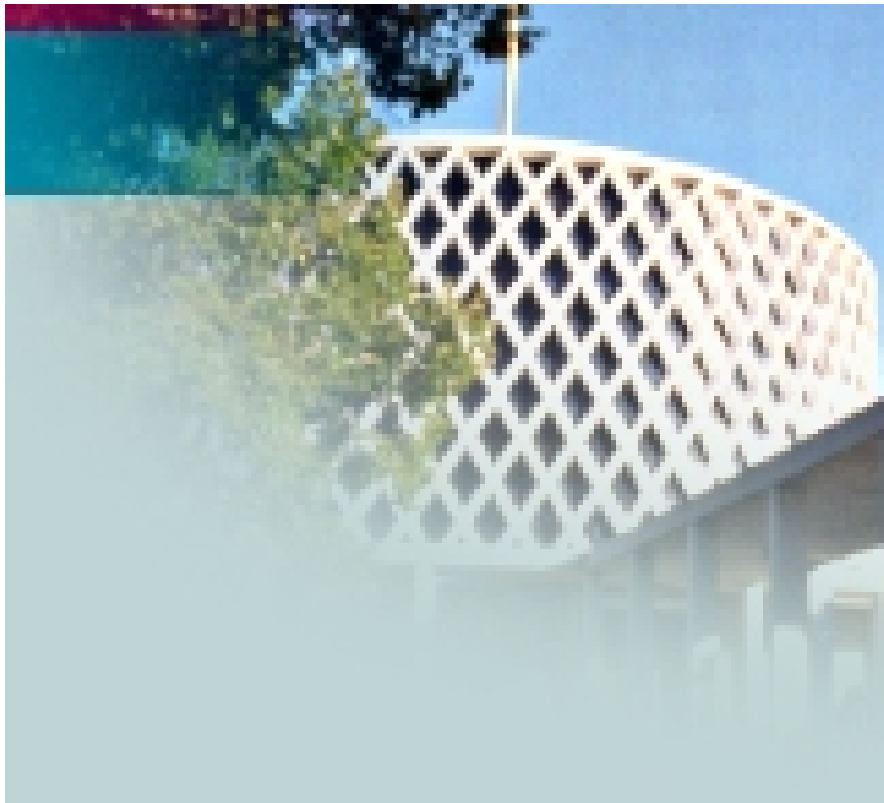


Marian University



Disability Services Policies and Procedures

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Prepared by: Marian University Coordinator, Disability Services and Academic Support (2014)

INTRODUCTION

Marian University is governed by two civil rights laws, Subpart E of Section 504 of the Rehabilitation Act of 1973 (504) and Title III of the Americans with Disabilities Act of 1990 (ADA).

- Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his 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"
- "The Americans with Disabilities Act gives civil rights protections to qualified individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications."

According to the law, a person with a disability is one who has:

- A physical or mental impairment which substantially limits one or more major life activities;
- A record of such an impairment, or
- Is regarded as having such an impairment

RELATED DEFINITIONS

Substantial limitation is a significant restriction in the condition, manner or duration in which a major life activity is performed compared to most people.

Major Life Activities include: Reading, concentrating, thinking, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, communicating and working. Bodily functions considered major life activities include normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, immune system and reproductive functions.

Reasonable Accommodations include modification to policy, procedure or practice and the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities.

A qualified person with a disability is one, who meets the academic and technical standards requisite to admission or participation in the education program or activity.

An accommodation is not appropriate if it would:

- make a substantial change in an essential element of the curriculum,
- alter course objectives,
- impose an undue burden on the institution, or
- pose a direct threat to the health or safety of others

Confidentiality

Any information regarding a disability provided to the Office of Disability Services for purposes of documenting a disability and making requests for accommodations is considered confidential. Due to a student's right to privacy, faculty members do not have a right to know information a student shares with the Coordinator of Disability Services regarding his/her particular disability. With permission from the student, information about the existence and details of an individual's disability will be shared by Disability Services on a need-to-know basis only. A student can voluntarily choose to share information regarding his/her disability with a faculty member. Faculty should treat all information pertaining to a student and his/her disability as confidential. To promote partnerships between students with disabilities and faculty, the Coordinator of Disability Services will encourage registered students to initiate and maintain open dialogues with faculty in reference to disabilities, impacts on learning in and out of the classroom, and specific modification needs.

Student Development and Disabilities

More often than not, individuals with disabilities are intelligent, motivated and capable students who want an equal opportunity to achieve and be successful. Academic accommodations are one such way to level the playing field and provide equal opportunity. The transition between high school and college is more significant for students with disabilities as the laws that govern K-12 education do not carry over to post-secondary education. For some students with disabilities, college may be the first time they have freedom to choose whether or not to disclose a disability. When faced with this decision, students may initially opt for anonymity and the possibility of being "just like other students." Students with disabilities may face barriers in their efforts to succeed at college, such as, low self-esteem, past academic struggles, negative attitudes, isolation, low expectations, frustration, and lack of understanding. It is important to note that students are often diagnosed with more than one disability.

Important Points

- Academic goals for individuals with disabilities should not imply lower academic standards.
- Individuals with disabilities are unique; students with the same disability may have different needs and experience various levels of difficulty with similar course materials.
- Many accommodations in the classroom are inexpensive, require minimum time, and do not have an impact on academic standards.
- Each student's experience with disability is unique. Students should be approached as individuals, and allowed to contribute to effective academic accommodation plans.
- It is important to note that providing accommodations to individuals with disabilities does not provide an unfair advantage. Rather, they are means by which individuals with disabilities are provided equal access to all the programs, services, and activities provided by Marian University.

DIFFERENCES AT THE POST-SECONDARY LEVEL

The most significant difference between high school and college is based on a *shift* in responsibility. Students become responsible for their education.

LAWS AND RESPONSIBILITIES	
HIGH SCHOOL	POSTSECONDARY
Entitlement Act	Civil Rights Statute
<p>Individuals with Disabilities Education Act 2004 (IDEA) and Americans with Disabilities Act (ADA). Children with disabilities are absolutely <i>entitled</i> to a “Free and Appropriate Public Education” (FAPE) in the least restrictive environment.</p>	<p>Section 504 of the Rehabilitation Act and Americans with Disabilities Act (ADA). From entitlement to “equal access” students possess civil rights and must become a “self-advocate” in order to engage these rights. “Levels the playing field” for qualified individuals who meet the criteria for a disability, defined as a physical or mental impairment that substantially limits one or more major life activities.</p>
<p>Section 504 in the public school includes “Free and Appropriate Public Education” language, and accommodations may include shortening assignments or the use of notes when other students cannot use them.</p>	<p>Students decide to attend and will probably pay tuition. Section 504 is the first civil rights legislation that applied to colleges. It upholds an institution’s right to maintain academic standards, and no accommodations may be permitted that reduce standards for any student.</p>
<p>Districts are required to identify students with disabilities through free evaluation and the Individualized Education Program (IEP) process. Students receive special education services to address needs based on an identified disability. Services may include specially designed instruction, modifications, and accommodations based on the IEP.</p>	<p>Students are responsible for disclosing and providing current documentation of a disability. They must seek out disability services and engage in an interactive process to determine reasonable academic accommodations that will provide for equal access and participation.</p>
	Students decide if and when to disclose a disability.

