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Mission Statement

The mission of the Center for Disability Services (CDS) is to serve students with documented disabilities who require our services. Our purpose is to ensure equal access to students with disabilities to all college programs and to promote student independence and self-advocacy. To achieve this, we provide reasonable and appropriate services and accommodations to otherwise qualified students. We also provide support and education to all members of the college community, so as to develop an environment of awareness and mutual respect.

Legal Mandates

Post-secondary students with disabilities are guaranteed access to college programs and services by the following federal laws:

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Title II of the Americans with Disabilities Act

“Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, program, or activities of a public entity, or be subjected to discrimination by such an entity.”

Moraine Valley Community College is committed to the spirit and the letter of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. We acknowledge the responsibility of all staff, faculty, and students to adhere to the philosophy of equal access to opportunity.

Definition of Disability

The law defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities. The definition further indicates that you are a “person with a disability” and entitled to protection from discrimination if you have a disability, if you have a history of a disability, or if you are regarded as having a disability.

An “otherwise qualified” disabled individual is defined as one who with an auxiliary aid (e.g., tape recorder, text-on-tape, note-taker) or reasonable accommodation (e.g., test proctoring, extended time for testing, sign language interpreter) can meet the academic requirements that an institution can demonstrate essential to its education program.

Application - Center for Disability Services

The following procedures will apply for consideration of requests for auxiliary aids, accommodations, or other special services. Students should complete the steps below in advance of the anticipated need for services: before May 1 for the fall semester, before Oct. 1 for the spring semester, and before March 1 for the summer session.

Processing times vary and are sometimes lengthy depending upon the number of applicants. It is necessary to give the CDS the time and information needed to determine your eligibility and accommodations. If a request is submitted after the deadline, the Center for Disability Services will make every effort to accommodate the request but cannot guarantee that such a request can be met. Late requests may result in delay of an accommodation for the current semester.

The procedures for application to the Center for Disability Services are as follows:

- 1. Registration with Center for Disability Services:** Students will make an appointment with a counselor in the Center for Disability Services and provide documentation of their disability and need for accommodations (see Documentation page 4). This information will be kept confidential and only information necessary for the provision of appropriate support services will be released with students' written permission. This information must be provided a minimum of 60 and a maximum of 90 school days prior to the anticipated date of need.
- 2. Intake:** Students will complete the Moraine Valley Community College Center for Disability Services' intake form and two releases of information forms must be signed. These forms must be completed and returned to the CDS office before services can be provided. (Note: Release Form must be signed by parent if student is under 18).
- 3. Professional Staffing:** The professional staff consists of the educational case manager, Center for Disability Services director and instructional coordinator. Students' documentation, school reports, appropriate medical information, and other pertinent data are analyzed. Students' eligibility, needed services and auxiliary aids are then determined by the staff. It is in the students' best interest to make sure that this information is sent to and received by the CDS. If documentation is not complete or does not support requested accommodations, students will be directed to acquire additional documentation. Additional documentation is acquired at students' expense.
- 4. The COMPASS Placement Test (Computer-Adaptive Placement Assessment and Support System):** Consists of untimed tests in basic writing, reading, and numerical skills, plus additional tests in either elementary or advanced algebra depending on students' high school mathematics background. Student can bring their own calculator from home for the math section. This test is required of all full-time students. Part-time students registering for less than 12 credit hours are required to complete the appropriate placement tests in reading, writing, and mathematics prior to registering for English composition courses and/or any mathematics course, or they must complete the reading and writing tests after attempting 11 credit hours. The students may use their ACT scores in lieu of a COMPASS test if they scored a 20 or above in each category. Each category (Rdg., Com., Math) will be evaluated separately.
The CDS strongly recommends that students take the COMPASS test before registering for classes. Its purpose is to identify students' strengths and needs in order to determine if developmental coursework is necessary in one or more areas. Students will not do well in college if their reading, writing, and math skills are not at a college level. Students who need assistance with COMPASS testing need to make an appointment through the CDS office.
- 5. Faculty Notification:** The faculty memo of recommended services/accommodations will be distributed to students at the beginning of each semester. The student will hand deliver their memo to each instructor they want notified and discuss their accommodations/needs. The memo is valid for one semester.

Documentation

The staff of the CDS is always willing to speak to students and their families; however, the office will not provide direct services until students have provided documentation.

