



**BIOLA**  
UNIVERSITY

**Office of the Learning Center**

*Disability Services Handbook*

**2006 Revision**

**562-906-4542**

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## **Disability Services Mission and Goals**

### **Disability Services Mission Statement**

Disability Services is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical, and psychological disabilities. Disability Services actuates this commitment by providing reasonable and appropriate accommodations to students with disabilities, assisting students with disabilities in self-advocacy, educating the Biola community about disabilities, and by ensuring legal compliance with state and federal disability law.

### **Disability Services Goals**

1. To provide a safe, comfortable, and caring place of contact and support for students with disabilities.
2. To understand the manifestation of the student's disability and to implement appropriate accommodations that address the student's limitations.
3. To treat persons with disabilities with dignity and respect and to view disability issues as matters of diversity.
4. To facilitate ongoing improvements in areas of structural access, assistive technology, accommodation availability, community education, and administrative advocacy.
5. To assist students with disabilities in their professional development by encouraging them to participate in activities such as leadership experiences and career internships.
6. To make meaningful professional contributions to the larger disciplines of Disability Services, Student Affairs, Psychology, Counseling, and Health Sciences.

## **Non-Discrimination**

### **Nondiscrimination Statement**

Biola University is dedicated to providing students with disabilities access to the programs, services, and activities of the university as required by the Americans with Disabilities Act (1990) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: "No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

## **General Information**

### **Students Served**

Disability Services provides services to enrolled students with learning, physical, and psychological disabilities.

### **Administrative Structure**

Disability Services is a Division of the Learning Center within Student Affairs. Present professional staff composition includes a Director of the Learning Center and an Administrative Assistant/Office Manager. The Director reports to the Associate Dean of Student Affairs. The Division of Student Affairs reports to the Provost and Senior Vice President.

### **Department Location**

Disability Services is located in the Learning Center office (U137-upstairs Biola Library). The Biola Library also houses an assistive technology room for use by students with disabilities.

### **Phone Numbers**

The main phone line for the Learning Center/Disability Student Services is 562-903-4542. From on campus the office may be reached by dialing extension 4542. The university operator can be reached by dialing extension "0".

### **E-Mail**

Each professional staff member has a private email account and may be emailed directly. Present staff emails are:

Director of the Learning Center- [kevin.grant@biola.edu](mailto:kevin.grant@biola.edu)

Administrative Assistant- [jennifer.roode@biola.edu](mailto:jennifer.roode@biola.edu)

The department may also be contacted directly by emailing [learning.center@biola.edu](mailto:learning.center@biola.edu)

### **Office Hours**

Disability Services is open during normal business hours from 9:00am to 5:00pm. When necessary, staff members are available outside of these times. The staff may work modified schedules during the summer and/or during university recesses.

### **Scope of Responsibility**

Disability Services is designated by Biola University to function as the department responsible for providing services and accommodations to students with disabilities in all Biola University programs, activities, and functions. Thus, services are available for undergraduate students, graduate students, and students enrolled in the BOLD program. Disability Services does not directly serve the faculty and staff of the university who possess disabilities, unless they desire accommodations and/or services for Biola classes in which they are presently enrolled. Faculty and staff members with disabilities should address employment concerns directly to Human Resources.

### **Federal Definition of Disability**

Under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, a person is entitled to legal protection from discrimination and possible reasonable accommodations if:

1. The person possesses a physical or mental impairment that substantially limits a major life activity,
2. The person has a record of such an impairment, or
3. The person is regarded as having such an impairment.

### **Self Identification**

Biola students seeking accommodations on the basis of disability must self-identify and request accommodations from Disability Services. Students who request accommodations and/or services from other faculty and staff are to be referred to Disability Services.

### **BOLD Students**

In general, the information contained in this handbook applies to BOLD students. However, some protocol modifications are necessary to implement accommodations for BOLD students as many BOLD classes are conducted at facilities away from the main campus. See Appendix D.

## **Records and Files**

### **Opening / Closing Files**

A file will be opened for any student who contacts Disability Services and expresses a desire to receive accommodations, receives a clinical referral, or submits documentation of disability. Files will remain open as long as the student maintains contact with Disability Services. A staff member will attempt to reach by phone, email, or letter, any student with an open file who does not have contact with Disability Services for more than one semester. Student files may be closed if the student does not respond to staff attempts at contacting him or her. Files may also be closed at any time at the request of the student. Closed files will be maintained for a minimum of five years and will then be destroyed by shredding.

### **Documentation Submission**

Students with disabilities must submit clinical documentation of disability that clearly establishes the need for services and accommodations directly to Disability Services. This documentation should meet the established documentation guidelines. See appendix A.

### **Academic Transcripts**

Disability Services will obtain transcripts on all students with open files at the end of each semester to track academic progress. No information about disability status will appear anywhere on the student's transcript.

### **Privacy of Records**

All student files and records are maintained in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, students have the right to access and view their files. Disability Services may also share information with appropriate university personnel on a need to know basis only. In most circumstances, clinical information, such as test data and diagnostic information, will not be released to faculty or staff. See Appendix A.

**Release of Information to Disability Services**

It is requested that health and mental health service providers include a copy of the student's signed release of information when providing information to Disability Services. Consistent with Section 56.11 of the California Civil Code, the signed release should:

1. Be handwritten or typed in font greater than 8pt.
2. State the specific uses and limitations on the types of medical information to be disclosed.
3. State the name and function of the healthcare provider that may disclose the medical information.
4. State the names and functions of the persons or entities authorized to receive the medical information.
5. State the specific uses and limitations on the use of the medical information by the persons or entities authorized to receive the medical information.
6. State a specific date after which the health care provider is no longer authorized to disclose the medical information.
7. Advise the person signing the authorization of the right to receive a copy of the authorization.

**Release of Clinical Documentation to Students**

Students requesting to obtain copies of their clinical documentation from Disability Services must contact the Director. Documentation provided directly from the student to Disability Services will be released to the student. Documentation provided directly to Disability Services from a health or mental health clinician will not be released to the student without authorization from the clinician. Students wishing to obtain documentation provided directly from a clinician are to contact the clinician to request the documentation. See Appendix A.

**Release of Clinical Documentation to Third Parties**

Students wishing to have documentation sent to third parties (e.g. clinicians, Vocational Rehabilitation, Educational Testing Services, other universities) must make a request to the Director and must sign a release of information form available from Disability Services. Documentation will only be released to persons and/or entities that are considered appropriate recipients of the information. When released, the documentation will be sent directly to the third party. If the documentation release is for the purposes of receiving accommodations on standardized tests (e.g. GRE) or for purposes of receiving accommodations at another academic institution, Disability Services reserves the right to inform the recipient of the student's accommodation history at Biola University.

**Security of Records**

All student files and records are secured in a filing cabinet maintained by Disability Services. This filing cabinet is locked at the end of each day.

**Photocopying Files**

While students may access and view their Disability Services file, photocopying of the file is discouraged in most cases. Should a student desire to photocopy the contents of his/her file, a written request must be made to the Director of Disability Services and to the Dean of Student Affairs. Additionally, please know that under FERPA, students have the right to inspect, but not necessarily, to copy their records.

