

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



## **A GUIDE TO SERVICES FOR STUDENTS WITH DISABILITIES**



Disability Support Services  
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Student Success Center, Room 1270  
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Edwardsville IL 62026  
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Fax: 618-650-5691  
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## **MISSION STATEMENT**

Disability Support Services (DSS) provides reasonable accommodations to ensure that students with disabilities have access to the University and its programs through intentional interventions, programs, and services in order to meet federal guidelines, encourage personal growth, and increase effective communication.

### **Federal Compliance Statement**

This office is the official University department to review and house disability documentation as designated by Section 504 of the Rehabilitation Act of 1973, as amended.



## PROCEDURES

- **The Application Process**

To request accommodations through Disability Support Services (DSS), you will need to fill out a **STUDENT INTAKE FORM (Exhibit A)**. The Student Intake Form will provide information that our office needs to help determine the appropriate accommodations for you. Please fill out this form, plus any others that are required of you, and return them to our office. It is important that you fill them out as completely as possible and provide copies of your documentation. If you have questions, please contact our office at 618-650-3726.

- **Eligibility Requirements**

- In order to receive accommodations through our office, you must establish that you have a disability. Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, a disability is a “permanent impairment that significantly limits a major life activity.” These activities can include listening, walking, reading, writing and learning. Documentation of your disability needs to come from a professional in the field of your disability. Additionally, it must include a specific diagnosis and copies of any testing done to establish the diagnosis.
- After you establish that you have a disability, you need to show how the requested accommodation will help you perform tasks necessary as a student. A statement regarding the appropriate accommodations for you should be included with your disability documentation.
- After we have received all of your application materials and medical documentation, we will review them to determine if you are eligible for accommodations. We prefer to meet with students in person whenever possible.
- After you have been found eligible to receive accommodations, you will receive a laminated **DSS ID Card (Exhibit C)**, which outlines to the instructors, and others, the specific accommodations that you are eligible to receive through DSS.

- **Your Confidential File**

Disability Support Services (DSS) establishes a file for each student after the student applies for services. The file is designated in one of three ways:

1. Potential Student: Before you begin services and receive your DSS ID Card, DSS starts a file with all the information needed to put you in the system.
2. Active Student: Students currently using services are active. A file remains active until you are no longer receiving services or up to five years;
3. Inactive Student: If you do not request services, your file will be made inactive. Remember, you cannot use Priority Registration or any accommodations if your file is inactive.

DSS keeps information based on each contact you make to discuss services with our staff, as well as copies of service letters. Any information sent out on your behalf, or information received by our department, is kept in your file.

Your file and status help us to ensure your needs are being met. If you have questions about the information in your file, please feel free to speak with the Office Support Specialist, the Director, or the Learning Disabilities Specialist.

- **Confidentiality**

All disability documentation presented to DSS will be kept in a confidential file. Access to this information is restricted to office personnel only. DSS will not release any information without a completed Release of Information form, identifying the person(s) with whom to share information. The **RELEASE OF INFORMATION (Exhibit B)** form must be in writing and completed in the presence of a DSS staff member. The Release of Information form must be completed for each incident.

## **ACCOMMODATIONS**

- **Requesting Services**

If you have been approved for interpreters, Note Takers, or alternative testing and you wish to receive these services, you need to present your **DSS ID CARD (Exhibit C)** to your instructor.

### ***Most Commonly Requested Accommodations***



Note Takers



Books on CD



Sign language interpreters



Alternative testing



Portable FM Systems

- **Adding/Dropping Classes or Canceling Services**

If you add or drop a class, or wish to change the services that you have requested, you must update Disability Support Services (DSS) as soon as possible. Please keep in mind that adding or dropping a course with DSS is not the same as changing your schedule with the Registrar's Office. It is your responsibility to report any changes to your schedule to both offices. It is important that you report any changes to Disability Support Services (DSS) as soon as possible. This enables our office to ensure that you are receiving services in classes that you are actually attending.

- **Requesting Books on CD**

To request books on Compact Disc (CD), you need to fill out the **ALTERNATE FORMAT TEXTBOOK REQUEST FORM (Exhibit D)**. It is important that you turn in your request as soon as possible. The information you provide will help us order your textbook in alternate format from the publisher so we can convert it and burn it to a CD.

Try to turn in your Alternate Format Textbook Request Form well before the class starts in which you need the books. You can do this by talking to the instructor or contacting Textbook Service before the class starts to find out what books are needed. Keep good relations with both your instructors and Textbook Service. You can often find out what books you are going to need from your instructors as soon as you register for the class.

