Office of Services for Students with Disabilities

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University of the Pacific does not discriminate in the administration of any of its educational and/or other programs on the basis of race, color, national origin, ancestry, religion, disability, sexual orientation, gender, and age except where age is a bona fide occupational requirement. This notice is given pursuant to the requirements of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of The Rehabilitation Act of 1973 and amendments, the ADA, and other laws, orders and regulations governing discrimination. University of the Pacific has designated the Director of Human Resources to coordinate the University’s policies prohibiting unlawful discrimination and harassment. Any person with a complaint should contact in writing: Director of Human Resources, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.

Introduction

The Office of Services for Students with Disabilities (SSD) coordinates support for students with disabilities so they may participate fully in college life and derive the greatest benefit from their educational experiences. We work with approximately nine percent of Pacific’s students, including those with learning disabilities, ADHD, chronic health conditions, traumatic brain injuries, hearing impairments, physical disabilities, psychological disorders, visual impairments and other health impairments. We also assist students who experience temporary medical conditions and injuries who may need accommodations. Furthermore, we consult with students who suspect they may have a disability or are referred by a faculty or staff member. Whether you’re a new student at Pacific or a current student just now checking out our resources, we’d be happy to talk with you about the services that we provide.

Our staff works with students on an individual basis to plan strategies, including reasonable accommodations, to facilitate access to learning, living, and other experiences at Pacific. Some of the accommodations used by students include but are not limited to extended time on exams, a distraction-reduced exam setting, access to class notes, alternate formats of text, and accessible campus housing. We also provide academic coaching, including assistance with time management and organizational skills. University of the Pacific is committed to providing equal educational opportunities for qualified persons with disabilities in a manner consistent with the University’s obligations under law. No qualified person with a disability shall be excluded from participating in any University program, nor be denied benefits of any University program, or otherwise be subject to discrimination on the basis of such disability.

University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified students who seek to participate in employment, in access to facilities, student programs, activities and services.

For most accessibility issues on campus the Director of Services for Students with Disabilities is the contact person for 504/Academic issues for students as well as for staff and faculty facilitating student access issues. Students, staff, and faculty can contact the Director of Services for Students with Disabilities or the appropriate action office mentioned above. When appropriate, the Director of Services for Students with
Disabilities will follow-up to ensure necessary action is complete and advise the individual identifying the issues of the action that was taken with regard to their stated concern. In order to protect the disability confidentiality issues for students in the event that direct contact with the University operational unit office is neither desired nor advisable, the Director of Services for Students with Disabilities is the contact point for 504/academic issues.

Students who believe that they have been denied reasonable accommodation should contact the Director of Services for Students with Disabilities. In the case that the complaint is against the Office of Services for Students with disabilities, the student should contact the Assistant/Associate Vice President of Student Life/Dean of Students.

Students who believe that there has been an unresolved violation of their right to reasonable accommodation should refer to the grievance procedure contained on pages 38-41 of this Manual.

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rooms 115, 116, 132 and 137. During the Fall and Spring semesters, the Office of Services for Students with Disabilities is open Monday through Friday from 8:30am –5:00pm, except holidays and/or non-instructional days observed by the University. Summer hours may vary and are posted accordingly.

**PLEASE REPORT ANY PHYSICAL OR PROGRAM ACCESSIBILITY PROBLEM TO THE OFFICE SERVICES FOR STUDENTS WITH DISABILITIES**

Director of Services for Students with Disabilities: 209-946-3221
Information about the Manual

The policies contained in this policy manual serve as the guidelines under which the Office of Services for Students with Disabilities (SSD) delivers services to students with disabilities. This policy manual is designed to assist students by providing consistent procedures for services to students with disabilities. University of the Pacific reserves the right to change, modify or delete provisions of this policy manual without prior notice and these policies are subject to interpretations and applications by the Provost or designee and/or Vice President for Student Life or designee. As changes or updates occur, SSD will make every effort to update this policy manual and provide alternative formats in a timely manner.

Alternative Formats

A desk copy of this policy manual can be made available in alternate formats including enlarged print, and CD-ROM in both Microsoft Word and PDF format. The desk copy is available at SSD, McCaffrey Center, Rooms 115 and 137. Students, faculty, and staff wishing to read the manual at another location on campus may borrow the manual by presenting a valid student or faculty/staff ID card. A copy of a specific policy or procedure is available if requested, in photocopy or in an alternative format. The Policy Manual is also available online and will be periodically updated at http://www.pacific.edu/Campus-Life/Student-Services/Disabilities-and-Testing-services.html.

Core University Policy on Students with Disabilities

The University does not discriminate against students on the basis of disability in the administration of its educational and other programs. The University will reasonably accommodate qualified students with disabilities as defined by applicable law; if the individual is otherwise qualified to meet the requirements of the program without fundamental alteration and/or without undue hardship to the University. Harassment on the basis of disability issues is prohibited by the University’s policies. If appropriate, the University may choose to consult with such individuals, internal or external to the University, to provide further assistance needed to evaluate the request for accommodation.

For purposes of reasonable accommodation, a student with a disability is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); or (b) has a record with the University by which the University has officially recognized such impairment. To be eligible to continue at the University, the student must meet the qualifications and requirements expected generally of its students, and must also be able to perform the requirements of the individual major or program in which they are enrolled.
A qualified student is an individual with a disability as defined by this policy and applicable law who meets the academic and technical standards requisite to admission and participation in the educational program or activity. Accommodations are such modifications to the course, program, or educational requirements as are necessary and effective for the individual, if reasonable to provide at the University and do not alter the nature or fundamental aspects. Accommodations do not include exemption from academic evaluation standards or from the code of student conduct.

Mission Statement

The Office of Services for Students with Disabilities, which reports to the Division of Student Life, has been designated by the University to ensure students with disabilities equal access to all academic and University programs in a manner provided by the Core University Policy. This goal is met through the evaluation of requests for provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the University community. SSD has established the following goals in providing service to students with disabilities:

GOAL 1 (SERVICE DELIVERY): 1. To deliver effective academically related services to students, which support their scholarly pursuits.

GOAL 2 (APPROPRIATE ADVOCACY): 2. To advocate in an appropriate manner for the needs and interest of students as provided in the Core University Policy, to orient faculty and staff to the obligations and rights of students and of those who teach and provide services, provide useful explanation to students when requests should not be granted under University policy, as well as to enrich and educate the campus community.

GOAL 3 (ACCESSIBILITY): 3. To promote and foster an accepting, accessible campus accessibility environment in all the programs and service the University offers.

