ARKANSAS STATE UNIVERSITY
HANDBOOK FOR
STUDENTS WITH DISABILITIES

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Revised May 2010
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Introduction

The purpose of this handbook is to present accurate and timely information relative to Arkansas State University services for students with disabilities. This handbook organizes the information available into a practical, easy-to-read reference guide. The aim of the handbook and the Office of Disability Services (DS) is to ensure that students with disabilities have ready access to ASU-support programs and activities.

ASU prides itself in providing both opportunity and challenge to all students. The University is active in shaping attitudes and the physical environment to encourage participation of students with disabilities in the various aspects of university life. The keys to success for all students include the following:

- academic ability and preparation;
- willingness to invest adequate study time;
- desire and motivation to function in an atmosphere that requires adaptations and change;
- awareness of personal strengths and limitations, and an openness to discuss them with the proper persons;
- initiative and preparation to seek the considerations needed to achieve academic and personal success;
- willingness to utilize all available services, resources, and opportunities appropriate to their academic needs.

Academic and Support Services at ASU

The Disability Services staff provides and coordinates a variety of support services to assist students with disabilities. Disability Services makes arrangements for academic and support services in order to provide access to educational programs for students with disabilities.

Dr. Jenifer Rice-Mason is the ASU Disability Services Director and the University's compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In this capacity, Dr. Rice-Mason arranges for academic adjustments and auxiliary aids to be provided for qualified students and coordinates workplace accommodations. Students with one or more disabilities must be registered with Disability Services and provide appropriate documentation to verify the disability. DS is located in the Student Union Room 2181. This is in the same hallway as the ASU Bookstore. The telephone number is 870-972-3964. The TDD is 870-972-3458.
Compliance Responsibilities Regarding Students With Disabilities

Arkansas State University is committed to offering all current students and students desiring admission to the university the rights and protections afforded them by Federal and State laws.

ASU ensures that the following laws and regulations will be carried out as they pertain to those constituencies in the area of discrimination on the basis of disability. (Further explanation of these laws appear below)

- **Title IX of the Education Amendments of 1972** (Title IX)
- **Age Discrimination Act of 1975** (Age Act)

All current students and students desiring admission to the university who need further explanation or who believe they have been discriminated against under these laws should contact:

Dr. Jenifer Rice-Mason
Director of ASU Disability Services
Reng Student Services Center, room 2181
P.O. Box 360
State University, AR 72467
Phone: 870-972-3964
Fax : 870-972-3351

*Dr. Rice-Mason directs the university’s efforts in the area of compliance in these areas.*

**Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. It forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services.

Section 504 protects qualified individuals with disabilities who are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. Major life activities include caring for one’s self, walking seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices are AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease and mental illness.

People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered.

In addition to meeting the above definition, for purposes of receiving services, education or training, qualified individuals with disabilities are persons who meet normal and essential eligibility requirements.

For a full explanation of Section 504 please visit the website [http://www.hhs.gov/ocr/civilrights/resources/factsheets/504ada.pdf](http://www.hhs.gov/ocr/civilrights/resources/factsheets/504ada.pdf).
Registering with Disability Services

Procedures for Prospective Students With a Disability

The Office of Disability Services suggests that students who plan to attend ASU should follow the procedures outlined below:

1. In order to assess the services most beneficial to individual needs, a visit to the campus and to Disability Services, Student Union Building, Room 2181, must be arranged prior to enrollment

   - **Specialized orientation to campus facilities.** A pre-admission visit to the campus provides the best method of determining the degree of accessibility and modification needed to enhance access on campus. An overnight stay in Jonesboro and a view of the campus will allow ample opportunity for students to tour residence halls, academic and non-academic facilities, grounds, and view fixtures and curb cuts which are required for access for students. For example, this is a good time for students to locate, identify, and travel access routes extending from the residence hall(s) to the center of campus to determine whether the facilities and grounds are adequate in allowing campus access. Students with a visual disability should consider similar steps to determine any special situations including academic labs which may require modification. Students currently enrolled at ASU should take advantage of this service at the beginning of each semester to familiarize themselves with any new problems that may arise.

2. In order to ensure admission for the desired semester, early application and completion of all admissions requirements is recommended.

   - **Pre-admission and pre-enrollment.** This service assists students by providing information about the admission and enrollment process, architectural structures, and support services available on campus. As required, options may be extended regarding enrollment, admissions and re-admissions, modification of schedules, administrative withdrawal from academic courses, and priority registration with the appropriate approval from the academic unit.

The pre-admission process assists students in the review and appraisal of one’s preparation for college and in the identification of appropriate services and academic adjustments needed at ASU. Opportunities are provided for students to discuss and request reasonable and required accommodations geared to enhance access and educational opportunities at ASU. **Please note: If students have special accommodation needs, these should be brought to the attention of the DS Director during this pre-enrollment period.**

After admission to the university, and after one has an established a disability which meets the prescribed disability criteria, the student should schedule an appointment with the appropriate campus staff and/or faculty members who will approve and help provide the academic adjustments as required. Faculty members will provide information and answers to questions relevant to program accessibility.
3. In order to complete the registration process and to provide verification of a disability, documentation must be presented to Disability Services. DS requires documentation from students with disabilities that provide a diagnosis, psycho-educational information, a medical assessment, or a hearing evaluation with information dictating student’s abilities, strengths, and functional limitations. The documentation and assessment provides information germane to academic and non-academic adjustments chosen to facilitate access. Accommodations are based on the student’s type of disability, his/her functional limitations, and the academic abilities of the student. Examples of appropriate documentation are listed below:

**Hearing, visually and physically impaired students:** A diagnostic evaluation report and recommendations from a physician or other appropriate professional.

**Students with learning disabilities:** Documentation for students with learning disabilities should:

a. be prepared by a professional qualified to diagnose a learning disability, including, but not limited to, a learning disability specialist, a licensed physician or a licensed psychologist;

b. include a description of the testing procedures that were followed, the instruments used to assess the disability, the test results, an interpretation of the test results, and pertinent background information about the student;

c. reflect the student's present achievement level, be as comprehensive as possible, and be dated no more than three years prior to the student's initial request for services; and,

d. include test scores from appropriate cognitive ability and achievement tests, as well as additional test scores from supplemental diagnostic test batteries.

4. In order to meet additional or special individual needs following acceptance to the DS program, contact the Office of Disability Services. To request arrangements for each subsequent semester, students should contact Disability Services two to three weeks prior to the beginning of the semester.

**Procedures for Enrolled Students with Disabilities**

Enrolled students with disabilities should complete the registration process with DS by completing a DS registration form and providing the office with a copy of the proper documentation which may include evaluation reports. Students receiving assistance must have a professionally diagnosed and currently documented disability. Diagnoses are accepted from a learning disability specialist, other qualified educational professionals, licensed physician and psychologist or from the records of vocational rehabilitation counselors.
Each semester, an Accommodation Request form, available in the DS office, should be completed by the student and the DS director or other appropriate DS counselors pertaining to any special needs to be addressed by the office staff. For example, hearing impaired students who need notetakers and visually impaired students who need tape recorders or research assistance must make their request for accommodations two to three weeks prior to the beginning of each semester, if at all possible.