<p>Plans, either the IEP or a 504 Plan drive all services and accommodations, and involve teachers, counselors and require a parent’s signature. Progress toward IEP goals is monitored and communicated to parent(s) and student. Schools assist in connecting students to community support agencies if identified as a transition need according to the IEP.</p>	<p>Formal special education services are not available. Reasonable accommodations and modifications may be made to provide equal access and participation. Students are required to monitor their progress and communicate needs to instructors. Students are responsible for making their own connections with community support agencies.</p>
<p>Students are qualified for public education simply by being of the appropriate age, and because they have a disability.</p> <p>Everybody knows about a student’s placement, and each teacher knows about a student and their needs before she/he enters the classroom.</p>	<p>Students need to be “Otherwise qualified,” in college, meaning that the student meets all entrance and academic requirements whether they receive accommodations or not. Written consent is required before Disability Services can release any information to instructors. Students have the right to refuse accommodations they don’t need or want and if they do not request an accommodation, it is assumed they do not want it.</p>
<p>Public schools, for the most part, are responsible for appropriate assessment of a student’s disability.</p>	<p>Higher education does not have to assess the student, but can expect that the student will provide proof of their disability within accepted guidelines.</p>
<p>Some subjects may be waived for a student before graduation if they were specifically related to the student’s disability.</p>	<p>Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but “waivers” for requirements are almost never granted. Substitutions are also granted typically after the student has both provided adequate verification to Disability Services of their disability and unsuccessfully attempted courses in question with the appropriate accommodations recommended by Disability Services.</p>
<p>Labels are a way to categorize people.</p>	<p>Students decide whether or not it is appropriate and/or necessary to disclose a disability and pursue accommodations.</p>
	<p>Results are better when students’ access services before difficulties arise.</p>
<p>Assessment, physical therapy, and/or personal care provided by the school while children are in school.</p>	<p>Students are responsible for personal services, i.e. personal care, medical and related requirements, just as if they would if they were living independently and not attending school.</p>

Students often receive “Un-timed tests” if they have a disability	Reasonable time extensions are a potential academic accommodation.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors need know only that which applies to the accommodations the student requests.

CLASSES	
HIGH SCHOOL	POSTSECONDARY
	Developing self-awareness, self-discipline and self-advocacy are critical to being successful in college.
Students follow a school-directed schedule and proceed from one class to another.	Students must manage their time and schedules.
General education classes are dictated by state/district requirements.	Classes are based on field of study; requirements may vary.
Typically a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation.	The academic year is usually divided into two separate 15-week semesters plus a week for final exams. Courses are offered fall, spring, and summer semesters, and summer classes may be used to accelerate graduation.
Class attendance is usually mandatory and monitored carefully.	Attendance policies may vary with each instructor. (Note) lack of attendance may impact performance.
Classes generally have no more than 30-35 students.	Classes may have 50 or more students.
Textbooks are typically provided at little or no expense.	Textbooks can be expensive. (Note) an anticipated range for a full-time student is \$200-\$400 per semester.
Guidance is provided for students so that they meet graduation requirements.	Graduation requirements are complex and vary for different fields of study. (Note) students are responsible for monitoring their progress and seeking advice.

INSTRUCTORS

HIGH SCHOOL	POSTSECONDARY
Grade and check completed homework.	Assume homework is completed and students are able to perform on a test.
May remind students of incomplete assignments.	May not remind students of incomplete assignments. Students are responsible for checking with instructors to confirm that requirements have been met.
May know students' needs and approach students when they need assistance.	Are usually open and helpful, but expect students to initiate contact when assistance is needed.
May be available before, during, or after class.	May require students to attend scheduled office hours.
Have been trained in teaching methods.	Have content knowledge but not necessarily formal training in teaching methods.
Often provide students with information missed during absence.	Expect students to get information from classmates when they miss class.
Present material to help students understand what is in the textbook.	May not follow the textbook. Lectures enhance the topic area. (Note) students need to connect lectures to textbooks.
Often write information on the board or overhead to be copied for notes.	May lecture nonstop. If instructors write on the board it may be to support the lecture, not summarize it. (Note) good notes are a must!
Teach knowledge and facts, leading students through the thinking process.	Expect students to think independently and connect seemingly unrelated information.
Often take time to remind students of assignments and test dates.	Expect students to read, save, and refer to the course syllabus. (Note) syllabi are students' way of knowing exactly what is expected, when assignments are due, and how grades will be calculated.

STUDYING	
HIGH SCHOOL	POSTSECONDARY
Study time outside of class may vary (may be as little as 1-3 hours per week per class.)	Generally need to study at least 2-3 hours outside of class for each hour in class.
Instructors may review class notes and text material regularly for classes.	Students are responsible for reviewing class notes and text material regularly.
Expected to read short assignments that are discussed and reviewed.	Substantial amounts of assigned reading and writing may not be directly addressed in class.
TESTING	
HIGH SCHOOL	POSTSECONDARY
Frequent, covering small amounts of material.	Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. (Note) students need to organize material to prepare for tests. Some classes may require only papers and/or projects instead of exams.
Make-up exams are often available.	Make-up exams as an option are available at the discretion of the instructor.
Test dates can be arranged to avoid conflicts with other events.	Usually, scheduled without regard to other demands.

Determination of Reasonable Accommodations

Students are responsible for disclosing a disability and requesting reasonable accommodations from the Coordinator of Disability Services. Nonetheless, it is important for faculty to make known their willingness to provide reasonable accommodations.

- This can be done by:
 - Including a Disability Services statement in course syllabi.
 - Making a general announcement at the beginning of the semester.
 - Speaking to students individually.

No accommodations will be granted without proper documentation. Students must provide diagnostic documentation of a disability produced by a licensed medical professional who has the credentials to diagnose the stated disability. See also Documentation Guidelines.

The law mandates that:

- Decisions about accommodations for students with disabilities must be individualized and particular to each student's disability, to the setting in question, and to the tasks involved. Furthermore, a college must engage in an "interactive process" to determine whether an accommodation is available that would allow an otherwise qualified student with a disability to participate successfully in the program.

The interactive process involves the student with a disability, relevant faculty and the Coordinator of Disability Services.

- Determination of reasonable accommodations are based on a combination of:
 - Student's self-report
 - Medical documentation
 - Professional judgment
- Instructors are not required to provide any accommodations without notification from the Coordinator of Disability Services.
- Accommodations are not retroactive.
- Accommodations are not automatically renewed every semester.

INSTRUCTORS

FREQUENTLY ASKED QUESTIONS

Q. CONFIDENTIALITY: Is the information regarding a student's disability and his or her need for academic accommodations confidential?

A. Privacy of student information, including that regarding a student's disabilities or accommodation needs, should generally be handled according to guidelines of *FERPA*, the federal *Family Educational Rights and Privacy Act*. Personal information of this nature should only be shared with those people within the institution who have an educational need-to-know.