## **Requesting and Receiving Accommodations**

### **Requesting Accommodations**

Students who desire accommodations on the basis of disability must make a formal request each semester by completing accommodation request forms available from Disability Services. All accommodation request forms received will be date-stamped to indicate the date of their receipt.

### **Accommodation Approval Process**

All accommodation requests will be evaluated by the Director of Disability Services and/or by a staff member designated by the Director. Factors involved in the evaluation of the request include the nature of the persons' disability and the type and extent of the requested accommodation. Disability Services reserves the right to contact appropriate university faculty and staff to discuss accommodation requests.

### **Approval Timeline**

Decisions regarding the approval or denial of requested accommodations will generally be made within five working days of the receipt of the accommodation request form. However, Disability Services reserves the right to take up to ten working days to make a decision regarding an accommodation request. Once a decision has been made, the student will be informed whether the accommodation request was approved, denied, or if additional documentation is needed. Students asked to submit additional documentation may be approved for temporary accommodations.

### **Temporary Accommodations**

Students may be approved for temporary accommodations at the discretion of the Director of Disability Services. In most cases, students will have submitted some form of clinical documentation prior to receiving temporary accommodations. Temporary accommodations may also be implemented to assist students with short-term physical or psychological impairments (e.g. broken limb, Adjustment Disorder). Temporary accommodations will generally not exceed one academic semester.

### **Professor Notification Letters**

Students who are approved for academic accommodations requiring professor notification will receive letters to take to the faculty. These letters will clearly state the recommended accommodations for each specific course. Clinical information about students will not appear in these letters. Professors are encouraged to contact Disability Services with any questions or concerns regarding accommodations.

### **Syllabi Notification (For Faculty)**

Faculty are requested to include the following statement in their syllabi:

“Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Learning Center (upstairs in the Biola Library) and can be reached by calling 562.906.4542 or extension 4542 from on campus.”

## **Possible Academic Accommodations**

### **Attendance Modification**

Students with disabilities are expected to attend classes in accordance with the professor's attendance requirements as stated in the course syllabi and with the attendance requirements established by the Registrar's Office. Exceptions to the attendance requirements can be requested as an accommodation. Approval of this accommodation will be made on a case by case basis and will involve the cooperation of the student, the professor, the academic department, the Registrar's Office, and Disability Services. See Appendix B.

### **Advanced Pre-Registration / Web-Reg Phase 1**

This accommodation grants the student priority status when scheduling classes for the upcoming term. Students receiving this accommodation have greater choice in course selection. This accommodation assists those who need specific classes, need breaks between classes, and those who need classes at certain times of the day. See Appendix B.

### **American Sign Language**

Sign language interpreters can be made available for students needing sign language for academic and co-curricular activities. All interpreters are contracted by the university. The university does not have interpreters as regular employees at this time.

### **Delayed Exams**

This accommodation allows the student to take an exam at a date later than the original administration and is usually implemented after an acute "flair up" of clinical symptoms. The modified administration date is established with the cooperation of the student, professor, and Disability Services. This accommodation is not intended to be ongoing. See Appendix B.

### **Electronic Books**

This accommodation allows students to receive books in electronic version. Most electronic books are provided directly from book publishers to Disability Services. Publishers provide electronic versions of books on a voluntarily basis. Students receiving electronic books must provide proof of purchase and may not copy or distribute these books. See Appendix B.

### **Enlargement of Course Materials**

University and course materials can be enlarged for students with visual impairments. The enlargement is facilitated by Disability Services and is provided free of charge. Enlargement of materials for personal use can be provided at cost. See Appendix B.

### **Foreign Language Substitution**

Students with learning disabilities may request a course substitution for all, or part, of their foreign language requirements. To receive this accommodation, the student must meet certain clinical criteria established by the Disability Services, must have a documented history of academic difficulty in a previously attempted foreign language class(s), and must be approved by Disability Services and the Registrar's Office. See Appendix B.

### **Note-Taking Assistance**

Students whose disabilities impair their ability to effectively take class notes may receive note taking assistance. Generally notes are obtained from another student in the class. The person taking the notes may use carbonless copy paper. Arrangements can be made for the photocopying

of notes at no-cost to the students. In certain cases, Disability Services may hire a student note taker. See Appendix B.

### **P.E. Modification / Substitution**

Students with disabilities who cannot meet the needed physical exertion requirements of P.E. classes may request either a modification or substitution of the P.E. class. Modifications will be coordinated in the cooperation with the instructor and substitutions must be approved the Registrar's Office.

### **Reader Services**

Students with primarily visual impairments may request a reader. Readers will generally be used if the student's books and/or class materials cannot be obtained in alternate media and/or if the student's need cannot be met by using assistive technology. Readers used during examinations shall not be relatives or close friends of the student.

### **Reduced Distraction Testing Environment**

This accommodation is available for students who become distracted when taking exams in the regular classroom. Tests may be administered in a private room by the professor, or may be proctored by Disability Services in a private testing location.

### **Scribe**

This accommodation is available for students who are unable to perform regular writing tasks. The scribe may function on a volunteer or a paid basis. Scribes used for examinations shall not be relatives or close friends of the student.

### **Tape Recording – Lectures**

In some cases, students with disabilities may audiotape their lectures. When audiotaping is used, the student is responsible for the set up of the equipment and for the recording of the lecture. Once recorded, the tapes may not be shared with other students. The professor and/or Disability Services may stipulate conditions for recording. All tapes are to be erased or destroyed at the end of the semester.

### **Taped Textbooks**

Many textbooks used in Biola classes are available on audiotape. Most of the tapes are obtained from the Recording for the Blind and Dyslexic organization. Students are encouraged to request books on tape as soon as possible as it may take a few weeks for the tapes to arrive. Tapes will not be ordered within one month of the end of classes.

### **Time Extensions – Assignments**

Students with disabilities can receive extra time to complete class assignments and projects. This accommodation is generally implemented after an acute "flair up" of clinical symptoms and only applies to specific assignments. This accommodation is not intended to be ongoing. See Appendix B.

### **Time Extensions – Exams**

Students with disabilities can receive time extensions to complete examinations. The student must be approved for time extensions for each class in which the accommodation is desired. Students may not qualify for this accommodation in every class. See Appendix B.

## **Possible Assistive Technology Accommodations**

### **CCTV**

A CCTV machine is located in the Biola Library. This machine will magnify written materials onto a TV screen.

### **Four Track Audiotape Players**

A limited supply of four track audiotape players are available for student check out. Many taped textbooks are recorded in a format that requires the use of a four-track audiotape player. General use four-track audiotape players are located in the library. Disability Services may ask students to provide a deposit when borrowing equipment.

### **Laptop Computer**

Disability Services possesses an I-book Macintosh laptop that may be checked out by students with disabilities. This laptop can be used in a classroom and/or for proctored examinations. Students using the laptop must sign a usage agreement.