If you choose to request your texts in alternate format after the class starts, it may take a while for us to receive them from the publisher. This may cause you to miss valuable information for the class. Please request your alternate format books early.

There may be cases in which we need to convert an actual textbook.

Converting textbooks to digital format is a four step process.

1. First we cut the binding off the book. This is necessary for the text to run properly through the scanner.
2. Once the book is scanned we convert it from image files to text and edit it to make sure it's readable; that is, the computer didn't misunderstand the book.
3. After editing is finished, then we run the text to audio. This means the computer reads the text to an audio format.
4. Now that all the work is finished, all we have to do is burn them to a CD and make a label.

Remember the conversion process was made to enable you, the user, to understand your text more completely. Why not take advantage of

the program? Instead of simply picking up your alternate format books, make an appointment to talk to the Learning Disabilities Specialist about the different study tools you can use, including;

- Different Voices per subject
- Voice Speeds.
- Highlighting important text, as well as how to make a study guide and notes from the text.



- **Requesting Note Takers**

To receive notes, we recommend that you pick up a **REQUESTING NOTE TAKERS (EXHIBIT F)** handout from our office, show this handout along with your DSS ID to your instructor and request that he or she make an announcement. We try to match you with a student that is already in the same class. It has been our experience that notes are more complete when the Note Taker has read the background material and has an idea of which concepts are important to the instructor.

It is important to note that receiving notes is not a substitute for attending class. Unless your absence is related to your disability, you will not receive

notes if you miss class. If you do miss class, it is your responsibility to obtain notes from another student.

Please let us know if you are having problems with your Note Taker. If we know of specific problems, we can work with your Note Taker to correct the problems. Your Note Taker may be taking notes in several classes and may not be able to provide your copies of the notes immediately after class. You may pick up your notes in the DSS office. If you would like to discuss alternatives to the Note Taker announcement process, including receipt of note taker services without disclosing your identity to a peer, please schedule an appointment with a DSS Staff to discuss your needs. It is critically important that you check the notes box regularly, at least once a week. If you are not picking up your notes on a regular basis, we will suspend any further note taking.

- **Requesting Alternative Testing**

In order to receive alternative testing, you need to fill out a **TERM TESTING SCHEDULE (Exhibit E)** for each class you are taking during the semester. It is very important that you completely fill out each form.

- Fill out the section regarding your request for accommodations during examinations. Mark **only** those accommodations for which you have already been approved.
- Fill out the dates and times of each exam during the term. Use your syllabus to assist you or ask your instructor as to dates and times. You must list a specific time. “Any time” is NOT acceptable.
- Present the form to your instructor with your ID card asking them to complete the section labeled “Professor/Instructor”.
- Return the form to DSS after your Professor/Instructor has completed the bottom section. Ask for a copy if you desire.

Please schedule your exam so that it can be *completed* between 8 a.m. and 4:30 p.m. Monday through Friday. Please make sure you schedule your exams early enough to allow yourself extra (double) time. For example, if your class is allowed 1 hour and 15 minutes to complete a given exam, then you must schedule your exam no later than 2:00PM to allow yourself extra (double) time. This form must be filled out completely and returned to our office **no later than five days prior** to the time you plan to take the exam. **It is your responsibility to make sure that our**

**office has your forms at least five days in advance.** If the form is not completed correctly, it will be returned to you. We recommend that you fill out your forms as soon as you have your syllabus.

Please be on time for your exam. If you are late for your scheduled exam, you will not be given additional time to compensate for your tardiness. You will only be allowed to take items into the exam room that are approved by the instructor. Depending upon the type of alternative testing you are approved for, you may use a computer or have a proctor to read, or scribe your exam. **If for some reason you are unable to attend your exam, please notify the Disability Support Services (DSS) office. It is your responsibility to make alternate arrangements with your instructor to take the exam.** If you have a medical reason related to your disability that prevents you from taking your exam, please notify our office.

- **Requesting an Interpreter**

If you need a sign language interpreter, you need to request them through our office. Please provide us with a copy of your schedule as soon as possible but at least one month prior to the beginning of classes. This will allow us adequate time to secure an interpreter on your behalf. In the event there is a change in your schedule, we need at least 48 hours' notice to be able to provide an interpreter. Remember, the earlier you notify us that you need an interpreter, the easier it is to arrange.

If you need an interpreter for an event sponsored by an organization on campus or to meet with your instructor or another office on campus, we need a minimum of one-week notice.

