

SIUe

ACCESS

WELCOME

PACKET

Southern Illinois University Edwardsville

MISSION

Accessible Campus Community & Equitable Student Support (ACCESS) provides reasonable accommodations to ensure that diverse learners have access to the University and its programs through proactive and intentional interventions, resources and programming designed to meet federal compliance guidelines, while removing barriers, encouraging personal growth, and increasing effective communication.



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Welcome Letter

On behalf of the office for Accessible Campus Community & Equitable Student Support (ACCESS) at SIUE we would like to welcome you to our office. We are dedicated to achieving and promoting an accessible campus community to ensure that students like yourself receive appropriate accommodations so that students of all abilities have an equal opportunity to be successful at higher education. We accomplish this goal through a variety of ways:

- Receiving students' documentation of diagnosis or disability presenting a “major life impairment” and evaluating it in order to determine the correct accommodations and resources you are entitled to receive
- Facilitating several accommodations for students while also directing them to other campus or off-campus groups that can provide additional assistance
- Working to educate the SIUE faculty and staff regarding the universities’ and its employees' legal responsibilities regarding students with disabilities
- Working with academic units to provide academic modifications and waivers for students with disabilities which do not fundamentally alter those programs' standards, and
- Serving as an advocate for students with disabilities, working as a mediator with faculty over classroom issues, meeting with administrators regarding campus policies, and encouraging the university to expand its vision and policies regarding persons with disabilities

Our office operates as the bridge between the classroom and the stage on commencement day with a vision that students should not come to campus merely to attend, but to graduate. Every policy, procedure and resource provided has been designed to promote self-advocacy, independence and remove the gatekeepers to access as much as possible in an effort to level the playing field with your academic peers. To aid in this process, please review this handbook in its entirety. It is full of helpful information such as: how-to documents regarding registration, testing accommodations, alternative format materials and more, all in hopes of making your transition into our services as seamless as possible. If you are in need of additional assistance in understanding or further explanation of any of the information contained in this packet, please let us know.

Again, please allow me to welcome you, and we look forward to celebrating your success!

With Cougar Pride,

A handwritten signature in brown ink, appearing to read "Dominic Dorsey II", with a long horizontal flourish extending to the right.

Dominic Dorsey II, M.S.Ed.
Director of ACCESS



Frequently Asked Questions

How do I know if I'm eligible for accommodations?

In order to receive accommodations, you must establish that you have a diagnosis covered under the Americans with Disabilities Act as Amended (ADAAA) and/or Section 504 of the Rehabilitation Act of 1973. The ADAAA defines a disability as a "permanent impairment that significantly limits a major life activity." These activities can include listening, walking, reading, writing and learning. Documentation of your disability must come from a professional in the field of your diagnosis. Additionally, your documentation must specify a diagnosis and provide copies of any scored testing done to establish the diagnosis and functional impacts on higher education. (For more information please refer to the Documentation Guidelines form in this packet).

Do I need to tell anyone else about my diagnosis?

It is your choice whether or not to disclose your diagnosis, even to your instructors. You are never at any time obligated to disclose this information to faculty for the purposes of achieving an accommodation. This is achieved by providing documentation as previously indicated to ACCESS for review and approval.

Who has access to my documentation once it's provided?

All information presented to ACCESS will be kept in a confidential file. Access to this information is restricted to office personnel only. ACCESS will not release any information without a completed Consent for Release of Confidential Information Form, identifying the person(s) with whom to share information. The Consent for Release of Confidential Information Form must be completed for each instance where you request access.

When do my accommodations officially start?

Your accommodations are active from the moment they have been approved by our office. Please be aware, accommodations approved through our office are **not** retroactive. Therefore, it is to your advantage to register and/or make your request for accommodations before the start of the semester.

Do you provide housing accommodations?

Yes, if you require accommodations in University Housing please let us know during your one-on-one meeting or by indicating so on your intake application. We will use the same documentation review process to validate the request and communicate the need for accommodation to Housing.

What if I add or drop a class?

If you add or drop a class, you must update ACCESS as soon as possible. Please keep in mind that notifying ACCESS 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. This enables our office to ensure you are receiving accommodations only in the classes for which you are enrolled. To change your schedule, please use the add/drop form. For more information, inquire at the Service Center.



Intake Checklist

The following list of items will ensure that ACCESS staff can provide the recommended accommodations promptly. If you have any questions regarding the document types listed below, please do not hesitate to ask.

Documentation: (any one of the following forms is acceptable)

- IEP or 504 Plan* (*additional supporting documentation should accompany)
- Psychological or Neuropsychological Evaluation*
- Physical/Medical Examination* (Test Results, Official Letter from Family Physician, etc.)
- Intelligence or Achievement Testing*

Next Steps:

After receiving your intake through the Accommodate Public Request page, give us 24-48 hours to review your application materials to determine eligibility for reasonable curricular/co-curricular accommodations. The next steps will be dependent upon whether or not you have medical documentation uploaded or received by our office at the time you register. If you submitted documentation, the next step would be for an appointment to be scheduled with an ACCESS staff member to discuss your accommodations. If you have not submitted medical documentation, the subsequent appointment will not be scheduled until medical documentation is received. If we have not received documentation, we may reach out to send reminders or make a referral to Counseling Services as appropriate. Once accommodations are approved, accommodation letters will be forwarded to you and your course instructors for the semester. These letters indicate no information about you other than what accommodations you are eligible to receive, and that you are registered with our office.