Documentation must demonstrate that the individual has a physical or mental disability that substantially limits a major life activity. Documentation must also demonstrate a need for accommodation in order to assure equal access to college programs. Documentation must be provided by an appropriately credentialed professional. To provide accommodations, the CDS requires that documentation be current (within the last three years). All documentation is kept confidential (See Confidentiality page).

Documentation of a Disability

Documentation must include:

1. Verification of diagnosis and severity of disabling condition from a qualified treating professional (medical doctor, psychologist, or psychiatrist).
2. Detailed description of how this impairment significantly limits a major life activity in an educational setting.

To ensure the provision of reasonable and appropriate services for students current documentation is required. This documentation should include information from which the diagnosis was made, a description of students' functional limitations in an educational setting, the severity and longevity of the condition, a description of the effectiveness of current treatment, and recommendations for services and/or auxiliary aids needed in a postsecondary setting.

If the initial verification is incomplete or inadequate to determine the present extent of the disability and/or appropriate accommodations, the CDS may request supplementary documentation or an assessment of the disability. The cost of the supplementary documentation or assessment is the responsibility of the student.

Students seeking accommodations or services on the basis of a temporary disability, must provide documentation verifying the nature of the condition, the expected duration of the condition, and the accommodations deemed necessary.



Documentation of a Learning Disability

To ensure the provision of reasonable and appropriate services for students with learning disabilities, documentation must be in the form of a current IEP, psy report or diagnostic evaluation. All documentation should include but is not limited to:

- developmental history
- academic history including results of prior standardized testing, reports of classroom performance and behavior, and notable trends in academic performance
- family history
- psychosocial history
- medical history, including the absence of a medical basis for the present symptoms
- history of prior psychotherapy and pharmacotherapy
- discussion of any dual diagnosis
- a description of the presenting problems

The diagnostic evaluation must be submitted on letterhead of the qualified professional and provide clear and specific evidence of a learning disability. It is not acceptable to administer one test, nor is it acceptable to base a diagnosis on only one of the several subtests. Objective evidence of a substantial limitation to learning must be provided.

Cognitive Ability - A complete cognitive ability battery is required with all subtests and standard scores. This may include the following: Wechsler Adult Intelligence Scale–Revised; Woodcock-Johnson Psychoeducational Battery–Revised Tests of Cognitive Ability; the Stanford–Binet Intelligence Scale: Fourth Edition.

Achievement - A complete achievement battery is required with all subtests and standard scores. The battery should include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include the following: Woodcock-Johnson Psychoeducational Battery–Revised Tests of Achievement; Wechsler Individual Achievement Test; Stanford Test of Academic Skills; Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language-2; Woodcock Reading Mastery Tests–Revised; or the Stanford Diagnostic Mathematics Tests.

Information Processing - Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning; motor ability) must be assessed. Acceptable instruments include: the Woodcock-Johnson Psychoeducational Battery–Revised Tests of Cognitive Ability; information from the subtests on the Wechsler Adult Intelligence Test–Revised; the Detroit Tests of Learning Aptitude-3, and other instruments relevant to the presenting learning problem(s).

Testing must be current. Students must provide recent and appropriate documentation. In most cases, this means testing that has been conducted within the past three years. In the case of adults tested after age 21, testing within a five-year period can be accepted.

The report must include a specific diagnosis. The nature and severity of the functional limitation(s) must be supported by the test data, academic history, anecdotal and clinical observations that may include the level of motivation, study skills and other noncognitive factors. These findings must support the fact that the functional limitations are due to the Specific diagnosis.

Actual test scores must be provided. Standard scores must be provided for all measures. Percentiles are also acceptable; grade equivalents are not acceptable unless standard scores and/or percentiles are also included. The assessment must show evidence of discrepancies and intra-individual differences. The individual profile of strengths and weaknesses must provide a rationale for the accommodations that are recommended.

Tests used to document eligibility must be technically sound. The test used must be reliable, valid, and standardized for use with an adult population. The test findings should document both the nature and severity of the learning disability.

A description of requested accommodations including the rationale must be provided. The psycho-educational or diagnostic evaluation must include specific recommendations for accommodations and relevant recommendations regarding the curriculum, as well as testing considerations. A detailed explanation must be provided as to why each accommodation is recommended and should be correlated to specific test results or clinical observations.

