

Tusculum University Counseling and ADA Services

ADA Services

Policies and Procedures

Tusculum University does not discriminate on the basis of disability in admission, employment or access to educational services as outlined in the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act and applicable federal or state laws. Furthermore, Tusculum complies with Family Education Records Protection Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA) laws with regards to Counseling and ADA Services.

Tusculum University will make available to qualified students with documented disabilities those reasonable accommodations and services as are necessary to provide an equal opportunity to participate in appropriate goods and services fully. Furthermore, Tusculum will cultivate an environment of “health and wellness such that community members, live a self-directed life, and strive to reach their full potential (SAMSHA, 2012, p. 2). “

SCOPE OF PRACTICE

Counseling and ADA Services is a part of the Office of Student Affairs at Tusculum University. Counseling and ADA Services provides mental health counseling and disability services at no cost for currently enrolled students of the University. It supports the Tusculum community through services, programs, consultations, and referrals that are therapeutic, preventive, and educational.

Counseling and ADA Services offers secular and Christian Integrated services in a timely manner within a safe, respectful, and nonjudgmental environment. Services are available at a level of professional care that promotes emotional well-being, spiritual growth, academic success, diversity and healthy interpersonal relationships. Counseling and ADA Services’ purpose statement supports Tusculum University’s vision and mission.

Purpose Statement

To support and challenge students to develop personally, academically, and vocationally throughout their journey at Tusculum.

Goals:

Salt to provide Access. Offer behavioral health services and disability accommodations to support the personal development and academic progression of students.

Light to promote Equity. Model excellence in student-centered services and programs using multiple formats.

Grace in the pursuit of Inclusion. Invite every student to engage in transformational experiences.

Objectives:

The objectives describe below operationalize the function of **ADA Services** and serve as the foundation for program assessment:

- offers services that promote and respect the self-determination of individuals with disabilities.
- provides disability accommodations and related support service.
- provides auxiliary aids and services to students and visitors.
- coordinates compliance of the disability-related requirements under the Americans with Disabilities Act as Amended, Section 504 of Rehabilitation Act, the Fair Housing Act, and all other applicable laws.

CONFIDENTIALITY

Tennessee law assigns privilege to the Counselor-Student relationship. The privilege is extended only to licensed mental health professionals. Privilege incorporates the confidential relations and communications at the same basis as those provided by law between attorney and client, except for disclosures subject to state law.

Informed Consent

Every Student, after the consultation counseling appointment who indicates that would like to receive ongoing services will receive the Informed Consent for Counseling and ADA Services. The Student's initials and signature on throughout this document will signify that he/she has read the policy. The informed consent to Counseling and ADA Services, the includes notifying the student as early as is feasible in the therapeutic relationship about the nature and the anticipated course of counseling, involvement of third parties, the limits of confidentiality, and to provide sufficient opportunity for the student to ask questions and to receive answers. At the initial appointment, the Counselor's signature on the Informed Consent will further signify that he/she has verbally reviewed the Informed Consent with the student.

Limits to Confidentiality

When Counseling and ADA Services believes that a student poses a clear and present danger to him/herself and/or to others, Counseling and ADA Services may selectively release information, without the student's consent, to aid in the care and protection of the student or the endangered others.

When Counseling and ADA Services has reasonable cause to suspect that a child (a person under 18 years of age) has been subjected to child maltreatment, which may involve abuse, sexual abuse, neglect, sexual exploitation or abandonment, as defined by Tennessee State law, Counseling and ADA Services may selectively release information, without the Student's consent, to aid in the care and protection of that child. Counseling and ADA Services is further required by Tennessee State law to report this information to Department of Children's Services. Likewise, Counseling and ADA Services is required to report suspected cases of elder abuse and abuse of a vulnerable adult. Finally, Tennessee law recognizes the privilege that attaches to the Counselor-Student relationship. The privilege is extended only to licensed counselors and psychologist. Should Counseling and ADA Services receive a subpoena for the Student's records, the college legal counsel will be consulted prior to taking any action(s). Students will be notified in advance, if at all possible, of any compliance with a court order, state or federal law that might require disclosure of Student records.

Access to Student Records

Students may review their records, in the presence of a Counseling Center staff member, upon written request. The request and the fact that a review occurred will be entered in the Student's record. Students may receive copies of the record. The request and the fact that a copy of the records were given will be documented in the Student's file.

The Student file of a person who is not a student, including but not limited to, a staff member, faculty member, etc., is not an educational record. The file is accessible to the Student.

The Authorization for Release of Information form will be used when a Student desires for counseling information to be shared with a third party. The Student's consent must be informed. The Counselor who is expected to release information must discuss the positive and negative consequences, actual and potential, associated with the release of information.

Relevant Laws: The Family Education Rights and Privacy Act of 1974 (FERPA) provides that student records maintained by physicians, psychologists, psychiatrists, or other recognized professionals and paraprofessionals are not education records. Therefore, the files of students who receive counseling services do not become part of any permanent record at the College, but are the property of the Counseling and ADA Services.