- **Priority Registration**

Students who maintain an active file in DSS are eligible for Priority Registration. Priority Registration is available on the first day of enrollment. DSS allows you to register early in order to plan ahead for the accommodations you will need for the coming term and schedule classes according to needs related to your disability. If you are unable to register during Priority Registration, contact DSS immediately for assistance.

- **Advocacy**

All students have the opportunity to receive assistance in understanding the policies and procedures of the University in order to communicate with the faculty and staff. DSS promotes self-advocacy and assists students with these skills. If you are interested in such assistance, please make an appointment with Disability Support Services (DSS) as soon as possible.

- **Accommodations or Adjustments Not Pre-Approved**

All students may present documentation to demonstrate the need for further accommodations at SIUE. If an accommodation is not indicated on the DSS ID Card and the student would like a determination as to the reasonableness of their request, the student may petition the DSS office to review the information provided to make a determination for further accommodations and adjustments. It is the responsibility of the student with a disability to provide supporting documentation, present this evidence with their request, and discuss the application if warranted. Documentation should meet the eligibility requirements as outlined in this handbook. Examples of accommodations not pre-approved: extended project time, medically related absences, testing time beyond double time, incompletes, and minor classroom adjustments.

## **RESOURCES**

- **Frequently Asked Questions**

### **What is a disability?**

A disability is an impairment that substantially limits a major life activity. Examples of major life activities include walking, listening, reading and learning.

### **Do I need to tell anyone about my disability?**

It is your choice whether or not you disclose your disability, even to your instructors. If you want to receive accommodations, you must provide documentation of your disability to Disability Support Services (DSS).

### **How do I document my disability?**

You need to provide a statement from a competent professional (a doctor, psychiatrist or other professional) that verifies the functional limitations caused by your disability. For example, a student that has a diagnosis of cerebral palsy may have difficulty writing. The functional limitations may include lack of fine motor control. Recommended accommodations may include a scribe or the use of voice activation software during exams and a note taker for classes.

### **When should I provide documentation?**

You are strongly encouraged to complete an application and provide documentation before the term in which you will need the services. We need to have these materials before you can receive accommodations and services through Disability Support Services (DSS).

### **Where is my documentation kept?**

In accordance with state and federal law, documentation regarding your disability is kept in a separate confidential file at DSS and will not be part of your academic record.

### **How does SIUE use information about my disability?**

Disability Support Services (DSS) needs sufficient information in order to determine eligibility and effective accommodations for each student. We may use non-identifying information about your disability to gather statistical information for planning and allocation of resources.

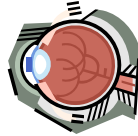
- **Recommended Documentation For Specific Disabilities**

***Deaf and Hard of Hearing***



Audiogram and/or audiologist's report documenting a hearing loss that necessitates support services in order to participate in classes or activities.

***Visual Impairment***



Provide a report from an ophthalmologist documenting need for an accommodation. Corrective lenses are considered an 'aid or device' which are the responsibility of the student.

***Psychological Disability***



Present a diagnosis from DSM IV indicating functional limitations and how this disability affects your ability to function as a university student in a learning environment.

***Medical Disability***



Provide documentation of disease or disorder from appropriate specialist, listing your functional limitations.

***Attention Deficit Disorder***



You need to supply documentation regarding the onset, longevity and severity of symptoms as well as a description of functional limitations on your educational achievement.

- **Learning Disability**

**DSM-IV** defines a Specific Learning Disability as: Learning Disorders that are diagnosed when the individual's achievement on individually administered, standardized tests in reading, mathematics, or written expression is substantially (1.5 standard deviations) below that expected for age, schooling, and level of intelligence. Learning problems must significantly interfere with academic achievement that requires reading, mathematical, or writing skills.

- Reading Disorder
- Mathematics Disorder
- Disorder of Written Expression
- Learning Disorder, NOS (Not Otherwise Specified)

Students requesting services and accommodations for a learning disability will need to provide documentation that includes:

- Formal Learning Disability testing and a full written assessment. (All IQ and Achievement testing must be completed within the last three years of request for services)
- Standard scores for all normed measures, not just grade equivalent or percentiles
- Suggested academic accommodations in a college setting based on diagnosis
- Current I.E.P. and Transition Plan, if applicable
- Report must be on the administering professional's letterhead

**I. PROFESSIONAL STANDARDS:** Test administrators must meet the following requirements:

Appropriate professionals include, but are not limited to, those in the following occupations:

- State-licensed psychologists
- State-licensed professional counselors
- Staff of post-secondary institutions, disability services offices and departments of special education
- School psychologists

## **II. ACCEPTABLE TEST INSTRUMENTS:**

Both of the following minimum standards (in A and B) need to be met in the assessment process.