### **Optical Character Reader – Computer Scanner**

A computer and scanner are located in the library for use by students with disabilities. Pages from books, articles, etc. are scanned into the computer by the student and are then read back to the student by the computer. The scanner can also be used to enlarge written material onto the computer screen.

### **Text-Help**

A computer in the Biola Library is equipped with Text-Help software. This software will assist students in their written work and includes spell checking, grammar checking, and some advanced features.

### **Voice Recognition Computer Technology**

A computer with voice recognition capabilities is located in the library. The speech to text capability of this equipment is especially useful for persons with reduced hand abilities.

### **Word Processing – Enlargement**

Many software programs in common use (including MS Office) have features that allow for the enlargement of written work. A staff member from Disability Services and/or from the Computer Lab can instruct students on how to set up the program for this feature.

## **Possible Non-Academic Accommodations**

### **Alternate Computer Lab Entrance**

Students with mobility impairments may access the Computer Lab in Lower Metzger through the main entrance on the middle level of Metzger Hall to avoid the hill outside of the Computer Lab. If access is desired after 5pm, the student must dial "0" from the phone outside the Metzger middle level entrance and inform the switchboard operator that s/he would like to use the Computer Lab. Entrance to the building will be granted by the switchboard operator.

### **Dietary Needs**

Students needing individualized diets are to contact the staff of the cafeteria. Disability Services may be contacted if the cafeteria is unable to meet the student's need and/or if problems arise.

### **Housing Placement Considerations**

Some students with disabilities may receive special consideration regarding their housing placements. Such considerations may include placement in specific dormitories or rooms, air conditioned rooms, and private rooms. In most cases, a recommendation from Disability Services is required for students to receive these considerations on the basis of disability. Appendix C.

### **Library Assistance**

The Library staff provides various kinds of assistance to students with disabilities. Available services include removing books from shelves, electronic database and microfiche assistance, and assistive technology consultation.

### **Off Campus Transportation**

Students who use wheelchairs may require accessible transportation for off-campus university sponsored events, such as fieldtrips. Students are to contact Disability Services at least 3 days, preferably at least 5 days, before the event so that an accessible vehicle can be rented. Faculty and staff are not to drive students who use wheelchairs in personal vehicles.

### **Reserved Registration Time**

On the first morning of university registration each semester, a block of time is reserved for the registration of students with disabilities who require additional assistance. Any student registered with Disability Services is eligible to register during this reserved block of time.

### **Structural Modifications**

Students with structural access needs may meet with a staff member from Facility Services and with a staff member from the Disability Services to discuss structural changes needed in dorm rooms, classrooms, etc. Students also encouraged to participate in annual meetings to discuss the prioritization of renovation projects as part of the University's ADA Compliance Plan.

## **Accommodation Appeals**

### **Informal Appeals**

Students who wish to appeal the denial of an accommodation are requested to meet with the Director of Disability Services to clarify the reason for the denial and to discuss whether the accommodation can be implemented.

### **Formal Appeals – Academic Accommodations**

Students who desire to formally appeal a denied accommodation may do so by contacting the Director of Disability Services. Formal appeals will involve the student making a written appeal to the Director of Disability Services. The student's appeal and a response from the Director of Disability Services will be sent to the Vice Provost of Undergraduate Education if the student is an undergraduate student or to the Dean of the School if the student is a graduate student. The Vice Provost or Dean will review the appeal in a process consistent with established appeal protocol. If clinical information from the student's Disability Services file is needed in deciding the appeal, a qualified health or mental health profession shall be consulted to clarify clinical issues. See Appendix B.

### **Formal Appeals – Non-Academic Accommodations**

Students wishing to appeal the denial of a requested accommodation that does not involve an academic matter are to contact the Associate Dean of Student Affairs. The Associate Dean of Student Affairs will determine how to process the appeal consistent with the appeal policy as found in the Biola Student Handbook. See Appendix B.

### **Faculty/Staff Dispute of Recommended Accommodations**

Should a faculty or staff member object to a recommended accommodation, that person shall contact the Director of Disability Services to discuss the matter. If agreement cannot be reached, Disability Services may bring the matter to the attention of the Vice Provost, Dean of the Graduate School, or to the Dean of Student Affairs and may formally advocate on the student's behalf.

## **Relevant Services at Biola**

### **Academic Skills Seminars**

Learning Assistance Services (extension 4542) conducts several seminars each semester to assist students in developing academic skills. Seminars are conducted on topics such as test taking strategies, time-management, notetaking, learning styles assessment, reading comprehension strategies. These seminars are free of charge.

### **Biola Counseling Center Liaison**

Students who have contacted the Office of Disability Services may receive a referral to meet with a liaison from the Biola Counseling Center (extension 4800). This liaison is usually the Director or the Clinical Coordinator of the Counseling Center. During the meeting, the liaison will inform the student of the services available at the counseling center, will discuss the potential benefits of receiving services, and will facilitate an intake evaluation if services are desired. The liaison service is available free of charge to students referred by Disability Services.

### **Career Center**

Students with disabilities are encouraged to utilize the services of the Career Center (extension 4875). The Career center will assist students in obtaining internships and will provide career counseling and vocational interest testing.

### **Clinical Referrals**

Disability Services maintains several agreements with clinical providers in the community for reduced fee diagnostic and treatment services for students referred by Disability Services. Information about these providers can be requested from a staff member. Students are not obligated to utilize the services of these providers and may receive clinical services from a provider of their choosing.

### **Course Repeat**

Students who are repeating a previously taken course may register for the course as a "Repeat." If done, the student's grade in the repeated class will overwrite the grade received in the previous class for G.P.A. calculation purposes. This option is available to all students at Biola regardless of disability status.

### **Disability Services Scholarship**

Disability Services has access to a restricted fund that awards scholarships to selected students with disabilities. The number of scholarships varies each year and depends upon the availability of funds. Scholarship awards are generally given in the amount of \$1000 per student selected as a recipient. This scholarship is donation funded and contributions to the fund are always appreciated. The scholarship is not available to students in their first semester at Biola.

### **Government Resource Information – Disability Services**

Students may request and receive information from Disability Services regarding government programs such as Vocational Rehabilitation, Access Transportation Services, and State/Federal Scholarships. Students are encouraged to look at resource books possessed by Disability Services.

**Health Education – Student Health Center**

Students with disabilities may meet free of charge with a health educator at the Student Health Center (extension 4841). The health educator will discuss issues such as wellness strategies, nutrition, exercise, etc. The health educator will also facilitate the provision of other Health Center Services if needed.

**Math Lab**

A Math Lab exists on campus and provides tutoring support to students in math classes. The services of the math lab are free of charge to Biola students.

**On Campus Transportation**

Students with disabilities may request a ride on campus in a wheelchair accessible cart possessed by Campus Safety. No prior approval is needed from Disability Services. The student can call the Campus Safety dispatch at extension "0" to request a ride. It is recommended that the request be made at least an hour before the ride is needed. This transportation service is available for occasional use only.