The Family Education Rights and Privacy Act of 1974 (FERPA) indicates that student records received by physicians, psychologists, psychiatrists, or other recognized professionals and paraprofessionals to document disability for the purposes of reasonable accommodation under the Americans with Disabilities Act as amended and Section 504 of the Rehabilitation Act are educational records. However, the Family Policy Compliance Office (FPCO) guidance **limits** the access and use of such educational records:

- Medical records used by a university in determining appropriate accommodations for a student with a disability are not "treatment" records but educational records;
- As educational records, ODS (Office of Disability Services) files are protected by FERPA;
- A student's records maintained by ODS are not covered by HIPPA;
- Policies **limiting** a faculty member's access to ODS' records are appropriate under FERPA; and
- FERPA limits who a faculty member may disclose a student's disability and accommodation related information to:
 1. individuals identified by the student's consent;
 2. to the appropriate staff at ODS; and
 3. to those designated by university policy to review ODS authorized accommodations as part of the appeals/or complaint process.

Tusculum University policy assigns Counseling and ADA Services the role of collecting and reviewing documentation to establish the presence of disability and assigning accommodations that are appropriate to a student's needs (See Student Handbook). Faculty and staff members may contact the Counseling and ADA Services to review an authorized accommodation for its impact on essential elements of a specific course or program. This includes the rare instances where there is an objective basis for a faculty member to question whether or not a student's condition warrants a particular accommodation but is more typically a question of how the accommodations interacts with essential elements of the course or program. Questions, concerns or disputes concerning appropriate accommodations should be taken to Counseling and ADA Services.

CODE OF ETHICS

The Ethical Principles of Counselors enacted by the American Counseling Association (ACA) and the Council for the Certification of Rehabilitation Counselors (CRCC) serve as the primary guidelines for professional behavior in Counseling and ADA Services. All staff within Counseling and ADA Services are expected to be familiar with and adhere to these principles in practice. Any interested parties should go to <http://www.counseling.org/knowledge-center/ethics> Click on the 2014 ACA Code of Ethics and follow this link to the 2017 CRCC Code of Ethics:

https://www.crcrcertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf.

RETENTION OF CLIENT FILES

1. All services provided to Tusculum will be documented by service. e.g. ADA or Counseling. Students may have two files, one for each service. “Hard” paper copies of documentation will be placed in the student files as soon as such documentation is available and kept in a locked file cabinet in Counseling and ADA Services, as per HIPPA requirements.
2. All “hard copy” documentation of services and other confidential information will be kept in filing cabinets in a locked room in Counseling and ADA Services. No student files will be removed from the premises, unless required by a court order or some other extraordinary circumstance.
3. Students will complete the Request for Services as part of the process to receive Counseling and ADA Services
4. Progress and case notes will be completed within 24 hours of services. Progress notes will include subjective and objective observations, assessment of need, and a plan for future services.
5. Documentation of couples counseling will be made in each student’s individual file. References to a student’s romantic partner in such documentation should be limited to a non-specific euphemism (i.e., boyfriend, girlfriend, etc.) or to the partner’s first name, so that the partner’s identity will maintain some degree of confidentiality in the event the student’s treatment documentation is released (i.e., by court order, or by some other appropriate means).
6. Missed, canceled, or rescheduled appointments require a brief note by the counselor indicating what occurred.
7. Documentation of emergency or other services provided after regular working hours will be completed as soon as practically possible, using the “Progress Note” form. The original form will be kept in the student’s counseling file (if applicable).
8. Documentation of any student’s permission to release confidential information will be made using Counseling and ADA Services release form. The original will be kept in the student’s Counseling or ADA Services file.
9. Copies of any correspondence (including email messages) with or about students will be stored electronically on a password protected computer.
10. All documentation of services completed by counselors will include a signature block with the documenting counselor’s name, degree, and professional licensure.

11. Clinical files will be organized in chronological order such that the most current documents will appear “on top”.
12. Records will be retained for seven years from the date services are terminated.

ADA SERVICES (*Americans with Disabilities Act*)

ADA Services may include appropriate and reasonable accommodations, advocacy and disability counseling, assistive technology training, academic coaching, workshops, and referrals. The selection and approval of accommodations are contingent upon students' disabilities, documentation of functional limitations, and barriers to the academic environment.

PROCEDURES TO REQUEST SERVICES

Location and contact information: Students who would like to speak with Counseling and ADA may visit the office on the Greeneville campus in the Garland Library, Room 233, email, counselingandadaservices@tusculum.edu, or by phone 423-636-7300 ext. 5402.

Virtual Office by appointment only: <https://doxy.me/tucounselingandadaservices>

Scheduling appointments: The Counseling and ADA Services hours of operation are Monday through Friday, 8 am – 5 pm. Walk-in hours are each day from 3 pm – 5 pm. It is preferred that students schedule appointments with Counseling and ADA Services to ensure that they are seen in a timely manner and that staff is available to assist them. Individuals are instructed to call the Counseling and ADA Services phone number (423-636-5402), which is available to log telephone messages 24/7. Phone calls will be returned within one business day with the exception of weekends (Saturday and Sunday) and holidays, in which case phone calls will be returned by the end of the next business day. Student may also email counselingandadaservices@tusculum.edu to request to schedule an appointment or submit an online request via <https://my.tusculum.edu/forms/request-for-services/>. Students should expect a reply to an email with one business day with the expectations as for telephone messages.