Establishing Positive Working Relationships with Faculty

ASU expects students with disabilities to accept the responsibility of informing faculty members of the need for access, academic adjustments, and accommodations. Students should schedule appointments with professors to determine course requirements. ASU faculty and staff members are available and will assist students with disabilities in a timely manner.

To develop a positive working relationship with a member of the faculty, the following steps are suggested:

- Pick up the accommodation card issued by DS that verifies the student is registered and receiving academic support from DS. The specific accommodations the student is eligible for are listed on the back of the accommodation card. Present the card to faculty members during the first two weeks of the semester.

- Be prepared, positive, and pleasant in approaching faculty members, making sure that all questions are answered relative to fulfilling the core requirements of the course.

- Remember that faculty and staff members have busy schedules to meet. Be considerate when making requests vs. demands on their time.

- Discuss the disability in functional terms: explain its nature and how the tasks or requirements of the course can be accomplished.

- Make faculty and staff aware of abilities, past academic success, and the means by which future success may be attained. Focus and express capabilities and accommodations needed for access.

- Offer suggestions as to how faculty members might help regarding completion of course requirements (i.e., extended time for testing, testing in a low-distracting environment, and use of tape recorders, computers, notetakers, etc.).

- Engage faculty in the problem-solving process when there is not an obvious solution to a problem. The student may also suggest that the DS director/staff be involved in the decision and problem-solving process.
Academic Support Services for Students with Disabilities

Arrangements for academic support services focus on modifications, rescheduling and relocating programs and/or offering auxiliary aides. Auxiliary aids and other academic tools may help to facilitate communication for students with disabilities in the classroom. Students are encouraged to utilize appropriate auxiliary aids which facilitate progress and allow students to function independently. The prescribed aids for the hard of hearing student may include one or more of the following: transcriptionist, scribe, interpreters, or use of other effective auxiliary aides which will facilitate the delivery of materials. DS and/or the Dean B. Ellis Library staff will schedule staff to assist students with visual impairments in the library as required. We encourage individuals to make their request in a timely manner which will allow staff ample time to secure a service provider. However, ASU does not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Academic Accommodations

If a student has functional limitations due to a disability that requires modification in a non-traditional way, options are extended and reasonable accommodations are provided which allows alternatives for students to meet course requirements. Students are required to complete the core requirements of a course. However, if one cannot meet the requirements due to a disability condition, DS suggests that ASU staff and students should assist in the exploration of other achievable options. Reasonable accommodations may include increased time allowances to complete degree requirements. Students with disabilities may request “full time” status with a reduced course load due to a disability. (See section below on “Absenteeism and Students with Disabilities”). The request must be made through Disability Services and the appropriate approval provided. Federal student aid does not accept the University determination of “full-time” status. Students should check with their financial aid or rehabilitation counselor to determine how this may affect their financial aid package. Students may request substitution or equivalent courses for those courses that cannot be modified for students with disabilities. Students may also request changes in teaching methods and in the manner of conducting classes. Course examinations and appropriate methods of evaluating a student's academic achievement are conducted to reflect the student's achievement and abilities rather than the disability.

Absenteeism and Students with Disabilities

In the event students with a disability express difficulty in attending classes or keeping up with work due to a chronic illness or disability, the student has the following options if approved by DS and the faculty member:

a) Due to their disability, students registered with Disability Services at ASU may have “full-time” status when they are enrolled in at least six (6) hours of classes per semester.

b) For example, students who fall into the above category and who have scholarships, insurance or ASU housing would be eligible for those services as a full-time student.
c) It is always advisable for students to check with their financial aid officer to determine how this will affect their financial aid package. Remember that federal student aid does not accept the University determination of “full-time” status.

**Priority Class Scheduling**

Students with disabilities may receive help with registration and scheduling classes from the Director of Disability Services. It is the students’ responsibility to alert DS of their need for priority scheduling. Also, if the student fails to register during the time period designated as “priority registration”, the student will have to register using the general registration schedule according to their classification. Priority registration ensures that students with disabilities will have adequate time to get to and from class as well as ensuring that the course has been assigned to accessible classrooms. DS staff will assist students with registration if the need exists.

**Course Selection**

Each semester, students with disabilities have the responsibility of selecting and enrolling in courses and making arrangements with DS and faculty members for accommodations throughout the semester. Students are required to make an appointment and visit with an academic adviser prior to course selection and registration. It is important that students be aware of the general education courses, degree major courses, required electives, and course descriptions before choosing a major. Students with disabilities may require help from DS to facilitate priority registration and modifications as required.

If students are undecided about a major, they should concentrate on completing the general education course requirements. Undecided majors are assigned an adviser in University College and encouraged to take introductory courses in subjects related to one’s abilities and interests that serve to help a student in choosing a major. Designated academic advisors and/or counselors are available to assist students with selecting a major. Additional information regarding course selection and degree requirements are found in the university bulletins.

**Course Substitution Policy**

Every once in a while, a student with a learning disability encounters a course(s) which the student is not capable of passing because of their specific learning disability. These courses usually are part of the core curriculum in the student’s choice of major and are highly protected by accreditation criteria/requirements. When a situation arises where a student has given his/her “best effort” in a particular subject, but continually struggles to pass or even fails the course because of their disability, some type of action needs to be in place to assist these students. To this end, the Disability Service Office offers course substitution to students who encounter this problem.

A course substitution allows a student to replace a course such as College Algebra or Foreign Language with a course of the same level (either 1000 or 2000 level) of the student’s, advisor’s, and chair’s choosing. Course substitution is a very delicate matter that requires the collaborative work of several university personnel. The process for requesting and receiving a course substitution are as follows:
1. Student must present up-to-date information about their learning disability and mental capabilities. Information can come in the form of psycho-educational evaluations, Individualized Education Plans (IEP), or detailed letter from a psychologist or licensed rehabilitation counselor. The information will be reviewed and recommendations will be made regarding the need for additional documents.

2. The student requesting a course substitution must be registered with the Disability Services Office. To complete the registration process, the student must a) schedule an appointment with the Director or Learning Disability Specialist, b) complete an Application of Services Form (registration form), and c) conduct an intake-interview with the appropriate Disability Services staff.

3. The student must carefully discuss acceptable course replacement options with his/her Disability Services counselor and the chair/dean of his/her major.

4. The student must complete a Request for Course Substitution form, which requires a signature from the student’s academic adviser and the chair or dean of the student’s chosen major.

5. The student should provide DS with any and all information that might be supportive to their request. This includes but is not limited to letters from instructors, records of tutoring sessions or use of Writing and Math labs, statements from tutors, and information about the frequency and duration of study periods.

6. Student cases will be reviewed by the Office of Disability Services and a university committee. Dr. Lynita Cooksey in Academic Affairs will e-mail the outcome to students through their ASU smail account.

**Modified Physical Education**

Most degree programs require students to complete at least two (2) credit hours of physical education before graduation. Students with physical disabilities are permitted to satisfy the requirement by taking the regular physical education course with certain modifications. These modifications must be discussed with the faculty member the first week of class. The course will be modified to fit the person’s needs and disability limitations. The student with a disability must be registered with Disability Services. DS will issue the student an accommodation card. All of the accommodations the student is eligible for are listed on the back of the card. The student is responsible for meeting with the faculty member and showing their DS accommodation card to the faculty member as well.

