Dear Student,

Welcome to Drury University!

So glad you chose Drury for your college education! I know you have made the right choice! We are a small campus community committed to students and student learning. We value learners of all ages, backgrounds, ethnicities, and abilities. We welcome the opportunity to serve our students with disabilities and will coordinate for them a plan of support and accommodation.

Services for Drury Day School students with disabilities are provided through the Counseling, Testing, and Disability Support Services office. To find out more about our policies, documentation requirements, and services, please visit our website: http://www.drury.edu/dss

We can do our best work only when we have your cooperation. This handbook is intended to provide you with the information you need to help us help you. Together, we can provide the support and services you need and want to accomplish your goals.

Glad you are here and good luck!

Ed Derr
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Getting Started!

If you have recently left high school, you may be surprised to find that disability services work much differently at the college level. You will find that you have more rights, responsibilities, and independence. There is also great emphasis on you and your disability’s confidentiality. For information about the differences in delivery of services for students with disabilities between K-12 and higher education, you will find good information at the Missouri Association for Higher Education and Disabilities (MO-AHEAD) website: [http://www.moahead.org/](http://www.moahead.org/) (click on “guidebook” on the site), and also at the website for the Office of Civil Rights, [http://www2.ed.gov/about/offices/list/ocr/transition.html](http://www2.ed.gov/about/offices/list/ocr/transition.html)

If you have never registered for services before, following the steps below will make the process easy:

1. Complete and submit the “Application for Services/Request for Accommodations” form. The form lets me know more about you, your needs, and how I can serve you. Print the form, complete it, then mail, fax, scan and email, or simply drop it by:

   **Ed Derr**
   Director of Counseling, Testing, Disability Support Services
   Drury University
   FSC 114
   900 North Benton Avenue
   Springfield, Missouri 65802
   Phone# 417-873-7457   Fax# 417-873-6833
   Email ederr@drury.edu

2. After your Application for Services/Request for Accommodations form is received, it’s desirable that we have an opportunity to talk and discuss the information you supplied. The conversation allows for both of us to gain clarity of your needs plus simply get to know each other better. We can meet in person on campus or if you live a distance away from Drury, we can talk on the phone.

3. Submit your documentation, prepared according to the guidelines below:
Documentation Requirements

Drury University recognizes the best practices recommended by the national Association on Higher Education and Disability. We also realize that each individual and each disability is unique. Specific documentation requirements will vary according to the type of disability, but the following guidelines define acceptable documentation:

1. Documentation is prepared by a licensed professional who is knowledgeable in the field of the student’s particular disability, and provide a description of the diagnostic methodology and/or a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

   Learning Disabilities (LD/ADHD): Students must provide diagnostic test results from a licensed psychologist or certified specialist in learning disabilities. All testing should be based on adult test norms.

   Physical Disabilities: Students must provide documentation from a physician that specifies the nature of the disability of disabilities.

   Psychiatric Disabilities: Students must provide documentation from a licensed professional qualified to diagnose and treat psychological disorders.

2. Documentation is no older than three years. (Certain long-term medical and health conditions may not be subject to this requirement, Ex. Blindness). Drury University will evaluate, but may reject, documentation over three years old. We reserve the right to request updated verification of disability and necessary accommodations.

3. Documentation includes a statement of diagnosis.

4. Documentation includes a description of the student’s current functioning and/or the current status of the disability.

5. Documentation describes how the disability affects the student’s learning/functioning in a post-secondary educational setting.

6. Documentation includes recommendations for appropriate post-secondary accommodations.

7. Documentation is dated and signed by the licensed professional and presented on letterhead of the professional.

8. Documentation should include information regarding medication the student may be using and treatment he/she may be undergoing. This also should include th3 medication or treatment’s impact on the student’s ability to function in an academic setting.
You may need to contact your doctor, psychologist, school counselor, VA counselor, or other qualified medical/educational professional to send your information. Your information will be handled appropriately to protect your confidentiality. Please note: Your submission of the Application for Services/Request for Accommodations begins the process, however no accommodations can be determined or provided until the documentation is received.