**Report Delay**

Students who are unable to complete all required coursework by the close of the academic term for unforeseen clinical reasons (e.g. health crisis, symptom exacerbation, hospitalization) may request a Report Delay from the Office of the Vice Provost. A report delay requires the approval of the Vice Provost for Undergraduate Education. Clinical documentation may be required by either Disability Services or by the Office of the Vice Provost.

**Tutoring**

The Learning Center (extension 4542) provides peer tutoring for many Biola classes. Individual and group tutoring sessions are available to Biola students at reasonable rates.

**Writing Center**

The English Department operates a Writing Center (extension 4826) that helps students with the development and revision of written work. Their services are free of charge to Biola students.

## **Expectations & Conduct**

**Academic Expectations**

Students with disabilities are expected to meet at least the minimal academic standards of the university. This includes meeting the university's G.P.A. and academic progress standards.

**Behavioral Expectations**

Students with disabilities are expected to abide by the behavioral standards of the university as outlined in the Biola Student Handbook. It is further expected that students not pose a danger to themselves, to others, and that they do not jeopardize the educational process of other students. See Appendix E.

**Crisis Management**

The Office of Disability Services is not directly involved in the handling of immediate emergencies. In the event of an emergency, the Health Center, the Counseling Center, or Campus Safety should be contacted. Disability Services will provide consultation services during student crises and will serve on CARE teams as requested by university personnel.

**Misuse of Accommodations**

Students with disabilities who receive accommodations are expected to follow the policies and procedures of Disability Services. Students found misusing accommodations and/or using the accommodations as means of cheating may be subject to disciplinary action.

**Proctored Tests – Academic Integrity**

For examinations proctored by Disability Services, students may only take appropriate testing materials into the testing room. Any supplemental materials (notes, books) must be approved in advance by the professor. The Disability Services staff shall be informed of this approval. Devices such as portable phones, tape players, private laptop computers, handheld electronic devices, etc. are not permitted in the proctor rooms. Disability Services reserves the right to photocopy any written materials taken into a testing room and also reserves the right to inform professors of any concerns regarding the academic integrity of the testing.

## **Grievances & Complaints**

**Complaints against Disability Services staff**

Students wishing to issue a complaint regarding the professional conduct of a Disability Services staff member are to contact the Director of the Learning Center. Complaints may be made verbally or in writing. Once a complaint is received by the Director, informal attempts at resolution will occur. If the student is not satisfied with the outcome of the informal resolution, the student is to contact the Associate Dean of Student Affairs.

**Complaints against the Director of Disability Services**

Students wishing to issue a complaint regarding the professional conduct of the Director of the Learning Center are to contact the Associate Dean of Student Affairs.

**Complaints against other faculty/staff**

Students wishing to issue a complaint regarding the professional conduct of a Biola University faculty or staff person, in a matter concerning disability issues, are to contact the Director of the Learning Center. Complaints may be made verbally or in writing. Once a complaint is received by the Director, informal attempts at resolution will occur. If the student is not satisfied with the outcome of the informal resolution, the student is to contact the Dean of Student Affairs.

**Disability Harassment**

Students with disabilities are to be treated with respect and dignity at all times by members of the Biola student body, faculty, staff, and by campus visitors. Students with disabilities who have experienced disability harassment may report the incident and the persons involved to Disability Services. Students may also contact one of the Title IX Compliance Officers in Student Affairs.

## **Admissions Information**

### **Admissions Procedures**

Applicants with disabilities applying to Biola University follow the same admissions procedures as students without disabilities and must submit application materials as requested by the Admissions Office. The Admissions Office will make its initial decision of acceptance in accordance with established admission standards. Initial decisions regarding acceptance will be made without regard to disability.

### **Pre-Admission Documentation Submission**

The Admissions Office and Disability Services asks that prospective students not submit documentation of disability prior to receiving initial notification from the Admissions Office regarding acceptance to Biola University. Documentation of disability provided before the Admissions Office has made an initial acceptance decision will be returned to the student.

### **Admission Appeals with Regard to Disability**

Should a student with a disability not be accepted into Biola University, s/he may request that a re-evaluation of his or her application occur with regard given to disability. Such re-consideration requests may be made by contacting the Admissions Office or Disability Services. Students requesting re-consideration of their application will be asked to submit documentation of disability. The Director of the Learning Center will make a recommendation to the Admissions Office after reviewing the case. The Admissions Office will make the final decision regarding acceptance.

## **Prospective Students**

### **High School to College Transition Planning**

Students with disabilities who received services and accommodations on the basis of disability in high school, junior college, or at another university are advised to obtain relevant information, including clinical evaluations, prior to enrollment at Biola. High school students receiving special education services are recommended to meet with their IEP (Individualized Education Program) committee prior to their graduation to obtain a formal transition plan. Students are also advised to receive a clinical re-evaluation, if needed, prior to enrolling at Biola.

### **Students in Private / Home Schools**

Under the Individuals with Disabilities Education Act of 1997, students with disabilities enrolled in private, including parochial and home schools, are entitled to evaluative and special education services. Students and parents are encouraged to contact the principal of their local public high school if diagnostic testing or educational services are needed.

## **Appendix A**

### **Documentation and Privacy**

In order to qualify for services and accommodations on the basis of disability, students must submit clinical documentation directly to the Disability Services. The following guidelines are intended to assist clinicians in their preparation of reports and to inform clients as consumers of clinical services. Additionally, the following guidelines are not intended to comprehensively address the unique information needed for different types of disabilities. Further, some accommodation requests (e.g. single room placement) will require additional substantiation of need. Thus, Disability Services reserves the right to require the provision of specific information on a case by case basis.

#### **General Documentation Guidelines**

The documentation must be based upon an evaluation by a healthcare or mental health professional appropriately licensed by the state to diagnose medical, psychological, and learning disorders. Such persons are usually physicians, psychiatrists, psychologists, and school psychologists. Documentation from third parties or from persons not licensed to diagnose such conditions will not be accepted.

1. The documentation must be based upon a clinical evaluation thorough enough to objectively establish the need for accommodations and/or services.
2. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
3. The documentation should include the contact information for the clinician. This information is crucial because the Disability Services will not release clinical documentation to third parties or to students without first obtaining the permission of the clinician if the documentation was sent directly from the clinician to Disability Services. The handling of documentation in this manner is done because harm could occur if untrained persons obtain clinical information and data.
4. The clinician submitting the documentation must not be a family member or relative of the student.
5. Documentation will be accepted from student interns and from clinicians under supervision provided the supervisor is qualified and appropriately licensed. The supervisor must co-sign the report and must list his/her license number.
6. Disability Services asks that a copy of the person's signed release of information form accompany any reports sent directly from clinicians.

### **Learning Disability Documentation Guidelines**

The evaluation to determine whether a person possesses a learning disability must be conducted by an individual who is qualified and appropriately licensed to diagnose learning disabilities.