Documentation of Physical, Sensory and Health-Related Disabilities

Students with a physical, sensory or health-related disability are to provide documentation verifying a disabling condition by a licensed health care professional, who is qualified in the diagnosis of the disability and is currently or recently associated with the student. The diagnosis must reflect students' present level of functioning of the major life activity affected by the disability.

The professional staff of the Center for Disability Services reviews all documentation and makes decisions regarding the accommodations necessary to provide equal access. The responsibility and authority to make these decisions are granted by the administrative body of the college to the CDS and is undertaken on behalf of Moraine Valley Community College.



Support Services, Procedures, and Responsibilities

Support services may include, but shall not be limited to:

Evaluation and Review: Documentation is reviewed and, if necessary, the Woodcock Johnson III is administered through the Center for Disability Services. Collected information is reviewed by the professional staff and the needs of students are determined. The evaluation helps a person understand their learning strengths and provides strategies on how to compensate for their learning weakness. The preparation of the evaluation can take up to one month.

A diagnostic evaluation fee is charged for currently enrolled Moraine Valley students or students who will be enrolling in Moraine Valley. The fee includes the testing cost and preparation of the report. After the fee is received in the Center for Disability Services, students are contacted by the educational diagnostician and testing dates are set. If students fail to appear for two or more set testing dates, they will be moved to the end of the testing list.

College Orientation - Small-group orientation sessions are held by CDS to help students understand college programs, services and degree requirements. COMPASS placement tests in reading, math and communications must be completed before this orientation.

Instructor Notification - Faculty memo of recommended services/accommodations are distributed to students at the beginning of each semester. It is the student's responsibility to hand deliver their memo to each instructor.

Educational Planning - Students receive a letter from the Center for Disability Services approximately six weeks before registration for the following semester. Students may elect to arrange an advising appointment to determine their course selection for the next semester.

Priority Registration - Students may register during priority registration week after their first semester in attendance and registered with CDS. There is no priority registration for summer classes.

Tape Recorder - Students have the right to tape record their classes if the service is recommended based upon documentation. Teachers may require students to sign a waiver before tape recording their class. Teachers may also request that students turn off their tape recorders if personal information is being shared in class.

Extended Time for Testing - Instructors are informed that the students may need extended time for testing. Extended time will be set at time and a half, or double time dependent upon the documentation. Extended time does not mean unlimited time. Arrangements for taking the test should be made with the instructor. If a test will be taken in CDS, it is the student's responsibility to make an appointment with the office five days in advance.

Midterm Evaluation - The CDS will send memos to instructors around the midpoint of the semesters. The memo will ask for current grades, class participation and attendance, test/quiz grades, and use of accommodations. Letters are sent to students who are earning less than a "C" in their class.

Note-Taking Procedures

- Once students have met with a counselor and it has been determined that students are eligible to use a note-taker in class, special note-taking books will be provided by the Center for Disability Services. (These books have to be returned at the end of the semester.) Students may ask another student for a copy of their notes. Occasionally instructors may provide students with a copy of their notes.
- The student will hand deliver their memo to their instructor.
- The faculty memo of recommended services/accommodations provides explanation of the use of a notetaker.
- Once someone is located who will take notes, students are responsible to read the notes and make sure they understand them. If students are not satisfied with the quality of the notes, they should talk to their instructor about assigning someone else.
- ***Do not wait until an exam week to review notes. Read them over immediately after each class.***
- It is a good idea to rewrite notes after class and add any additional information remembered from the lecture.
- If instructors are unable to assist students in finding an adequate class note-taker, please contact the CDS. The CDS will work with instructors and students to find a note-taker.
- Instructors may also want to consider giving students copies of their own powerpoint presentation, notes and overheads.

Test Proctoring and Scribing

The student will hand deliver their memo to their instructor that indicates that they are eligible for test proctoring and/or scribing. The faculty memo of recommended services/accommodations provides an explanation of the use of test proctoring and scribing. The CDS encourages students to discuss arrangements with instructors. Students may take the test through the CDS (L150), by complying with the following procedures:

- Schedule a time to take the test with the departmental assistant (L150). **Appointments for taking tests must be scheduled at least five days in advance.** When scheduling a test, the student must relate the following information: course title, date and time the test is to be taken. *(The CDS will make every effort to accommodate the student, but if the requested time is not available, the CDS will schedule an alternate time as near the requested time as possible.)*
- Students should tell the departmental assistant the anticipated time needed to complete the test. **Students are not allowed unlimited time to complete tests.** A student using test proctoring services is usually allowed time and a half or double time. **Anything over that has to be arranged through the instructor.**
- Students should inform the departmental assistant of any equipment necessary (computer, closed-circuit TV, tape recorder) for the completion of the test. The office needs to know if the use of reader, scribe, or typist is necessary.
- It is the students' responsibility to remind instructors to send a copy of the test to **the CDS (L150)**. The test must be in the office at least one day before it is to be taken.
- If a change in scheduling and/or testing arrangements is necessary, please notify the Center for Disability Services (L150) as soon as possible. It is up to students to reschedule the test for another time. Rescheduling of tests must have written or verbal permission from instructors.

Students are responsible for understanding and complying with the above procedures. If you have any questions or concerns regarding the above procedures, please contact the Center for Disability Services Office before meeting with your instructor.

Tutoring - The Academic Skills Center (B260) provides tutoring in select subjects for students who are experiencing problems in their courses. There is also a Writing Center located in the library to assist students in writing papers and reports. No appointment is necessary. Stop by for a schedule. The phone number to the Academic Skills Center is **(708) 974-5340**. If the Academic Skills Center does not offer tutoring for the specific subject, CDS recommends that the student work with the instructor.

Textbooks-On-Tape - Many students with visual impairments or learning disabilities rely on textbooks recorded on tape. Recordings for the Blind and Dyslexic, **(800) 221-4792** and Educational Tape Recording, **(773) 445-3533** are two sources from which students can request taped books. Recording a textbook can take two months or longer. We strongly recommend deciding what courses you will take and starting to track down book lists approximately three months before the beginning of the term. There is an annual fee for this service.

Sign Language Interpreters - Students needing an interpreter for classes are encouraged to make their request to the Center for Disability Services at least eight to ten weeks prior to the start of a new semester. If the CDS receives less than six weeks notice, it will make every attempt to schedule interpreters, but the CDS cannot guarantee this accommodation.

The CDS' interpreters do freelance interpreting, which means they accept assignments with other schools and agencies aside from Moraine Valley, so once they accept an assignment here, they may not be available for additional hours because of other commitments. Therefore, if students need an interpreter for a field trip, tutoring session, counseling appointment, etc., the CDS needs to make arrangements well ahead of time. Since it is difficult to schedule interpreters for additional hours, the CDS does ask that students be flexible with their schedule in order to allow us the opportunity to make appropriate accommodations.

The CDS does ask students' cooperation as far as class attendance is concerned. The interpreters are paid whether or not students are in class unless they receive a 48-hour advance notice. Students are asked to exchange telephone numbers and e-mail addresses with their interpreters so they can contact the interpreter if they will not be in class. If students miss two classes without giving the interpreter 48-hour notice, the interpreter services may be canceled. It would then be necessary for students to meet with the director of the CDS to reinstate this service.

It is important for students to be on time for classes. The interpreter will remain in the class for 15 minutes after class begins, but if students do not show or contact the interpreter he/she may leave. Please call the CDS if you are going to be late for class so we can notify the interpreter. Repeated tardiness could jeopardize your interpreting services.

The interpreters the CDS uses are usually very dependable, but there is no way the CDS can guarantee that some emergency won't cause an interpreter to miss a scheduled assignment. If an interpreter calls to cancel an assignment, the CDS will make every attempt to provide a substitute if the office has enough advance notice. In the event that a substitute cannot be provided, it is suggested that students using an interpreter carry a tape recorder with them to their classes. In a situation where an interpreter does not show up for class, students can tape record the lecture, and the CDS will make arrangements for the interpreter to interpret the tape recording as soon as possible. If students cannot locate someone to take notes for them, they should discuss this with their instructor or contact someone from the Center for Disability Services.

Students currently enrolled need to bring their schedules for the next semester to the CDS office as soon as they register. Failure to do so in a timely manner could cause a delay in interpreter services.

Any concerns or problems students have with interpreters should be brought to the attention of someone in the CDS office. Every reasonable effort will be made to resolve the situation fairly.

TTY - The CDS has a text telephone located in Room L170. It may be used by students to communicate with the CDS, to make some local calls, and to make arrangements for support services such as calling a state rehabilitation agency. The TTY is available during regular working hours. The number is **(708) 974-9556**. There is also a public TTY on the first floor of the College Center.