**Academic and Non-Academic Advisement/Preparation**

Academic advising is an essential component for students who desire the successful completion of course work at ASU. Students are assigned a faculty member in the department in which they are seeking a degree to serve as adviser and interact with regarding interests and major course selections. Students who have not determined a major should contact the University College (UC) for assignment to an advisor. UC will assist in the successful selection of academic
courses. The program helps students manage their college experience through appropriate advisement and guidance. The UC staff and advisors take a specific, practical approach to academic advising, academic skill development and career development. This approach is designed to increase students' opportunity for success in completing all graduation requirements.

General advising information for students with disabilities should include the following:

- Students should work with an advisor to plan schedules that complement their physical, academic, and/or functional limitations. It is the students' responsibility to be aware of their needs and discuss them fully with the DS director/staff and the assigned advisor. Matters for discussion should include time and distance between classes, balancing the class load, academic achievement, and abilities.

- Plan early for needed adaptations or special assistance. Arrangements for Braille and audio tape materials, notetaker, etc. must be made well before they are needed.

- Be familiar with and make use of all on and off campus services that may be beneficial.

- Arrange to talk with each instructor regarding special needs prior to or during the first few days of class, especially in regard to test administration and/or other adaptations.

- Disability Services will, upon request, prepare a letter or accommodation card to be presented to faculty members that verifies the student has registered with Disability Services and therefore has presented proper documentation.

**University College (UC)**

University College emphasizes teaching excellence, the evaluative processes as both teaching and measuring devices, and student/teacher rapport. Students may change their educational objective before or after their sophomore year. Consequently, they will not be forced to designate a major during their freshmen year, but might be encouraged to explore a variety of academic courses of interests.

Some students’ entrance exams will indicate that remedial work is required for those students to be prepared for a college education. Students with this status at ASU must enroll in the prerequisites (development courses) before enrolling in general education courses (Algebra and English). University credit is not awarded for the successful completion of remedial courses, and the total hours required for graduation are not reduced for participation in developmental courses. Refer to the Undergraduate Bulletin regarding ACT scores that require attendance in developmental classes.

**First Year Studies**

First Year Studies focus is to help first-year students make a successful transition to college. First Year Studies houses the Right Start Program for students with ACT or other test scores that require developmental course work upon entry to ASU. The program combines intrusive advising
with enrollment in required developmental studies and selected sections of UC 1013 – Making Connections. For specific aspects of the program, refer to the Right Start website at: http://www2.astate.edu/a/university-college/first-year-studies/right-start.dot. Students may also refer to the current Undergraduate Bulletin in the section entitled “Admission” for general guidelines and for specific information refer to the section entitled “Freshman Assessment and Placement” for the standards that apply to all first-time entering freshmen who are admitted to enroll in degree programs. The First Year Studies is located in Smith Hall room 318 (106 North Caraway).

**Testing Center**

**Special Testing Guidelines Under Standardized Conditions:** The Testing Center administers national tests as required by the University. Students with disabilities who qualify for special testing may be authorized to have extended time, readers, and/or other academic adjustments. A student who needs to obtain permission for non-standard test options must submit an application for non-standard testing, documentation of their disability, and the signed “validation of disability” form which is approved by Disability Services and the national test site. Students who qualify for services are encouraged to register with DS to establish a history of eligibility for services prior to scheduling arrangements for accommodations with a national test site. This will help support an established need for accommodations which may help to comply with the test criteria. Instructions for non-standard testing are outlined in the national test site information bulletin. If the testing site requires documentation to be mailed to them, the student should make sure that documentation satisfies Disability Services standards first, and then request approval from the national site. However, in the event that a student feels that he/she cannot be accommodated due to a disability, DS and/or the Testing Center will provide input which addresses feasible options for access. Clearly, the national testing agencies, ASU Testing Center and DS testing programs have guidelines that address ethics and test security standards which facilitate access and accommodations for students with disabilities.

Accordingly, if a student with a disability can be tested fairly under **standard conditions**, that is: (1) within the standard time limits; (2) using a regular type of test booklet and answer sheet; (3) at a regularly scheduled national test center; (4) on a national test date; and, (5) no special accommodations are required, then the testing center will accommodate the student. In the event that a student cannot be tested fairly under standard conditions the student should contact the local testing center and/or the national testing agency.

**Standardized Testing:** The Testing Center employees administer national tests as required by the standards policies and procedures. Students with disabilities who qualify for special testing are allowed academic adjustments with test sites such as: The ASU Testing Center assign proctors to administer test such as the following: American College Test (ACT); American College Testing Proficiency Examination Program (ACT-PEP); Graduate Management Assessment Test (GMAT); Graduate Record Exam (GRE); Law School Admissions Test (LSAT); Medical College Admission Test (MCAT); Miller Analogies Test (MAT); The Praxis Series: National Teacher Exam (NTE) and Pre-Professional Skills Test (PPST); Pharmacy College Admission Test (PCAT); Real Estate Appraisal Exam (REAP); Test of Adult Basic Education (TABE); Test of English as a Foreign Language (TOEFL); and the Veterinary College Admission Test (VCAT).
Campus Accessibility

Over the past few years, ASU has made numerous modifications and improvements to enhance campus accessibility for students with disabilities. If students, faculty or staff encounter obstacles with programs, facilities, or the campus structure they should register their concerns with Disability Services. To assure that the request for services is communicated clearly, an “Accommodation Request Form” should be completed and returned to DS. If the completion of a form is a problem, DS will assign a scribe/service provider.

Each building has ramps and elevators, improving accessibility for persons with physical disabilities in Disability Services. Designated reserved parking and conveniently located sidewalks and curb cuts provide accessible passageways throughout the campus for persons with disabilities. Accessible restrooms, water fountains, and telephones are available in ASU buildings. Emergency phones are located throughout the campus and provide direct connection with the University Police Department. Check the Campus Access Guide which is available in DS for descriptions of accessible passages and facilities at ASU. Should any problems arise regarding accessibility on the ASU campus, students, faculty and staff are encouraged to contact Disability Services.

Vehicle Registration and Disabled Student Parking

Persons with disabilities are required to obtain a state disability license plate or placard from the Bureau of Motor Vehicles (local revenue office) to park in disability parking on the ASU campus. Students must present their placard and the Disabled Persons Access to Parking Application to Disability Services to apply for disability parking on campus. At this time, the student will be issued a “Tier 1" sticker to be placed on their ASU hangtag. Students are required to display both the state disability placard or disability license plate and the ASU hangtag with the “Tier 1" sticker affixed to the hangtag. We encourage students with disabilities to apply for the Disabled Parking Placard/License Plate before coming to campus.

Specifically, there are two types of parking permits available for individuals with disabilities:

1. Regular valid stickers plus the Disabled Parking Placard/License Plates, authorize the holder to park in disability parking spaces and in any faculty/staff or student parking areas not otherwise restricted by posting (i.e., meters, yellow lines, or other restrictions).