GOAL 4 (EMPOWERMENT): 4. To empower students with disabilities to advocate on their own behalf and to enrich students with the skills to be productive citizens.
Student Resources

Getting Started!
We value a collaborative process as we work with students to establish services. Therefore, please set up a time to talk with the SSD staff about your request for accommodations and services, your past use of accommodations and services, and the likely impact of the disability on your educational experiences at Pacific. The information you provide is an essential component in the determination of reasonable accommodations and services.

Incoming first-year and transfer students can schedule a phone appointment for an initial consultation with the SSD staff. However, you should also plan to meet with our staff upon arrival to campus, preferably before the first day of class. Additionally, you should complete the Registration Packet and provide documentation of disability. Documentation can be provided in-person, by fax, or by email. If you choose to provide your documentation by fax or email, please contact SSD Staff to obtain an appropriate fax number or email address.

Information on general documentation requirements can be found in our Documentation Guidelines section located on page 8. We encourage you to contact SSD for guidance on the documentation needed for your individual situation, even if you do not currently have documentation available.

If you have questions about registering for services or about other aspects of our program, please be sure to get in touch with us. Our staff can be reached at 209-946-3221.
General Guidelines for Documentation:

Students should contact SSD for guidance on the documentation needed for their individual situation. In addition to information the student provides in the Registration Packet and conversation with our staff, relevant documentation from external sources can help to substantiate the disability and establish the student’s eligibility for accommodations.

Documentation should include:
1. A description of the disability and its current impact in an educational setting.
2. Past use and effectiveness of accommodations.
3. Recommendations for accommodations that are logically related to the impact of the disability.

Please keep in mind, however, that Pacific will make the final determination of reasonable accommodations.

The age of acceptable documentation is dependent upon the disability. While older documentation for conditions that are permanent or do not vary may be appropriate, changing conditions and/or changes in how the condition impacts the individual over time may warrant more current documentation.

Types of documentation that may be helpful include, but are not limited to, the following:
- Educational, psychological, or medical records
- Reports and assessments created by healthcare providers, psychologists, or the educational system (e.g., a psycho-educational evaluation)
- Documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations

Please keep the following in mind:
- The Registration Packet and documentation should be submitted to SSD early enough to allow staff sufficient time to review the request and implement reasonable accommodations and services.
- SSD may ask the student to provide additional information if the submitted documentation is incomplete or does not support the student’s request for accommodations.
- Students who do not have documentation are encouraged to meet with our staff to explore options for support.
- Students should keep their original documentation for their personal records. SSD destroys our copies of documentation and other disability-related information seven years after a student leaves the college.
- Documentation accepted by Pacific might not be accepted by other institutions, agencies, and/or programs (e.g., testing agencies, licensure exams, and certification programs). Please check with the specific organizations and/or programs to determine their documentation requirements.
For additional information, please contact SSD at (209) 946-3221 or ssd@pacific.edu.

It should be noted that exemption from the rules and standards of behavior and conduct of students of the University is not a reasonable accommodation and should not be expected. Students who, because of a qualifying disability, believe that they will not be able to meet those rules and standards are not then “qualified” students as defined in the Core University Policy.
Reasonable Accommodations

Reasonable accommodations are determined by SSD in collaboration with the student. Information the student provides on the past use and effectiveness of accommodations is important in helping us determine what may be reasonable for the student at Pacific. We will also take into account the current impact of the student's disability in an educational setting. Communication between the student and the SSD staff is key to ensuring that appropriate accommodations are in place.

We will make every effort to implement reasonable and effective accommodations. However, requests for accommodations that are not supported by appropriate documentation or that fundamentally alter the University’s programs or requirements may be denied. At any time, students may request that accommodation decisions be provided to them in writing.

Students can request changes to existing accommodations by meeting with SSD Staff to discuss their specific needs.

At the request of the student, SSD will send accommodation letters to their specified professors that list approved classroom accommodations. Students are responsible for initiating appointments with their professors to discuss how accommodations will best work in each course. It is preferable that students request their classroom accommodations at the beginning of the semester or within the first two class meetings of summer sessions.

The following list is an example of the types of reasonable accommodations and services that the University may provide, on a case-by-case basis, to assure equal access:

- Academic adjustments and curricular modifications
- Alternative Formatting of textbook and academic materials
- Assistive Technology
- Auxiliary Aids – Services for Deaf and HOH, Classroom Aids
- Class notes, readers, scribes, and library assistance
- Registration assistance and Physical Classroom Accommodations
- Test/Exam Accommodations including test proctoring

Please note the university does not provide or subsidize personal care devices or services such as ambulatory devices or assistance with bathing, dressing, laundry, etc. Referrals to external agencies, however, are available upon request.
Common Academic Accommodations

Alternative Formatting of textbooks and academic materials:
Students who have disabilities that affect their ability to read standard print materials may be eligible for alternate formats of text. To request and determine your eligibility for alternate format texts, please schedule an appointment with SSD Staff.

SSD offers a variety of alternate formats of text. These include, but are not limited to, the following formats:

- Audio
- E-text (PDF, .rtf, EPUB, or other forms of digital text)
- Large print
- Braille

Alternate formats may require the use of specialized hardware or software that may be provided by SSD. These may include, but are not limited to, DAISY players, MP3 players, and specialized computer software. If needed, our staff may be able to teach you how to use this equipment and software.

If you are requesting that Pacific provide textbooks in alternate format, please contact the SSD office so that a staff member can assist you with your request. A separate request must submitted for each item you need in alternate format.

Guidelines for Requesting Materials in Alternate Formats
- You must be enrolled in the course for which you are requesting alternate formats.
- Acquisition of alternate formats requires a joint effort on the part of the student and the SSD staff.
- You can obtain information on textbooks and other materials required for each course from the Pacific Bookstore website, by phone at (209) 460-3875, and/or from your professor.
- If you have your own Learning Ally and/or Talking Book Library accounts, you should order the audio formats you need in a timely manner to ensure that they arrive by the time you need them. In addition, many texts in audio format can be located, at no cost, through Librivox, Bookshare, and Lit2Go.
- If you prefer to acquire or purchase a digital copy of books on your own, a variety of services are available. Many digital texts can be located, at no cost, through Project Gutenberg, Online Books Page, and Bartleby.com.
- If you are requesting that SSD provide the alternate format, complete the Alternate Format Request Form. You must submit a separate form for each item you need in alternate format. SSD will acknowledge each request within one week of receipt of the form. At that time, we will let you know the status of your request via your Pacific email account.
- You may need to provide SSD with a copy of the course syllabus and/or the item that you are requesting in alternate format.
- If an alternate format version of a book is not available from outside vendors, we
may need to scan your book in order to provide you with the alternate format. If this is the case, we will need to remove the binding from your book, scan it, and have it rebound with a spiral binding.