Assistive-Listening Devices - On a daily basis, the Library will lend FM amplification systems for students to use in the classroom and for other school-related functions. Contact the Center for Disability Services at **(708) 974-5711**. The CDS staff will make arrangements with the Library.

If you plan to use an FM system on a long-term basis, it is suggested you purchase your own FM system or ask your rehabilitation counselor to purchase one for you.

Large-Print Books - The CDS will enlarge textbooks as needed. As always, plan ahead! It usually takes two to three weeks for books to be produced in this format.

Counseling Support - CDS provides educational and vocational counseling. Personal counseling is offered through the Advising Counseling Department.

Accessible Parking - Handicapped parking spaces are provided in each campus parking lot. The CDS strongly encourages eligible students to provide campus security with a state-issued handicapped parking permit. The student will then be given a Moraine Valley sticker for the handicapped parking spaces.

Student Complaints - Students who feel accommodations are not meeting their needs should see a staff member in the CDS office, or contact Toula Karnavas (708) 974-5328. Every attempt will be made to provide students with the service or aid that will facilitate their success. Waiting to report a complaint could seriously impact grades.

The CDS does not provide personal attendant care or services of a personal nature.

The CDS does not provide equipment or devices of a personal nature.

Although the CDS staff will be happy to help you tour the campus initially, Moraine Valley does not offer mobility training to the visually impaired.



Recruitment, Admissions and Registration

Qualified persons may not, on the basis of disability, be denied admission to, enrollment in, or participation in college programs or activities, or be discriminated against in admissions or recruitment. The number or proportion of persons admitted will not be limited on the basis of disability.

Financial Aid

The college shall not provide less financial assistance to any students with disabilities based on their disabilities, limit their eligibility for assistance, or otherwise discriminate against them. Based on requests and supporting information provided by students to financial aid programs, financial aid awards will recognize the particular needs of students with disabilities. Accommodations will be made within the limits prescribed by state and federal regulations.

Advising, Counseling and Placement Services

Personal, academic, and career counseling, are available in accessible settings without discrimination on the basis of disability.

Academic and career counseling is available in CDS (L-150) or in the College Center with an academic advisor. Personal counseling may be obtained through the counseling and career development center in the College Center. Qualified students with disabilities shall not be counseled or advised toward more restrictive career objectives than are nondisabled students with similar interests and abilities. This does not preclude providing factual information about licensing and certification requirements which may present obstacles to persons with disabilities in their pursuit of particular careers.

Student Employment

Postsecondary programs which employ students may not discriminate on the basis of disability.

Confidentiality

The Center for Disability Services maintains strict confidentiality of student records and information. Students' instructors will be informed of students' needs for accommodations only after students have signed a release of information form. Students' academic programs will be discussed with no one outside of the center without students' written permission. Information regarding disability will be safeguarded in other college areas (i.e., Admissions Office, Financial Aid Office) under the same strict guidelines.

Academic Adjustments

Academic requirements will be modified, as necessary, to ensure that they do not discriminate against qualified applicants or currently enrolled students with disabilities. At students' request, the CDS staff may recommend academic adjustments in compliance with state and federal mandates. Academic requirements that are essential to programs of instruction are not considered discriminatory.

These modifications shall not affect the substance of the educational program or compromise educational standards. Modifications may include substitution of specific courses required for the completion of degrees, or the adaptation of the manner in which specific courses are conducted.

These steps will be followed in requesting a course substitution:

1. Contact the CDS office as to the needed substitution.
2. The CDS will contact the academic department affected to determine whether or not the class is essential to the program and whether a substitution or modification can be made.

Loan of Adaptive Equipment

The CDS office has adaptive equipment and devices available for qualified students to use. Equipment is loaned out on a daily, weekly, or semester basis depending on need and demand for equipment by other students. Students must initially request to borrow equipment through the CDS. Students must sign an equipment release agreement, and will be instructed in the use and care of the equipment. Students are held responsible for equipment they borrow and must return equipment by the end of the day, week, or semester. Failure to return equipment may restrict one from registering for the next semester.

Grievance Procedures

Students have the right to express concern if they believe they have been discriminated against because of their disability. The college has a student complaint and hearing process in place for discrimination grievances (See the Moraine Valley Community College catalog).