2. Medical Temporary Permit (valid for less than one semester).

Temporary Parking Permits only entitle the recipient to park in areas indicated by signage (Faculty Parking) and is not a permit to park in areas marked by signs "RESERVED PARKING" and blue and white curb markings.

Temporary parking permits may be issued to students by the Student Health Center. Please note: These permits are issued only in the event of an injury or illness of a temporary nature that might interfere with a student's mobility for a brief period of time. Temporary permits are issued for a period not to exceed six weeks.
Extension or renewal of a temporary parking permit is determined on an individual basis. To be eligible an applicant must have a statement from his/her attending physician detailing the nature of the disability. In addition, the document should state the necessity for continuation of the temporary permit for an additional six week period. Permits will not be issued for more than one extension except in the most extenuating circumstances. An example of such circumstances would be a pending application to the State Revenue Department for a permanent disability decal.

Parking arrangements for students with disabilities are the keystone of ASU's disabled students parking system. Completing a Disability Services Parking Information Form will enable Disability Services to assess parking needs for persons with disabilities enrolled at the University. Disability parking spaces are intended for individuals with severe mobility impairments. These individuals may encounter a great deal of difficulty getting to and from their class and/or work area without specialized parking options.

Developing a workable parking system for individuals with mobility impairments is of utmost importance to Disability Services. Before applying for a disabled parking permit, students should consider their own needs as well as the needs of other persons with disabilities.

For additional information, call Disability Services at 870/972-3964 or Parking Services at 870/972-2945.

Additional Services Provided by Disability Services

Test Administration by Disability Services

All academic activities, including testing, associated with a class are the responsibility of the faculty member. Consequently, a decision on what happens in class and the arrangement for the administration of special tests for students with disabilities is also the responsibility of the faculty member in charge. Test administration could include test proctoring, measurement, evaluation, or monitoring of a student's progress and performance. In some instances faculty members will administer exams, allow graduate assistants or other service providers to administer exams in an appropriate environment conducive for test administration. Consequently, faculty members and/or DS will provide a proctor and a room for students who request non-standard test accommodations. Many times the most appropriate option or environment for test adaptation is in locations designated by DS. Types of adaptations made by DS include, but are not limited to extended time periods, using readers, writers, word processors, audio-cassettes and visual magnification systems.

DS encourages students to discuss test accommodations with faculty members at the beginning of each semester. If students encounter difficulty with the administration of exams, they should immediately discuss the problem with the faculty member and/or DS.

Notetakers

Students with documented disabilities may request notetakers. It is the students' responsibility to contact Disability Services to request notetaking. This request, accompanied by a student's class schedule, must be given to DS three weeks prior to the beginning of classes. Late requests and schedules may result in the delay of services.
During the semester, students with a disability and notetakers are encouraged to communicate with one another frequently about notetaking concerns, such as arrangements for copying notes, or scheduling times for receiving notes. Students should work with their notetakers to determine the type of notes preferred and the appropriateness of the notes supplied. Students should be reminded that notetakers are volunteers and therefore are not paid for their efforts. This should be uppermost in the student’s mind when conversing with their notetaker. As a general rule, notes are copied in Disability Services and then placed in a file for the DS student to retrieve at their convenience. NCR paper is also available in Disability Services for notetakers to use so that notes are available to the student with a disability immediately after class.

**Reader Services/Books on alternative formats**

Reader Services provides textbooks on tape for those students with verified disabilities and a documented need for this service. DS provides alternative format for textbook(s) required for a course. Depending on availability, textbooks can be provided in alternative format utilizing tapes, electronic files, and audio CDs. Students are encouraged to request Reader Services at least three weeks prior to the first day of classes. Students are still required to purchase a hard copy of the textbook. Alternative textbooks on audio are provided through Recording For the Blind and Dyslexic (RFB&D).

DS encourages students to register with Recording For the Blind and Dyslexic (RFB&D). RFB&D is a national non-profit organization serving people who cannot read standard print because of a visual, perceptual, learning or other physical disability. RFB&D provides books in audio format. There is no fee for the RFB&D registration/annual membership. If a book is already recorded through RFB&D, students who are registered with RFB&D may receive the recorded textbooks within two weeks by mail or online download. If the book is not previously recorded, DS may acquire the alternate format from other sources and/or produce the alternate format.

The student is required to bring the textbook to Disability Services for alternative textbook format processing. DS may cut the book and rebind it to produce a more accurate text. DS may produce an alternate format of up to 30 pages of the book per day. However, the student must remember there may be several requests for alternate format books. More technical books, such as foreign languages, science, math, computer science, etc., may take a longer time. Thus, alternative book format processing for books not readily available may take up to six weeks. All students requesting Reader Services are required to sign and act in accordance with the Student Agreement for Alternative Texts every academic year. Recorded materials are checked out to students by semester and must be returned to Disability Services at the end of the semester.

**Acquisition of Special Material and Equipment**

During each semester, digital recorders may be checked out to students whose disability impairs their ability to take notes in the classrooms. Students should provide their own batteries. In the event that Disability Services (DS) provides recorded materials, students should return CDs and any DS equipment by the end of the semester. A transcript hold will be placed on the student’s records for failure to return equipment in a timely manner. Refer to Reader Services section above for additional information.
The recordings from RFB&D are recorded digitally and available either on daisy CD or online download. The CD format requires a special player which is available on loan from DS or may be purchased from the RFB&D.

Faculty members are urged to provide textbook information to the local bookstores and provide syllabi as early as possible. Students who use Braille may need Braille textbooks for certain technical classes such as math, statistics, foreign languages, science, etc. These books may be obtained through the National Braille Press; however, the master copies are kept in various state and regional libraries around the country.

If books are not available in other acceptable mediums, students may elect to use a reader, under the auspices of DS. It is helpful if the instructor can suggest someone who has already taken the class and would be interested in reading text onto tape. For deaf and hearing impaired students, auxiliary aids may include transcribed tapes, interpreters, or other effective methods of making orally delivered materials available.

Dean B. Ellis Library and Services for Individuals with Disabilities

The Dean B. Ellis Library is accessible and equipped with many accommodations for students with disabilities. The library is typically open the following hours during the fall and spring semesters: Monday - Thursday from 7:00 a.m. to 1:00 a.m.; Friday - 7:00 a.m. to 6:00 p.m.; Saturday - 10:00 a.m. to 6:00 p.m.; Sunday - 2:00 p.m. to 1:00 a.m. Students should check the library website for hours during holidays, breaks, final exams, extended time, and summer hours. Students are asked to attend an orientation session to obtain information about the library facilities, services, resources, and available auxiliary aids located in the library. The library staff will retrieve items from shelves for students if necessary. A group study room, special tables and carts are available for students in the library. Adaptive technology is available for recording text onto tape for students with disabilities. Adaptive equipment for students with visual, physical and learning disabilities is located in the DS Resource room which is located on the first floor of the library in room 242.

The Reference Department has an ultrafiche reader which allows visually impaired students to use the microfilm collection. The equipment is located on the second floor of the library.