Q. CONFIDENTIALITY: Is it acceptable to ask a student who is having obvious difficulties, whether he or she has a disability, or to refer the student to the office that provides disability support services?

A. No. It is not appropriate to ask directly about a possible disability. The Americans with Disabilities Act states that a public entity may not make unnecessary inquiries into the existence of a disability. These inquiries usually relate to hiring or pre-admission screening, but when talking with students, instructors should avoid such inquiries. A direct inquiry such as this could also be considered intrusive or insensitive.

To facilitate a discussion, simply tell the student that you notice he/she is having academic difficulty and encourage her or him to talk with you about gaining assistance, just as you would with any student.

Q. QUALIFIED STUDENTS: How do I know if a student is qualified to receive disability-related accommodations?

A. On most campuses, a student who wishes to receive disability-related accommodations must register with the campus office that supports disabled students and provide documentation from an appropriate professional about his or her condition before services are rendered. Once a student is registered, faculty must provide the academic accommodations that this office determines reasonable. The Coordinator of Disability Services provides faculty with a Confidential Academic Accommodation Notice, which documents the need for academic accommodations.

Q. REFERRALS: How can I encourage students with disabilities to register with the campus office for disabled student services?

A. You may make an announcement to your class and print a statement on your syllabus referring students with disabilities to the CASE Office to meet with the Coordinator of Disability Services. You may also encourage students to meet with you to discuss their learning needs. For example, you could say to a student, "I noticed that you seemed to have difficulty organizing your paper. You might consider using some of the support services we have on campus such as: the Learning and Writing Center, the Coordinator of Disability Services, and/or the Peer Tutoring Program."

Q. TAPE RECORDING: Can a faculty member forbid a student with a disability to use a tape recorder in class?

A. An instructor is typically required to allow a student to tape record his or her course if taping the class is determined to be an appropriate accommodation for a student's disability. Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions. Contact the Coordinator of Disability Services with questions or concerns about tape recording lectures.

- Q. REASONABLE ACCOMMODATIONS:** How do I know what a reasonable academic accommodation is?
- A. The Coordinator of Disability Services determines which academic accommodations are reasonable. The student may also share with you accommodations that have proven successful for her or him in other classes. You can consult with the Coordinator of Disability Services if a student's request does not seem reasonable.
- Q. DISAGREEMENTS:** What if I do not agree with a recommended accommodation?
- A. The institution is required by federal regulation to establish formal grievance procedures for providing prompt and equitable resolution of disagreements. When a dispute involves the conduct of a course or academic program, those procedures provide for consultation among the faculty member responsible for the course, the student, and the Coordinator of Disability Services.
- Q. EXAMINATIONS:** Some students with disabilities are provided extended time on examinations. Is this fair to other students?
- A. The Rehabilitation Act and the Americans with Disabilities Act (ADA) states: "The results of an examination should accurately reflect an individual's aptitude or achievement level or whatever the test purports to measure, rather than reflecting an individual's impaired sensory, manual, or speaking skills." The courts have upheld repeatedly that a lengthening of the standard examination period is an appropriate accommodation for some students with disabilities. For example, the Massachusetts Supreme Judicial Court ordered the State Board of Bar Examiners to allow double the standard time on the bar exam for an applicant with Dyslexia and Attention Deficit Disorder. Similarly, the State District Court for the Western District of New York ruled that a State Bar applicant with a visual impairment must be allowed a four-day examination period rather than the standard two-day period.
- Q. FAILING:** May I fail a student with a disability?
- A. Yes. It is possible to fail a student with a disability. The laws mandate access to education, not guaranteed academic success. When a faculty member has provided all the reasonable academic accommodations, that are required to comply with the law, and if the student does not meet the course requirements, then failing a student is proper and lawful. The following is a compliance checklist that may be helpful:
- Stand by academic standards and freedoms, which include full and equitable access to academic programs.
 - Provide verbal and written notice to your students of your willingness to accommodate. For example, "I encourage students with disabilities to discuss accommodations with me."
 - Communicate clear and concise expectations for performance to your students. Distinguish between essential and non-essential components of the course.
 - Respect requests for reasonable accommodations.
 - Permit students to use auxiliary aides and technologies that ensure access (examples: note takers, sign language interpreters, readers, scribes, research assistants, tape recorders/players, assistive listening devices).
 - Assure that your course materials, whether printed or electronic, are accessible and available in alternative formats (examples: text to speech capability, enlarged print).
 - Consult with the Coordinator of Disability Services if you have questions regarding a student's request for reasonable academic accommodations.
 - Keep student disability-related information strictly confidential.

Universal Design

Research has shown that there are strategies and techniques instructors can utilize that facilitate learning, not only for students with disabilities, but for all students.

In terms of learning, universal design means the creation of instructional materials and activities that make learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials; they are not added on after-the-fact (*Research Connections*, Number 5, Fall 1999, p. 2).

When designing classroom instruction or a distance-learning class, instructors should strive to create a learning environment that allows all students, including a person who happens to have a characteristic that is termed "disability," to access the content of the course and fully participate in class activities. Universal design principles can apply to lectures, classroom discussions, group work, handouts, Web-based instruction, fieldwork, and other academic activities.

Below are examples of instructional methods that employ principles of universal design. Applying these strategies can make your course content accessible to people with a wide range of abilities and disabilities, ethnic backgrounds, language skills, and learning styles.

1. **Inclusiveness.** Create a classroom environment that respects and values diversity. Include a statement in your syllabus inviting students to meet with you to discuss disability-related accommodations and other unique learning needs. Avoid segregating or stigmatizing any student. Respect the privacy of all students.
2. **Physical Access.** Assure that classrooms, labs, and field work are accessible to individuals with a wide range of physical abilities and disabilities. Ensure equipment and activities minimize sustained physical effort, provide options for operation, and accommodate right- and left-handed students and those with limited physical abilities. Assure the safety of all students.
3. **Delivery Methods.** Consider using multiple modes to deliver content. Alternate delivery methods, to include: lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork. Make sure each is accessible to students with a wide range of abilities, disabilities, interests, and previous experiences. Face the class and speak clearly. Provide printed materials that summarize content delivered orally. Provide printed materials early to allow students to prepare in advance.
4. **Interaction.** Encourage different ways for students to interact with each other and with you. These methods may include in-class questions and discussion, group work, and Internet-based communications.
5. **Feedback.** Provide effective prompting during an activity and feedback after the assignment is complete.
6. **Assessments.** Provide multiple ways for students to demonstrate knowledge. For example, besides traditional tests and papers, consider group work, demonstrations, portfolios, and presentations as options for demonstrating knowledge.

Employing universal design principles in instruction does not eliminate the need for specific accommodations for students with disabilities. There will always be the need for some specific accommodations, such as sign language interpreters for students who are deaf. However, applying universal design concepts in course planning will assure full access to the content for most students and minimize the need for specific accommodations.