Request for Services: Students participation in the opportunities offered by Counseling and ADA Services is confidential and voluntary. Students who would like services must complete and submit a Request for Services form to the located on the Greeneville campus in the Garland Library, Room 233, counselingandadaservices@tusculum.edu, or 423-636-7300 ext. 5402. Students may withdraw a Request for Services at any time.

- a. The electronic form is available via the following URL
<https://my.tusculum.edu/forms/request-for-services/>:
- b. Students requesting services must complete and submit the following forms:
 - a. Request for Services form
 - b. Confidential Release of Information
 - c. Informed Consent
 - d. Evaluation/documentation
- c. Students are advised to submit all the requested documents as one packet. Requests that are sent incomplete are not reviewable, and a decision about accommodations cannot be made.
- d. Counseling and ADA Services will review requests in the order they are received and provide students with written notice via email to their Tusculum account about the status of the Request for Services in five (5) business days.

Tusculum students with disabilities who experience or anticipate barriers to their full participation in the campus community are encouraged to submit a request to receive accommodations, e.g., ADA Services. The Request for Services should be sent as soon as possible so that there is no delay in the student's participation. Students who are uncertain of their specific accommodation needs are invited to contact the Counselor/ADA Coordinator. The types of accommodations that a qualified and eligible student with a disability might receive are the extension of time on tests, note taking assistance, use of a four function calculator, a quiet-low distraction test area, exams and course material in an alternative format, and modifications to housing policies. The procedure to request such accommodations is described below.

- a. Students who submit incomplete requests will have one semester to provide all missing documents. If missing documents are not submitted within this time frame, the student must complete a new request for services because Counseling and ADA Services will destroy incomplete files.
- b. Counseling and ADA Services will inform students who are determined ineligible to receive accommodations of the following: the reason for denial and the process to appeal the decision. If applicable, Counseling and ADA Services will provide students with a list of relevant services available on campus.
- c. Counseling and ADA Services will approve accommodations provisionally for students who submit documentation that primarily indicates record of a disability. Provisional accommodations are approved on a semester-by-semester basis. The letter states the semester the accommodations are valid. Each semester students requests provisional accommodations, they must evidence efforts to obtain appropriate documentation.
- d. Students who are determined eligible to receive accommodations must attend an Orientation Appointment to engage in the collaborative process to finalize approved accommodations. During the Orientation Appointment, students should also expect a) review of the Informed Consent Form 2) an official Notification of Academic Accommodations 3) to receive supplemental information and forms to use the approved list of accommodations.
- e. Students who are granted permanent academic accommodations may utilize the approved accommodations throughout their academic career at Tusculum. The letter states the initial approval date of accommodations. Any changes to the initial list of academic accommodations may require students to submit additional documentation. Counseling and ADA Services reserves the right to receive appropriate information to make accommodations decisions.
- f. Students who request housing accommodations must adhere to all Tusculum Housing policies, procedures, and deadlines for on-campus housing. The denial or approval of housing accommodation by Counseling and ADA does not override the policies of any particular agency, office, or department.
- g. Requests for Emotional Support Animals (ESA) must be submitted no less than 30 days in advance of the start of the semester the animal is due to arrive on campus. Students who do not submit requests or who bring an animal on campus without authorization from Counseling and ADA Services are subject to fines related to violation of the Animals on Campus Policy. Students approved to have an ESA must update the health and safety records for emotional support animals annually to continue to receive the accommodation. Counseling and ADA Services reserves the right to require a student to provide documentation of the continued therapeutic need for an ESA at any time.
- h. Students with disabilities who use service animals (dog or in rare cases, a miniature horse):
 - a. Should notify the Counselor/ADA Coordinator on the Greeneville campus of your use of a service animal to access Tusculum.
 - b. Must submit a request for services, informed consent, and confidential release of information form to live on campus.

- c. Are not required to submit documentation to bring their service animal to campus or live on-campus housing. However, if the student's disability is not apparent, Counseling and ADA Services reserves the right to inquire about the service animal under federal guidance which may include a request of documentation of a student's disability.
- i. Students authorized to have an animal, service or emotional support, on campus are expected to:
 - a. Produce original documentation that the animal meets state and county health and safety requirements which may include license, vaccinations, flea/tick protection, and rabies before move-in or upon request.
 - b. Sign an Acknowledgement of Responsibilities notice. Violation of any of these obligations equates to a violation of the Student Code of Conduct and may result in removal of the animal from campus and disciplinary action such as fines or suspension.
 - c. Obtain a Tusculum identification card with a photo of the approved animal. Students should present the identification card at the request of a representative of Tusculum.
- j. All documentation of disability must meet these basic requirements:
 - a. Must be on letterhead, be dated & signed by a qualified professional
 - b. A diagnosis that is consistent with the most recent DSM/ICD, if appropriate.
 - c. The evaluation took place within the last three years or more recent to ensure documentation of current functioning.
 - d. Documentation of current functional impact or limitation of the disability on major life activities and how it impacts the individual in the learning environment.
- k. Since appropriate and detailed documentation critical to a student's request for ADA Services, Tusculum University has provided guidelines for students to share with the qualified professional preparing a letter or a report to document a disability for accommodations.