- It is important that you allow sufficient time for SSD to acquire and/or produce alternate formats. The turn-around time to create alternate formats varies with the subject matter, length of the work, and the quality of the book or other materials being scanned. Students are asked to request alternate formats as early as possible, preferably 6 – 8 weeks prior to when the materials are needed. If students do not make a request in a timely manner, there may be delays in receiving the alternate format.

- When your alternate formats are ready for use, SSD will provide you with them based on your selected delivery option (e.g. student picks up CD, file emailed).

- Due to copyright laws, students are required to purchase, when applicable, books and/or other materials they request in an alternate format and may be asked to present proof of purchase to the SSD office.

- Alternate formats provided by SSD are solely for the student's educational purposes and, in accordance with copyright law, may not be copied, shared, or distributed. Failure to abide by this may constitute a violation of the Student Conduct and Standards and could result in disciplinary action.

- When applicable, students are required to return alternate format materials and equipment at the end of the term in which they are being used or when the materials are no longer needed for the student's educational purposes.

- Please inform SSD if you have dropped a course and/or will no longer need requested alternate formats.

- Contact SSD at any time if you need assistance in requesting alternate formats.
Assistive Technology

As an approved accommodation, some students may be permitted to use assistive technology (i.e. spell checkers, calculators, word processing, or any other technical tool), in order to provide equal access for participation in the academic environment. SSD Staff will determine what limitations, if any should be put into place to assure that unequal academic competition does not result.

SSD maintains information regarding the availability of assistive technology and the location of that technology on the Stockton, Sacramento, and San Francisco campuses. Please contact SSD for additional information or referrals when necessary.

We use a variety of assistive technologies to help our students study and learn more effectively.

Here’s a taste of what we offer:

Kurzweil 3000 - Firefly
Use this reading, writing, and learning software to augment your studies. If you like to listen to your assignments while reading them, whether they are Word documents or PDFs, Kurzweil could be a great option for you. To ease the writing process, Kurzweil also offers a number of helpful tools like an audible spell checker and customized word prediction.
Access to Kurzweil Firefly can be granted to students as an approved accommodation.

Dragon Naturally Speaking
How would you like to train a computer to type for you? Dragon Naturally Speaking is voice recognition software that lets you interact with a Mac or PC just by talking. It learns your voice and then responds to your commands like “send email” or “search the internet.” With Dragon, you can also speak your thoughts and ideas as they occur to you and they’ll appear on the screen in programs like Word or Excel—three times faster than typing.

Livescribe Smartpen
Think James Bond. This astonishing piece of technology looks like a pen, but does much more than write. Everything your professor or study partner says while you are taking notes gets recorded by the Smartpen. Anytime you need to review for a test or presentation, simply tap the pen on your notes and it will play the accompanying audio.
Students who are registered with Accessibility Resources and have been approved for note taking assistance can check out a pen from Accessibility Resources as long as supplies last.

Please contact SSD if you would like to schedule a tutorial on any of the above technologies. We’d be happy to help!
Class Notes
Having access to class notes is integral to the learning process. All students are encouraged to actively engage in class and taking notes is one of the many ways this occurs. However, some students with disabilities encounter barriers when taking handwritten notes in class. When this is the case, SSD collaborates with students to explore accommodation options.

Commonly used accommodations for note taking include:
- Use of a computer to take notes
- Audio recorded class sessions to supplement the student’s written notes (Students who record classes as an accommodation will be required to sign an audio recording agreement that states that the recordings will be used for the student’s own academic purposes and that the student will not share the recordings with others.)
- Peer note taking services, where the student with a disability supplements their own written notes with a copy of another student’s notes

Use of a Computer to Take Notes
If approved for this accommodation, students are allowed the use of a computer to take notes in class, even when the use of technology is not permitted in the class. Students should use computer, tablet, or other electronic device only for taking notes and should refrain from engaging in social media sites, texting, etc.

Audio-Recorded Lectures
As an approved accommodation, some students may be permitted to record class lectures and discussions. Students approved for such accommodation will sign an agreement that indicates the parameters of the use of audio recorded materials.

LiveScribe Pen
As an approved accommodation, some students may opt to use a LiveScribe Smart Pen to assist with taking quality notes.

Copies of Class Notes
1. Students requesting the copies of class notes should be registered with SSD and approved for such accommodation.

2. To request an accommodation for note-taking assistance, students should make the request by completing the Accommodations Request form each semester the service is needed.

3. It is the student’s responsibility to confirm that a peer in class who is willing to share their notes has been found. The professor will make an announcement in class during the first week of classes, or when the accommodation is approved, that a note taker is needed. Students may also identify their own note taker if they so choose. Once a note taker has been identified, the note taker will contact the SSD office to complete the paperwork. It is the student’s responsibility to contact the SSD office within a reasonable amount of time if a note taker has not been located.
5. The student should obtain the notes from the note taker at the end of each class period. SSD has carbonless notebooks available, or the student may elect to receive an email from the note taker if the notes are typed.

6. It is the student’s responsibility to speak with SSD immediately if there is a problem with the availability of notes or if the assigned note taker is not providing notes in a timely manner. If the student is missing class notes, it is the student’s responsibility to alert SSD of the specific dates that notes were missing.

7. SSD will provide carbonless notebooks as requested. Also, SSD will make its photocopier available to copy notes. Any other arrangements for the exchange of notes are between the student and the assigned peer note taker.

8. Students receiving notes should attend class regularly. Receiving copies of notes is not a substitution for the student’s attendance, and the notes may be withheld if the student with a disability fails to attend class.

9. A student who is unable to attend a class because of a disability-related illness or emergency for an extended time, must notify the professor. If the professor is not notified of the absence, note taking assistance may be interrupted or suspended.

10. Note taking assistance may be discontinued if any of the above policies or any combination of the above policies are violated or abused.

**Readers**

As an approved accommodation, some students may be provided the use of a reader who will orally read exams. Students who need readers for exams should follow the guidelines for signing up for test proctoring appointments. Otherwise, a reader is considered a personal service and the University is not required to provide one. Three business days advance notice is required for proctored exams that require the use of a reader.

The reader will not offer clarification or interpretation of test questions, but instead will read test questions verbatim as they appear on the exam. If clarification of a test item is a problem for the student while taking a proctored exam in the SSD office, the test proctor will attempt:

- To call the professor and allow the student to ask the professor the question directly.
- To leave a message if the professor is unavailable, providing the SSD telephone number, asking the professor to call back before the conclusion of the exam.
- To instruct the student to write a brief explanation of the how they (the student taking the exam) understood the question if the professor is not available so that the instructor will have better insight regarding the student’s response.
Scribes
The student requesting scribe service should have a documented temporary or permanent physical disability that warrants the use of the service.