ADVISING STUDENTS WITH DISABILITIES

Although students with learning disabilities or other disabilities bring special concerns and issues to the academic advising session, their primary goals are not different from that of other students. The major issues that arise in advising students with disabilities are the same as the concerns of all students, i.e., choosing a major and career, selecting courses, and taking advantage of opportunities offered by the college experience. It is important that academic advisors are aware of the issues that may arise in working with students with disabilities.

ASKING ABOUT THE DISABILITY

Academic advisors may observe characteristics in their advisees that indicate a disability. Academic advisors may find themselves wondering how to approach this sensitive and personal topic, especially in the case of a disability that is not obvious. Generally, it is not appropriate to ask a student directly about a disability. However, an academic advisor may ask, "Did you have trouble learning math or completing reading assignments in high school?" The answers may indicate whether the difficulties are new and unexpected or reflect a long-standing pattern. Based on the student's responses, the academic advisor can determine what options to suggest, such as spending more time studying, finding a tutor, learning study skills, or using the resources of Disability Services. The Coordinator of Disability Services works with Marian University students to determine the appropriate course of action and includes instructors and academic advisors in the process, as needed.

GENERAL GUIDELINES FOR WORKING WITH STUDENTS WITH A DISABILITY

Collaboration Academic advisors are not expected to know all the answers when working with a student. Consult with the Coordinator of Disability Services.

Treat students as individuals. Academic advisors should be careful about making assumptions, based on disability stereotypes, about a particular student's capabilities, goals, or interests. In working with one advisee with a specific disability, an advisor should not assume that the next advisee with the same or a similar disability will make the same decisions. Individuals differ greatly in the compensatory strategies they have developed, technology they employ, and attitudes toward their disability and the limitations it places on them. Speak directly to students, keep eye contact, let the student finish, don't pretend to understand, and ask questions.

Make sure students understand academic policies and procedures. Reading student handbooks can be intimidating for many students with learning disabilities. Students with learning disabilities can benefit from direct instruction regarding entrance and retention requirements for majors, add/drop dates, change of major/advisor, grievance procedures, registration procedures, etc. Advisors may ask students for feedback in regard to what works best for them.

Encourage students to develop self-advocacy skills. Assertiveness is highly important in college and after graduation because students with disabilities must pursue strategies and accommodations that will enable them to do their best work. It is important to balance helping with enabling.

Hold the same expectations for students with disabilities as you hold for their non-disabled peers. Many students with disabilities are accustomed to having their parents make important decisions about their education. Academic advisors should encourage students to develop independence and take responsibility for academic decision making, goal setting, and knowledge of the college's policies, procedures, and deadlines,

once students have been instructed. These students need to be empowered rather than rescued. Students with disabilities, like all students, want to make the most of their college experience. When academic advisors are informed about the needs of students with disabilities and the resources available to them, they can help these students succeed.

TIPS FOR ACADEMIC ADVISING THAT PROMOTE STUDENT SUCCESS

Academic advisors need to be aware of the variety of considerations involved in working with students who have disabilities. These considerations can only be addressed if the academic advisor is informed about areas that are challenging for the student. When appropriate, the Coordinator of Disability Services will encourage students to initiate open dialogues with their respective academic advisors in an effort to promote communication that increases the likelihood of student success.

If a student has a reading/processing/comprehension disability, having multiple courses with extensive reading may not be a positive experience, for example, a semester schedule that combines a literature elective, sociology, and history. In addition, course combinations are important. A student with a disability that impacts these areas would benefit from a combination of reading, application, and multi-sensory courses.

If a student has a math disability, scheduling that student to take the required college math course along with other courses that require certain math proficiencies, such as macroeconomics and/or a math-based science course, may cause the student to soon be overwhelmed.

Students with disabilities may benefit from taking reduced credit loads, meaning that their semester schedule does not exceed full-time status. Advisors may emphasize the importance of quality learning rather than the quantity of credits and completing faster. Students with disabilities may be willing to take fewer credits per semester and take courses during summer to stay on track for graduation.

ADD/ADHD students should have a schedule that allows for down time between classes. For example, scheduling courses with breaks in between may give students with ADD/ADHD a much needed reprieve and allow them to fully concentrate in their next class.

If possible, match a student's abilities and strengths with college requirements that have more than one option. For example, if a student with a math disability has the option among Chemistry, Physical Science, Earth Science, and Physics to meet the Physical Science requirement, Earth Science may be the better choice for that particular student.

Resources: "Advising Students with Disabilities" NACADA Monograph Series, Number 5, 1997 "The Ps and Qs of What Happened to You?" Mary VanHaute

STUDENTS

STEP-BY-STEP PROCESS FOR OBTAINING ACCOMMODATIONS

- 1. Meet with Lisa Olig, Coordinator of Disability Services:** Disclose a disability and discuss potential academic accommodations. Disability Services is housed in the Center for Academic Support and Excellence (CASE Office) Mobile Unit West.
(920) 923-8951 or lmolig65@marianuniversity.edu
- 2. Provide Documentation.** Marian University requires documentation of the disability for which a student seeks accommodations. Documentation must be given directly to the Coordinator of Disability Services and meet the guidelines established by Disability Services. Once documentation is received the Coordinator of Disability Services will evaluate it to determine disability status and accommodation eligibility.

Determining Eligibility. Determination of eligibility and reasonable academic accommodations are based upon a combination of:

- **Student's Self-Report** – Identification of functional limitation(s), history of eligibility and use of academic accommodations.
- **Appropriate documentation**
- **Professional Judgment**

Final Determination of reasonable accommodations is made by the Coordinator of Disability Services and Academic Support in collaboration with the student, faculty/staff and other necessary decision makers.

- 3. Faculty Notification.** After accommodations have been identified, the Coordinator of Disability Services will complete and send a Confidential Academic Accommodation Notice to each instructor, either electronically or hard copy for which accommodations have been requested.
- 4. Communicate.** It is the student's responsibility to request implementation of an accommodation each time it is needed. Students must clarify accommodation needs with instructors and provide reminders as necessary. Students are responsible for confirming the adequacy of accommodations as soon as possible and notifying the Coordinator of Disability Services whenever unsatisfactory conditions are encountered.

DISABILITY SERVICES DOCUMENTATION GUIDELINES

Appropriate documentation is required to be on file with Disability Services to establish and maintain academic accommodations.

- Information may be typed or printed on official letterhead; it must be signed by a licensed professional who is qualified to make the diagnosis.
- Documentation should clearly identify the diagnosis.
- The best quality documentation includes a clinical narrative describing the functional impact of the diagnosis on the individual.

Learning Disabilities – Psychoeducational evaluation current within 5 years.

Diagnosis provided by: School Psychologist, Psychologist, Neuropsychologist

Attention Deficit/Hyperactivity Disorder – Psychological evaluation current within 3 years.

Diagnosis provided by: Clinical Social Worker, Neuropsychologist, Psychologist, Psychiatrist

Other Psychological/Neurological/Medical Disabilities – Appropriate evaluation current within 6 months.