Documentation Criteria by Disability Category

Autism Spectrum Disorders

- Developmental history that includes evidence of Autism Spectrum Disorder symptoms in early childhood.
- Documentation of current qualitative impairment in social interaction and social communication and their level of severity. A standardized assessment approach is encouraged (e.g. Autism Diagnostic Observation System; Autism Diagnostic Interview-Revised; Social Communications Questionnaire).
- Documentation of current restricted, repetitive patterns of behavior, interests, and activities and their level of severity.
- Assessment of broad cognitive ability using standardized assessment measures with age-appropriate norms (e.g., WAIS-IV, DAS, RIAS, C-TONI).

Attention Deficit Hyperactivity Disorders

- Some evidence, beyond simple self-report, of clinically significant inattention and hyperactivity-impulsivity symptoms before the age of 12 (per the DSM). Possible data sources for evidence of early symptoms include the following: parent/guardian report, medical reports, school records, and past evaluations.
- Evidence of current clinically significant symptoms of either inattention or hyperactivity-impulsivity must be documented using appropriate standardized rating scales or norm-referenced measures of cognitive/executive functioning that provide comparisons to similarly aged individuals. However, in some cases, a detailed written statement from a

qualified evaluator who has sufficient experience with the student and the student's symptom history may be adequate.

- Symptom presence must be assessed using student self-report and corroborated by an independent informant who has been able to observe the student's recent functioning.
- Current clinically significant symptoms must be present in at least two settings and interfere with social, academic, or occupational functioning.

Acquired Brain Injury

- Documentation of the nature of the neurological illness or traumatic event that resulted in brain injury.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. The functional impact of the brain injury must be documented by appropriate, objective measures (e.g., cognitive and academic skills, psychosocial-emotional functioning, and motor/sensory abilities) relevant to the educational environment.
- Notably, in most cases, a concussion is a temporary condition that will require temporary accommodations for approximately one semester, as deemed appropriate by a qualified professional. Additionally, impairments following an acquired brain injury may change rapidly in the weeks and months after the injury, and a more stable picture of residual weaknesses may not be apparent for 1-2 years after an injury. Therefore, timeframes for recency of documentation may vary substantially, and additional documentation may be necessary to assess the student's current accommodation needs adequately.

Communication Disorders

- Documentation should reflect data collected within three years of the request for services unless the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- Developmental history of the communication difficulties in early childhood, unless acquired later in life, in which the resulting event and disorder history should be documented.
- A summary of present symptoms which meet the criteria for the diagnosis of a communication disorder.
- Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting.

Learning Disabilities

- Documentation should be recent/current (e.g., the evaluation took place within the last three years or after the age of 18 so long as the documentation continues to represent current functioning).
- Clear and specific identification of a learning disability must be stated. For example, the terms "Learning styles" or "Learning differences" are not synonymous with a learning disability.
- Documentation of a developmental and educational history consistent with a learning disability.
- Documentation of learning disabilities should include standardized measures of academic achievement, cognitive/linguistic processing, and intellectual functioning that have normative data representing the general population. All standardized measures must be represented by standard scores and percentile ranks based on published age-based norms.

- Documentation of one or more cognitive/linguistic processing deficits that are associated in a meaningful way with the identified area(s) of academic limitation.
Cognitive/linguistic processes commonly associated with academic achievement (selection dependent upon case) include the following:
 - a. Fluency/Automaticity
 - b. Executive functioning
 - c. Memory/Learning
 - d. Oral Language
 - e. Phonological Processing
 - f. Orthographic Processing
 - g. Visual-Motor
 - h. Visual-Perceptual/Visual-Spatial
- Documentation suggesting that the academic limitations are unexpected is necessary. As a result, evidence that substantially limited areas of achievement fall significantly below higher-level cognitive and linguistic abilities (e.g., broad intellectual functioning, reasoning, vocabulary, crystallized knowledge) must be included.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. In the case of Learning Disabilities, documentation must include evidence of substantial limitation(s) in one or more of the following areas of academic achievement:
 - a. Reading (decoding, fluency, and comprehension)
 - b. Mathematics (calculations, math fluency, and applied reasoning)
 - c. Written Language (spelling, fluency, and written expression)
- Academic impairments, processing deficits, and evidence of intact functioning in other domains (e.g., higher-level cognitive functioning), should be evident on multiple measures.
- Documentation that alternative explanations for the academic and cognitive/linguistic limitation(s) have been considered and ruled out (e.g., low cognitive ability, other mental or neurological disorders, lack of adequate education, visual or auditory dysfunction, emotional factors such as anxiety or depression, cultural/language differences, poor motivation, symptom exaggeration).

Mobility Disorders

- Documentation should reflect data collected within three years of the request for services unless the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- A description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.

Sensory Disorders (defined as Deaf and Hard of Hearing or Blind and Loss of Vision)

- Documentation should reflect data collected within three years of the request for services unless the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- Description of the history, current symptoms, and severity of the disorder, (e.g., audiogram and audiological summary or ocular report).
- Description of the expected progression or stability of the disorder.

- Description of the current functional limitations impacting the student in the academic setting.