1. The evaluation must minimally include the administration of a measure of intellectual ability (e.g. Wechsler Adult Intelligence Scales – 3<sup>rd</sup> Edition) and a measure of academic achievement (e.g. Wechsler Individualized Achievement Test – 2<sup>nd</sup> Edition, Woodcock Johnson Tests of Achievement, 3<sup>rd</sup> Edition). It is recommended that consideration be given to the presence of other medical or psychological conditions that mimic learning disabilities and/or that impair academic performance.
2. The diagnosis of a learning disability must be based upon established clinical criteria (e.g. Diagnostic and Statistical Manual of Mental Disorders – 4<sup>th</sup> Edition).
3. Test scores should be included in the report. This would include I.Q. scores, factor scores, and subtest scores. Additionally, indication of the classification ranges associated with the scores should be present (e.g. average, high average, impaired).
4. Concerns regarding the validity of the evaluation and its findings should be addressed. This would include factors such as limitations in the test's norming sample, performance impairments resulting from comorbid medical and psychological conditions, academic difficulties related to acculturation issues, and the client's motivation for testing.
5. Recommendations for accommodations should be provided. The test findings should provide a logical rationale for the recommended accommodations.

### **Psychological Disability Documentation Guidelines**

1. The documentation must be submitted by a clinician who is qualified and appropriately licensed to diagnose and treat psychological disorders. Such a clinician is usually a psychologist or psychiatrist
2. The evaluative methods used to establish the diagnosis should be indicated (e.g. clinical interview, psychological assessment battery).
3. Test scores from measures of cognitive, neuropsychological, and academic functioning should be provided, if administered.
4. A diagnosis consistent with established clinical criteria (e.g. DSM-IV) must be given. Indication of the person's present symptoms and their degree of impairment (e.g. Global Assessment of Function score) should be provided.
5. Information regarding how the person's condition impacts him or her in an academic environment should be provided. This would include information about academic, personal, and interpersonal functioning.
6. Recommendations for accommodations should be provided. The requested accommodations ought to logically flow from the diagnosis and the associated symptoms.

7. Information about the person's prognosis for improvement and the timeline for a re-evaluation should be provided. Because many psychological conditions follow a transient course and often improve with treatment and with time, annual re-evaluations are generally required by the Office of Disability Services for persons receiving accommodations on the basis of psychological disability.

### **Physical / Medical Disability Documentation Guidelines**

1. The documentation should be provided by a clinician qualified and appropriately licensed to diagnose and treat physical and medical disorders. Such persons are usually physicians and other health specialists.
2. A diagnosis of a physical or medical condition consistent with established clinical criteria must be given.
3. The documentation should indicate the functional impact that the physical or medical condition has upon the person in an academic environment (e.g. attendance, stamina, fatigue, mobility, work completion).
4. Information regarding the nature and course of the physical or medical condition should be provided (e.g. chronic, intermittent, situational)
5. Recommendations for accommodations should be made that logically flow from the person's condition and associated difficulties.
6. Information regarding the need for a re-evaluation should be provided.

### **Privacy of Records**

Disability Services maintains records in accordance with university policy for the handling of student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy laws. Records maintained by Disability Services are considered property of the Division of Student Affairs. The designated custodian of such records is the Dean of Student Affairs.

Clinical information provided in the professional documentation of disability includes the diagnosis of a physical, learning, or psychological condition, related test scores, and supplemental information provided by a licensed health care or mental health professional. Clinical information will not be released to anyone without the consent of the student except as necessary to implement accommodations or as needed for clinical consultation by the professional staff of the Disability Services. Access to clinical information is restricted to the professional staff of the Disability Services, the Dean of Student Affairs, the Director of the Health Center, and the Director of the Counseling Center. Additionally, the Health Center and the Counseling Center maintain independent records and may not release verbal or written information about a present or former patient or client without a written release of information from the patient or client unless required by law. Clinical documentation provided directly to Disability Services from a clinician is considered property of the clinician and will not be released to the student without the consent of the clinician.

Faculty and staff notification of disability status and accommodations will occur only at the request of the student. Except for the persons listed above, faculty and staff are not informed of the student's diagnosis of disability. Requests for faculty and staff notification will generally involve the student's completion of a faculty/staff release form. However, in some instances, a student may verbally request that a member of the professional staff of Disability Services contact a faculty or staff member on his or her behalf. Any verbal requests for information release will be documented in the student's Disability Services file. In most cases, the Office of Disability Services will inform faculty and staff of a student's disability status and accommodations by letter addressed to the faculty or staff member and given to the student for distribution.

Disability Services will retain records for no less than five years following the closing of the student's file, the withdrawal of the student, or the graduation of the student. Students wishing access to their Disability Services file must make a request for access in accordance with the Biola University FERPA policy.

## **Appendix B**

### **Academic Accommodations**

#### **Advanced Pre-Registration**

Because of the personal and educational impact of some disabilities, students may under certain circumstances receive advanced pre-registration services. Students with qualifying needs include those who require additional time between classes, classes at certain times during the day, specific professors whose classes are more congruent with the student's strengths, and classes of specific duration and frequency.

1. Students must request advanced pre-registration services from Disability Services prior to the beginning of the pre-registration process each semester. Past receipt of this accommodation is no guarantee of future receipt.
2. Once approval is granted by Disability Services, the student will receive Senior registration status and may pre-register for classes with the senior class. The student's designated academic advisor will meet with the student to discuss his or her course selections and the Registrar's Office will be notified for purposes of Web-Reg. Students who choose not to participate in Web-Reg must make alternate arrangements with the Disability Services. The student is responsible for obtaining the necessary faculty signatures and/or approvals for classes that require them.

#### **Class Attendance**

Due to the academic necessity of class attendance, students with disabilities are expected to attend classes in accordance with the professor's attendance policy as stated in the course syllabi. When a student's disability prohibits him/her from meeting the established attendance requirement, the student may request that an attendance exception be made as an accommodation from Disability Services.

After the request for modified attendance is made, the professor, the respective Department Chair or Dean, and the Registrar will cooperate in determining whether the accommodation is appropriate. Final approval or denial will be determined by the Registrar. If modified attendance is approved, arrangements will be made to provide the student with necessary course materials.

#### **Delayed Exams**

At times it becomes necessary for students registered with Disability Services to be granted permission to take an exam at a later date. Such instances could include an acute flair up of clinical symptoms, an injury, or a hospitalization. A staff member from Disability Services must authorize delayed examinations for students who request them on the basis of disability. Once the time extension has been approved, the following procedures should be followed.

1. The student will inform the professor of the need for the extension for each specific examination and will provide the professor with an accommodation notification letter from Disability Services. The professor may contact Disability Services if a question arises regarding the appropriateness of the extension.

2. The student and the professor should attempt to agree upon a reasonable date when the exam is to be taken. If an agreed upon date cannot be determined between the professor and student, the Disability Services can assist. Agreed upon dates are considered binding.
3. The student will complete the examination on the agreed upon date. The exam may be administered by the professor or proctored by Disability Services.