- A. Use of one instrument from the following list of Intellectual Assessment Tools:
- Woodcock-Johnson III
  - Woodcock-Johnson Psycho-Educational Battery-Revised, Standard and Supplemental Batteries (WJPEB-R)
  - Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV)
  - Wechsler Adult Intelligence Scale- Third Edition (WAIS-III)
  - Stanford-Binet Intelligence Scale (4th Edition)
  - Wechsler Intelligence Scale for Children --Prior to age 16 and within the last 3 years
- B. Use of one instrument from the following list of Achievement Tests:
- Woodcock-Johnson III
  - Woodcock-Johnson Psycho-Educational Battery-Revised Tests of Achievement, Standard Battery (Knowledge and Supplemental Battery optional)
  - Wechsler Individual Achievement Test –Second Edition (WIAT-II)
  - Stanford Test of Academic Skills (STAS)
  - Scholastic Abilities Test for Adults (SATA)

## **III. OPERATIONAL GUIDELINES FOR VERIFICATION OF LEARNING DISABILITIES INCLUDES:**

Full Scale Score as measured by the Wechsler Adult Intelligence Scale-Third Edition shall fall within the average range or higher.

Broad Cognitive Ability score, as measured by the Woodcock-Johnson Psycho-Educational Battery-Revised, shall fall within the average range or higher.

A significant difference (1.5 standard deviations or more, based on AGE norm) is measured between the full-scale score on an accepted test of cognitive ability and the standard score in one or more area of achievement on an accepted test of achievement. A wide disparity or scatter of scores,

based on AGE norm, either inter-test or intra-test, on the WAIS-III or the WJPED-R, especially when definite ability “groups” can be seen as areas of strength or areas of deficit.

**NOTE:** To obtain criterion-referenced information, the following specific achievement instruments can be used in addition to the required instruments, but may not replace the acceptable test instruments.

**INSTRUMENT**

**MEASURES**

Detroit Test of Learning Aptitude-Adult 2, 3	Academic Aptitude
Peabody Picture Vocabulary Test-Revised	Oral Comprehension
Peabody Individual Achievement Test-Rev.	Academic Achievement
Stanford Diagnostic Reading Test	Academic Achievement
Stanford Diagnostic Mathematics Test	Academic Achievement
Formal Reading Inventory	Academic Achievement
Test of Adolescent Language III	Academic Achievement
Gray Oral Reading Test	Academic Achievement
Woodcock Reading Mastery Tests-Revised	Academic Achievement
Test of Written Language-2	Rating Scales

- **On Campus Resources**

***New Horizons***

New Horizons, which is a student organization at SIUE, strives to promote an understanding of the issues concerning persons with disabilities. Its membership is open to any student at SIUE. For further information, contact Jim Boyle at [jboyle@siue.edu](mailto:jboyle@siue.edu).

***Counseling Services***

Counseling Services, 618-650-2197, located in the Student Success Center, Room 0220 offers individual and group counseling.

[www.siue.edu/counseling](http://www.siue.edu/counseling)

***Health Services***

For medical or health needs, contact Health Services, 618-650-2842, which is located in the Student Success Center, Room 0220.

[www.siue.edu/healthservice](http://www.siue.edu/healthservice)

***University Housing***

For questions regarding accessibility, call the Central Housing Office, Rendleman Hall, Room 0224, 618-650-3931. [www.siue.edu/housing](http://www.siue.edu/housing)

***Career Development Center***

This office assists students in identifying, preparing for and fulfilling career goals. Career Development Center, 618-650-3708, is located in the Student Success Center, Room 0281.

[www.siue.edu/careerdevelopmentcenter/](http://www.siue.edu/careerdevelopmentcenter/)

***Student Opportunity for Academic Results (SOAR)***

SOAR, 618-650-3790, provides peer tutoring to qualified students and is located in the Student Success Center, Room 1259. [www.siue.edu/soar](http://www.siue.edu/soar)

***Academic Counseling & Advising***

The Academic Counseling & Advising office, located in the Student Success Center, Room 1220, will help you understand academic requirements, policies, procedures and the registration process. Jane Novey (618-650-3724) is currently the adviser for all DSS undeclared students. [www.siue.edu/ADVISING/](http://www.siue.edu/ADVISING/)

### ***Student Financial Aid***

The Student Financial Aid office (618-650-3880) offers help with financial aid applications, deadline information and eligibility criteria. It is located in Rendleman Hall, Room 2308. [www.siu.edu/financialaid/](http://www.siu.edu/financialaid/)

### ***Student Government***

Contact Student Government at 618-650-3818 or visit them at the Student Success Center, Room 1280. [www.siu.edu/kimmel/sg/index.shtml](http://www.siu.edu/kimmel/sg/index.shtml)

### ***Kimmel Leadership Center***

If you would like to join a student or a Greek organization, visit the Center at Morris University Center, Room 1060 or call 618-650-2686.