4. Become familiar with the information in the handbook for Students with Disabilities so you will know how and when your professors are notified of your accommodations, how accommodations are arranged, and other important aspects of receiving your services.

**Documentation Review Process**

Once your documentation is received, the Director of Disability Support Services will review it and determine appropriate accommodations. If your documentation does not satisfy the requirements above, you may be asked to submit updated or more complete information. Be sure to submit your documents in a timely manner to allow adequate time for the review process before classes begin.

When your request has been reviewed, you will receive notification of the approved accommodations. If you are a Drury University day student attending classes on the Springfield residential campus, your accommodations will be handled by Ed Derr, Director of Counseling, Testing, and Disability Support Services. If you attend a Drury night student, attend a Drury Center campus or are a Drury online student, Marti Marlin from the Drury CCPS office will work with you on providing the accommodations.

If you are not satisfied with the accommodations you have been authorized to receive, please call Ed Derr to discuss the situation. In some cases, we may be able to make adjustments. In others, additional documentation may be needed.

For more information on filing a grievance, please see the details in the Handbook for Students with Disabilities at [link here].

DO NOT ask your professor to provide accommodations if you have not first submitted an Application for Services/Request for Accommodations form and documentation to the Director of Disability Support Services.

Your disability information is CONFIDENTIAL. We will inform the appropriate faculty or campus personnel of the accommodations you require, but we do not disclose the nature of your disability or diagnosis. In some cases, you may find that sharing this information with your professors may help them understand you better, but that choices is up to you.

NOTE: Disability files are updated each year at the beginning of the spring and fall semesters. If you are not enrolled for the current term, your file will be marked “inactive,” and you will be notified by email. To reactivate your file and your accommodations, simply notify the Director of Disability Support Services by email when you enroll again.
Types of Accommodations

Accommodations are always determined to fit the specific needs of the individual student and in consideration of the documentation received. In deciding upon accommodations we consider:

- The disability/disabilities of the student
- The recommendations of the medical professional who diagnosed the condition(s), as specified in the documentation
- Federal guidelines
- Best practices of disability services in higher education
- Departmental requirements
- The academic integrity of Drury degree programs

Below are types of accommodations often authorized:

- Testing accommodations (extended time, low-distraction testing room, etc.) [testing request form link]
- Reader for exams
- Scribe for exams (or permission to type answers to exam questions)
- Alternative texts (this usually means electronic files of texts than can be read aloud by a screen reader) for those with print disabilities such as blindness, dyslexia, etc. (more details on this topic can be found on page ?)
- Permission to record lectures or a note taker for individuals unable to take their own notes
- Sign language interpretation or captioning for deaf students
- NOTE: “Extended time for exams” does not automatically imply extended deadlines for class assignments. Students are expected to manage their own time to allow for completion of work by established deadlines. In some cases, students with disabilities may receive the details of assignments early in order to help them meet deadlines. If you are taking classes in an accelerated format (i.e., eight week terms), you should plan your weekly allotment of study time accordingly. If you are experiencing difficulty meeting deadlines in a course, you should discuss the matter with your professor to determine if deadline extensions are reasonable. If deadline extensions are allowed, they may not extend beyond the closing date for the course, unless the student has completed a Contract for Incomplete with the approval of the professor.
- Requests for course waivers or substitution (example: waiver of foreign language requirement for a student with deafness) will be considered individually. Approval for such waivers is granted by petition to the academic division and with approval of the respective dean and/or provost. The Director of Disability Support Services cannot approve or deny course waivers.
- We will also provide accommodations for campus activities. Contact us if you need services for plays, athletic events, graduation, club activities, or other events.
Service Animal Policy

General Guidelines
Service animals may accompany students, employees, and visitors with disabilities to Drury University events, activities, and locations with rare exceptions. Local, state, and federal laws regulate the use of service animals at Drury University.

Definitions:

1. Service Animal: According to the U.S. Department of Justice, service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

2. On a case by case basis, Drury University may also permit the use of a housebroken miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Persons wishing the University to consider use of a miniature horse should please contact Ed Derr, Director of Counseling, Testing, and Disability Support Services.

3. Emotional Support Animal: According to the Fair Housing Act (FHA), Drury will entertain reasonable requests for emotional support animals in campus housing only.