Semester Request

Semester Requests will be necessary for every semester going forward in order to let us know which classes you are taking and what instructors need to be notified. You access the Semester Request page by logging into the Accommodate platform using your university eID and password the same way that you would log in to CougarNet or Blackboard. For step by step instructions on how to make such requests and other features of Accommodate, please review the ACCESSING ACCOMMODATE PowerPoint module attached as well as on our website at <http://www.siu.edu/access>. Please note, upon approval for certain accommodations you may be asked to sign additional paperwork indicating your understanding of our policies.

Scheduling a Test:

Tests may be scheduled online through the [Student Accommodate Portal](https://siue-accommodate.symplicity.com/students/) found at <https://siue-accommodate.symplicity.com/students/>. Once the scheduling request has been received, we will forward confirmation of the request to both you (the student) and the instructor. We ask for at least 48 hours (2 business days) advance notice for all scheduled tests and exams (i.e. Monday – Friday before 4:30 pm).



Once your scheduled test has been approved further instructions will be given at that time. For more detailed instructions on how to schedule an exam, please refer to the ACCESSING ACCOMMODATE PowerPoint module for further information.

Receiving Documentation:

We realize you may or may not have documentation available at the time of the intake. We still encourage you to register while we await documentation. The following document is provided for your personal use should you need to ask a medical professional for specific documentation in pursuit of accommodations. This letter can be reproduced (copied) for more than one provider if necessary. If you would like additional copies, please inform your intake counselor before the end of your intake, or contact the office to receive additional memos.

Documentation Guidelines for Accommodation Request

Purpose of this memo

1. Your patient has self-identified to the office for Accessible Campus Community & Equitable Student Support (ACCESS) as having a physical disability or a chronic health condition covered by the Americans with Disabilities Act as Amended (ADAAA). These guidelines are based upon the documentation requirements issued by the Educational Testing Services (www.ets.org) and Association for Higher Education and Disability (www.ahead.org).
2. Please respond to each section of this document.

Credentials

1. This letter must be typed on letterhead stationery which includes your credentials as a medical professional.
NOTE: Documentation written by a student's family member will not be accepted because of professional and ethical considerations.
2. Identify your area of specialty.

Diagnostic Statement

1. Provide a specific diagnosis (or diagnoses) of the student's condition. Note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
2. Include any relevant information about steps that were taken to determine this diagnosis (i.e. medical examinations)
3. When was the student diagnosed with this condition?
4. How long have you been treating this student?

Functional Limitations

1. Based upon this student's condition, please describe any functional limitations he/she has in performing a major life activity. A *current functional limitation* is a substantial impairment in an individual's ability to function with respect to the condition, manner, or duration of a



required major life activity. Examples of a *major life activity* are as follows: walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

2. If the student is taking medication for this condition, how might this medication impact the student? Please include information about what medications are being taken by the student.

Recommendations and Rationale

1. We would like to have rationale for each recommended accommodation to be provided based upon a medical reason.
2. If there is any other information that you believe would be helpful in assisting this student, please do provide this information.

Confidentiality

Accessible Campus Community & Equitable Student Support (ACCESS) at SIUE will not release any information regarding an individual's diagnosis or medical information without the student's informed written consent or under compulsion of legal process. Information will be released only on a "need to know" basis, except where otherwise required by law. Your time and professional expertise greatly assists in fulfilling responsibilities as an accommodations provider. If you have any questions or concerns, please feel free to contact ACCESS.

Please send this information to ACCESS using the contact information below.

ACCESS

Student Success Center, Room 1270
Campus Box 1611
Edwardsville, IL 62026-1611
Office: (618) 650-3726
Fax: (618) 650-5691
Email: myaccess@siue.edu



Test Scheduling

Students who schedule tests through the Student Accommodate Portal will receive a confirmation of their test being scheduled. Approved test times, dates, class information and accommodations are entered into our system and sent as a notification and reminder to both the student and the professor.

48 Hour Policy

Our policy dictates the time span within which tests must be scheduled.

“If I receive testing accommodations arranged through ACCESS, I will schedule examinations with this office not later than two business days (48 business hours) before the examination date. If I have extenuating circumstances, I will notify ACCESS as soon as possible.”

This policy will be strictly enforced. Tests must be scheduled 48 hours ahead of the test time. Not after business hours via phone and not on the day of the exam or the day before. If you are coming to schedule an exam in person and it is beyond the 48 hour period, we advise you to schedule the rest of your tests in advance; at this time if you have not scheduled your test in advance and within our 48 business hour window, the only option is to take the test in class with the professor.

Our regular business hours are Monday through Friday from 8:00 am until 4:30 pm.