### **Electronic Books**

Disability Services can provide students with electronic versions of books in some cases. Because textbook publishers provide Disability Services with electronic versions of books on a voluntary basis, Disability Services cannot guarantee that all books will be available in electronic format. Additionally, students who receive electronic versions of books must abide by copyright mandates and must use the accommodation in accordance with usage requirements made by Disability Services. Students who wish to obtain electronic versions of textbooks must:

1. Be approved to receive books in alternative format as an accommodation on the basis of disability.
2. Complete an alternative format book request form available from Disability Services. This form must be submitted at least two weeks before the book is needed.
3. Submit proof of purchase of the book (e.g. receipt). Disability Services requires proof of purchase to ensure adherence to copyright purchase requirements. This proof of purchase will be made available to publishers on request.
4. Agree to not copy or distribute any electronic files provided by Disability Services and to abide by any additional stipulations regarding use. Failure to appropriately use this accommodation could result in disciplinary action by Biola University.

### **Enlargement - Course Materials**

Professors will be notified by Disability Services of students who need enlarged course materials (e.g. articles, handouts, etc.) The professor will be responsible for making arrangements to have such materials enlarged. The Duplicating Center can assist in this process. Professors and students are reminded that enlarged materials are to be supplied to those approved for this accommodation at the time the materials are disbursed to all members of the class.

### **Enlargement - Tests/Exams**

Professors will be notified by Disability Services of students who need examinations enlarged. If the examination is proctored by Disability Services, the professor is to provide the examination to Disability Services at least two days before the exam date. The student is responsible to make arrangements with the professor for the delivery of the examination. Failure by the student to make delivery arrangements may result in the exam not being proctored. For proctored examinations, it is preferred that the professor send the exam to the address Disability\_Services@peter.biola.edu. If the professor administers the examination, s/he will be responsible for the enlargement.

### **Enlargement – Syllabi**

Students are to make requests for syllabi enlargement to Disability Services at least three weeks before the beginning of classes for the Spring and Fall semesters, Intersession, and Summer School. Professors for the courses in which the student pre-registers will be notified of the enlargement need approximately two weeks before the start of the class.

### **Enlargement - Text Books**

Students needing large print textbooks should contact their professor, request the booklist for the class, and provide it to Disability Services at least one month before the start of classes for the Fall and Spring semesters, Intersession, and Summer School. Disability Services will contact the publisher to see whether the book can be purchased in large print. If available, the book will be ordered in large print through the Biola Bookstore for purchase by the student. If the book cannot be purchased in large print, the student may ask that Disability Services photocopy the book, or selected portions of the book. The student is responsible for providing a copy of the book to the Office of Disability Services for enlargement. Students are asked to provide the textbook(s) for photocopying at least one week in advance.

### **Foreign Language Substitution**

Disability Services recognizes that due to the nature and severity of learning disabilities, certain students may need to receive a foreign language substitution in order to complete their undergraduate degree. Disability Services further recognizes that academic integrity must be maintained in all academic programs. In keeping with the overarching goal of providing equal access for students with learning disabilities while maintaining academic integrity, the following conditions must be met in order for a student to receive a foreign language substitution on the basis of disability:

1. The student must submit documentation of a language-based learning disability (e.g. Reading Disorder, Disorder of Written Expression) to Disability Services from a qualified evaluator. This documentation must include scores from standardized measures of intellectual ability (I.Q.) and academic achievement. Evidence of an ability-achievement discrepancy must exist and a diagnosis of a learning disability must be given consistent with established clinical criteria (e.g. Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition). In some cases, other clinical conditions that involve impaired cognitive functioning will be considered.
2. The student must request a foreign language substitution directly from Disability Services.
3. Because many students with learning disabilities can be successful in foreign language classes with and without reasonable accommodations, the student will not be considered for this accommodation unless s/he previously attempted a foreign language class and possessed academic difficulties as evidenced by low grade(s), withdrawal(s), etc. Students who have not previously attempted a foreign language class will be asked to enroll and attempt a foreign language class. Students may request to complete the class under accommodated conditions.
4. In considering the accommodation, Disability Services reserves the right to contact the instructor (s) of the previously taken foreign language class(s) to ensure that the student exerted appropriate effort in areas such as attendance, participation, work completion, etc.

5. If the Director of Disability Services determines the substitution request appropriate, s/he will inform the Registrar's Office and will assist the student in processing the course substitution paperwork in accordance with the policy of the Registrar's Office.
6. The Registrar's Office will determine appropriate classes for substitution. Classes approved for substitution will cover content areas such as the study of language structure, the study of a foreign culture, or the principles involved with studying culture.

### **Laptop Computer Agreement**

1. Laptop Usage -- The laptop computer and accompanying software are property of, and licensed to, Biola University. No software is to be copied or used in any way inconsistent with Biola's license to use the software programs. Additionally, this computer is to be used only for educational purposes approved by Disability Services.
2. Document Saving -- All documents must be saved to the file entitled "Student Files." Additionally, after you have made printed copies of your documents, please delete your file(s) from the computer by placing the file(s) in the "Trash" and by "emptying" it. Do not download any programs or files onto the computer from external sources, e.g. internet, disks.
3. Document Printing -- The computer is set up to print documents on the Learning Center laser printer. Students may print one copy of your documents free of charge.
4. Pick Up / Return -- The Office of Disability Services will determine the period of loan. The computer is to be picked up and returned at the agreed upon times. The issued equipment contents will include the I-book computer, a computer mouse, a phone line extension cord, and a carrier bag. All parts must be present when picking up and returning the computer.
5. Usage Prioritization -- Multiple students may receive authorization to use the computer. Thus, usage must be prioritized at times. Disability Services reserves the right to determine which student may use the computer at any given time.
6. Damage / Loss / Theft -- Students are responsible for returning the computer in the same condition you received it. In the event of damage, loss or theft, students may be responsible for the cost of repair or replacement. If this should happen, students are to contact Disability Services immediately. The Division of Student Affairs and/or Risk Management reserves the right to determine the amount of student liability in such cases.

### **Notetaking**

Due to the nature of certain disabilities, some students find themselves substantially limited in their ability to take accurate and meaningful notes during classes. Thus, Disability Services recognizes that some students will need assistance in the area of note taking. Notetaking assistance may be requested as an accommodation from Disability Services. The following procedures are to be followed for those approved for this accommodation.

1. In most cases, the student will find another student in the class and obtain his/her notes. The student may choose to copy the notes free of charge on the general use copy machines located in the Smart Stop, may bring the notes to Disability Services for free copying, or may request carbonless NCR paper from Disability Services.

2. If the student is unable to obtain his/her own notetaker, the professor will be asked to assist in finding a notetaker. This may involve the professor making an announcement and asking for volunteer(s). Arrangements for the delivery of the notes will be made with the cooperation of the student, professor, notetaker, and Disability Services.

### **Time Extensions for Examinations and Test Proctoring**

As part of Biola's efforts to provide equal opportunity for scholastic success to students with disabilities, Disability Services offers time extensions on examinations to those who are approved for this accommodation.