For visually impaired students, the staff will produce a print out of relevant citations which can then be used with the video magnifier or with other reading equipment for blind students in the DS Resource Room located in the library room 242.

The library and Disability Services staff are prepared to provide assistance in the library as required. Arrangements which require the assistance of a service provider for an extended period of time requires advance notification. DS offers research assistance in the library for those students with disabilities (visual, physical and/or learning) needing such services. This assistance includes an orientation to library facilities and equipment, the identification and location of magazine articles and/or abstracts or in other areas of the library, the location of books, journals, and assistance in making copies. Students must pay for their copy machine expenses. In addition, staff will provide a demonstration of assistive devices and other technological equipment available for enhancing students' access to information.
Assistive Technology

Disability Services encourages students to be independent. In this effort, assistive technology software and devices are available to increase the functional ability of the students. Following is a list of assistive devices and software, available to students with disabilities on the ASU campus:

**CCTV (Closed Circuit Televison)** - A device that enlarges printed text, i.e. Optelec Clearview.

**Portable Talking Dictionary** - A hand held device that serves as dictionary and thesaurus. i.e. Franklin Dictionary, Reading Pen.

**AlphaSmart, Livescribe Smartpen** - Portable notetaking device.

**Screen reader** - Software that reads anything on the screen.

**Screen Magnification program** - An application that enlarges anything on the screen.

**Scan and read software** - Software developed for blind and visually impaired individuals that offers access to read, edit and manage printed media by scanning it and converting it to digital information.

**Learning Tools.** Software that helps people with learning/reading challenges. The software usually utilizes a voice reader and study aids.

**Tactile Graphic Maker**

**Scientific Talking Calculator**

**TDD/TTY**

**Digital Recorders**

**Assistive Listening Device**

**Voice Recognition software** - Software that converts voice input to typed text

**Braille Blazer** - Printer capable of printing text in braille.

**Reading Edge** - Device that scans and reads text.

**Math software** - Software that helps students to learn math.

**Electronic adjustable table, wrist wizard** (device that helps to reduce back, neck and wrist pain), **ergonomic keyboard and mouse.**

**Half-Qwerty keyboard, IntelliKeys keyboard**

Accessible workstations are currently available in the following locations: Dean B. Ellis Library room 242, Library Reference area, Wilson Hall Language Lab room 317, College of Education room 209, Smith Center room 218, Computer Science and Math room 102, Nursing Audio Visual Lab room 302, Business room 202, Disability Services Student Union Room 2181.

A DS staff member is available to provide demonstrations and training on available assistive technology. The Computer Technology Specialist is available in Disability Services to assist students in fulfilling their academic needs by providing technological services to the student. Academic labs and the library services are accessible and available to all students.
Web Accessibility

In compliance with the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act, Arkansas State University encourages all departments and faculty to make online information and online course material accessible to persons with disabilities in order to provide them with effective communication through the Internet. All departments and faculty are encouraged to comply with Web Content Accessibility Guidelines Priority 1 (WCAG). WCAG can be found at http://www.w3.org/WAI/WCAG20/quickref/. Disability Services is available to assist departments in making their websites more accessible.

Auxiliary Aides

Auxiliary aides at ASU include interpreters and notetakers for hearing impaired students, readers and Reader Services (books on alternative formats) for blind and visually impaired students, and students with other disabilities, as needed. In some instances individuals with mobility limitations and/or learning disabilities are encouraged to utilize Reader Services and notetakers (volunteers) who work under the auspices of Disability Services (DS). DS assists students in obtaining recorded materials and makes available adaptive equipment, technology and assistive devices. To ensure effectiveness in providing the proper auxiliary aids, DS will explore options with students, faculty members and/or technicians in a timely manner.

Disability Category Summary

These sections, categorized by disability, briefly describe the various support services and accommodations available for students with disabilities. Although support services and accommodations are addressed throughout the document, this condensed version serves as a reference to important details relative to specified disability categories.

Support Services for Students Who are Blind or Visually Impaired

- Orientation assistance is available at ASU. Orientation of the campus is provided by the Admissions Office. Disability Services provides information about various support services available at ASU. During the orientation process, a student guide may initially be assigned on a temporary basis to provide directions and routes to buildings and classrooms on the ASU campus.

- **Students are assisted in obtaining books on audio or alternative text.** The staff of DS will assist students by obtaining or producing the alternative text format of the books when recorded books are not available from Recording for the Blind and Dyslexic or another lender (see appendix for Reading Request Form). Students are encouraged to register with RFB&D, in order to receive recorded books; however,
the DS staff will assist the student in completing the needed applications. Requests for required textbooks should be submitted 12 to 15 working days prior to the first day of classes. Planning is critical for securing texts prior to the first day of class.

- **Front row seats and permission to record lectures.** Setups can be reserved for students (a sign will be placed on the desk) in the front row of the classroom. The setup will be placed so that the student’s seating does not obstruct the view of other students. In the event seating arrangements do not meet the student’s satisfaction, the student may ask their instructor to assign a space.

  Students may advise the instructor they plan to record lectures.

- **DS will check-out recorders and other equipment temporarily to blind and visually impaired students who have a need for assistive devices.** However, each student is encouraged to purchase a recorder or other assistive devices that will be used on a continuous basis.

**Support Services for Students Who are Deaf or Hearing Impaired**

- **Recruitment/referral of notetakers and interpreters is available.** Hearing impaired students may obtain services from paid and/or non-paid staff. Disability Services (DS) assists in recruiting interpreters for hearing impaired students who have sufficient skills or are fluent in sign language. Interpreters may be provided for various ASU official and academic meetings when written communication is not suitable or sufficient. It is the responsibility of the student to inform the DS director that an accommodation is needed, although the precise nature of the accommodation should be agreed upon by the student and the Director at the outset. Students who use lip reading and speech to communicate are assisted by notetakers. Students may assist in selecting their own notetakers and/or interpreters. On occasion, DS will employ a transcriptionist to take notes for a deaf student in classes that require specific skills uncommon to volunteers. Announcements are made in classes and recommendations are based upon students’ interests, skills, and achievement.

- **Students with hearing impairments may occupy front row seats and be given permission to tape lectures that will later be transcribed, printed and given to the student with the hearing impairment.** Prior to the first day of classes or during the first week of each semester, students need to make their request for front row seats known to faculty members. At that time students should convey their request for the use of a tape recorder during lectures. Students should select front or second row seats and request permission to tape lectures which may later be transcribed by the staff of DS. With the faculty member's assistance the student should decide on an appropriate location for the tape recorder. DS will assist the student in this process if there is a need.
Tape recorders are checked out to students with hearing impairments for transcription purposes through Disability Services.

Referrals for audiometric evaluations and aural-rehabilitation support are provided by the Speech, Language and Hearing Clinic located on campus.

A Telecommunication Device for the Deaf (TDD) is available for student, faculty and staff use in Disability Services, the Convocation Center, Admissions and Records, and the Dean B. Ellis Library. With the TDD, the telephone is no longer a barrier to those with hearing impairments. It makes it possible to send and receive typewritten messages over telephone lines to other TDD machines. It offers a full-size standard keyboard and a 20-character fluorescent display. A signal indicator display informs the user of dial tones, ringing, busy signals and low batteries. A synthesized voice announcer informs hearing callers to use the TDD device for communication. There is also a built-in printer that makes an instant transcript of the conversation.