Systemic Disorders/Medical Conditions

- Documentation should reflect data collected within three years of the request for services unless the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- A diagnosis this is consistent with the most recent DSM/ICD, if appropriate.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting the student in the academic setting.

Psychological Disorders

- Description of history, current symptoms, and severity of the disorder.
- Additional descriptions of (1) the expected progression, duration, and stability of the condition and (2) relevant side effects of medications are strongly encouraged.
- Description of current functional limitations impacting academic performance resulting from the disorder.
- The symptoms and associated impairment may be either chronic or episodic. Complete descriptions and diagnostic criteria for psychological disorders are available in the current version of the DSM or ICD. **Test anxiety by itself is not considered a psychological disorder.**

Documentation Guidelines for Emotional Support Animals

The documentation described below is due no less than 30 days in advance of the start of the semester the student would like to bring the animal to ensure a timely decision regarding a request for an emotional support animal.

- 1) A letter that provides the information described in the psychological disorder documentation guidelines, and;
 - i. Specifically, identifies the therapeutic value of the animal, e.g., one or more symptoms of the existing disability the animal alleviates, significance to an ongoing treatment plan, observations of the student with the animal as well as the length of time of said observations
 - ii. Explanation, the possible adverse effects of the person, does not have the animal with him or her.

Notably, professionals signing the letter to document disability and need for the ESA must be authorized by training and state law to prescribe, diagnose, or treat applicable conditions.

Implementation and Monitoring of Approved Accommodations

Once disability-related accommodations are approved by Counseling and ADA Services, each member of the Tusculum community should adhere to the rights and responsibilities and procedures for the implementation and monitoring of those accommodations outlined below.

1. Direct questions about the implementation and monitoring of approved accommodations to Counseling and ADA Services located in Garland Library, Room 233.
2. Students who are granted housing accommodations must provide the Office of Student Success with written notice in the form of the Notification of Accommodations letter. The student will receive a Notification of Accommodations letter stating the approved housing accommodations, if any, for which the student has been approved. Any questions regarding

the determination should be directed to the Counseling and ADA Services.

3. Students who are authorized to have an animal in housing must:
 - a. Must maintain the care and control of the animal at all times. The University is not required to permit service animals in areas that would alter campus environment, physically or programmatically. If appropriate, a representative of the university could require a student to remove a service animal from a particular setting and offer an alternative method to access the specific location or activity. Emotional Support Animals are permitted in a student's assigned room which may include common areas depending upon the style of the on-campus housing.
 - i. Students with a Service Animal or an Emotional Support Animal on campus who neglect the animal's maintenance or behavior as outlined in the Acknowledgement of Responsibilities signed by the authorized student. The following sanctions may occur along with costs of any repairs to university or other individuals' property:
 - First offense- \$150 fine
 - Second offense- \$300 fine and referral to Counseling and ADA Services to reassess the approved accommodation.
 - Third offense- \$600 fine
 - Fourth offense- Referral to Counseling and ADA Services to identify an alternative accommodation.
 - ii. Any student who has an unauthorized animal on campus which includes claiming the animal is "in the process" of becoming an ESA is in violation of the Student Code of Conduct and the 30 day review period was not followed. When a student is found with an unauthorized animal on campus the following sanctions may occur:
 - First offense- \$500 fine, immediate removal of the animal;
 - Second offense- \$650 fine, immediate removal of the animal;
 - Third offense- \$1000 fine, loss of housing privileges
4. Students who are approved for academic accommodations must:
 - a. Notify professors and Counseling and ADA Services sufficient time to respond to requests to use the approved accommodations.
 - b. Inform professors in writing in the form of the Notice of Accommodations the list of their approved accommodations. Accommodations are not applied retroactively. Students who do not notify professors of their accommodations cannot utilize accommodations in said course.
 - c. Request for professors to sign a copy of the Notice of Accommodations
 - d. Return a signed copy of the Notice of Accommodations to Counseling and ADA Services. The return of the signed notice documents that the student and the professor are aware of the list of approved accommodations and the student's intent to use them. Counseling and ADA Services role is to support all parties to ensure the University meets its obligations outlined in the Notice of Accommodations.
 - e. Follow the outlined procedures to utilize the list of approved accommodations.
 - f. Communicate with professors and Counseling and ADA Services about issues, concerns, or modifications to accommodations.
5. For students approved for academic accommodations, **Counseling and ADA Services** must:
 - a. Continue to facilitate the interactive process to ensure students are accommodated in courses without fundamentally altering any portion of good or service offered by the university
 - b. Act as a mediator and advocate where appropriate for the student, faculty, and University
 - c. Maintain the confidentiality of students' disability

- d. Refer students to appropriate campus or community resources
6. For students approved for academic accommodations, **faculty** must:
 - a. Request verification of eligibility accommodations
 - b. Consult with Counseling and ADA Services about students as appropriate
 - c. Require students with disabilities to meet the same academic standards as their peer
 - d. Meet with students confidentially to discuss their disability-related needs and accommodations
 - e. Provide the approved list of accommodations as applicable to the course
 - f. Consult with Counseling and ADA to develop appropriate accommodations, if an accommodation may fundamentally alter the learning objectives of a course

Supplemental Information regarding Animals on Campus

Pets are not permitted at Tusculum. Service animals and emotional support animals are assistance animals not pets. Students who are authorized to have an animal on campus must follow the procedures outlined in the Student Handbook. The information below provides the campus community with supplemental information about these assistance animals.