[www.siu.edu/kimmel/](http://www.siu.edu/kimmel/)

### ***The Writing Center***

The mission of the Writing Center, 618-650-2045, located in the Student Success Center, Room 1254 is to support faculty and students of classes designated as writing intensive and to assist students in strengthening writing and research skills while completing individual writing assignments for writing-intensive classes. [www.siu.edu/IS/WRITING/](http://www.siu.edu/IS/WRITING/)

### ***The Math Resource Area***

The Math Resource Area, 618-650-2039, located in the Student Success Center, Room 1252, is for students who need assistance with mathematics courses. <http://www.siu.edu/IS/MATH/>

### ***Dean of Students***

James W. Klenke, Dean of Students at SIUE, can be contacted at [jklenke@siue.edu](mailto:jklenke@siue.edu) or 618-650-2020. His office is located in the Vice Chancellor Student Affairs Office, Rendleman Hall, Room 2306.

### ***Office of Institutional Compliance***

The Office of Institutional Compliance is located in Rendleman Hall, Room 3316. Paul Pitts is the Director and can be contacted at [ppitts@siue.edu](mailto:ppitts@siue.edu)

### ***University Police***

The University Police are located in the Supporting Services building. The non-emergency number is 618-650-3324 and the Emergency number is 911. Additional information may be obtained from [www.siu.edu/POLICE](http://www.siu.edu/POLICE).

- **Other Resources**

Crisis Intervention Hotlines -24/7 (Madison County, IL)  
Chestnut 618-877-0316  
Community Counseling 618-465-4388

Illinois Relay Service  
7-1-1 from any phone in all 50 states

Illinois State Legal Advocacy Service  
Metro East Regional Office  
4500 College Avenue  
Alton IL 62002-5099  
618-474-5503

Illinois State Library  
(Talking Book and Braille Services)  
401 East Washington Street  
Springfield IL 62701-1796  
800-665-5576 or 888-261-2709 (TDD)

Recording for the Blind and Dyslexic (RFB&D)  
20 Roszel Road  
Princeton, NJ 08540  
Customer Service: 1-800-221-4792  
[www.rfbd.org/](http://www.rfbd.org/)

Social Security Administration  
501 Belle  
Alton IL 62002  
618-463-6568 or 800-772-1213  
800-325-0778 (TTY only)

Department of Human Services  
Division of Rehabilitation Services  
Riverbend ORS Office  
606 W. Saint Louis Ave.  
East Alton IL, 62024  
618-258-9996 (V)

## **SPECIFIC POLICIES AND PROCEDURES**

### **• Policy Regarding Academic Dishonesty**

Disability Support Services (DSS) has a zero tolerance policy regarding cheating during tests and/or exams. If a student is caught cheating during an exam:

- **The exam will be stopped and collected. The student will not be allowed to finish.**
- **The instructor will be notified.**
- **The Provost and Vice-Chancellor for Academic Affairs shall be notified of a Student Academic Code violation.**

To ensure that there is no perception of cheating, follow these basic precautions:

- Bring only what you need to the testing area.
- Turn off and leave all cell phones, pagers, or PDA's with proctor or at home.
- Leave heavy coats or jackets with the proctor.
- Keep all test materials on top of the desk or table.
- If you are allowed to use materials, make sure they are verified on the test request prior to beginning the exam.
- Don't wear clothing that is extremely baggy or with many pockets.
- Never take any test materials outside of the exam area.
- Use common sense.

### **• Interpreter/Captioning**

#### **Cancellation/"No-Show" Policy**



#### **Cancellation of Interpreter/Captioning**

It is your responsibility to notify DSS if you will not be attending a class meeting or event for which you have requested an interpreter or a note taker. DSS needs to receive 24 hours advance notice that you will not be at your class.

- **Interpreter/Captioning Services No Show Policy:**

Interpreters will wait outside the classroom for 15 minutes or 30 minutes for three hour classes. If you do not show up, the interpreter will immediately return to the DSS office and complete Cancellation/No-Show documentation. The interpreter may take another assignment.