Students are approved for the accommodation of having a scribe will be offered two options for taking exams:

1. To record their responses using an audio recorder

2. To have a scribe write down the answers exactly as dictated by the student taking the exam

The instructor will make the final decision regarding which option the student will be permitted to use during an exam. If a scribe is used, at the conclusion of the exam, the scribe will indicate, “Scribed by: (insert scribe’s full name).” Three business days advance notice is needed for those proctored exams that will require the use of a scribe.

Although disability law considers typing of papers a personal service, when the University’s voice input software is unavailable or the inaccuracy of the software program requires the assistance of the typist to make corrections, providing a scribe or a typist is a reasonable substitute.

Proofreading and editing services are not provided. If a student needs the assistance of a writing tutor or would like to review a draft, the student should contact SSD to initiate the process of obtaining additional writing support.

Library Assistance
If a student with a disability needs extensive assistance utilizing the library and its resources, SSD may be able to provide assistance with 48-72 hours advance notice.
Registration Assistance/Physical Classroom Accommodations

Priority Registration
Services for Students with Disabilities will determine whether a student should be granted priority registration. All students registering with SSD will be considered for priority registration based on disability-related criteria. If approved for priority registration, the student should follow the normal guidelines for advising and registration and register at the appropriate registration appointment time.

Registration Assistance
Students with disabilities who need assistance registering for classes because of their disability can contact SSD to schedule time for a staff member to assist them. Students should give SSD Staff three business days’ notice for registration assistance requests.

Classroom Relocation
In the event that a classroom is inaccessible to an individual with a disability, the class may be relocated to an accessible space. If a student encounters a physical barrier related to the location of their classroom, they should contact SSD Staff for assistance.

Classroom Furniture
1. Students requesting accommodation through the use of accessible classroom furniture should be registered with Services for Students with Disabilities and provide documentation from their physician.

2. Documentation should specify both the medical condition or disability requiring furniture, and the way in which the furniture accommodates their need(s). Eligibility for this service is determined on a case-by-case basis.

3. Students should notify the SSD Director of the need for specific furniture in advance of the start of the semester (preferably two weeks or more) to evaluate the request and provide the accommodation.

4. SSD will arrange to obtain the furniture and move it to the appropriate location, if necessary, in a timely manner.

5. SSD will inform faculty regarding the placement of the specific furniture in the classroom and priority use by the student with the disability during class/lab hours.

6. Due to University purchasing procedures, furniture is ordered through specific vendors; this may cause a delay in the receipt of the item. When placing orders, SSD will work diligently with the purchasing office to help ensure prompt delivery.

7. Students must bring their own cushions or orthopedic supports as needed to use in a chair (the University is not responsible for items lost or stolen if they are left unattended in the classroom).
8. Accessible furniture provided by SSD is not prescriptive in nature and should be considered only as a means to improve classroom access.
Testing/Exam Accommodations

Students with documented disabilities may be eligible for reasonable and appropriate testing accommodations at Pacific. Accommodations that may be provided to students include, but are not limited to, extended time, a distraction-reduced test setting, and use of a computer with word processing. Students should initially request testing accommodations through SSD. Our staff collaborates with students to determine if alternative testing is a reasonable accommodation.

If testing accommodations are approved, the student’s professors will be sent an accommodation letter detailing the approved testing accommodations. When the student meets with the professor to discuss their accommodations, the student and professor should decide whether the professor will provide the accommodations, or whether the student will use SSD’s Test Proctoring Center.

If it is decided that the student will use SSD’s Test Proctoring Center, the following guidelines should be adhered to:

- Test Proctoring Services are available Monday through Friday from 8:30am to 5:00pm except on holidays and non-instructional days. Special arrangements may be available outside of the normal business hours with adequate notice.
- For exams that will be proctored in the Office of Services for Students with Disabilities (SSD), students should schedule an appointment with the SSD office in-person at the SSD Office. **Three (3) or more business days advance notice is required.**
- Students should complete the student section of the Test Protecting Form, sign it, and give it to their professor at least 3 or more business days prior to the date the exam is to be administered.
- **Three (3) or more business days advance notice** assures smooth delivery of accommodations and permits the SSD office to plan and use its resources more efficiently.
- Exams can be proctored for students who have an active approved testing accommodation
- Please be certain that your professor has received the Test Proctoring Envelope on-time, that they complete the required section of the Test Proctoring Form and make arrangements for exam delivery to the SSD office.
- Your professor must indicate what aids or tools, if any, you will be permitted to use during the exam (i.e. calculator, formula sheets, etc.). We will only permit those accommodations that the professor has indicated on the form – no exceptions can be made at the time of administering the test.
- If the SSD office must convert the exam into an alternative format (i.e. audio-tape, large-print, etc.), we need to receive a copy of the exam **3 or more business days** prior to the scheduled exam. Likewise if a reader or scribe needs to be identified, notice of **3 or more business days** will better facilitate this process.

For security purposes all proctored test sessions are video recorded.
Auxiliary Aids

Classroom Aids
Classroom aids may be provided for students who have physical disabilities that necessitate such need (e.g. students who are blind, students with mobility impairments that limit their ability to fully participate in class).

Deaf/HOH Services
Students who are deaf or hard of hearing may be provided interpreting services, CART services, or the use of assistive technology in order to ensure their ability to fully participate in class.
Other Types of Academic Accommodations

Additional Time/Extended Deadlines for Assignments Policy
Assignments are given in class for a variety of reasons, ranging from providing practice for new learning, to assuring understanding of information introduced through class, to demonstrating the opportunity to apply new learning. Often, the due dates established for assignments are not arbitrary; they are necessary in order for the purpose of the assignment to be fulfilled as a precursor to further learning.

All students, with and without disabilities, may fall behind in their work and may occasionally have need to approach a faculty member for permission to hand in a given assignment after the stated deadline. When such unusual circumstances arise, we leave it to the student and faculty member to discuss options and, hopefully, come to a mutually agreeable conclusion. Asking for extension of deadlines as an ongoing and pre-arranged accommodation in response to a disability is a very different matter and is often not a viable solution for students who are struggling to keep up with their class load and fulfill the expectations set out for all students.