Specific Provisions

A. Generally, Drury University will permit the use of a service animal by individuals with disabilities. Drury University may ask an individual with a disability to remove a service animal from the premise if (1) the animal is out of control and the animal’s handler does not take effective action to control it; or (2) the animal is not housebroken. If a service animal is properly excluded under this provision, the individual with a disability will be given the opportunity to participate in Drury University’s service, program, or activity without having the service animal on the premises.
B. A service animal may be excluded if Drury University makes an individualized assessment based on reasonable judgment and best available objective evidence that the service animal poses a direct threat to the health or safety of others that cannot be mitigated by reasonable modifications.
C. A service animal must be immunized against diseases common to that type of animal.
D. A service animal must be under the control of its handler (e.g., harness, leash, voice control, signals, or other means).
E. Student is responsible for the care, well-being, and supervision of a service animal at all times.
F. An entity shall not ask about the nature or extend of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. An entity may ask: 1) if the animal is required because of a disability and 2) what work or task the animal has been trained to perform. An entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquires about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
G. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity’s facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.
H. A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

**Notification of Accommodations to Professors**

Some students are reluctant to register with the Disability Support Services office because they may be accustomed to the system used in their high schools where all teachers were informed of their disability. In college, this is not the case. Your disability information is considered confidential. The nature of your disability will not be disclosed nor discussed with professors unless you specifically request it. If you DO want your disability to be disclosed, we will ask for you written permission to do so.
Professors, however, do need to know what accommodations they need to make for you in the classroom or for testing. Here’s how the process works:

- Near the beginning of each semester the Director of Disability Support Services (DSS) will create letters for your professors outlining the accommodations you are eligible to receive in their class that semester. The Director of DSS will make paper copies for each of the professors, a copy for you, and a copy to be kept in your file. You will be notified when your letters for your professors are ready to be picked up at the office.

- Once you pick up the letters, you then will take them to each individual professor personally. It is encouraged that you visit your professor the first week of class, during an office hour while the professor is in his/her office alone. This one-on-one meeting allows you to provide to your professor your accommodations letter, plan how best to implement your authorized accommodations and share about yourself. The copy of your accommodations letter you provide to your professors is for them. They should keep it and refer to it when they need to. Drury professors appreciate you coming early and sharing about your accommodations. They are equally interested to get to know you! This meeting is an excellent opportunity to get to know your professors on a personal level. You can feel confident that your professors will keep your information and accommodations quiet and only shared between you and him/her.

- This process of receiving and sharing accommodation letters with your professors is repeated each semester. The Director of Disability Support Services will send an email to you asking you if you want your accommodation letters prepared for the next semester’s classes. Your prompt response is appreciated so that your accommodation letters can be prepared in a timely manner before classes begin.

- Please notify me immediately if any of your professors did not get a letter created for them or if you change your class schedule.

Some special considerations:

- Students who have open “active” files in the Disability Support Services office are eligible for early registration each semester. The Director of Disability Support Services will send you an email announcing when the early registration period begins.

- If you do not enroll by the first day of classes of the Fall or Spring semester, your file may be marked “inactive” and your name removed from the list of active
students. Your information is still on file, however. Simply contact the Disability Support Services office when you enroll to re-activate your file.

- When you graduate, your file will be marked “inactive” and archived.

**Student Responsibilities**

As college student with a disability, you are considered as an adult. As such, you will be expected to advocate for yourself and accept responsibilities that you didn’t have if you received disability services in high school. Disability Support Services staff cannot discuss your accommodations or your academic progress with your parents unless you have submitted a signed release of information to Drury.