If you miss the same class three times without sufficient notification, the support service (interpreter) will be canceled until arrangements are made with the Director of DSS.



- **Grievance Procedure**

Clear and effective communication with your instructors will be helpful in working through minor differences. In addition, the director of Disability Support Services (DSS) is available to talk through a problem that you may be experiencing. However, the following procedure is intended to help settle disputes that may arise, using mediation and reasoned discussion.

Note: More formal alternative procedures exist for situations in which a student is erroneously denied registration; erroneously required to pay a fine or penalty; erroneously has money withheld by the college; has been denied the right to amend his/her educational records, is charged with an offense under the student conduct code, is alleging discrimination on the basis of race, national origin, religion, sex, age, disabling condition or marital status, is alleging sexual harassment or who wishes a contested hearing. Assistance in these situations may be obtained through the Office of the Vice Chancellor for Student Affairs or the Office of Institutional Compliance.

***General Instructions:***

Step 1: Determine the nature of your grievance. Do you feel that an office or person on the campus has discriminated against you due to disability? Has someone harassed you in some way? Talk to your academic advisor or DSS to assist with determining the nature of your complaint.

Step 2: Discuss with the Director of DSS your complaint. The Director of DSS will assist you in how to move forward with your complaint or may advocate on your behalf, if necessary.

Step 3: Write out your complaint and remember to include as much detail as necessary to help readers, outside of your presence, understand the circumstances.

Step 4: Make an appointment to present your complaint. You may be asked to fill out forms and follow guidelines in this process. If you need assistance, DSS will be able to assist you, but it is your responsibility to present your complaint in the manner directed to you. Most complaints that can not be resolved by DSS will either go to the Dean of Students or The Office of Institutional Compliance.

***Student Grievance Procedure***

FULL LEGAL NAME: \_\_\_\_\_

LOCAL ADDRESS: \_\_\_\_\_

\_\_\_\_\_

LOCAL PHONE NUMBER: \_\_\_\_\_

PARTIES INVOLVED: \_\_\_\_\_

\_\_\_\_\_

NATURE OF THE GRIEVANCE: Please explain in detail all circumstances relating to the grievance. Please type, if possible. All information pertaining to your petition will be kept confidential.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EXHIBITS

## EXHIBIT A



### DISABILITY SUPPORT SERVICES

#### STUDENT INTAKE FORM

Please type or print the following information:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student I. D. No. \_\_\_\_\_ S. S. No. \_\_\_\_\_

HOME Address: \_\_\_\_\_  
(Street, City, State, ZIP)

HOME Phone No. \_\_\_\_\_ CELL Phone No. \_\_\_\_\_

CAMPUS or LOCAL Address: \_\_\_\_\_  
(Street, City, State, ZIP)

CAMPUS or LOCAL Phone No. \_\_\_\_\_

SIUE E-MAIL Address: \_\_\_\_\_

Preferred E-MAIL Address: \_\_\_\_\_

Enrollment: Term \_\_\_\_\_ Year \_\_\_\_\_ Major: \_\_\_\_\_

Student Classification(circle one): New Transfer Returning (last attended): \_\_\_\_\_

Class Standing (circle one): Freshman/Sophomore/Junior/Senior/Graduate/Special

Referred By (circle one): Faculty / H.S.Facilitator or Counselor / SIUE Admissions

Computer (web page, e-mail) Self / Other Campus Department /

Vet. Admin. / Office of Rehab Servs. / Other: \_\_\_\_\_

Do you have a Recording for the Blind & Dyslexic (RFB&D) account? Yes No

Name & address of ORS Counselor, if applicable: \_\_\_\_\_

The following information is given on a volunteer basis only. The information is used for statistical purposes only and is not a determiner of academic accommodations or services.

Race (Ethnicity) African American, Black, Non-Hispanic  
American Indian, Alaska Native  
Asian, Asian-American  
Caucasian, Non-Hispanic  
Multiracial

(OVER)

**DISABILITY SUPPORT SERVICES  
Self-Disclosure Form**

**Student's Name** \_\_\_\_\_ **ID # 800** \_\_\_\_\_

**Diagnosed Disability:** \_\_\_\_\_

**Date of Diagnosis:** \_\_\_\_\_ **Date of Documentation:** \_\_\_\_\_

**Functional Limitations:** \_\_\_\_\_

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All of the information above has been provided on a voluntary basis. I understand that this information will be kept confidential and serves as a request for services only. If no services are being provided, this information will be kept on file for a period of five years.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please check any accommodations you have used previously:

- |   |  |
|---|--|
| <input type="checkbox"/> Note taker in the classroom  | <input type="checkbox"/> Self tape recorded lectures |
| <input type="checkbox"/> ASL Interpreter              | <input type="checkbox"/> Priority seating            |
| <input type="checkbox"/> Accessible seating           | <input type="checkbox"/> Handouts on white paper     |
| <input type="checkbox"/> Large print materials        | <input type="checkbox"/> Lab assistant               |
| <input type="checkbox"/> Books in alternative formats |  |

Alternative test taking procedures such as:

- |  |  |
|--|--|
| <input type="checkbox"/> Extended time       | <input type="checkbox"/> Reader/scribe     |
| <input type="checkbox"/> Taped tests         | <input type="checkbox"/> Large print tests |
| <input type="checkbox"/> CCTV                | <input type="checkbox"/> Use of a computer |
| <input type="checkbox"/> Use of a calculator |  |

**Other:** \_\_\_\_\_

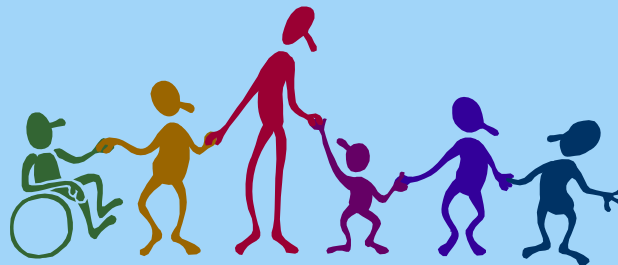


EXHIBIT B



SIUE DISABILITY SUPPORT SERVICES

Consent for Release of Confidential Information

Consent is hereby given to disclose the information and copies of record specified below of

\_\_\_\_\_  
(Name of Student)

Info to be released: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

From/to: Southern Illinois University Edwardsville  
Disability Support Services  
Box 1611, Edwardsville IL 62026  
Phone: 618/650-3726 Fax: 618/650-5691

From/to: \_\_\_\_\_  
(Name of agency/professional person)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Phone) (Fax)

\_\_\_\_\_  
Signature of consenting person Date

\_\_\_\_\_  
Signature of witness Date

## EXHIBIT C



### Disability Support Services ID Card

**STUDENT NAME**, an SIUE student, has submitted documentation to be eligible for the academic accommodations listed on the back of this card. The student is responsible for completing all course requirements. **TEST RELEASE FORMS** are **REQUIRED** for DSS test proctoring.

**Student** is eligible for the following accommodations:

- Priority registration/Advocacy
- Extended time (double time) on quizzes/exams/finals
- Segregated Testing
- Volunteer Notetakers

*Phillip A. Pownall*  
Director

FRONT OF CARD

BACK OF CARD



## Disability Support Services

### Alternate Format Textbook Request Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student I.D. No. 800 \_\_\_\_\_ Phone Number: \_\_\_\_\_

Local Address: \_\_\_\_\_

E-mail: \_\_\_\_\_ Term Book(s) is(are) Needed: \_\_\_\_\_

**NOTE: If you do not choose a voice & speed, the default will be AT&T Crystal, 0.**

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

OVER 

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

\*\*\*\*\*

Title of Book: \_\_\_\_\_

Edition: \_\_\_\_\_ Author(s): \_\_\_\_\_

ISBN: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Voice: \_\_\_\_\_ Speed: \_\_\_\_\_

I agree not to otherwise reproduce, use, sell, transmit, publish, broadcast, or otherwise disseminate or distribute the file (or any version modified for accessibility purposes) to anyone, including but not limited to other students with a disability, any other institution, others in the same company, school, college or other organization, whether or not for a charge or other consideration, including but not limited to use in connection with the sale, retransmission, distribution, publication, broadcasting, circulation or other dissemination, for any purpose, whether commercial or otherwise, without the express prior written permission of the publisher.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EXHIBIT E



DISABILITY SUPPORT SERVICES
Term Testing Schedule

Student's Name: Phone: E-Mail:
Course Name/Number/Section:

Accommodations Requested (CIRCLE all that apply): Reader Scribe Computer Scantron Assist Audio
Test Extended Time(double) Segregated Testing
Assistive Technology Requested

Exams are prescheduled for the entire term. The times and dates below indicate when you will be taking
the exam with DSS. Please fill out the following information completely and accurately. Any changes to
these scheduled exams will require a signed reschedule form from the professor at least five days prior to
taking the exam.

