or other facilities as it relates to their disability in their place of permanent residence. This may ensure the availability of assistive technology and other assistance for your educational experience which otherwise may not be required or provided by the University.*

ASSISTIVE TECHNOLOGY

Assistive technology is a process as much as a product. At Norfolk State University we are continuously researching and updating materials and collaborating with experts in various fields of technology to provide the best possible assistance to our students during their educational experience.

What is Assistive Technology?

Assistive Technology is any device or process that assists a person with a disability to do something that would otherwise be difficult or impossible.

What is an Assistive Technology Evaluation?

An assistive technology evaluation is the process of determining which device best matches the person's needs and preferences.

Who is designated to assist?

Disability Services Counselors who promote campus life and academic success for students with disabilities.

ASSISTIVE TECHNOLOGY LAB

POLICY & PROCEDURES

Students, faculty/staff, and others by permission are permitted to use the AT-Lab.

- Students with disabilities have priority in the AT-LAB. Otherwise the lab is open to all students, faculty and staff.
- Students must show a valid student ID card upon entering the labs.
- No food or drinks are allowed in the computer lab.
- All pagers and cell phones should be **TURNED OFF** before entering the computer lab.
- No loud talking, horse playing, or profanity permitted.
- Do **NOT** download illicit pictures from the Internet or e-mail.
- No loading of personal software on workstations.
- Do not save documents or files on workstations.
- Do not modify or repair or reconfigure any equipment.
- Do not disconnect any hardware, change settings on workstations or alter software applications.
- Report viruses and any workstation problems to the lab manager or student assistants.
- **Printing of flyers or any other material is prohibited.**
- Work area should be cleaned of all materials and chairs pushed under the table before leaving the lab.
- **Playing games is prohibited at all workstations.**
- Use print pre-view to determine errors in your paper before printing hard copies. This will greatly help to save paper.
- Printing of personal e-mail messages is prohibited. **No multiple copying.**
- **Do not give out your password. Be sure to completely log out of your account.**
- *Any violation may lead to loss of computer lab privileges, probation, suspension, or expulsion.*

**Assistive Technology
Room 240 Brooks Library**

Hours of Operation

Monday – Thursday

8:00 am to 8:00 pm

Friday

8:00 am to 5:00 pm

Saturday

11:00 am to 5:00 pm

Otherwise As Posted

ASSISTIVE TECHNOLOGY CATEGORIES

While we are continuously working to improve our technology, we realize the need and we want the faculty, staff and students to know that their best interests are important to us.

Norfolk State University does not have nor is it required to furnish all of these categories of equipment, however, we may assist you through referral.

Adaptive Computer Applications

Input and output devices, (voice, braille), alternate access aids (headsticks, light pointers), large-print screens, modified or alternate keyboards, switches, special software that enable persons with physical, sensory, or cognitive disorders to use a computer.

Aids for Communication

Hearing aids, TDDs, and augmentative and alternative communication devices that provide a means for expressive and receptive communication for persons with sensory, communication, or cognitive disorders.

Aids for Daily Living

Self-Help aids for use in activities such as eating, bathing, cooking, dressing, toileting, and home maintenance for persons with physical, sensory, or cognitive disorders.

Environmental Control Systems

Primarily consist of electronic systems that enable persons with physical or sensory disorders to control various appliances, electronic aids, and security systems in their room, home or other surroundings.

Home/Work Site Modifications

Structural adaptations or fabrications in the home, worksite, or other areas (ramps, lifts, bathroom changes, visual alerting systems) that remove or reduce physical barriers for persons with physical, sensory, or cognitive disorders

Prosthetics and Orthotics

Replacement, substitution, or augmentation of missing or malfunctioning body parts with artificial limbs or other orthotic aids (splints, braces) for persons with physical disorders.

Seating and Positioning

Accommodations to a wheelchair or other seating system to provide greater body stability, trunk/head support and an upright posture and reduction of pressure on the skin surface (cushions, contour seats, lumbar) for persons with mobility impairments.

Wheelchairs/Mobility Aids

Manual and electric wheelchairs, mobile bases for custom chairs, walkers, three-wheel scooters, and other utility vehicles for increasing personal mobility

Vehicle Modifications

Adaptive driving aids, hand controls, wheelchair and other lifts, modified vans, or other motor vehicles used for personal transportation for persons with physical disorders.