These are things you should do for yourself:

- Know the procedures in this handbook and be sure you are following the correct process in requesting services.
- File your request form and submit your documentation in a timely manner.
- File your request for Test Proctoring Services in a timely manner. 48-hours notice is expected to help insure that an exam can be proctored in the Disability Support Services office with accommodations.
- Discuss your accommodations with your professors. This may include reminding them a few days before an exam if they are supposed to forward your exam to the Disability Support Services for proctoring. Refer them to the Director of Disability Support Services if they have questions about your accommodations.
- If you believe you need additional accommodations besides those originally approved for you, please talk to the Director of Disability Support Services. The Director will be glad to review your accommodations with you to see if we can grant your request. In some cases, you may be able to submit additional documentation in order to qualify for other services.
- Be cordial and respectful to your instructor in your requests. An angry email or phone conversation seldom helps your case. Disrespectful behavior toward your professor or staff may put you in violation of the Student Conduct Code.
- If you have a problem or questions, please ask for help immediately. Don’t wait until the last week of the semester when it may be too late to solve the problem and save your grade.
- Visit your professor during their office hours when you have problems or questions. They are your best tutors!
• Manage your study time to allow for your disabilities. If reading and/or writing is a slow process for you, be sure to begin early. If you are distracted easily, arrange for a low-distraction environment in which to concentrate on your schoolwork and allow enough time to give yourself breaks when needed. Use the study rooms in the Olin Library, quiet locations in the Findlay Student Center, departmental study lounges, and empty classrooms. Residence halls can be noisy and facilitate distraction.

• If you are served by Voc Rehab or the VA, talk to your counselor about equipment and services they may be able to provide to help you.

• Look into computer hardware, software, and other devices that may help you in your school work. Some of these may be free and/or relatively inexpensive and can make a big difference. See the “Helpful Aids” page in this handbook for more information.

• If you have a grievance with the way your disability support services have been delivered, follow the procedures in the Drury University catalog. See the “Grievances” page of this handbook for more information.

Information about Audio Texts

If you are approved for “audio texts”, these texts will be available to you FREE in audio format in a couple of different ways. One way is via Learning Ally (audio text format downloadable onto your computer or tablet) or Accesstext (electronic version of the text that may be read by a screen reader on your computer). Disability Support Services will attempt to get a version of the text through whichever means that it is available best. You must be a DSS student to receive audio texts via these means.

When making a request for an audio text version, the following information is required:

• Course number, course title, instructor
• Title of book and edition
• Author(s)
• ISBN number

Send this information as soon as is possible. It can take for a few days to a couple of weeks (or longer) to get your electronic and audio text versions. Delays are likely the closer your request is made to the beginning of classes.

www.Accesstext.org
www.learningally.org

An additional alternative to either system would be to purchase an e-Reader. Amazon’s Kindle comes with a free audio program (called Audible). Many textbooks are available as e-Texts, and
often the sale or rental price is considerably lower than the cost of the hard copy of the book. However, it is wise to investigate the audio capabilities of a device before you buy. Some devices do not have audio apps available. The Barnes and Noble NOOK did not have any audio apps recently. They may now, but consult this first before you buy. NOTE: Purchasing or renting e-Texts or gaining access to audio books via a bookstore is an option for any student, students need not be “approved” by this office to have access.

Helpful Aids

Many high-tech and low-tech items are available to help students today. Below are some aids that you may find helpful for your personal use. Most are well within a student’s budget, some are free, and some might even be provided by agencies like Vocational Rehabilitation, VA, or other groups depending on our qualifications.

Screen reading software. There are many brands available. Some are quite expensive; some are moderately priced; some are free for download. If you are approved for “audio texts,” you may be eligible to receive an electronic version of the book via a PDF file from AccessText. You will need a screen reader on your computer to read the PDF file. One such program, available as a free download, is Natural Reader www.naturalreaders.com. The free version has limited features, but a more sophisticated version is available for a moderate price. Screen readers can also read information on web pages. Also know, that many laptops and tablets come with a screen reader already programmed on it that can be activated for use.