Photocopies of lecture notes may be arranged by DS.

Modification of examination methods by faculty to accommodate students with physical disabilities. The student may have the option of extended time, oral examinations, shorter examinations, etc.

Adjustment or modification of training materials or policies can also be provided such as a printed form of video and audio taped materials.

ASU offers two sign language courses through the Department of Communication Disorders.

Support Services for Students with Learning Disabilities

The Learning Disabilities Program, a part of ASU’s Office of Disability Services offers comprehensive support services for those students with learning disabilities including ADD/ADHD and dyslexia. To access services, students must refer themselves to Disability Services and submit current documentation to verify eligibility under Section 504 of the Rehabilitation Act. There is no charge for these services. The Learning Disabilities Program places responsibility on students to initiate services through timely planning with the Learning Disabilities Specialist. The following services will be provided based upon documented student needs:

- Coordination of academic accommodations with faculty and staff
- Permission to record class lectures
• Preferential classroom seating
• Notetaking
• Books on tape/Reader Services
• Supervision/proctor of accommodated exams
• Extended time for exams
• Tutoring (referral only)
• Counseling services (referral only)
• Advocacy
• Organizational skills

Support Services for Students with Mobility Impairments

• Notetaking alternatives are provided. Students who write at a very slow rate due to a disability may be assisted by notetakers in the classrooms. At the expense of Disability Services (DS), arrangements will be made for students to make copies of notes in an appropriate location on the ASU campus. If the student cannot take notes, DS may assist the student by providing a record of in-class discussions and lectures. Some faculty may provide copies of visual aids used during the class.

• Adapted campus housing is available. Residence halls have been adapted to offer campus housing facilities to students who use wheelchairs. Contact Residence Life for the residence halls with adapted facilities. Students who need an attendant to reside nearby should indicate this on the housing application. Students with a disability are responsible for assuming the expenses of an attendant.

• Special parking arrangements are in effect. Students with state disabled parking permits may park in regular parking spaces designated for ASU students and faculty. These students must receive a “Tier 1” sticker from DS. The “Tier 1” sticker is obtained by providing DS sufficient documentation to verify the placard is properly registered to the ASU student seeking the “Tier 1” sticker.

• Assistance obtaining recorded textbooks is available. DS will assist students in obtaining recorded textbooks.

• Alternative test administration. At the request of faculty, DS will assist students by assigning individuals that will serve as test proctors or recorders. In some instances a reader may be assigned to read and/or record responses provided by the student. Students can be extended additional time to take exams.
Vocational Rehabilitation

Most college students with disabilities are eligible to receive supplemental financial assistance and other services through their state vocational rehabilitation agency. The University encourages all students to apply for counseling and financial assistance several months prior to college enrollment. Rehabilitation Services is located in the Arkansas Services Center on Brown's Lane. The phone number is 870/972-0025.

These services are available through the Division of Vocational Rehabilitation Services, State Department of Education, Little Rock, Arkansas 72201. A request for information relative to the financial assistance program may be obtained from the University's Office of Finance and Administration or by calling 870/972-2024. Financial assistance includes billing expenses and amount of funding. All students on state vocational rehabilitation sponsorship are required by federal regulation to apply for a Pell Grant.

Veterans Affairs

Assistance available to veterans can be obtained from the ASU Admissions Office which is located in the Student Union, P.O. Box 1630, State University, AR 72467. The telephone number is 870/972-3024. Veterans can also obtain information regarding financial assistance by contacting their local Veterans Affairs (VA) Office.

Residence Life

Arkansas State University believes the community living experience obtained in a residence hall is an essential part of college life. The Residence Life Office is committed to providing the opportunity for students to enjoy campus living. For more detailed information, please visit the Residence Life website at: http://reslife.astate.edu/.

Residence halls have been adapted to offer a variety of campus housing to students who need wheelchair accessibility or other adaptations. Housing contracts are available from the Residence Life Office, P.O. Box 2774, State University, AR 72467, or by calling 870/972-2042. A $100 deposit is required before processing can begin. Students are advised to apply as early as possible, as housing assignments are made on a first come first served basis according to the date of deposit. If housing is unavailable in certain residential facilities, the student's name could be placed on a waiting list. The contract may be filed prior to admission to the University. Students are required to live in University housing during the entire semester for which they sign a contract. **If students leave the residential housing facility system before the end of the contract period, they will forfeit their deposit and will be charged for the remainder of the semester.**

Students who need an attendant to live nearby should indicate this on the housing contract so attendant space can be reserved at the time the housing assignment is made for the
student with a disability. Students with disabilities are responsible for the expense of the attendant. Campus residents are required to be enrolled as full-time students. Residence halls are closed during spring vacation and semester breaks. Check with Residence Life for the halls with adapted facilities. Since the facilities vary in each hall, students should visit the halls or seek assistance from the staff of Residence Life, prior to listing preferences on the housing contract.

**On-Campus Housing Accommodations**

Contact Residence Life 870/972-2042 to explore the various housing options available to students with disabilities on the ASU. Modifications are made as needed to assist students with special needs.

**Residence Hall Government.** Each residence hall at ASU has its own student governing body, the Residence Hall Council. Business of the residence hall government is conducted by the elected councils. Each residence hall has a council composed of students living within the hall; their purpose is to involve residents in activities, programs, and principles of self-government through responsible leadership.

**Student Conduct.** Students living in the residence halls are expected to comply with residence and living group policies and regulations (i.e., inter-visitation, quiet hours) as well as the University's policies. The principal areas of misconduct which may subject a student to disciplinary action may be found under the Code of Conduct Section of the Student Handbook, in the Residence Hall calendar, and the Housing contract.

**Residence Hall Staff**

Each residence hall is staffed by a professional Hall Director who lives in the building, and a group of upper-class students called resident assistants (RA's). These staff members are readily available to assist students with academic, social or personal challenges.

**Room and Roommate Assignments**

All rooms designed to accommodate students with mobility impairments are assigned on a "first-come, first-served" basis. Any special housing or roommate requests should be addressed on the contract. Make all requests early. Early requests will allow for planning and making appropriate accommodations which address students' housing concerns.
Speech and Hearing Center

The address of the ASU Speech and Hearing Center is 217 Driver Street. Access from University Loop East and turn west on Danner Avenue. The Speech and Hearing Center offers speech, language and hearing evaluations as well as group and individual therapy in the areas of speech, language, voice, stuttering and aural rehabilitation. Contact the Center at 870/972-3301 to make an appointment.

The ASU Speech and Hearing Center offers, free of charge, speech and hearing screenings to students with disabilities. Hearing and reading evaluations in the Reading Center includes one-on-one tutoring for individuals needing assistance.

Student Organizations and Activities

Many traits contribute to becoming a successful, productive, contributing member of today's multifaceted society. Completing higher levels of education is extremely important to achievement, but future employers will look beyond a student's diploma for added dimensions that show them that the individual will be a well-rounded employee.