Diagnosis provided by: Clinical Social Worker, Psychologist, Psychiatrist, Physician, Nurse Practitioner

- Documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as, observation, and specific results.
- Documentation describes the expected progression or stability of the disability.
- Documentation describes current and past accommodations, support services, auxiliary aids, assistive devices and/or medications.
- Documentation includes recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

Additional information may be requested at the Coordinator's discretion.

Please direct questions or send documentation to:

Lisa Olig
Coordinator of Disability Services
Marian University
45 South National Avenue, #47
Fond du Lac WI 54935
Phone 920-923-8951
Email lmolig65@marianuniversity.edu

Disability Services Paperwork and Request Forms

Statement of Confidentiality and Release of Information

The Coordinator of Disability Services is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law.

Documentation Review

The Coordinator of Disability Services is committed to ensuring that documentation is evaluated on a case-by-case basis, utilizing the Marian University documentation guidelines. The Coordinator of Disability Services will notify students of specific documentation insufficiencies and discuss options for meeting documentation guidelines.

Student Request for Accommodations

Students must fill out this form to initiate the accommodation process.

Confidential Academic Accommodation Notice

This form is sent to instructors verifying students' eligibility for academic accommodations.

Testing Accommodations Policy and Procedure

This document identifies the types of testing accommodations available and the procedure for utilizing them.

Exam Reader Guidelines and Agreement

Exam readers must review and sign this document before reading exams.

Note-Taker Policy

This document outlines the policy and procedures for utilizing note-taking accommodations.

Note-Taker Contract

Note-Takers must review and sign in order to be compensated for note-taking services.

Request to Access Kurzweil 3000

Students must fill out this form to initiate the accommodation process.

Assistive Technology/Equipment Request

Students must fill out this form to initiate the accommodation process.

Discussing Accommodations with Instructors

This document outlines tips and strategies for initiating effective communication with instructors.

Grievance Procedure

Students who believe they have been discriminated against on the basis of disability must follow this established protocol.

MARIAN UNIVERSITY

Statement of Confidentiality & Release of Information

The Coordinator for Disability Services is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law. The following guidelines about the treatment of such information have been adopted by the Coordinator for Disability Services.

- Only the Coordinator for Disability Services will have immediate access to student files. Any information regarding a student's disability is protected by the Family Educational Rights and Privacy Act (FERPA) and will only be disclosed as required or permitted by FERPA.

Information related to a student's disability will be shared on a need-to-know basis with Marian University faculty/staff for the following purposes:

1. Instructor notification via electronic or written confidential academic accommodation notice verifying eligibility for reasonable academic accommodations.
 2. To coordinate reasonable academic accommodations.
 3. To provide advocacy and academic support/referral to students.
- Information may be exchanged via written, verbal or email communication.

Signature: _____

Date: _____

With written authorization, a student may request that information pertaining to his/her disability be released to others outside Marian University faculty/staff. Before giving such authorization, the student should understand what information will be released and the purpose of the release.

- A student has a right to review her/his disability services file with reasonable notification.

A student has the right to change to whom outside the Marian University community s/he gives the Coordinator for Disability Services permission to communicate. This can be done at any time by filling out a new Release of Information form. The most recently dated form will be considered current permission.

Parent(s)/Guardian(s): _____

Medical Professional(s): _____

Previous school(s): _____

Other(s): _____

I understand the guidelines as outlined on this form. I understand that the Coordinator for Disability Services will exchange information via written, verbal or email communication with those specified above.

Signature: _____

Date: _____

Disability Services Documentation Review

Student Name: _____ D.O.B. _____

Evaluator: _____ Date of Evaluation: _____ Review Date: _____

Meets Criteria	Does Not Meet Criteria	DOCUMENTATION CRITERIA
<input type="radio"/>	<input type="radio"/>	Address current level of functioning. Learning Disabilities – psychoeducational evaluation current within 5 years. Attention Deficit/Hyperactivity Disorder – psychological evaluation current within 3 years. Other Psychological/Neurological/Medical Disabilities – appropriate evaluation current within 6 months. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	Is typed or printed on official letterhead, signed by a licensed/certified diagnostician, with licensure/certification information included. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	Include complete developmental, educational, medical, and psychological history relevant to the disability for which accommodations are being requested. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	List all current test instruments and/or procedures, with results, including subtest scores, used to document the stated disability. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	Clearly state the diagnosed disability. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	Describe the functional limitations of the stated disability. <i>Comments:</i> _____
<input type="radio"/>	<input type="radio"/>	Describe the recommended accommodations stemming from the functional limitations, and provide a detailed rationale for each. <i>Comments:</i> _____

Student Self-Report Summary: _____

Professional Judgment Summary: _____

Eligibility for Accommodations: _____ Qualifies _____ Does not qualify _____ Additional Information Needed

Signature, Coordinator for Disability Services: _____ Date: _____

MARIAN UNIVERSITY

Request for Academic Accommodations

STUDENT NAME: _____ SEMESTER: _____ PHONE: _____

Course #	Course Name	Instructor	Accommodations Requested	Date Notice Sent	Date Notice Received
1.			1.		
			2.		
			3.		
			4.		
			5.		
2.			1.		
			2.		
			3.		
			4.		
			5.		
3.			1.		
			2.		
			3.		
			4.		
			5.		
4.			1.		
			2.		
			3.		
			4.		
			5.		
5.			1.		
			2.		
			3.		
			4.		
			5.		

- I understand that each accommodation will be approved/denied at the discretion of the Coordinator of Disability Services based on an evaluation of the specific limitations and recommendations of my disability documentation.
- I understand that my instructors will be informed that I have a documented disability and of the accommodations to which I am entitled.
- I have been informed of accommodation procedures and agree to assume student responsibilities as indicated.
- I agree to promptly inform the Coordinator of Disability Services if I drop a class or no longer need a particular accommodation.

Student's Signature

Date

MARIAN UNIVERSITY

CONFIDENTIAL ACADEMIC ACCOMMODATION NOTICE

Date: _____

_____ is registered with Disability Services and eligible for the
(student name)

following academic accommodations in _____.
(course/section number)

Authorized Academic Accommodations

<u>CLASSROOM ACCOMMODATIONS</u>	<u>MODIFIED TESTING/QUIZ ACCOMMODATIONS</u>
____ Note-taker	____ Extended time ____ 1.5X ____ 2X
____ Tape record class session	Other _____
Other _____	____ Alternative Testing Location (CASE Office)
	____ Reader
	____ Scribe
	____ Word Processor
<u>MISCELLANEOUS ACCOMMODATIONS</u>	____ Calculator
____ Audio Books	____ Other _____
____ Scan/read software	
____ Other _____	

_____ is responsible for keeping you informed about the utilization of these
(student name)
academic accommodations throughout the semester.

Please contact me with any concerns regarding this student and/or the academic accommodations identified above.