RIGHTS AND RESPONSIBILITIES OF PEOPLE WITH DISABILITIES

(AS THEY RELATE TO ACCESS AT NORFOLK STATE UNIVERSITY)

RIGHTS:

1. To an equal opportunity to participate in and benefit from employment, courses, programs, services and activities offered through the University
2. To an equal opportunity to work, to learn and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services
3. To appropriate confidentiality of all information regarding disability and to choose to whom, outside the University, information about disability will be disclosed, except as disclosures are required/permitted by law
4. To information, reasonably available in accessible formats

Responsibilities:

1. To meet qualifications and maintain essential institutional standards for employment, courses, services, and activities
2. To self-identify as an individual with a disability in the SSDS office and to seek information, counsel, and assistance as needed
3. To demonstrate and/or document (from an appropriate professional) how the disability limits participation in employment, courses, programs, services or activities
4. To follow published procedures for obtaining information, services, and reasonable accommodations

RIGHTS AND RESPONSIBILITIES OF NORFOLK STATE UNIVERSITY

(AS IT RELATES TO DISABILITY ACCESS)

RIGHTS:

1. To identify and establish essential functions, abilities, skills and knowledge for employment, courses, programs, services and activities; and to evaluate faculty, staff and students on this basis
2. To request and receive, through the SSDS Office, current documentation that supports request for reasonable accommodations, academic adjustment, and/or auxiliary services
3. To deny a request for reasonable accommodations, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted, or if the individual fails to provide appropriate documentation
4. To select among equally effective reasonable accommodations, adjustments, and/o auxiliary services
5. To refuse an unreasonable accommodation, adjustment, and/or auxiliary service or one that imposes an undue hardship or fundamental alteration on a program or activity of the University

Responsibilities:

1. To provide information to faculty, staff, students and guests with disabilities in accessible formats upon request.
2. To ensure that employment, courses, programs, services, and activities, when viewed in their entirety, are available and useable in the most integrated appropriate settings
3. To evaluate faculty, staff, students and applicants on their abilities and not on disabilities
4. To provide or arrange reasonable accommodations, academic adjustments and/or auxiliary services for faculty, staff, students, and guests with disabilities in employment, courses, programs, services, facilities and activities
5. To maintain appropriate confidentiality of records and communication, except where permitted/required by law

NEW CONSTRUCTION AND RENOVATION

New Construction and Renovation

Title II of the ADA does not require retrofitting to existing buildings to eliminate barriers but does establish a high standard of accessibility for new buildings.

Public entities must ensure that newly constructed buildings and facilities are free of architectural and communications barriers that restrict access or use by individuals with disabilities.

When a public entity undertakes renovations to an existing building, it must ensure that the altered portions are accessible.

Public entities may choose between two technical standards for accessible design: the Uniform Accessible Standards (UFAS) [Appendix A to 41 CFR Part 101-19.6], established under the Architectural Barriers Act or the Americans with Disabilities Act Accessibility Guidelines (ADAAG) [36 CFR Part 1191], adopted by the Department of Justice for Public Entities covered by Title II of the ADA.

Renovations to historic properties must comply with these standards to the maximum extent feasible.

Enforcement:

Private parties may bring lawsuits to enforce their rights under Title II of the ADA. The remedies available are the same as those provided under Section 504 of the Rehabilitation Act of 1973. A reasonable attorney's fee may be provided to the prevailing party.

Complaints must be filed within 180 days of alleged discrimination with any Federal agency that provides financial assistance to the program in question or with the Department of Justice (DOJ), which will refer the complaint to the appropriate agency. Any complaints with DOJ should be sent to:

**U.S. Department of Justice
Coordination and Review Section
Civil Rights Division
P.O. Box 66118
Washington, D.C. 20035-6118**

APPENDIX

NORFOLK STATE UNIVERSITY

Supporting Students through Disability Services
Room240/Brooks Library

Phone: (757)823-2014
Fax: (757)823-2689

INDIVIDUAL CLIENT INFORMATION QUESTIONNAIRE

Your cooperation in completing this questionnaire will be helpful in planning our services for you. Please answer each item carefully or ask the coordinator for clarification if you do not understand an item.

Full Name: _____ Today's Date _____

Address: _____

Email address: _____

Telephone(s) _____ / _____ / _____
(home) (work) (cell)

Age: _____ Birth Date: _____ Marital Status _____

Occupation : _____

Circle your responses

Classification at NSU: Freshman Sophomore Junior Senior

Graduate Student

Athlete Yes/No Active Military Yes/No Veteran Yes/No

Briefly describe your reason for seeking assistance:

Who suggested you contact us? _____

When were you last examined by a physician? _____

List any major health problems for which you currently receive treatment:

List any medication you are currently taking:

Have you ever received Psychiatric or psychological help or counseling of any kind before?
_____ If you have, please explain:

If yes, please circle any of the following problems which pertain to you.

Shyness	Depression	Fears
Separation	Sexual Problems	Suicidal Thoughts
Drug Use	Alcohol Use	Making Friends
Anger	Self-Control	Unhappiness
Sleep	Stress	Work
Relaxation	Headaches	Tiredness
Legal matters	Memory	Ambition
Energy	Insomnia	Indecision
Loneliness	Inferiority complex	Concentration
Education (academic)	Career Choices (planning)	Health Problems
Temper	Nightmares	Marriage
Children	Appetite	Stomach Trouble
Time Management	Parenting	My thoughts

Please add any additional information that you feel may be useful to us:

Thank you for completing this questionnaire.