If it is determined that the request is justified by the episodic and unpredictable nature of the student's disability (and thus there is difficulty in predicting the impact on time and concentration), then faculty from each class in which the student is enrolled for that semester will be contacted by the Office of Services for Students with Disabilities to request information about assignments and deadlines typically in place for that class. In these limited instances, requests for the accommodation of extended deadlines will be evaluated carefully, with due consideration given to the following information to be offered by faculty:

a. Do assignments regularly build on one another? Is it necessary to complete one assignment in order to be able to begin on the next, or are the assignments relatively discreet in nature (e.g. assignments in a math class are often sequential in nature and application; assignments in an English class are more likely to be independent of one another).

b. Is class discussion of completed assignments a significant component of the classroom interaction?

c. Do completed assignments become part of the curriculum of the class (e.g. the presentation of speeches in a speech class, or small group critiques of student work during class time)?

d. When assignments are given to be completed by the next class session, how much time do you estimate the typical student spends completing those assignments?

e. Are long-term assignment deadlines indicated on the class syllabus?
If it is determined that it is not possible to consider extended deadlines for a given course, the student will be so informed and will be given the opportunity to discuss other accommodation options. If the accommodation is deemed appropriate, both the student and the faculty member will be provided with a letter explaining both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation.
**Attendance Accommodations**

Recognizing that some faculty have established strictly enforced policies regarding the number of absences that will be allowed before a student faces sanctions, and in rare instances some students with disabilities have medically-related conditions of an episodic nature or other established reasons that their disability may make it difficult for them to fulfill the typical attendance requirements; the Office of Services for Students with Disabilities (SSD) has established the following procedure for considering/granting requests for leniency in such classroom attendance policies:

1) Students with disabilities must request consideration of this accommodation from SSD at the beginning of each semester in which the accommodation is requested; the determination of the curricular impact and appropriateness of such request will be considered for each class individually. Documentation must be provided that indicates both why the student may need to miss classes and to what extent. While it is understood that the student cannot always predict accurately the number or percent of absences anticipated, the student is asked to provide some indication of the scope of the request.

2) SSD will evaluate the request and the documentation provided to determine whether the student has provided justifiable disability-based reasons for requesting consideration in attendance requirements. Documentation will be held at SSD and will be considered confidential. If it is determined that the reasons provided do not constitute a need for accommodation in this regard, the student will be notified of this decision.

3) If it is determined that the request is justified by the impact of the student's disability, then faculty from each class in which the student is enrolled for that semester will be contacted by SSD to request information on any established attendance policies for the class and the importance of attendance/participation to the curricular integrity and learning process. Class attendance for traditionally offered classes is considered a significant aspect of participatory learning. All requests for extension or leniency in attendance requirements will be evaluated carefully, with due consideration given to the following information to be offered by faculty:

   a. Is there regular classroom interaction between the instructor and students and among the students themselves?

   b. Do student contributions in class constitute a significant component of the learning process?

   c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?

   d. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?

   e. What does the course description and syllabus say regarding attendance?
f. What is the method by which the final course grade is calculated?

4a. If it is determined that it is not possible to consider leniency regarding attendance policies for a given course, the student will be so informed and given the opportunity to discuss other accommodation options.

4b. If the accommodation is deemed appropriate, both the student and the faculty member will be provided with a letter explaining both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation:

Specifically,

a) Students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, informing the faculty member as to when the student will return to class. If the student is unable to reach the faculty member directly, the student or someone acting on his/her behalf may contact SSD. Information will then be relayed to the faculty member through SSD.

b) This accommodation potentially provides relief from requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences; *neither extension of deadlines for assignments due, nor arrangements for making up tests and exams missed during such absence are included in this assigned accommodation and must be negotiated individually with faculty as need arises.*

c) If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member will contact SSD. After consulting with the faculty member, SSD staff will contact the student to review available options.
Other Types of Accommodations

Housing Accommodation Requests Based on Medical, Psychological or Disability Related Needs

The learning environment that occurs in residential living are central to the Pacific experience, particularly for freshmen and sophomore students who are required to live in our residence halls. It should be noted that living within the community and learning to share space and be considerate of others is part of that learning experience. Requests for single rooms (as an accommodation) based solely on a desire to have a "quiet, undisturbed place to study" will be granted only in unusual circumstances. By virtue of the shared facilities, resources, and number of people living under one roof, it is not logical to assume that having a private room would provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard double room. Students who make requests for single rooms solely for these reasons may be given priority on the rooming list in terms of attaining a single room assignment (regardless of seniority) but will be held responsible for paying the differential between single/double room fees. We evaluate requests for exceptions carefully. To aid this process, requests should include:

1. Documentation of the condition or need that is the basis of the request;
2. A clear description of the desired housing configuration;
3. An explanation of how the request relates to the impact of the condition;
4. An indication of the level of need for the recommended configuration (and the consequences of not receiving);
5. Possible alternatives if the recommended configuration is not possible.

To evaluate requests based on medical, psychological, or disability related conditions accurately and equitably, University of the Pacific will need documentation. Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition to the request.

Documentation supporting a request will be reviewed by the Office of Services for Students with Disabilities and all documentation will be held by such office. All information is considered confidential.

Evaluation of Housing Requests Based on Medical, Psychological, or Disability Related Needs

Housing assignments and the residential learning environment are integral parts of Pacific's programs, particularly for freshmen. We evaluate all requests for need-based housing assignments carefully. Below is a summary of the factors considered when evaluating housing request:
SEVERITY OF THE CONDITION
1. Is impact of the condition life threatening if the request is not met?
2. Is there a negative health impact that may be permanent if the request is not met?
3. Is the request an integral component of a treatment plan for the condition in question?
4. What is the likely impact on academic performance if the request is not met?
5. What is the likely impact on social development if the request is not met?
6. What is the likely impact on the student's level of comfort if the request is not met?

TIMING OF THE REQUEST
1. Was the request made with initial housing request?
2. Was the request made before the deadline for housing requests for the semester in question?
3. Was the request made as soon as possible after identifying the need? (Based on date of diagnosis, receipt of housing assignment, change in status, etc.)

FEASIBILITY & AVAILABILITY
1. Is space available that meets the student’s needs?
2. Can space be adapted to provide the requested configuration without creating a safety hazard (electrical load, emergency egress, etc.)?
3. Are there other effective methods or housing configurations that would achieve similar benefits as the requested configuration?
4. How does meeting this request impact housing commitments to other students?
Emotional Support Animal Policy – Housing and Residential Life
This policy applies to residents residing in University Housing

University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified students who seek to or reside in University Housing. The University has implemented the following policy to provide accommodation in housing for students who require the use of an Emotional Support Animal.

An Emotional Support Animal is defined as an animal that is recommended by a healthcare or psychological health professional to provide emotional support to persons with disabilities who have a disability-related need for such support.

A student who resides in University Housing may be eligible to have an Emotional Support Animal reside with them. University of the Pacific has a three-step interactive process for requesting such housing accommodation:

1. Residential student contacts the Office of Services for Students with Disabilities (SSD) to identify that they are an individual with a disability
2. Residential student meets with appropriate staff at SSD to discuss the need for an Emotional Support Animal
3. Residential student provides requested documentation to SSD and Housing Administration

Guidelines and Agreement Form

Resident’s Responsibilities

1. Care and supervision of the emotional support animal (ESA) are the sole responsibility of the resident. The resident is responsible for ensuring that an approved ESA does not unduly interfere with the routine activities of the residence or its residents who reside there.