Students with disabilities, in particular, should consider extracurricular involvement. These experiences and successes will enhance one's profile and leadership ability. These valuable qualities are sought by employers and grow out of fulfilling experiences. Arkansas State alumni with disabilities are the first to insist that currently enrolled students with disabilities should take an active and positive role in campus life.
Grievance and Appeals Process

The following information can be found:

Excerpt from ASU Student Handbook 2009-2010 (pages 23 - 28)

Student Academic Grievance Procedure

The process by which ASU students may request a waiver or variance of University policies and grieve alleged violations of academic rights. Under certain circumstances, Arkansas State University students have the right to request a waiver or variance of university policies and/or procedures, and to grieve alleged violations of their academic rights. A request for a waiver or variance is a request for exception to requirements or regulations because of extenuating circumstances. A grievance is a complaint alleging that one or more of the "academic rights of students" (as stated in the Student Handbook) have been violated.

Procedure for Requesting Waiver or Variance of Policy

The academic requirements, rules and regulations of the university are published in the undergraduate and graduate bulletins. For the purpose of providing an avenue of appeal for students who have reason to believe that an exception to the stated requirements, rules and regulations should be made, the following committees shall be established:

- College, Independent Department, and Graduate School Admissions and Credits Committee
- Undergraduate Admissions, Graduation, and Academic Appeals Committee
- College Hearing Committee

College, Independent Department and Graduate School Admissions and Credits Committee Organization

Before the end of each spring semester, a committee shall be organized in each college, independent department and the Graduate School as follows:
1. Three to five faculty members appointed by the dean of the college, independent department chair, or graduate dean.

2. Two students appointed by the college dean, independent department chair or graduate dean in each college or independent department, the students must have completed a minimum of 30 hours at ASU to be eligible to serve. In the Graduate School, the students must have completed nine hours of graduate work at ASU to be eligible to serve.

3. At the first meeting of the committee following its organization, members shall elect a chair, who will be responsible for scheduling and conducting meetings, and a secretary, who will be responsible for keeping minutes and communicating committee recommendations to the appropriate parties.

4. Initially, faculty members will draw for one, two and three-year terms. Faculty members will serve three-year rotating terms and may be reappointed for up to three terms.
Jurisdiction
The committee shall:
1. Consider the application for readmission of students majoring in the academic area represented. These requests may come from the following:
   a. Arkansas State University undergraduate students who are petitioning for readmission following their first suspension for inadequate scholarship. (Colleges may choose to delegate to the deans or to chairs [independent departments may delegate to the chair] consideration of petitions for readmissions following first suspensions for inadequate scholarships. If students are dissatisfied with decisions made under this arrangement, the be appealed to the college's admissions and credits committee.)
   b. Arkansas State University graduate students who earned a 3.25 or better grade point average during the past semester of graduate work but whose cumulative grade point average is below the requirement for continuing.
2. Consider petitions from Arkansas State University students regarding waiver or variance of college, independent department or Graduate School requirements, rules or regulations.
3. Grant a hearing before the committee to any Arkansas State University student appealing college, independent department or Graduate School requirements, rules or regulations.
4. Be free to make recommendations without the student being present.

Operation
The committee shall:
1. Meet at regular scheduled times, with special attention given to meetings just prior to and during registration periods, or according to need.
2. Keep records of committee actions and transmit committee recommendations to the student and to the college dean or independent department chair.

The dean or independent department chair has 10 working days following receipt of the committee recommendation to accept or not accept the recommendation. Acceptance or non-acceptance of the recommendation will be communicated to the committee, the student and the registrar for inclusion in the student's permanent record.

Students who are not satisfied with the recommendation of a college, independent department or Graduate School admissions and credits committee, or with the decision of the college dean or independent department chair, may appeal to the University Admissions and Credits Committee (UACC). Such an appeal must be made in writing and given to the chair of the college or independent department committee hearing the original request, who will forward the appeal to the UACC.

Undergraduate Admissions, Graduation, and Academic Appeals Committee
Before the end of each spring semester, a university committee shall be established as follows:

Organization
The University Admissions and Credits Committee shall be organized in the following manner:
1. The chair of each college, independent department and graduate school committee.
2. Three students. Two of the students must have completed 60 undergraduate hours at ASU and are to be appointed by the Student Government Association. One student must have completed 12 graduate hours and is to be appointed by the Graduate Student Association. The student appointments must be approved by the Vice Chancellor for Academic Affairs and Research.
3. The registrar shall serve as an ex-officio member of the committee.
4. At the first meeting of the committee following its organization, members shall elect a chair, who will be responsible for scheduling and conducting meetings, and a secretary, who will be responsible for keeping minutes and communicating committee recommendations to the appropriate parties.

Jurisdiction
The UAGAAC shall:
1. Serve as an appeals body for ASU students seeking to appeal recommendations of a college, independent department or Graduate School admissions and credits committee, or the decisions of a college dean or independent department chair.
2. Hear any petition from ASU students regarding waiver or variance to university requirements, rules or regulations.
3. Be free to make recommendations without the student being present.
4. Maintain a continuing study of academic rules, regulations and policies printed in the undergraduate and graduate bulletins.
5. When appropriate make recommendations regarding such rules, regulations and policies to the Vice Chancellor for Academic Affairs and Research or the Dean of the Graduate School.

Operation
The UAGAAC Committee shall:
1. Meet at regular scheduled times, with special attention given to meetings just prior to and during registration periods, or according to need.
2. Keep records of committee actions and transmit recommendations to the student and to the Vice Chancellor for Academic Affairs and Research or the Dean of the Graduate School.
The Vice Chancellor for Academic Affairs and Research or the Dean of the Graduate School has 10 working days following receipt of the committee recommendations to accept or not accept the recommendations. Acceptance or non-acceptance of the recommendation will be communicated to the committee, the student and the registrar for inclusion in the student's permanent record.

The College Hearing Committee
The college hearing committee shall be organized in the following manner:
At the beginning of each Fall semester, each college dean, independent department chair, and other academic unit supervisors shall identify a "hearing committee pool," consisting of nine (9) to eighteen (18) faculty members, five (5) to ten (10) undergraduate students, and five (5) to ten (10) graduate students in the case of the Graduate School.

When a hearing committee must be convened, the dean shall appoint a college hearing committee comprised, to the extent possible, of individuals knowledgeable in the area asserted in the grievance. The hearing shall take place no sooner than five (5) and not later than ten (10) working days after the hearing committee is appointed, unless there is a compelling reason why another time must be selected. At a prearranged time prior to the hearing, the members of the hearing committee will meet with the dean to receive all relevant background materials and to review the process to be utilized during the hearing. The individual against whom the complaint has been filed and the student may attend this meeting as observers. All non-committee members will then withdraw and the hearing committee will elect a chair to preside at the subsequent hearing.

The hearing will be conducted in private. Witnesses will be admitted for testimony only and then asked to leave. The testimony will be tape recorded, but the final deliberations of the committee will not be recorded.