Once approved, the student will contact his/her professor and will provide a written verification letter to the professor. This verification letter will indicate the amount of additional time that Disability Services considers appropriate. To implement this accommodation, the student and professor may agree to one of the following:

1. Have the professor arrange for the administration of the examination under extended time conditions. This may include use of departmental resources (e.g. conference room, proctoring by secretary, empty classroom).

2. Have the test proctored by Disability Services. If this option is chosen, the following procedures are to be followed:

A. The student must submit to Disability Services a Request for Test Proctoring slip. This slip must be signed by the professor and will indicate the standard amount of time given and any special arrangements for the examination (e.g. use of a calculator, formula table, open book, etc.). This form must be received at least three days before the examination so that a room can be scheduled. The student is to take the examination on the same date that the exam is administered to the class.

B. The professor will indicate on the Request for Test Proctoring slip the desired delivery means for the examination. The examination may be hand carried by the professor or departmental staff member, may be e-mailed to Disability Services, or may be hand carried by the student in a sealed envelope with the professor's signature on the slip.

C. The professor will also indicate the desired return means for the examination. The options include having the exam hand carried by a Disability Services staff member (within one day of proctoring) or having the examination hand carried by the student in a signed and sealed envelope. The proctor slip will be returned to the professor to ensure that no forgery has occurred. Additionally, should a student claim a special arrangement (e.g. calculator) not indicated on the slip, the exam will be administered under the requested arrangement but will be returned with a cover letter indicating the administration change.

### **Time Extensions on Assignments**

At times it becomes necessary for students registered with Disability Services to be granted permission to complete assignments at a later date. Such instances could include an acute flair up of clinical symptoms, an injury, or a hospitalization. A staff member from Disability Services must authorize a time extension for assignments for students who request them on the basis of

disability. Once the time extension has been approved, the following procedures should be followed:

1. The student will inform the professor of the need for the extension for each specific assignment and will provide the professor with an accommodation notification letter from Disability Services. The professor may contact Disability Services if a question arises regarding the appropriateness of the extension.
2. The student and the professor should attempt to agree upon a reasonable date when the assignment is due. If an agreed upon date cannot be determined between the professor and student, Disability Services can assist. Agreed upon dates are considered binding.
3. The student will complete the assignment by the agreed upon date.

### **Formal Accommodation Appeal**

Disability Services recognizes that students may at times disagree with decisions made regarding accommodations. Students who wish to formally appeal an accommodation are to follow the following procedures.

1. The student shall inform the Director of the Learning Center that s/he would like to appeal an accommodation decision and may request that the Director of Disability Services provide him/her with a written explanation for the denial. The Director will provide this explanation the student within ten (10) working days.
2. The student shall then submit a written appeal to the Director of the Learning Center. This appeal, along with the written explanation of the denial from the Director of the Learning Center, will be forwarded to the Vice Provost of Undergraduate Education for academic matters involving undergraduate students, to the Dean of the School for academic matters involving graduate students, or to the Dean of Student Affairs for all non-academic matters. In making a written appeal, the student is permitting Disability Services to release all pertinent information from the student's Disability Services file.
3. The Vice Provost or Dean will determine the format of the review process. Specific information regarding appeals can be found in the Biola University Student Handbook and/or in the Student Handbook of the relevant graduate school. If the accommodation denial is based upon clinical reasons (e.g. accommodation not supported by clinical documentation), a qualified health or mental health clinician is to be involved in the review process.
4. Once a decision has been made regarding the accommodation appeal, the student and the Director of the Learning Center shall be informed in writing.

## Appendix C

### Non-Academic Accommodations

#### Housing Considerations

In some cases, it is necessary for students to receive housing placement accommodations on the basis of disability. Examples of housing accommodations include structural modifications to the dorm room, priority consideration for specific dormitories and floors, single room assignments due to the need for medical equipment and/or services, and single room assignments due to clinical features of the student's disability.

To be considered for housing accommodations, returning students must make a formal request for housing accommodations through Disability Services by **April 1** for the Fall semester housing placement and by **November 15** for the Spring semester housing placement. New students may make housing accommodation requests following admission to the university. Because the dormitories fill quickly, new students are encouraged to make housing accommodation requests when they submit their housing deposit.

Students requesting housing accommodations (other than structural modifications) must submit documentation to Disability Services from an appropriate healthcare professional to substantiate the necessity of the accommodation. This documentation must include:

1. The diagnosis of a medical or psychological condition.
2. Information regarding how the medical or psychological condition impacts the student in a community living environment.
3. Recommended accommodations (e.g. single room requests, space considerations for medical equipment, need for air conditioning).
4. Information regarding the clinical complications that could occur if the housing accommodations were not provided.

Requests for housing accommodations will be considered on a case by case basis.

## **Appendix D**

### **BOLD Students**

Disability Services recognizes that students with disabilities enrolled in the Biola BOLD program are entitled under Federal Law to receive reasonable accommodations in their academic program. The Office of Disability Services further desires that BOLD students with disabilities receive appropriate, timely, and quality services. Because BOLD students generally attend classes away from the main university campus, the delivery of accommodative services demands cooperation between the student, Disability Services, and the staff and faculty of the BOLD program. The following procedure outlines the process that BOLD students follow to obtain reasonable accommodations through Disability Services, and identifies the responsibilities of all parties involved.

1. BOLD students who desire information or want to request accommodations are to contact Disability Services directly. Following this initial contact, Disability Services will send informational documents and accommodation request forms directly to the student.
2. If the BOLD student possesses a disability, s/he will be asked to submit clinical documentation in accordance with established documentation guidelines. Disability Services will attempt to assist in obtaining referrals for a clinical evaluation if requested.
3. The BOLD student is to return the written accommodation request form(s) directly to Disability Services if accommodations are desired. A review of the student's accommodation request(s) will occur and decisions regarding approval and denial will be made by Disability Services. It is important to note that accommodation requests must be clinically substantiated by the documentation of disability in order to be approved.
4. Once decisions regarding the approval or denial of accommodations have been made, a staff member from Disability Services will schedule a time to visit personally with the BOLD student at his or her BOLD site, if needed. The purpose of this meeting is to meet the BOLD student, discuss the accommodations, clarify issues, and address concerns.
5. After the personal visit or phone appointment with the BOLD student, a Disability Services staff member will write a letter to the site director. This letter will explain the approved accommodations, identify the duration of the accommodations (e.g. one semester, permanent), and offer suggestions regarding accommodation implementation.
6. The BOLD student is responsible to meet with the professor to discuss accommodation implementation and shall provide the professor with a copy of the accommodation letter. The site director will assist the BOLD student by supplying copies of the accommodation letter when requested and will address general concerns of students or faculty regarding accommodations. Disability Services will be responsible for accommodations involving equipment provision (e.g. books on tape players / audiotapes) and will address the questions or concerns of any party.

## **Appendix E**

### **Harm Policy**

Biola University endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In doing so, it reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet minimal and reasonable behavioral standards. The University also expects that the actions of any student not pose an objective danger to self, not pose a direct threat to the health and/or safety of others, and not significantly jeopardize the educational process of other students.