2. The resident is solely responsible for actions of their approved ESA including injury to others and/or property damage. The resident’s responsibility covers but is not limited to replacement of furniture, carpet, window, wall covering, and the like. The owner is expected to pay for such costs at the time of repair and/or vacating from the property.

3. The resident is responsible for any expenses incurred for cleaning above and beyond a standard cleaning and/or for repairs to University premises that are assessed after the resident and animal vacate the residence. The University reserves the right to bill the resident’s student account for such unpaid expenses.

4. The resident must notify Housing in writing if the approved ESA is no longer needed as an approved ESA or if the animal no longer resides with the resident. If the resident desires to replace an existing ESA, the resident must request such accommodation through the Office of Services for Students with Disabilities.
5. All roommates and/or suitemates of the resident must sign an agreement allowing the approved ESA to reside with them. In the event that one or more roommates/suitemates have a reasonable objection to residing with the approved ESA, either the resident who requires the ESA or the roommate(s)/suitemate(s) who object to living with the approved ESA may be moved to a different location as determined appropriate by Housing Administration.

6. The resident is required to maintain proper control over the approved ESA at all times. It is generally not appropriate to have an approved ESA in the public areas of the residence hall, except when transported in an animal carrier or controlled by a leash or harness. Furthermore, an approved ESA should be crated or caged when the resident is not present to allow access to maintenance or other appropriate staff of agents of the University to enter the room/residence if necessary.

7. An approved ESA may not be left unattended by the resident overnight in University Housing. No other resident may care for the approved ESA except for the resident whom such animal is approved for. An ESA must be taken with the resident if such resident leaves campus overnight.

8. The resident agrees to abide by all other Tigerlore or University policies.

9. Any violation of the above guidelines may result in the immediate removal of the approved ESA from University Housing. Furthermore, such violations may be reviewed by the University’s Student Conduct and Community Standards Office in which the resident will be afforded all rights of due process and appeal as outlined in such process.

10. Should the approved ESA be removed from the University premises for any reason, the resident is to fulfill their housing obligation for the remainder of the housing contract.

**Licensure/Health Certification**

1. The University reserves the right to request proof of licensure of ESAs as applicable by locality. In the city of Stockton, both dogs and cats require licensure that should be worn on the animal’s collar.

2. Vaccinations must be current in accordance with local ordinances and regulations.

3. Approved ESAs should have an annual health certification as deemed appropriate by Housing.

**Waste Removal/Disposal**
1. The resident is responsible for ensuring the cleanup of the ESA’s waste. Indoor animal waste including but not limited to cat litter must be placed in a sturdy plastic bag and securely tied before being disposed of. There should be a barrier such as a mat between litter boxes and carpeted surfaces.

**Other**

1. The University may place other reasonable conditions or restrictions on the ESA depending on the nature and characteristics of the animal.
2. The University may exclude/remove the ESA when the following occur:
   a. The ESA poses a direct threat to the health or safety of others
   b. The ESA’s presence results in a fundamental alteration of the University’s program
   c. The resident does not comply with their responsibilities in University Housing
   d. The ESA or its presence creates an unmanageable disturbance or interference with the Pacific Community
3. An approved ESA is approved to reside in University Housing. If a resident wants approval to take their ESA to other University spaces such as class, the resident should contact the Office of Services for Students with Disabilities to request such accommodation.
4. The resident voluntarily assumes full responsibility for any risks of loss, property damage, or personal injury, including death, that may be sustained, or any loss or damage to property as a result of the approved ESA. The resident further hereby agrees to defend, indemnify, save and hold harmless University of the Pacific, its regents, officers, agents, or employees and each of them from any loss, liability, damages, or costs that may incur as a result of the approved ESA.
Service Animal Policy (draft)

University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified individuals who seek to or do participate in employment, in access to facilities, student programs, activities and services. The University has implemented the following service animal policy to provide access to all students who require the use of a service animal.

A service animal is defined as a dog that is individually trained to do work or perform tasks for individuals with disabilities. In some instances, a miniature horse may be considered a service animal.

Under ADA, State and local governments, businesses, and non-profit organizations that serve the public generally must allow service animals to accompany individuals with disabilities in all areas of the facility where the public is normally allowed to go. Under ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work, or the individual’s disability prevents using these devices.

For additional information regarding service animals please visit:
http://www.ada.gov/service_animals_2010.htm

Service animals are permitted to accompany an individual with a disability in nearly all locations on campus.

When it is not obvious what service an animal provides, only limited inquiries are allowed. Faculty and/or Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform.

It is inappropriate to ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

If you are still unsure whether an animal is a service animal or not, or if you do not feel comfortable with asking the questions above, please feel free to contact SSD Staff and we would be happy to assist you.

Note: Disruptive and aggressive dogs may be asked to leave University facilities. If the improper behavior happens repeatedly, the individual with a disability may be told not to bring the animal into any facility until the individual with a disability takes significant
steps to mitigate the animal's behavior. This mitigation may include muzzling a barking dog, or refresher training for the animal and the individual with a disability.

If there is ever a concern regarding the behavior of a service dog, please feel free to contact SSD Staff.

A student who resides in University Housing has the right to live in University Housing with their service animal. Such student is responsible for:
   1. Notifying Housing that they have a service animal
   2. Adhering to established measures in the Housing Acknowledgement

   **Service Animal Acknowledgment – Students Residing in University Housing**

   **Resident’s Responsibilities**

   Care and supervision of the Service Animal (SA) are the sole responsibility of the resident. The resident is responsible for ensuring that the SA does not unduly interfere with the routine activities of the residence or its residents who reside there.

   The resident is solely responsible for actions of their SA including injury to others and/or property damage. The resident’s responsibility covers but is not limited to replacement of furniture, carpet, window, wall covering, and the like. The owner is expected to pay for such costs at the time of repair and/or vacating from the property.

   The resident is responsible for any expenses incurred for cleaning above and beyond a standard cleaning and/or for repairs to University premises that are assessed after the resident and animal vacate the residence. The University reserves the right to bill the resident's student account for such unpaid expenses.

   The resident is required to maintain proper control over the SA at all times.

   A SA may not be left by the resident overnight in University Housing. No other resident may care for the SA except for the resident for whom the SA provides service. A SA must be taken with the resident if such resident leaves campus overnight.

   The resident agrees to abide by all other Tiger Lore or University policies.