Norfolk State University
SSDS Disability Services
700 Park Avenue
Norfolk, VA 23504
(757)823-2014/2409

RELEASE OF INFORMATION CONSENT FORM

In order to give you prompt, expert help, this office may need to request or furnish information from/to medical and health professionals or other sources. We ask you to consent in writing to the release of information. This office is committed to safeguarding your rights and well being at all times.

AUTHORIZATION TO REQUEST AND RELEASE REPORTS

I, _____, authorize the Office of Disability Services at Norfolk State University to furnish/request the following information:

To/From:

Name

Agency

Release of information for daily advocacy only.

I have read the above statement. I understand that the materials being released/requested are to be kept strictly confidential. Information may only be used for the above-stated purpose and no one other than the above parties may have access.

This consent is ongoing.

Signature of student or legal guardian

Date

Address

Home Phone

City/County

State

Zip

Work Phone

Witness: _____

Signature

Date

*Norfolk State University
700 Park Avenue
Norfolk, VA 23504*

*Office of the Coordinator
Supporting Students through Disability Services (SSDS)
Room 240/ Brooks Library*

*Phone: (757) 823-2014
Fax: (757) 823-2689*

MEMORANDUM

TO: University Instructor
FROM: _____
Marian E. Shepherd, Coordinator
DATE: September 12, 2005
SUBJ: Reasonable Accommodations
Fall/2005
Assistance Data Sheet

_____ is a student in your class. He has been diagnosed as having a disability and has documentation on file with the Disability Services Office. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are required to afford him an equal opportunity to demonstrate his full academic potential.

The following accommodations are appropriate for this individual:

You are not expected to lower your academic standards. It is the primary responsibility of the student to initiate the discussion of modifications, but the outcome also depends on your receptivity, flexibility, and understanding. If you need any assistance during this process, please call Disability Services at 3-2014.

This information should be considered confidential and not disclosed to others except as to meet the needs of the student.

Please sign the form provided by the student to indicate your acceptance of these accommodations and have the student return the signed copy to Disability Services.

Thanking you in advance for your cooperation in this matter.

*Norfolk State University
700 Park Avenue
Norfolk, VA 23504*

*Office of the Coordinator
Supporting Students through Disability Services
Room 240 Brooks Library*

*Phone: 757-823-2014
Fax: 757-823-2689*

Disability Services

Name:	Major:
Semester: Fall	Year: 2006

Instructions: Please fill out the form below. Ask your instructors to sign in the space provided. Instructors please feel free to call me at 823-2014 for more information.

Once instructors' signatures have been obtained, return this form to room 240 in Brooks Library. The Disability Services Staff will sign this form in the appropriate area, and place this copy in your file.

Course	Location	Instructor's Signature	Phone Number	Date
<i>Return form to:</i>	<i>AT Lab</i>	<i>Brooks Library 2nd Floor Room 240</i>	<i>Disability Services</i>	

DISABILITY SERVICES DEPARTMENT

**SUPPORTING STUDENTS THROUGH DISABILITY
SERVICES (SSDS)**

COMPLAINT PROCEDURES

1. ANY PROPERLY REGISTERED STUDENT WITH A DISABILITY, ALLEGING A VIOLATION OF THEIR RIGHTS AS IT PERTAINS TO SUPPORTING STUDENTS THROUGH DISABILITY SERVICES (SSDS) AT NSU (IN KEEPING WITH TITLE II OF THE AMERICANS WITH DISABILITY ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973) SHALL FILE A WRITTEN COMPLAINT WITH THE ADA COORDINATOR OF NSU.
2. THIS WRITTEN COMPLAINT SHALL BE FILED WITHIN 45 DAYS OF THE ALLEGED VIOLATION, UNLESS THE TIME FOR FILING IS EXTENDED BY THE ADA COORDINATOR FOR GOOD CAUSE.
3. THE COMPLAINT MUST BE SIGNED BY THE COMPLAINANT OR HIS/HER DESIGNEE.
4. THIS WRITTEN COMPLAINT SHALL INCLUDE DETAILED AND CONCISE DESCRIPTION OF THE ALLEGED VIOLATION, RELEVANT DATES AND OTHER INFORMATION THAT WILL ASSIST IN THE INVESTIGATION OF THE COMPLAINT.
5. THE COMPLAINANT SHALL PROVIDE DOCUMENTATION WITH ALL REQUESTED INFORMATION ON BOTH HIMSELF AND THE ALLEGED VIOLATOR.
6. THE ADA COORDINATOR SHALL ISSUE A WRITTEN SANCTION REGARDING THE COMPLAINT. IF THE COMPLAINANT IS NOT SATISFIED WITH THE SANCTION OF THE ADA COORDINATOR, A WRITTEN APPEAL STATING WHY THE SANCTION IS UNACCEPTABLE TO THE COMPLAINANT MAY BE MADE TO THE VICE PRESIDENT FOR STUDENT AFFAIRS. THE SANCTIONING OF THE VICE PRESIDENT SHALL BE FINAL.