Service Animals

What is a service animal?

A service animal is defined as a dog that is individually trained to do work or perform tasks for a person with a disability. Examples of such work or tasks include guiding a person who is blind, guiding a person who is deaf, and pulling a wheelchair. Service animals are working animals, not pets.

Where is a service animal allowed?

A service animal is allowed to go in all areas of a facility where the public is allowed. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examinations rooms. However, it may be appropriate to exclude a service animal from areas where the animal's presence may compromise a sterile environment.

Who is responsible for keeping the service animal under control?

The person with the disability is responsible for keeping the service animal under control. A service animal 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. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls. The person with the disability is the only person who should give the service animal commands.

Members of the general Tusculum community should respect the privacy of an individual and not ask about his or her disability. In addition, please remember that Service or Comfort Animals are not pets. They should not be petted, fed, startled, teased, or separated from the owner / handler. Violation of this policy may result in disciplinary action.

Emotional Support/ Comfort Animals

What is an emotional support/comfort animal?

An emotional support/comfort animal is not a pet. An emotional support animal is an animal that provides assistance to a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person's disability. Typically, an emotional support animal is prescribed to an individual with a disability by a licensed physician such as psychologist with training in the area of the person's disability and is an integral part of a person's treatment process/plan.

Where is an assistance/comfort animal allowed?

- A. Except to the extent that a service animal also qualifies, emotional support animals are only allowed within a person's residence in on-campus housing. Assistance animals must not be taken into the common areas of the residence halls, apartment offices, administrative offices, or public student living areas within on campus housing. Additionally, students are not allowed to take the emotional support/comfort animal into any other buildings on campus, including classrooms, libraries, administrative buildings, dining facilities, or any controlled spaces.

Who is responsible for keeping the emotional support/ comfort animal under control?

The owner must ensure the animal is manageable and does not create a nuisance in or around the home setting. The owner is required to provide care and food for the animal.

Where can students report concerns or complaints about animals on campus?

Students should direct their concerns or complaints against a student or animal to the Dean of Students. Moreover, if students notice these rules are not being followed, please report the violation(s) to Campus Safety at 423-636-7318.

What if a student has a condition that conflicts with having an animal in his/her dormitory?

Some individuals may have allergic reactions to animals that are substantial enough to qualify as disabilities. Tusculum will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and will work toward a mutual resolution. Students requesting allergy accommodations should contact Counseling and ADA Services.

Types of accommodations

Tusculum offers students with disabilities reasonable accommodations based on individual disability-related needs. In the table below, general description of the types and purpose of available accommodations is provided to allow students with disabilities to reflect on their accommodation needs to function in the academic setting. The table also outlines the shared responsibility between the student, Counseling and ADA Services, and the Tusculum community with implementing and monitoring accommodations. The examples provided do not indicate all to accommodations available at Tusculum.

Type	Purpose	Responsibility	Example
Auxiliary	Tools to use related to a student preparing to enter in academic settings	Depends on the type of accommodation. Generally, includes student, Counseling and ADA Services and a one campus department or outside vendor. Maybe one time request or once a semester request.	Books in Alternative Format Housing Accommodations Assistive Technology Training Academic Coaching
Classroom	Tools to use related to a student fully accessing material covered in class based on the syllabus	Student is responsible for notifying course instructor of approved accommodations. Then professor and student collaborate to implement accommodation. Counseling and ADA Services staff serves as a support or consultant.	Reasonable exception to the attendance policy Note taker services
Testing	Tools to use related to exams, quizzes, or other assessments	Same as Classroom, but may also include Counseling and ADA Services when test proctoring services are provided.	Extended time on tests Use of a computer

Accommodations Procedures

Test Proctoring

Counseling and ADA Services offer students and faculty with an alternative location for students with testing accommodation to receive extended time on tests, use of a computer during tests, a quiet low distraction test area, and other approved testing accommodations. Students may request to take tests (exams) and quizzes with Counseling and ADA Services.

To schedule tests (exams) and quizzes

In order to schedule to take quizzes, tests or exams in Counseling and ADA Services, students must follow the steps below.

1. Return Notice of Academic Accommodations letter signed by the course instructor to Counseling and ADA Services.
2. Meet with Course Instructor seven (7) days in advance to obtain all the necessary information to send the “Request for Test Proctoring” email.
3. Email a “Request for Test Proctoring” as outlined below to course instructor and Counseling and ADA Services five business days before the date of the quiz, exam, or test.

Sample Email:

To: counselingandadaservices@tusculum.edu

CC: professorsname@tusculum.edu

Subject: Request for Test Proctoring

Student Name: Tusculum Student

Course Subject and Number: ENG 1101

Request Pre-Approved by Course Instructor (Yes or No): Yes

Date of Test: 12/8/2012

Time to Start the Test: 1:00 pm

Length of test without extended time: 2 hours

Submission method of test to Counseling and ADA Services: Email

Return method of test to Professor: Email

Contact information for professor while student is taking the test: 423-333-1111

Specific instructions such as materials allowed and procedures to proctor exam: No materials needed for the test. Student will need a pen or pencil.