All tests scheduled online through the Student Accommodate Portal will be followed by an e-mail confirmation/receipt as proof of you scheduling the exam. These confirmations will only be sent to your SIUE email address. The confirmation will also be sent to your instructor as an FYI and request for the exam. When you schedule your exam, please let the staff member scheduling the test know the necessary information about your test and accommodation needs.

If you have any further questions, comments or concerns associated with this policy, please schedule an appointment to speak with an ACCESS staff member.

Cheating/Academic Dishonesty

Accessible Campus Community & Equitable Student Support (ACCESS) 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 and the Dean of Students will be notified.



- The Provost and Vice-Chancellor for Academic Affairs may be notified as 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 in all smart phones, cell phones, smart watches or electronic storage devices to the proctor.
- 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 and avoid reaching in or out of any pockets or beneath the desk.
- Never take any test materials outside of the exam area.

Note Taker Agreements and Instructions

If you are determined to be eligible to receive notes, your request for note taking services can be obtained one of two ways: 1.) you may find a student in the classroom and ask if they would be willing to provide copies of their notes, 2.) an email can be sent to your instructor with specific instructions on how to solicit a note taker anonymously.

Note-takers are students enrolled in your same class. Please note, this accommodation should not be viewed as a substitute for attending class.

You may retrieve your notes from the Online Learning Community on Blackboard. Please let us know if you are having issues with retrieving or with the quality of your notes. If we are aware of specific problems, we can work with your note taker to correct the problems. Please be aware, 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. Regardless, it is critically important and your responsibility to check for your notes regularly, at least once a week.

Requesting Books in Alternative Formats

If you are eligible to receive your textbooks in an alternative format as an accommodation, you must complete the Alternative Format Textbook Agreement. Select the preferred format to access your assigned readings. The following digital formats are available: e-book, PDF, doc, RTF, txt, Daisy and mp3.

These files may be placed on your personal e-reader, tablet, or computer or you may receive a Kindle on loan from ACCESS for the semester. Your Alternative Format Textbook Agreement will have a place to indicate how you wish to receive these files as well. The form also includes an agreement which must be



signed stating that you understand that these are copyrighted works and cannot be shared with other parties under any circumstances.

Conversion of Textbooks and Turn-Around Time

Converting textbooks into alternative formats can be a lengthy process, so please allow for two weeks processing time minimally when making a request to ACCESS for alternate format materials. With this in mind, it is to your advantage to make your request at least one month prior to the start of the semester in which you will need the textbooks. ACCESS will then coordinate with Textbook Services or The Cougar Store to ensure all of your books are converted.

Requesting Materials for the Semester

If you have requested and utilized alternative textbooks in a previous semester, your name will be automatically included in ACCESS' planning for subsequent semesters, however it will still be your responsibility to provide us a copy of your schedule at the beginning of the semester to initiate the process of book conversion. If you no longer are making use of alternative textbooks as an accommodation, please let ACCESS know immediately so you may be removed from planning for future conversions.

It is strongly advised that you still obtain hard copies of your textbooks for the semester. While the conversion process provides a reasonable reproduction, it is not always an exact replication of the original.

If you are in a class that utilizes readings that are supplied by the instructor, please contact ACCESS regarding conversion of these materials into accessible formats.

FERPA Consent Form

The following section includes a FERPA agreement which is NOT MANDATORY; however is made available should you want or need your parent and/or guardian to have access to information regarding your accommodations and the ability to work with ACCESS on your behalf.



FERPA Consent to Release Student Information

Name: _____ Student ID: #800 _____

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records, both financial and academic. For the student’s protection, FERPA limits release of non-directory information (such as academic or financial information) from a student’s record without the student’s explicit written consent. However, FERPA allows schools to disclose records without consent to certain parties under certain conditions.

By signing this document, I am giving or revoking consent that officials from the office for ACCESS at SIUE may discuss the contents of my academic record (including courses, grades, and degree progress) with the following parties. I understand that I may revoke consent at any time by submitting a revised form. Additional individuals can be identified by submitting additional forms

(Note: this Consent does not cover medical records held solely by Counseling Services – contact those offices for consent forms.)

| | Individual to whom I am granting or revoking access to my records: | Additional Individual (if applicable) to whom I am granting or revoking access to my records: |
|-------------------------|--|---|
| Name | | |
| Relationship to Student | | |
| Phone | | |
| Email | | |
| Academic Records | <input type="checkbox"/> Grant Consent <input type="checkbox"/> Revoke Consent | <input type="checkbox"/> Grant Consent <input type="checkbox"/> Revoke Consent |

This form must be completed by the student in person with photo identification at the office for Accessible Campus Community & Equitable Student Support (ACCESS) at SIUE in the presence of an appropriate staff member. If the student is unable to do so, the form may be notarized by a Notary Public and submitted by fax, email or mail to the ACCESS office at 618.650.5691 (fax), myaccess@siue.edu, ACCESS, Student Success Center, Room 1270, Campus Box 1611, Edwardsville, IL 62026-1611.

Signature: _____ Date: _____