Lisa Olig, MSE
Coordinator, Disability Services and
Academic Support
Center for Academic Support and Excellence, Mailbox #47 920-923-8951
Lmolig65@marianuniversity.edu

TESTING ACCOMMODATION POLICY AND PROCEDURE

Marian University, in compliance with Section 504 of the Rehabilitation Act (504) and Title III of the Americans with Disabilities Act (ADA), does not discriminate on the basis of disability in administration of its education-related programs and activities. Marian University has an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified.

Students with disabilities may need testing accommodations. Testing accommodations are authorized to permit students with disabilities to be evaluated on the basis of their knowledge of the course content without undue interference from the disability. Testing accommodations are provided for quizzes and exams.

TYPES OF TESTING ACCOMMODATIONS:

- **Extended exam time**

This accommodation is provided to students, whose performance is compromised by physical or cognitive difficulties that cause significantly slower reading, writing, recalling, or organizing information. Untimed testing is not a reasonable accommodation.

- **Private room**

This accommodation is provided to students who have significant difficulty with concentration, are highly distractible, or employ test strategies that might be distracting to others (e.g., reading questions aloud).

- **Adaptive equipment, readers, and scribes**

This accommodation is provided for students with fine motor, sensory, and/or reading impairments.

- **Alternative formats** (audio, braille, or large print)

This accommodation is provided for students with print disabilities. This may include students with reading or visual impairments.

- **Test type modification**

This accommodation is provided to students who have a documented need for a test in a modified version. Examples of modified versions include, converting multiple-choice exams to essay versions, or taking exams orally with instructors. Disability documentation must clearly identify the need for this accommodation. In all cases, the Coordinator for Disability Services will consult with the instructor regarding the intent of the test format. In some cases, altering the test format fundamentally changes the nature of the test; thus, altering the test format is not considered a reasonable accommodation.

TESTING GUIDELINES

The Coordinator for Disability Services follows the guidelines listed below to protect the integrity of each test.

- The Coordinator for Disability Services does not stay in the room with a student taking a test. Students are monitored closely via video camera, windows and mirrors. However, they are on their honor to refrain from cheating.

- Only necessary and instructor-approved materials are allowed in the testing room. Students must leave their backpacks, purses, cell phones and any other electronic devices secured with CASE Office staff.
- Any anticipated need to contact the instructor should be discussed with the instructor ahead of time. Students who have questions for their instructor will be escorted by CASE Office staff.
- CASE Office staff calculates extended time based on the amount of time the instructor identifies for the entire class.
- In general, students with disabilities take tests on the same day and at the same time as the rest of the class unless there are time conflicts, in which case another testing date/time is assigned.
- Students found cheating during the use of Disability Services testing accommodations will be allowed to finish the exam. The instructor will be notified of the situation upon return of the exam. Any disciplinary action is the instructor's responsibility.
- CASE Office staff enforces allotted time limits. Unless otherwise instructed, students needing additional time will be allowed to finish their exam, however, students' exams will be marked at the point of their time limit and the instructor will be notified. Instructors are responsible for making the decision as to whether to accept responses after the time limit.

Student Responsibility

Registration and Eligibility

Students must be registered with Disability Services and have a disability that qualifies them for testing accommodations. The Coordinator for Disability Services determines who is eligible for testing accommodations.

Step-by-step process for utilizing testing accommodations

Upon confirmation of an upcoming test date via the instructor or course syllabus students should do the following:

1. Stop by the CASE Office, email or call to schedule the exam. Be prepared; notify the CASE Office if there is a need to schedule an alternative time due to extended time conflicts or needing to return to class. All exams will be scheduled/ proctored on the same date and time as the rest of the class, unless there is a conflict with extended exam time, or upon approval of the instructor. All exams should be scheduled at least 24 hours in advance of the scheduled exam date, and at least 3-5 days in advance if a reader/scribe is needed.
2. The CASE Office will send notification to the instructor of the scheduled exam and request the exam/proctoring instructions.
3. Students complete the exam at the CASE Office at the scheduled time and per the proctoring instructions.
4. The completed exam is returned to the division secretary or the instructor.

Exam Reader Guidelines and Agreement

Before the exam I agree to:

- Meet with the Coordinator of Disability Services to discuss guidelines and complete employment paperwork.
- Ensure that I have successfully completed the course for which the exam is given; and/or will not enroll in the course as a requirement/elective for graduation.
- Arrive at the CASE Office on-time for the scheduled exam date.

While reading the exam I agree to:

- Read exam directions, questions and answer options clearly and at a normal speaking rate.
- Ask the student to indicate when I should proceed to the next item. (Be careful not to rush the student and be sure to wait for the signal to continue).
- Not give cues with my voice. For example, not emphasizing key words or correct answers. Be aware of my body language and not give visual test cues, such as head nodding or other facial expressions.
- Not cause distractions for the student.
- Repeat items as requested.
- Rephrase questions by using more readily identifiable terms as long as it does not change the meaning of the question or provide an unfair advantage to the student in identifying the correct answer.
- Provide a student with the broad meaning of a general term, but not for one a student should know by virtue of being in the class or by studying for the exam. For example, I will not provide the meaning of the term mitosis for a student taking a biology exam, but I may briefly describe what the term catalyst means.
- Ensure that the student adheres to all test instructions and does not use any materials that are not authorized for the exam.
- If I am unsure or uncomfortable with rephrasing a question or providing the meaning of a general term, I will ask the Coordinator for Disability Services for guidance.

When the exam is finished I agree to:

- Submit the completed exam to the CASE Office.
- Accurately record my time on a time-sheet to the nearest quarter hour and give to the CASE Office Secretary.

I agree to maintain confidentiality. I will not share any identifying or disability related information with others to include the student's name, disability or accommodations. Furthermore, I agree to maintain confidentiality in regard to exam content.

Signature: _____ Date: _____

NOTE-TAKING ACCOMMODATION POLICY AND PROCEDURE

Marian University, in compliance with Section 504 of the Rehabilitation Act (504) and Title III of the Americans with Disabilities Act (ADA), does not discriminate on the basis of disability in administration of its education-related programs and activities. Marian University has an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified.

Students with impairments that limit the ability to take notes independently may need the assistance of a note-taker. If possible, students with these impairments should take their own notes and use the additional notes provided by the note-taker as a supplement. Note-takers are fellow classmates in the course who are willing to provide a copy of their in-class notes. Note-takers are compensated for their assistance if a Note-Taker Contract is completed. Disability Services coordinates note-taking accommodations.

Student Responsibility

Registration and Eligibility

Students must be registered with Disability Services and have a disability which qualifies them for note-taking accommodations. Disability Services determines who is eligible for note-taking assistance. Students must be registered in the courses for which they are requesting note-taking services.

Note-Taker Request

Students who are eligible for note-taking services must complete a Request for Accommodations form.

- Students must indicate whether they prefer to pick up notes from the CASE Office or receive notes directly from the note-taker.

Note: It is recommended that students wait to request note-taking assistance until after the first week of classes except for courses which are known to have heavy note-taking requirements. Doing so allows students to get a sense of what to expect from a typical lecture and whether or not a note-taker is necessary. Many instructors provide lecture powerpoints and outlines, which may also help determine whether or not note-taking assistance is needed.