Carl Perkins Services

Students enrolled in a career program at Moraine Valley may be eligible for additional educational support services provided by the Carl D. Perkins Vocational and Applied Technology Education Act. Students in other career or technical programs also may be eligible for services.

Under the act, opportunities are provided for students to overcome barriers (i.e., academic disadvantages, economic disadvantages, being a non-traditional student, limited English, disabilities) and successfully integrate their strengths within society. Support services that students may be entitled to are: tutoring, interpreters, adapted equipment, note-takers, and educational and career counseling.

Assistance with special needs includes help to enter a vocational education program; assessment of special needs; supplementary services including curriculum and equipment modification, supportive personal and instructional devices; academic and career development; and services designed to facilitate transition from school to postsecondary employment and career opportunities.

Notification of Return

Students with disabilities who have not registered for classes for one or more semesters need to notify the CDS of their return to Moraine Valley, in order to re-activate their services.

Records

Student records are kept on file in the CDS office for a maximum of five years. After five years student records are destroyed. Students who have not been registered for five years will need to go through the admission process again including providing the CDS with current documentation.

Scholarships

The Center for Disability Services works in conjunction with the Moraine Valley Community College Foundation to award the Center for Disability Services Scholarship of \$1,000 in the spring of each year. Applicants must be enrolled at Moraine Valley, be utilizing the services of the CDS, have a 2.5 or above grade point average, and have completed six credit hours prior to the semester in which the award will be received. The applicant must also be carrying a minimum of six credit hours during the semester in which the award is disbursed.

Contact Personnel

Debbie Sievers - Director

Office L150 Phone (708) 974-5330
e-mail sievers@morainevalley.edu

Katie Landers - Educational Case Manager

Office L150 Phone (708) 974-5711
e-mail landersk@morainevalley.edu

Richard Jodlowski - Educational Diagnostician

Office L150 Phone (708) 974-5493
e-mail jodlowski@morainevalley.edu

Toula Karnavas - Instructional Coordinator

Office B210 Phone (708) 974-5328
e-mail karnavas@morainevalley.edu

Mary Nagel - Program Assistant

Office L150 Phone (708) 974-5711
e-mail nagelM3@morainevalley.edu

Sherry Nielsen - Departmental Assistant

Office L150 Phone (708) 974-5711
e-mail nielsen@morainevalley.edu



Responsibilities for Educational Access

Student Rights and Responsibilities

As a student with a disability you have, by law, certain rights as summarized below. You have the right to:

- appropriate accommodations according to your disability.
- equal access to an education.
- confidentiality.
- equal and fair treatment.

Along with these rights come responsibilities. To receive services from the Center for Disability Services, it is your responsibility to:

- be your own advocate.
- disclose pertinent information regarding your disability.
- meet privately with faculty to discuss test or class accommodation.
- initiate all services and do so in a timely manner.
- schedule space for exams at the Center for Disability Services office (L150) five days in advance.
- meet regularly with staff from the Center for Disability Services.

Center for Disability Services Office Rights and Responsibilities

The Center for Disability Services Office has certain rights and responsibilities. It is the right of the center to:

- ask students to meet with the director or educational case manager.
- request appropriate documentation of a disability.
- deny immediate requests for accommodations if student has not given adequate notification of need.
- report to faculty any student caught cheating or suspected of academic misconduct.

It is the responsibility of the center to:

- provide reasonable and appropriate accommodations by working with the student and faculty to ensure equal access.
- provide auxiliary aids and services as appropriate.
- inform faculty of medical/safety concerns.
- teach advocacy skills to students.
- act as mediator or advocate for students when appropriate.

Faculty Rights and Responsibilities

The faculty has certain rights and responsibilities as well. The faculty has the right to:

- ask for verification of disability/eligibility from the Center for Disability Services Office.
- consult with the center staff as appropriate to assist in providing reasonable and appropriate accommodations.
- expect students with disabilities to meet the same academic standards as their peers.
- expect that the center will use appropriate test security measures to protect the integrity of exams given.

It is the responsibility of the faculty to:

- meet with students confidentially to discuss needs.
- provide classroom materials in alternative format when requested. (This may require consultation and/or coordination with the center staff.)
- work collaboratively with the center staff in providing appropriate and timely academic accommodations for their courses.
- provide accessible times that the student can meet to discuss academic needs, accommodations, and services.
- indicate time allotted (i.e., time and one half, double time) on tests sent to the Testing Center.

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