Please note students are strongly encouraged to obtain Pre-Approval from course instructors to take quizzes, tests, or exams in Counseling and ADA Services. Requests that are submitted that are not pre-approved are not scheduled until approval is received by the course instructor.

Day of Test Proctoring

Counseling and ADA Services uses technology and staff to proctor exams individually and in groups of three. Technology includes using video conferencing software to monitor and record students test proctoring session. Staff includes a work study student who will remain in the room with students. When taking quizzes, exams, or tests in Counseling and ADA Services, students must follow the protocols described below.

1. Arrive at the approved start time. Students who arrive late for the exam must contact the course instructor to reschedule the exam.
2. Secure all papers, jackets, book bags, cell phones, and other electronic devices in the cabinet with Counseling and ADA Services or in the designated location.
3. Only use authorized materials while taking quizzes, exams, or tests. Students who need to access their belongings during a test must do so under the supervision of the test proctor.
4. Notify the test proctor of any personal or medical needs that may arise during the test. Students who encounter any difficulty or other concern during their exam should inform the proctor immediately.
5. Adhere to the Academic Policy on Academic Misconduct. See the following webpage for more information: <https://web.tusculum.edu/academics/academic-policies/>
6. Counseling and ADA Services will return the exam to the course instructor as directed in the Request for Test Proctoring email.

Notetaking

Students with disabilities may receive note taking services for a variety of reasons. Some reasons may include, but are not limited to, difficulties with listening, learning and writing simultaneously, limited use of arms and hands or unavoidable absences due to chronic illness. Lab assistants, on the other hand, may help students handle chemical solutions, take measurements or operate lab equipment, because the students' disability limits them in doing so on their own.

How to Request and Receive Note Taking Services

Students who want request note taking services in their classes should follow the steps below.

1. Students who are newly registered with Counseling and ADA Services should discuss their request for note taking services with the Counselor/ADA Coordinator during the orientation appointment to determine eligibility.
2. Students who have been approved to receive note taking services and need assistance with identifying a note taker should email Counseling and ADA Services the following information: 1) Course Name 2) Course Instructor and email address 3) Days and times of the course
3. Students may secure a note taker in one of two ways:
 - Identify their own note taker from their class(es) and ask if she or he is willing to provide notes. The student and the note taker will decide on the delivery method. The student can provide the note taker with NCR notepads, which contain carbonless paper that creates duplicates of each page of notes. These notepads can be obtained from Counseling and ADA Services at no cost.
 - Remain anonymous and receive assistance from their instructor in finding a note taker. The instructor may make an announcement in class or send out an email to the class list to solicit a note taker. Once a volunteer has come forward, the

instructor will facilitate a meeting between the student and the note taker (unless the student prefers to remain anonymous). Students who prefer to remain anonymous should decide if they want to review a sample of notes of potential note takers or not. Students who want to see sample notes before a note taker is selected should discuss with their instructor a simple and timely method to review sample notes. The note taker submits notes to the instructor. The student and the instructor will determine how the student will receive the notes from the instructor.

4. Students who have difficulties obtaining a note taker should contact Counseling and ADA Services for help.
5. Students who are requesting lab assistance should contact their service provider for help.

What Note Takers Need to Do

Students who have decided to serve as a note taker in one of their classes should follow the steps below.

1. Students should obtain and complete the Note taker Service Learning form and turn it into Counseling and ADA Services.
2. First time note takers must complete and submit the certificate of completion to the online National Deaf Center (NDC) Note Taker Training:
<https://explore.nationaldeafcenter.org/courses/note-taker-training>.
3. Note takers may receive priority registration or up-to five hours of community services.

Books in an Alternative Format

Students with disabilities may receive books in an alternative format for a variety of reasons. Some reasons may include, but are not limited to, difficulties with reading, concentration and vision. The available format available is PDF which allows students to use the text-to-speech features of ADOBE Acrobat DC Reader, Internet Explorer, and VoiceOver (Mac OS). To place an order for alternative media text, students must submit the following information for each book to counselingandadaservices@tusculum.edu:

1. Student's name and telephone number
2. Title
3. Author
4. Edition Copyright
5. Publisher
6. ISBN Number
7. Copies of receipts showing proof of purchase or position of book

II. Temporary Impairments

Tusculum University recognizes that individuals with temporarily impairments due to injuries, surgery or short-term medical conditions (e.g. broken limbs, hand injuries, mobility limitations during recovery from surgery) may benefit from temporary campus assistance, support services and resources.

Request Temporary Assistance

To request temporary assistance from Tusculum University, students must submit a completed temporary assistance request form (Insert Link to form here) together with supporting medical documentation (written by a qualified medical professional on official letterhead and indicating the medical condition, expected duration of the limitation, and any recommendations for types of assistance needed). Prescriptions will not suffice for this purpose.

The Temporary Assistance form and supporting documentation may be emailed or submitted in person. Please see the Contact Us page for contact information.