Recruitment

Students should clarify with Disability Services how they would like the note-taker to be recruited. Students should consider the following: Disability Services recruits note-takers by emailing students in the class who have demonstrated good academic standing. If the Coordinator of Disability Services knows of a student who has provided good note-taking services in the past, that student will be contacted first to see if s/he is interested in providing note-taking assistance.

If students are familiar with another classmate and trusts her/his quality of notes, the student may ask the classmate to be a note-taker or request that the Coordinator of Disability Services contact the classmate directly. Students should inform the note-taker that s/he needs to complete the Note-Taking Contract in order to be compensated.

- Students may ask the instructor to recommend a good note-taker. Students should either approach the student or ask for her/his willingness to provide note-taking services or inform the Coordinator of Disability Services of the recommendation.
- Students may ask the instructor to make an announcement in class. Instructors should read the following short paragraph verbatim. The student's name will not be mentioned in the general announcement. "There is a paid note-taking position available in this class. Note-takers are individuals who take quality, legible notes and have excellent class attendance; anyone who is interested should contact Lisa Olig in the CASE Office."

MARIAN UNIVERSITY

Disability Services Note-Taker Contract

- Note-taker positions are available only as long as student need exists. Marian University will not compensate unauthorized note-takers.
- Note-takers are responsible for providing thorough, accurate, and legible notes which include all in-class (only) lecture material, to include examples, diagrams, summaries of discussions (when appropriate), homework assignments and upcoming deadlines. Please be sure that copies are readable.
- Note-takers are responsible for labeling notes with the **date, course and section number, (staple or paper-clip notes together)**. Note-takers will deliver notes to the CASE Office or mailbox **47** in the administration building **no later than 4:30 pm** the day after class for which the notes are taken. Note-takers may be asked to deliver notes directly to the student at a mutually agreeable time and place. Note-Takers may provide copies of notes via carbon copy paper or by copying notes in the CASE Office or the Administration Building free of charge (**a copy code will be provided, see below**). During the course of the semester, note-takers may be asked to provide additional copies of notes to the CASE Office.
- Note-Takers are responsible for being on time and as much as possible, attending all class sessions for which they are providing notes. In the event of an excused absence, illness or emergency, note-takers are responsible for obtaining a copy of notes from a classmate and providing a copy to the CASE Office or student in a timely manner. Note-takers are responsible for notifying the Coordinator of Disability Services, as soon as possible if they are no longer able to provide copies of notes for any reason.
- Note-taker pay starts at \$7.25 per hour. Note-takers will be paid a set rate for copying and delivering notes, depending on the time-frame of the class and the number of weekly meetings. Note-takers must complete a Work Authorization in the CASE Office and a Direct Deposit Authorization with Lisa Zedler, Human Resources, Duplex 18.
- Note-takers are responsible for maintaining an accurate record of the number of times notes are copied and delivered. Note-takers are responsible for recording time on Note-taker time sheets, and entering the total time in Time Clock Plus at the end of the two week payroll period. Note-takers are also responsible for delivering completed time-sheets to the CASE Office by the date specified on the payroll schedule. Incomplete or late time-sheets may result in delayed payment.
- Note-takers may give Disability Services permission to release their name and contact information to the student(s) for whom they are taking notes. Note-takers are responsible for checking their *Marian* e-mail on a regular basis for important communications from Disability Services and to respond in a timely fashion as directed.
- **Note-takers are responsible for maintaining confidentiality.** Note-takers may not release identifying or disability related information they may obtain by virtue of being a note-taker.

Employee's Signature

Date

Revised 10/14/2014

Semester
Copy Code
CASE Office
Administration 1 st Floor, 3 rd Floor

Alternative Format Accommodation Policy and Procedures

Purpose and Application

Marian University, in compliance with Section 504 of the Rehabilitation Act (504) and Title III of the Americans with Disabilities Act (ADA), does not discriminate on the basis of disability in administration of its education-related programs and activities. Marian University has an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified.

Students with impairments that limit the ability to read standard printed material may need course materials converted into alternative formats. The Coordinator of Disability Services coordinates alternative format accommodations.

In order to maintain the integrity of services offered and to remain within the letter of the law, the following rules apply to the alternative format accommodation:

- Students must be registered with Disability Services and have an impairment that qualifies them for alternative formatting services. Disability Services determines who is eligible for alternative formatting services.
- Students must be registered in the courses for which they are requesting alternative formatting services.
- Requests must be submitted in a complete and timely manner. Especially during peak times of the year, a request may take up to 8 weeks to process.
- Disability Services fulfills requests on a first come, first serve basis.
- Students must own a physical copy of textbooks or other educational materials they are requesting in alternative format and provide proof of purchase.
- Students must provide Disability Services with copies of incidental print materials and class notes for conversion as necessary.
- Disability Services will only provide alternative formatting services for required and suggested readings.
- Students will not copy or reproduce any of the alternatively formatted readings, nor allow anyone else to do so.
- Students are responsible for the maintenance and return of recordings, equipment, software, and any other items they use.
- Failure to pick up or utilize requested material may result in a suspension of alternative formatting services.

Student Responsibilities

1. Complete an Alternative Format Request

Students should complete the request as soon as they register for courses, as some conversion may take several weeks to complete. **Your converted materials may not be available at the semester's start if the request and the necessary textbooks and materials are not submitted in a complete and timely manner.**

2. Inform Instructors

Immediately after students register for a course, they should inform instructors of their need for materials in an alternative format. Students should stress that not only textbooks, but other course materials, such as,

articles, handouts and tests need to be converted. Instructors should make textbooks and course materials available to Disability Services as soon as possible.

3. Conversion Type

Depending upon availability, and the reasonableness of the request, Disability Services will consider using the following alternative formats:

- Kurzweil 3000 “text to speech” software
- Kindle audio version
- Large Print
- Braille
- Digital recordings
- Any combination of the above options.
- Other

4. Assistive Technology/Equipment Request

If students utilize an alternative format that requires the use of assistive technology equipment such as Kindle, FM System, Victor Vibe readers, and/or microcassette recorders, an assistive technology equipment agreement must be signed. Students must abide by the rules and responsibilities outlined on the request.

5. Communicate

Inform Disability Services immediately of any changes in class schedules, textbooks, course requirements, or alternative formatting needs or problems.

Disability Services

1. Documentation and Eligibility

Disability Services works to ensure that reasonable accommodations are provided to students who are eligible for services. Disability Services receives and verifies documentation of a disability and determines eligibility for alternative formatting services.

2. Conversion Type

Depending upon availability, and the reasonableness of the request, Disability Services will consider using the following alternative formats:

Kurzweil 3000 “text to speech” software

Kurzweil and Firefly by Kurzweil Education Systems is available upon request to all Marian University students and can be accessed any time on personal computers. Disability Services scans printed material to be used in conjunction with Kurzweil 3000. Students who need printed materials scanned are required to purchase the textbook and/or other printed materials and provide a receipt as proof of purchase. The textbook and/or other print material must be submitted to Disability Services for scanning. The process may require the spine of the textbook to be cut so that the pages can pass through the scanner. Disability Services will make every effort to rebind the book at our expense before returning it to the student. Disability Services may also request electronic text material directly from the publisher for use with Kurzweil 3000 or other reading software programs.