#### **Danger To Self**

Danger to self is defined as any direct act, or planned act, that places a person at reasonable risk of self-induced bodily harm or loss of life (see also policy on "[Suicide Assessment](#)"). This would include actual and/or planned acts of suicide, self-mutilation, substance overdoses, consistent purging, unhealthy dietary restriction, etc. Additionally, students posing danger to themselves through the use of weapons and/or substances may face other sanctions as imposed by the University and/or by law enforcement agencies.

#### **Danger To Others**

Danger to the health or safety of others is defined as any act, or planned act, that places another student, member of the faculty or staff, or any campus visitor at reasonable risk of bodily harm, exposure to illness, loss of life, or destruction of property. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student's behavior and/or medical condition could reasonably expose others to illness or disease. This exposure risk must exceed that commonly found in community environments and would include a student's possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.

#### **Jeopardizing the Educational Process**

Jeopardizing the educational process of others is defined as any disruptive act that within reason impedes another student's functioning within an academic or community life setting. A violation may include a single disruptive act or ongoing acts and will usually involve complaints from students, faculty, or staff. In determining violations, an assessment will be made of the nature of the disruption, the content and frequency of the complaint(s), and the number of complainants.

#### **University Response**

While Biola University expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the University. Additionally, students may not be discriminated against on the basis of verified physical or psychological disability as determined with regard to applicable federal and/or state law provided that they remain otherwise qualified, which is defined as being able to meet the fundamental academic and behavioral standards of the University. The University thus reserves the right to determine whether medical or psychological intervention (e.g. medication, counseling) is necessary in order for the student to meet the minimal behavioral standards.

If medical or psychological intervention is needed to assist the student in meeting the behavioral standards, the University may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action. The student may also be placed on a contract that clearly identifies the behaviors of concern, the accompanying behavioral expectations, and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan, or if the student violates the contract, the University may take disciplinary action up to, and including, suspension or dismissal.

## Suicide Assessment Program

The Biola University Division of Student Affairs and the Biola Counseling Center, in an attempt to provide appropriate and timely intervention to students who evidence some form of suicidal intent or behaviors, have adopted a formalized suicidal assessment program. This program is based upon a model used at the University of Illinois (Joffe, 2003) and has been modified to fit the needs and resources of Biola University.

In establishing this program, Biola University recognizes several key underlying principles. First, a distinction is made between mandated “assessment” and mandated “treatment.” This distinction goes beyond mere semantics by accepting that a student has the right to refuse treatment while holding to the position that the university has a right to assess any student who shows risk of suicide so that reasonable efforts to prevent self-harm can be attempted. Second, Biola University recognizes that mandated assessment must follow the actual manifestation of a suicidal spectrum behavior and not be based merely upon subjective factors (e.g. general worry about a student). Third, Biola University believes that the assessment program must comply with federal and state law, and also with professional ethics as applied to mental health services. Finally, Biola University accepts that no program can completely eliminate suicidal risk and acknowledges that suicide can occur despite the university’s best attempts to intervene.

The Biola University Suicide Assessment Program recognizes that suicide encompasses a broad spectrum of thoughts, behaviors, and intentions. Moreover, the program recognizes that discrepancies may exist between the university’s interpretation of the degree of suicidal risk posed by a student and the student’s own assessment of his or her plan to engage in self-harm or his or her actual intent to die.

In an attempt to avoid the “guesswork” that could accompany attempts to precisely gauge the magnitude of risk before implementing formal intervention, Biola University has established objective threshold points that would suggest the need formal assessment of suicidal intent. To simplify such a determination, the following threshold markers have been established:

1. Verbal or written comments made by a student regarding the student’s desire to die, the student’s planning of a suicide attempt, or the student’s acquiring means to make a suicide attempt.
2. Making a suicide attempt.
3. Obtaining items for use in a suicide attempt (e.g. sleeping pills, weapons).
4. Displaying behavior that could within certain contexts indicate suicide risk (e.g. giving away personal items, severe drop in grades, neglected self-care, considerable manic/impulsive behavior, self-inflicted injuries).

Using the above markers, a Student Affairs committee will decide whether a student’s behavior has crossed a threshold point. The committee assigned to this task will be the already functioning Student Care Committee. This committee is composed of the Associate Dean of Student Affairs and Community Life, the Director of Residence Life, and the Coordinator of Student Care. In making decisions regarding threshold point crossing, the aforementioned committee will consider the student’s actual comments or behavior of concern without speculating about whether such comments or behavior “really mean” that the student is actually suicidal.

Once the Student Care committee determines that a threshold point has been crossed, the student will be required to undergo a mandatory four session assessment program through the Biola Counseling Center. The Student Care Committee will determine the exact date by when the student must attend their first session and will also verify that the student has fulfilled the four session obligation pursuant to the Biola Counseling Center’s policies regarding release of information. In providing the four session assessment, the Biola Counseling Center will commit to have a therapist meet with the student free of charge.

While the therapist will determine the content to be covered during the four sessions, certain key areas will most often be addressed. As discussed by Joffe (2003), these areas would include:

1. The student's current suicidal ideation, degree of intent, and access to lethal means.
2. A reconstruction of the circumstances, thoughts, and feelings associated with precipitating factors.
3. The student's lifetime history as related to suicidal thoughts, feelings, and behavior.
4. The university's standards for conduct and self-care and the relationship between the student's behavior and the standards.

If it is determined at any point during the assessment that a higher level of care could be needed (e.g. inpatient treatment) the Counseling Center or Student Affairs will take appropriate action (e.g. ensuring that the student is taken to an Emergency Room for evaluation, requesting an evaluation from the Sheriff's Office or appropriate agency under § 5150 of the California Welfare and Institutions Code).

Upon completion of the four sessions of mandated assessment, the Counseling Center will notify the Student Care Committee that the attendance requirements of the Suicide Assessment Program have been met. The Counseling Center may also provide other relevant information regarding treatment recommendations, prognosis, etc. if the student consents to such a disclosure and if a release of information has been authorized by the student.

Once the student has his or her completion of the four mandatory sessions verified, the student will have fulfilled the attendance requirements of the Suicide Assessment Program, Student Affairs will remove the requirement that the student be seen at the Biola Counseling Center. Should a relapse occur that involves the student again crossing a threshold point, the student will be required to attend another four sessions of mandated assessment at the Biola Counseling Center.

Though the Suicide Assessment Program is administratively managed by Student Affairs, no disciplinary action will be taken against a student required to enter the program unless the student refuses to participate or fails to complete the four sessions. Failure to complete the assessment program is considered serious and could result in administrative removal from Biola University. Any conduct violations that accompany the student's crossing of a threshold point will be addressed pursuant to separate policies for student behavior and community life. Any requests for modifications to the program (e.g. student desiring to meet with a therapist outside of BCC to fulfill the requirement) will be considered by the Student Care Committee on a case by case basis.

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Joffe, P. (2003). An empirically supported program to prevent suicide among a college population. Paper presented at the Stetson College of Law Twenty Fourth Annual National Conference on Law and Higher Education. Clearwater Beach, FL.