Duration of Temporary Assistance

Temporary assistance will set to expire based on the expected duration of the limitation documented by the qualified medical professional. Counseling and ADA Services may request additional documentation to verify the need for continued services after the estimated duration of the condition has expired.

Temporary Assistance Appointments

Counseling and ADA Services will schedule an intake appointment with students who request Temporary Assistance once all required documentation has been received. Students are generally contacted to schedule intake appointments within five business days of submitting all required documentation. The meeting will include a discussion of students' temporary assistance needs and available support services and resources.

Possible Assistance for Temporary Impairments

Example of temporary assistance that may be available:

- Information on accessible routes and elevator access on campus
- Temporary Parking
- Potential classroom and testing assistances
- A scribe for exams
- Notetaking assistance
- Audio recorder for lectures
- Extended testing time
- Computer for essay exams

Examples of assistance not available from Tusculum University

- Personal assistance such as on-campus transportation of person or belongings
- Personal devices such as wheelchairs, scooters and other mobility devices

Resources:

- Parking and Transportation
Tusculum University does not issue disabled parking placards. Students who are interested in obtaining a disabled parking permit must apply for one through the state.
- University Housing (on-campus student housing)
University Housing residents who have housing needs due to a temporary impairment should complete the Temporary Assistance Form and submit appropriate documentation. Requests to modify room assignments are subject to space availability.

Implementation of Temporary Assistance in the classroom

Students approved to receive temporary assistance will receive an official letter from Counseling and ADA Services to distribute to instructors as they choose. The letter will indicate the approved assistances along with a clearly identifiable expiration date. Instructors should provide the temporary assistance outlined on the letter through the posted date. Students who ask for assistance beyond the date stamped on the letter should be instructed to return to Counseling and ADA Services.

III. Student Complaint Policy

Policy Intent

The purpose of this policy is to provide guidance and procedures for Tusculum University students, faculty and staff members with regard to the handling of informal and formal student complaints. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that there be a policy specific to handling and logging written student complaints.

For many student concerns or complaints that do not involve harassment, the University seeks to support informal communication channels involving the student and those most directly involved. The purpose of this document is to outline the formal student complaint policy and procedures.

General Procedures

Students are encouraged to discuss particular concerns or complaints with the appropriate faculty or staff member as soon as possible. For concerns that are not resolved through the informal process, the student should follow the process outlined below in the Routing of Student Complaints section.

Routing of Student Complaints

When a student approaches a faculty member, staff member, or administrator with a verbal concern or complaint or proceeds with a formal complaint as defined below, the nature of the complaint/concern determines the direction of the process:

- (a.) Any complaints of harassment or sexual assault/rape, domestic violence, dating violence, or stalking should follow the sexual harassment policy and reporting procedures in the Tusculum University Student Handbook.
- (b.) Any grade issue should follow the grade appeal process found in the Tusculum University Catalog.
- (c.) Any complaint involving other students or student -- related issues should be addressed to the Dean of Students as described in the Tusculum University Student Handbook.
- (d.) Any other complaint/concern should be addressed to the appropriate Vice President or Dean responsible for the applicable area with the procedures below.

Formal Student Complaint

To be considered a formal student complaint, the complaint must meet the following criteria:

1. Be written, either in a letter or an email
2. Be received by a Dean, Vice President or President, and
3. Include the complainant's name, date and signature (electronic signatures are acceptable).

Upon receiving a formal, written complaint from a student, the Dean or Vice President will then proceed to investigate the complaint thoroughly. The Dean or Vice President will begin by requesting written documentation from the faculty or staff member involved. The Dean or Vice

President may also meet with the complainant to gather further information. The Dean or Vice President will gather and document all relevant information before making a decision. The Dean or Vice President will inform the complainant and the relevant faculty or staff member of the decision in writing. In the case of academic complaints, if the issue is still not resolved, the student may take their concern to the Provost and Vice President for Academic Affairs or the Executive Vice President for Health Sciences. In all cases, the final appeal is to the President of the University. Any appeal must be made within a week (seven days) of receipt of the decision.

A log of written student complaints and their resolution will be maintained by each of the Vice Presidents and Deans of the University. The offices of the Provost/VPAA and Executive Vice President for Health Sciences will collect logs from their respective Deans on an annual basis.

Off-Campus Authorities

Before pursuing complaints through an off-campus authority, the complainant is expected to follow the procedures as described above, except in the cases of harassment or sexual assault/rape, which may originate with an off-campus authority. If after following these procedures, the issue is still not resolved, the student can direct complaints to the following agencies:

- Complaints relating to quality of education or noncompliance with accreditation standards, policies, and procedures may be made to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097. (The Commission's complaint policy, procedure and the Complaint form may be found on their website: <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>);
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (e.g., State Board of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
- For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/commerce/section/consumer-affairs>). For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form: <http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>
- Complaints about the university can also be directed to the President, Tusculum University, 60 Shiloh Road, P.O. Box 5048, Greeneville TN 37743.
- Complaints that originate with SACSCOC or other accrediting bodies are to be forwarded to the appropriate liaison who will follow the general procedures addressed in the Student Complaint Policy.

Original Policy May 12, 2016

Updated January 4, 2019

Approved by Cabinet: January 16, 2019