Speech-to-text software. This type of software uses a microphone and allows you to speak into the mic to produce written text. The most popular program is Dragon Naturally Speaking. It is available for about $100.00. The software isn’t a quick fix, it takes some “training” to interpret the user’s voice accurately, and it requires editing to correct some kinds of errors.

http://dragon-naturallyspeaking-home.en.softonic.com/

Live Scribe. This little gizmo is a pen and a digital recorder all in one. During class, you take notes on special paper while the recorder captures voices from the lecture. Later, you can touch the pen to any specific place in your notes and replay that part of the lecture. You can upload the recorded lectures to your computer. Prices vary according to the storage capacity. Live Scribe is available for prices ranging from $100 - $200 and can be purchased online or at Best Buy, Amazon, and other retailers www.livescribe.com
**Key to Access.** This is a glorified MP3 players that comes loaded with a number of accessibility software programs that separately would cost much more Key itself. An advantage of this Key is the ability to take the programs with you to use on any computer. Nothing is actually downloaded to the computer, its all accessed directly from the Key. It can also be used as a digital voice recorder. Software includes a talking word processor, screen reader, scan and read program, talking calculator, and more. It comes with a USB cord and ear buds. [http://www.readingmadeez.com/products/keytoaccess.html](http://www.readingmadeez.com/products/keytoaccess.html) for more information. Priced at approximately $350.00

**Ear plugs.** Definitely on the low-tech end of the scale, but can be useful for students with ADD or ADHD who have difficulty tuning out distraction in order to concentrate during a test (or study time). Foam earplugs are soft, comfortable, and inexpensive. They don’t block all sound, but they can successfully block the small things, small sounds, that can distract a person with ADHD. Foam earplugs are much less expensive than noise-cancelling headphones and available at most drugstores.

**Grievances**

If you believe you are not being provided with the accommodations for which you have been approved, or if you are not satisfied with the services provided for you, the following procedures will help you.

- If you are having difficulty with a professor or a campus staff member, let the Director of Disability Support Services know at ederr@drury.edu or 417.873.7457. In most cases, a consultation meeting between the Director and the person about your accommodations resolves the problem immediately. Please let the Director know as soon as a problem arises.
- If you are dissatisfied with the accommodations approved for you, please let the Director know. Additional accommodations may be approved. Some additional documentation may be required for additional accommodations.
- If you believe that the Director has not provided you with accommodations you believe appropriate, you may contact the Dean of Students with your concern:

  Dr. Tijuana Julian  
  Vice President of Student Affairs and Dean of Students  
  Findlay Student Center  
  900 North Benton Avenue  
  Springfield, MO  65802  
  417.873.7215
Tips for Success

Follow the procedures outlined in this handbook, and submit your request form and documentation as early as possible. It takes time to process your request, notify your professors, and make arrangements for your accommodations.

Know your own strengths and weaknesses. Are you better at writing than math? Is procrastination a continuing problem for you? Knowing your own talents and shortcomings can help you strategize better ways to approach tasks. It can also help you know when you need to ask for help from a professor, a tutor, or a classmate.

Manage your time well and stay organized. Does it take you longer to read than your peers? If so, be sure you can allot adequate time in your weekly schedule to keep up on assignments. Get started early on the assignments you know will take a long time. For every semester hour of undergraduate work, the average student should plan 2 hours a week study time. For a full-time student taking 12 hours of classes, than means 24 hours per week study time. If you are taking accelerated or summer (8 week) classes, you must plan twice that much. If you have a reading disability or other disability that causes slowed processing of information, you must plan even more. Map out your time on a weekly plan sheet to designate regular study hours. Use a planning calendar to keep track of due dates of assignments and exams. Consider carefully how many semester hours you should take at a time. For some students with disabilities, less is better.

Plan your schedule carefully. Whenever possible, consider the balance of courses that you are taking in a semester. If one type of subject is most difficult for you, take only one of that type each semester and fill out your schedule with less difficult classes. Discuss with your faculty advisor the possibility of taking fewer courses per semester. It may mean that you will take summer classes and mean that it may take you longer to finish school, but you may experience less stress and be able to keep a higher GPA.

Be proactive. Always be looking ahead at future assignments, tests, and courses. What tasks can you begin early to reduce stress later? If you are having difficulty in a class, talk to your professor and see how you can get the help you need right away. Don’t wait until you have failed several tests to seek help.

Be your own best advocate. Be ready to discuss your needs with your instructors. If you can help them understand you, you are likely to find them quite willing to work with you. Use resources that can help you, such as the Helpful Aids listed in this handbook and learning strategies that can help you compensate for areas that are not your strengths. For example, http://coe.jmu.edu/Learningtoolbox/