   Any violation of the above guidelines may result in the immediate removal of the SA from University Housing. Furthermore, such violations may be reviewed by the University’s Student Conduct and Community Standards Office in which the resident will be afforded all rights of due process and appeal as outlined in such process.

   Should the SA be removed from the University premises for any reason, the resident is to fulfill their housing obligation for the remainder of the housing contract.
**Licensure/Health Certification**  
The University reserves the right to request proof of licensure of SAs as applicable by locality.

Vaccinations must be current in accordance with local ordinances and regulations. Dogs must have and maintain current vaccination against rabies and must wear a rabies vaccination tag.

**Waste Removal/Disposal**  
The resident is responsible for ensuring the cleanup of the SA’s waste. Indoor animal waste must be placed in a sturdy plastic bag and securely tied before being disposed of.

**Other**  
The University may place other reasonable conditions or restrictions on the SA depending on the nature and characteristics of the animal.

The University may exclude/remove the SA when the following occur:

- The SA poses a direct threat to the health or safety of others
- The SA's presence results in a fundamental alteration of the University’s program
- The resident does not comply with their responsibilities in University Housing
- The SA or its presence creates an unmanageable disturbance or interference with the Pacific Community

The resident voluntarily assumes full responsibility for any risks of loss, property damage or personal injury. Including death, that may be sustained, or any loss or damage to property as a result of the SA. The resident further hereby agrees to defend, indemnify and save and hold harmless University of the Pacific, its regents, officers, agents, or employees and each of them from any loss, liability, damage or costs that may incur as a result of the SA.

- Dogs should be vaccinated and licensed in accordance with applicable state, county, city and/or local regulations.
- Dogs should be in good health as determined by a licensed veterinarian.
- The individual with a disability is responsible for ensuring the proper disposal of animal waste.

Disruptive and aggressive dogs may be asked to leave University facilities. If the improper behavior happens repeatedly, the individual with a disability may be told not to bring the animal into any facility until the individual with a disability takes significant steps to mitigate the animal's behavior. This mitigation may include muzzling a barking dog or refresher training for the animal and the individual with a disability.
Student Rights and Responsibilities

Student Rights:
- To not be denied access to all University programs, services, and events due to having a disability, in compliance with the Core University policy.
- To receive reasonable accommodations that provide equal access, in compliance with the Core University policy.
- To receive assistance from SSD Staff.
- To not be discriminated against due to a disability or receive any retaliatory discrimination.

Student Responsibilities:
- To identify themselves to the Office of Services for Students with Disabilities.
- To provide appropriate documentation of disability.
- To ensure that faculty receive an Accommodation Request Letter as requested by the student (preferably within the first two weeks of the Fall and Spring semesters; within the first two class meetings during the summer semesters).
- To provide both the instructor and SSD with Disabilities three business days advance notice when they will be utilizing test proctoring services at SSD.
- To provide for his/her own personal care needs.
- To assume personal responsibility for meeting with faculty, requesting tutorial assistance, and adhering to all other University policies and standards.

Responsibilities of the Office of Services for Students with Disabilities

Summary of Responsibilities
- To work to ensure that students with disabilities have full and equal access to all University programs and services.
- To reduce or eliminate physical, academic and attitudinal barriers.
- To facilitate provisions of reasonable accommodations.
- To assist the student in developing increased self-advocacy skills.
- To assist the student in problem solving by guiding the student to resources both on- and off-campus.
- To serve as a liaison with faculty, staff and other University departments when a disability-related concern arises.
- To treat all disability related information as private and sensitive and only share information on a need-to-know basis.
Confidentiality of Student Records

Confidentiality of Information
The Office of Services for Students with Disabilities (SSD) is committed to ensuring that all information and communication pertaining to a student’s disability is maintained as confidential as required or permitted by law.

The following guidelines about the treatment of such information have been adopted by SSD and will be shared with students. These guidelines incorporate relevant state and federal regulations:

1. No one will have immediate access to student files at SSD except appropriate SSD Staff. Any information regarding a disability is considered confidential and will be shared only with others within the university who have a legitimate educational interest.

2. This information is protected by the Family Educational Rights and Privacy Act (FERPA).

3. Sensitive information in SSD student files will not be released except in accordance with federal and state laws.

4. A student’s file may be released pursuant to a court order or subpoena.

5. If a student wishes to have information about their disability shared with others outside the University, the student must provide written authorization to SSD to release the information. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released. The student should also understand that there may be occasions when the Director, Coordinator, or designated Staff will share information regarding a student’s disability at their discretion if circumstances necessitate the sharing of information and it has been determined that there is an appropriate legitimate educational interest involved.

6. A student has the right to review their own OSSD file with reasonable notification.

Disposal of Student Records
When it has been seven or more years since a student has either attended the University or received accommodations as a student with a disability, the University may destroy any disability-related documentation that it has in its possession without providing further notice, absent existence of a dispute, legal issue or inquiry from a governmental entity. Pacific will not be responsible for the replacement cost of any medical or disability-related documentation destroyed pursuant to this policy, or for any new documentation that may be required in order for a student to re-apply for accommodations. For this reason, students are encouraged to retain copies of their own medical records and
disability-related records, and not to depend on the University maintaining such records.

Students who would like to have their disability-related records and medical documentation returned to them may contact the Director of Services for Students with Disabilities and make arrangements to pick up their records prior to destruction of such records.

The student must provide SSD with a signed release including a complete and updated address to have records mailed. If a student designates a third-party to pick up records, a letter giving the Office of Services for Students with Disabilities permission to release the records, which is signed by the student of record, must be received before records will be released to a third-party.

SSD emphasizes that the only documents that are subject to destruction under this policy are disability-related records maintained by the Office of Services for Students with Disabilities. Other records such as those associated with a student’s academic, student discipline, or financial history at the University of the Pacific will not be affected by this policy. Students who have any questions about this policy or their disability-related records should contact the Director of Services for Students with Disabilities.
**Academic Dishonesty**

SSD will adhere to the University’s Honor Code as outlined in the most current edition of *Tiger Lore* found at [http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html](http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html)

All members of the University community are entrusted with the responsibility of observing high ethical conduct. Essential to the fundamental purposes of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the community. The code fosters and advances an environment of ethical conduct in the community of the University, the foundation of which includes the pursuit of academic honesty and personal integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic and individual excellence. Members of the University community, including students, faculty, staff, administration and trustees, must not commit any intentional misrepresentation or deception in academic, professional, or community matters. The code expects community members to treat others with civility, respect, and dignity.

The Honor Code expects students to: 1) Act honestly in all matters. 2) Actively encourage academic integrity and discourage any form of cheating or dishonesty by others. 3) Inform the instructor and appropriate University administrator if there is reasonable and good faith belief and substantial evidence that a violation of the Honor Code include: Cheating, Plagiarism, Lying, Stealing, Violating University Policies and/or Violating Local, State or Federal Laws. (Please refer to the current edition of *Tiger Lore* for further definitions of each of these examples.)