Kindle Audio Versions

Disability Services has one Kindle available for student check-out. Upon determination of text to audio availability students can request the use of the Kindle on a first come, first serve basis.

Large Print

Disability Services can enlarge syllabi, books, handouts, lecture notes, and exams. Students must provide Disability Services with the books/educational materials to be converted into large print. From time to time, this process might require the spine to be cut so that pages can pass through a scanner. Disability Services will rebind the book at our expense before returning it to the student.

Braille

Disability Services obtains textbooks in Braille format, or creates text to Braille conversions.

Digital Recordings

If/when the above formats prove to be inaccessible or ineffective; Disability Services will seek digital recordings of required textbooks.

3. Collaboration

After students notify instructors of their need for alternative formatting of textbooks and course materials, Disability Services will collaborate with instructors and students to make the conversion process as timely as possible.

Instructor

1. Supply Disability Services with Necessary Items

In order to process alternative format requests, Disability Services needs a copy of the course syllabi and any print materials used in the course. Print materials include items such as textbooks (when available), articles, and exams.

2. Desk Copies

It may be a good idea to request an additional copy of textbook(s) when ordering desk copies.

3. Incidental Print Materials

Provide (preferably in electronic format) syllabi, handouts, overheads, unscheduled assignment or readings, impromptu homework assignments, and incidental print materials to Disability Services according to the following schedule:

- a. If less than five pages: No later than five business days before expected use in the classroom.
- b. If more than five pages: No later than 10 business days before expected use in the classroom.

4. Confidentiality

Instructors are expected to maintain confidentiality at all times. Students' disability or accommodation related information should not be discussed with others or referred to in the presence of others.

MARIAN UNIVERSITY

Request to Access Kurzweil 3000

Student name _____ Date: _____

Semester: _____ Email: _____

COURSE:

INSTRUCTOR:

Title	
Author	
Edition/CR	
Receipt	

COURSE:

INSTRUCTOR:

Title	
Author	
Edition/CR	
Receipt	

COURSE:

INSTRUCTOR:

Title	
Author	
Edition/CR	
Receipt	

COURSE:

INSTRUCTOR:

Title	
Author	
Edition/CR	
Receipt	

Signature _____ Date _____

MARIAN UNIVERSITY

Alternative Format Accommodation Request

Student Name: _____ Date: _____

Semester: _____ Format Preference: _____

COURSE:	INSTRUCTOR:
Title	
Author	
Edition/CR	
ISBN	

COURSE:	INSTRUCTOR:
Title	
Author	
Edition/CR	
ISBN	

COURSE:	INSTRUCTOR:
Title	
Author	
Edition/CR	
ISBN	

COURSE:	INSTRUCTOR:
Title	
Author	
Edition/CR	
ISBN	

Signature _____ Date _____

MARIAN UNIVERSITY

Assistive Technology/Equipment Request

Student Name: _____ Date: _____

Semester: _____

COURSE:

INSTRUCTOR:

Assistive Technology	
Check Out Date	
Return Date	

COURSE:

INSTRUCTOR:

Assistive Technology	
Check Out Date	
Return Date	

COURSE:

INSTRUCTOR:

Assistive Technology	
Check Out Date	
Return Date	

I understand that I am responsible for maintaining and returning all assistive technology equipment when I am done using it, or at the end of the semester, whichever comes first. I understand that I am responsible for lost or damaged items.

Signature _____ Date _____

DISCUSSING ACCOMMODATIONS WITH INSTRUCTORS

As a college student with a disability, requesting accommodations and assuring that accommodations are implemented properly are your responsibility. Part of this responsibility includes maintaining clear, consistent communication with instructors. The following are tips to get you started on the right path toward self-advocacy.

Setting a meeting

Before the term begins or after the first class meeting, request a private meeting with the instructor to discuss academic accommodations. Given the confidential nature of the conversation, the meeting should take place in a private setting, such as your instructor's office.

At the Meeting

Be proactive in beginning the discussion. Inform the instructor that you have participated in a meeting with Disability Services and have been approved to receive accommodations because of a documented disability.

It is your decision whether or not to discuss the specifics of your disability. Oftentimes, however, the more information an instructor knows about you, the better s/he can assist you. Be sure to address the specific arrangements that the accommodations will entail.

For example, if extended time on exams is an accommodation you receive, discuss how exams are arranged in the CASE Office. Also, it is important for you to notify your instructor each time you use or decide not to use your testing accommodations.

After the meeting

Contact the Coordinator of Disability Services if you have any questions or concerns.

Marian University

ADA/Section 504 Student Grievance Procedure

Students with disabilities who believe they have been discriminated against on the basis of disability may follow the procedure for a grievance. Marian University has both informal and formal processes for students to resolve disability related concerns.

Lisa Olig, Coordinator for Disability Services and Academic Support is responsible for coordinating the accommodation process for undergraduate and graduate students.

Kate Candee, Vice President for Student Engagement serves as the Section 504 Coordinator.

ADA/Section 504 Grievance Procedure

Prior to filing a formal grievance, the student should, in general, first discuss the situation with the Coordinator for Disability Services and Academic Support and/or with the individual whom they believe acted in a discriminatory manner. If no resolution is achieved, the student should contact the Vice President for Student Engagement/Section 504 Coordinator (hereafter referred to as Section 504 Coordinator) within 2 weeks of the alleged accusation.

If the Section 504 Coordinator is not successful in achieving a satisfactory resolution, generally within 10 working days, from the date the student raised the disability related concern, the Section 504 Coordinator will inform the student of his/her right to file a formal written grievance. Upon receipt of the written grievance charging discrimination, the Section 504 Coordinator, will initiate an investigation.

The investigation will be completed within 30 working days of the filing of the written complaint. This deadline may be extended by the Section 504 Coordinator for good cause

Within ten working days of the completion of the investigation, the Section 504 Coordinator will make a determination regarding the complaint, and, if appropriate, take prompt action to remedy the concerns raised by the grievant.

Appeal

Within ten calendar days of receiving the determination from the Section 504 Coordinator, the grievant or the individual(s) whom the grievance is directed, if any, may appeal the determination. To appeal, the party must file a written request for review with the Vice President for Academic Affairs. A copy of the appeal will be provided to the other party, if any.

The written request for appeal must be based on the grounds of improper procedure, or new evidence that was unavailable at the time of the investigation.

The Vice President for Academic Affairs will provide the person appealing with a copy of his/her written decision within ten working days of the filing of the appeal. This decision also will be provided to the other party, if any. The deadline may be extended by the Vice President for Academic Affairs for good cause (including but not limited to reasons related to breaks in the academic calendar). The decision of the Vice President for Academic Affairs on the appeal will be final.

The student also may file a complaint with the U.S. Department of Education, Office of Civil Rights, at any time before, during or after the University's ADA/Section 504 grievance process.