The student and the individual against whom the complaint has been filed must appear in person and answer questions from members of the hearing committee. The student and the individual against whom the complaint has been filed each may have one person present during the hearing to advise them. Those persons may not address the hearing committee, speak on behalf of the student or individual against whom the complaint has been filed, question witnesses, or otherwise actively participate in the hearing.
A university attorney may also attend the hearing and may advise the committee on procedural issues but may not question witnesses or otherwise actively participate in the hearing. The dean shall attend as an observer only.

The student and the person against whom the complaint has been filed may make an oral statement and/or submit sworn written statements and other exhibits and witnesses in their behalf. The student and the individual against whom the complaint has been filed may hear and question all witnesses testifying before the hearing committee. Neither the student nor the individual against whom the complaint has been filed may be present during the deliberations of the hearing committee.

The hearing committee shall conduct its deliberations based upon the evidence presented at the hearing that is relevant to the issue or issues before the committee. The hearing committee shall present to the dean a written report detailing its findings and its recommendations relative to the complaint within five (5) working days following conclusion of the hearing. Member(s) of the hearing committee may file a minority opinion, which shall be appended to the committee report. Within ten (10) working days following receipt of the hearing committee report, the dean will notify the student and individual against whom the complaint was filed whether the recommendations are accepted or rejected. The decision of the dean is final as to the student except in the case of expulsion from the university where the student shall have a final appeal to the Vice Chancellor for Academic Affairs and Research which must be filed in writing within ten (10) working days following receipt of the dean’s decision.

If the individual against whom the complaint was filed refuses to accept a remedy accepted by the dean, the individual may appeal to the Vice Chancellor for Academic Affairs and Research in writing within ten (10) working days following receipt of the dean’s decision. The decision of the Vice Chancellor for Academic Affairs and Research to accept or reject the recommended remedy is final as to the individual against whom the complaint has been filed.

**Student Rights Grievance Procedures**

**Step 1**
Since the faculty has the primary responsibility for course development, course delivery, the assessment of student achievement, and the sanction for academic misconduct, any student who has a complaint related to an academic issue should first consult with the course instructor within ten (10) working days of the incident and try to resolve the complaint. If the grievance involves a faculty member who is no longer employed at the university, or with whom the student does not feel comfortable approaching the student should move to step two of this process. If the complaint is resolved, the grievance process ends.

**Step 2**
If the complaint is not resolved in step one, and if the student wishes to pursue the complaint further, the student shall consult with the department chair/unit supervisor within fifteen (15) working days of the academic incident. The appropriate chair/unit supervisor shall consult informally with the student and the individual against whom the complaint has been made to attempt to resolve the complaint. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been made in writing of the resolution or lack thereof within ten (10) working days of the student's first consultation with the chair/unit supervisor. If the complaint is resolved, the grievance process ends.

**Step 3**
If the complaint is not resolved in step two, and if the student wishes to pursue the complaint further, the student shall file a formal written complaint with the department chair/supervisor
within thirty five (35) working days from the academic incident. The written complaint must specify the academic right(s) the student alleges has (have) been violated and must include:

a. Date and details of the alleged violation;

b. Any available evidence of the alleged violation;

c. Names, addresses, and phone numbers of witnesses to the violation;

d. The requested remedy to the alleged violation.

The chair/unit supervisor shall investigate the complaint using whatever processes are appropriate including, but not being limited to, written responses from or interviews with faculty members, other students, and other parties. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been filed in writing of the chair/unit supervisor's finding and recommendation within ten (10) working days of receipt of the written complaint. If both parties in the complaint accept the recommendation, they will sign a statement to that effect and the grievance process ends. The chair/unit supervisor shall retain the written records of the process for five calendar years. Upon request, the chair/unit supervisor shall provide either or both parties with copies of all information gathered during the investigation.

**Step 4**
If the complaint is not resolved in step three, either party may request that the dean appoint a college hearing committee. The request for a college hearing committee review must be made in writing to the dean within ten (10) working days of completion of the step three process.

**Sanctions for Academic Misconduct**
Sanctions for Academic Misconduct may be imposed by the faculty member or instructor discovering the Academic Misconduct except in the case of dismissal from a particular program which shall be made by the department chair or program director, or suspension or expulsion from the university, which shall be made by the dean. The following sanctions may be imposed for Academic Misconduct:

- A failing grade on the paper or project;
- Rewriting or repeat performance of course work;
- A failing grade for the class;
- Dismissal from the class;
- Dismissal from a particular program;
- Suspension or Expulsion from the university;
- Other appropriate sanctions as warranted by the specific acts of the student.

A Student may not avoid academic sanctions by withdrawing from a class, a program, or the university.
The Non-Academic Grievance Procedure can be found on-line in the ASU Student Handbook on pages 68 – 69 under the heading, Disability Services.

Non-Academic Grievance Procedure

Arkansas State University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations while implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely due to such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination" in programs or activities sponsored by a public entity.

Complaints should be addressed to Dr. Jenifer Rice-Mason, coordinator of ADA and 504 compliance efforts for students. Grievance forms are available both on the web at http://disability.astate.edu and in Disability Services.

A complaint should be filed in writing or verbally, contain the name and address of the complainant, and briefly describe the alleged violation of the regulations.

A complaint should be filed within 35 school days after the complainant becomes aware of the alleged violation.

(Processing of allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)

An investigation, deemed appropriate, shall follow upon the filing of a complaint. The investigation shall be conducted by the ADA and 504 coordinator. This process contemplates informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. A written determination as to validity of the complaint and a description of the resolution, if any, shall be issued by the investigating official and a copy forwarded to the complainant no later than 25 days after its filing.

The ADA coordinator shall maintain the files and records of Arkansas State University relating to the complaints filed.

The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for the reconsideration should be made within 15 school days to the Disability Services Committee.

If complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution determined by the Disability Services Committee, a written request for reconsideration should be submitted to the Vice Chancellor for Student Affairs. The decision of the Vice Chancellor for Student Affairs will be final.

The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the persons pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency. Use of the grievance procedure is not a prerequisite to the pursuit of other remedies.

The entire process shall be constituted to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that Arkansas State University complies with the ADA and implementing regulations.
Referrals/Phone Numbers

Referrals are made by Disability Services (DS) to various academic and non-academic departments on campus. Students are referred to community agencies/services when appropriate. Referrals are made but not limited to the following agencies and offices:

- **Admissions**: 870-972-3024
- **Graduate Admissions**: 870-972-3029
- **Advisement Services**: 870-972-3001
- **Career Services**: 870-972-3025
- **Counseling Services Center**: 870-972-2318
- **Dean B. Ellis Library**: 870-972-3077
- **Disability Services**: 870-972-3964
  - **TDD**: 870-972-3458
- **Financial Aid**: 870-972-2310
- **First Year Studies**: 870-972-2080
- **Office of Student Involvement and Leadership**: 870-972-2055
- **Parking Services**: 870-972-2945
- **Registrar’s Office**: 870-972-2031
- **Rehabilitation Services**: 870-972-0025 (off campus)
- **Residence Life**: 870-972-2042
- **Speech & Hearing Center**: 870-972-3301
- **Student Health Center**: 870-972-2054
- **Student Support Services**: 870-972-2320
- **Testing Center**: 870-972-2038
- **University Police**: 870-972-2093