Exam Date: Exam Time: FINAL EXAM DATE:
Exam Date: Exam Time:
Exam Date: Exam Time:
Exam Date: Exam Time: FINAL EXAM TIME:
Exam Date: Exam Time:

NOTE: List a specific time; "ANY TIME" is not acceptable.
Please ask your professor to complete the bottom portion of this form, however, it is still your
responsibility to return this form to DSS.

-----PROFESSOR/INSTRUCTOR----- Please
answer the following questions and indicate your agreement to these scheduled test times and
dates by signing below.

What can the student use during the exam?(CIRCLE all that apply): notes, formulas, textbook, dictionary,
calculator, other (please indicate):

I allow my students up to minutes of tardiness before I will not allow them to take my exam.
I allow my class minutes to take my exam. (Please use the BACK of this form for
different test specifics.)

Test delivery options (circle one): Deliver to DSS or Email to DSS or Fax to DSS (See Below);
Other:

By signing this form I indicate that I understand this student will be taking his or her exams with Disability
Support Services (DSS) and all appropriate accommodations will be applied. I will make my exam
available on the business day prior to the scheduled exam to allow DSS ample time to apply
accommodations. THIS FORM MUST BE COMPLETED AND RETURNED TO DSS NO LATER THAN 5
WORKING DAYS PRIOR TO THE FIRST EXAM.

PROFESSOR SIGNATURE: Name (Print)
Date: Campus Extension: Email: Building & Room:

Disability Support Services
Student Success Center, Room 1270
Edwardsville, IL 62026
Office: 618-650-3726 Fax: 618-650-5691
Email: disabilitysupport@siue.edu
(OVER)

**Please use this area to schedule any tests that were not able to be scheduled on the front of this form. This may include either additional tests or tests with differing time needs.**

Exam Date: \_\_\_\_\_ Exam Time: \_\_\_\_\_

- What can the student use during the exam? (circle all that apply): notes, formulas, textbook, dictionary, calculator, other (please indicate):
- I allow my students up to \_\_\_\_\_ minutes of tardiness before I will not allow them to take my exam.
- I allow my class \_\_\_\_\_ minutes to take the exam.
- Test delivery options (circle one): Deliver to DSS, Email to DSS, Fax to DSS, other:  
\_\_\_\_\_

Exam Date: \_\_\_\_\_ Exam Time: \_\_\_\_\_

- What can the student use during the exam? (circle all that apply): notes, formulas, textbook, dictionary, calculator, other (please indicate):
- I allow my students up to \_\_\_\_\_ minutes of tardiness before I will not allow them to take my exam.
- I allow my class \_\_\_\_\_ minutes to take the exam.
- Test delivery options (circle one): Deliver to DSS, Email to DSS, Fax to DSS, other:  
\_\_\_\_\_

Exam Date: \_\_\_\_\_ Exam Time: \_\_\_\_\_

- What can the student use during the exam? (circle all that apply): notes, formulas, textbook, dictionary, calculator, other (please indicate):
- I allow my students up to \_\_\_\_\_ minutes of tardiness before I will not allow them to take my exam.
- I allow my class \_\_\_\_\_ minutes to take the exam.
- Test delivery options (circle one): Deliver to DSS, Email to DSS, Fax to DSS, other:  
\_\_\_\_\_

Exam Date: \_\_\_\_\_ Exam Time: \_\_\_\_\_

- What can the student use during the exam? (circle all that apply): notes, formulas, textbook, dictionary, calculator, other (please indicate):
- I allow my students up to \_\_\_\_\_ minutes of tardiness before I will not allow them to take my exam.
- I allow my class \_\_\_\_\_ minutes to take the exam.
- Test delivery options (circle one): Deliver to DSS, Email to DSS, Fax to DSS, other:  
\_\_\_\_\_

Comments: \_\_\_\_\_

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# Requesting Note Takers

## Info for Faculty

PLEASE DO NOT ANNOUNCE THE NAME OF THE STUDENT TO THE CLASS.

- Students with disabilities will show their DSS ID card to you, as the instructor, requesting that you make an announcement regarding the need for a Note Taker in your class.
- Please make the following announcement.  
*“Disability Support Services is seeking a volunteer Note Taker for this class. If anyone is interested in taking notes for a student with a disability, please remain after class or register at the DSS office in the Student Success Center, Room 1270.”*
- After a student has volunteered, please introduce the student with a disability to the volunteer after class or at a time convenient for both the student and the Note Taker.