In addition, when proctoring tests, the SSD considers the following to be academic dishonesty:

- Leaving the testing area without permission to consult your notes or textbooks.
- Attempting to conceal unauthorized notes or other materials and bring them into the testing area.
- Using or consulting, during an examination, any sources or materials not authorized by the instructor.
- Purposely allowing another student to copy from your paper during a test.
- Removing tests from the testing area without the approval of the instructor and/or SSD.
- Forging signatures or information on the SSD test proctoring form.

**Consequence of Academic Dishonesty during test proctoring in the SSD:**

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Should a student be caught cheating or attempting to cheat while being proctored in the SSD, the following will apply:

1. The exam will be immediately stopped and any sources or materials will be
removed.
2. The professor will be notified immediately via phone, and a follow-up letter
detailing the incident with attached materials will be forwarded to the instructor.

In addition to adhering to the University’s Honor Code during SSD test proctoring,
students are also expected to comply with the Honor code when:

• providing documentation or any other information to the SSD office
• completing any all SSD forms
• interacting with their instructors regarding information related to disabilities and
accommodation needs
Grievance Procedure
University of the Pacific’s Grievance Procedure for Student Disability Accommodation
Issues and Alleged Discrimination Based on Disability

University of the Pacific has established the following procedure to resolve promptly
disagreements of students with decisions related to requests for accommodations and
grievance asserting discrimination based on disability:

Step 1
For all education levels and majors except Mc George Law School students and
Dugoni Dentistry School students:

Present a letter of complaint to the Director, Office of Services for Students with
Disabilities Voice: (209) 946-3221 Main Campus, Stockton. The letter must state in
detail the issues with which the student is dissatisfied, the pertinent facts and attach
the important documents. A copy will be furnished to the University’s ADA
Compliance Officer, Office of Human Resources (ph. 209.946.2114). The ADA
Compliance Officer will provide a letter of determination of the complaint within
fifteen (15) working days.

Students of Dugoni School of Dentistry and Mc George Law School should consult
their school’s specific disability services policy manual for instructions on filing a
grievance.

Step 2: If the student is dissatisfied with the determination at step 1, the student may
within 15 working days appeal to the Director of Human Resources by transmitting a
letter of appeal, explaining the basis for disagreeing with the determination at step 1.
The Director of Human Resources will evaluate the appeal and issue a letter of
determination of the appeal as soon as possible, which shall constitute a final
resolution within the University.

Thereafter, if the student wishes to file a complaint with the Department of
Education, Office of Civil Rights (“OCR”), the student may do so by contacting OCR
in San Francisco at:

• Office for Civil Rights - Region IX
  U.S. Department of Education, 50 Beale Street, Suite 7200
  San Francisco, CA 94105-1813
  Telephone: (415) 486-5555
  Facsimile: (415) 486-5570
  E-mail: OCRcomplaint@hhs.gov
OFFICE OF CIVIL RIGHTS’ GRIEVANCE PROCEDURE

How to file a discrimination complaint with the Office for Civil Rights:

The Office for Civil Rights (OCR) enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the Department of Education (ED). Discrimination on the bases of race, color and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (Title II prohibits discrimination on the basis of disability by public entities, whether or not they receive federal financial assistance); and age discrimination is prohibited by the Age Discrimination Act of 1975.

These civil rights laws extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries and museums that receive federal financial assistance from ED. Programs or activities that receive ED funds must provide aids, benefits or services in a nondiscriminatory manner. Such aids, benefits or services may include, but are not limited to, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment.

OCR also enforces the Boy Scouts of America Equal Access Act, part of the Elementary and Secondary Education Act. Under this act, OCR can investigate complaints involving the denial of equal access or a fair opportunity to meet to, or discrimination against, any group officially affiliated with the Boy Scouts or affiliated with any other youth group listed in Title 36 of the United States Code, by a public elementary school, a public secondary school, or a state or local education agency that receives funds from ED.

Who Can File a Discrimination Complaint

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability or age, or who believes that a public elementary or secondary school, or state or local education agency has violated the Boy Scouts of America Equal Access Act, may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

Timeliness

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause shown under certain circumstances.

Institutional Grievance Procedures
Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution’s grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process.

How to File an Online Complaint

Complainants wishing to file a complaint may do so by:

Mail or Facsimile: Complainants may mail or send by facsimile a letter or use the OCR’s Discrimination Complaint Form available from one of OCR’s enforcement offices:

California
Office for Civil Rights,
San Francisco Office
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
Telephone: (415) 486-5555
Facsimile: (415) 486-5570

In your correspondence, please include:

- The complainant’s name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
- Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
- The name and location of the institution that committed the alleged discriminatory act(s); and
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination (race, color, national origin, sex, disability, age or the Boy Scouts of America Equal Access Act).

E-mail: Complainants may file a complaint, using the following e-mail address:ocr@ed.gov. Use the same procedures as above.

Online: Complainants may file a complaint with OCR using OCR’s electronic complaint form at the following website:http://www.ed.gov/about/offices/list/ocr/complaintintro.html.

For those without current e-mail accounts, Internet access may be freely available from your local public library, and free e-mail accounts are available from several large providers.

Note: A recipient of federal financial assistance may not retaliate against any person who has made a complaint, testified, assisted or participated in any manner in an investigation or proceeding under the laws listed on the first page of this brochure. If you believe that you have been retaliated against for any of these reasons, you may file a complaint with OCR.
Other Support Services

Tutor Services
Although tutor services are considered a personal service and not mandated by law, the University believes that this is a valuable resource that facilitates student success. Free tutoring is available to all University of the Pacific students in most courses, as tutors are available, and as resources permit through the Tutorial Center in the General Academic Tutoring Center. Please visit the General Academic Tutoring Center at http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/General-Academic-Tutoring.html.

Please note: Students are allowed to make accommodation requests with regard to the delivery of tutorial services and requests will be reviewed on a case-by-case basis.

Personal Care Services/Attendants
The University does not provide or subsidize:

- Ambulatory devices (i.e. wheelchairs, walkers, etc.)
- Individually prescribed devices (i.e. prescriptive or ergonomic chairs, orthopedic back supports, etc.)
- Readers for personal use or study
- Personal care services such as assistance with bathing, dressing, laundry, using the restroom, administering medication, assisting with medical equipment or devices, etc.

SSD may be able to provide referrals to organizations that can address the needs above.

If a student has need for the use of a personal care assistant while in class, an additional memorandum of understanding will need to be signed by the personal care assistant that details appropriate classroom protocol.