



1858

BAKER UNIVERSITY

Access Services Policies and Procedures

**Access Services
Office of Student Academic Success
Baker University**

The Access Services Policy and Procedures Manual is a resource that helps students, faculty, and staff by providing them with recognized procedures for assuring that students with disabilities have equal access to Baker University.

Last Updated: February 2013

TABLE OF CONTENTS

Mission, Philosophy, and Contacts	1
Legal Issues Related to Disabilities	4
Documenting Disabilities	7
Requesting Accommodations	9
Suggestions to Faculty.....	11
Access to Academic and Campus Services	15
Rights and Responsibility.....	24
Grievance and Appeal Procedures	27
Access Services Forms	29
Voluntary Intake and Disability Disclosure.....	30
Verification of Attention Deficit/Hyperactive Disorder.....	32
Verification of Learning Disabilities	37
Verification of Physical/Health-Related Disabilities	42
Verification of Physical/Health-Related Disabilities with Severity Chart.....	46
Verification of Psychological Disabilities	50
Release of Information	52
Release of Information and Procedures for Emergency Medical Occurrence.....	55
Academic Accommodation Request.....	56
Procedure for Sending Memos to Instructors.....	57
Sample Communication for Instructors	
• Memo for Learning Disability.....	58
• Memo for Physical Disability	60
• Email for Note-taker.....	61
Test Accommodation Form.....	62
Procedure for Requesting a Note-taker	63
Request for a Note-taker	64
Note-taker Contract	65
Tape-Recording Agreement.....	66
Equipment Loan Agreement	67
Disposed Files.....	68
Student Worker Statement of Understanding of the Family Rights and Privacy Act	69

MISSION, PHILOSOPHY, AND CONTACTS

Student Academic Success

Access Services is housed in the Office of Student Academic Success (SAS). The SAS staff coordinates a variety of services for students seeking academic support and for those who want to enhance their learning skills. SAS staff offers assistance in areas such as study skills, test taking, problem solving, and time management. In addition, the SAS employs peer tutors who provide individual and group tutoring in most academic areas offered at Baker.

Access Services Mission Statement

Access Services, housed within the Office of Student Academic Success, provides and coordinates support services and programs that enable students with disabilities to maximize their educational potential. Access Services also serves as a resource for members of the Baker community so that all students with disabilities can freely and actively participate in university life.

Access Services Philosophy

Because every student and his or her level of disability are different, Baker University's programs are highly individualized. It is an individual's choice to self-identify, and Access Services works with students on a case-by-case basis. The decision of when to use any of the available services, if at all, is up to the student, not the school. Integration, self-advocacy and individual responsibility are promoted and expected.

Students with documented disabilities meet with the Access Services coordinator to request accommodations. Once required documentation is received, accommodations are made individually, based on the needs of each student. Examples of accommodations include but are not limited to advocacy, extended test time, testing environment with minimal distractions, note taking services, assistive technology, assessment referral, registration assistance, accessibility and liaison to university academic service areas and to community agencies.

Access to Academic Services

Access Services, in conjunction with Student Academic Success, provides reasonable accommodations, auxiliary aids and support services based upon documentation, functional limitations and a collaborative assessment of needs. Based on what they are authorized to use, specific class needs and personal preference, students then select which accommodations or auxiliary aids they will use. In some cases, the auxiliary aid provided might not match the student's preference, however, reasonable accommodations and auxiliary aids will be provided.

Because of the nature of the disability, the degree of impairment might fluctuate. Therefore, accommodation needs could vary throughout the semester. In addition, students must request academic accommodations for each semester.

General services may include, but are not limited to the following:

- Exam accommodations, including extended time, readers and/or scribes, and computers
- Adaptive equipment
- Disability counseling and advocacy
- Learning skills specialists
- AD/HD coaching
- Alternative media, such as taped textbooks, scanned text and enlarged print
- Adaptive technology training
- Access to class notes
- Sign-language interpreter

MISSION, PHILOSOPHY, AND CONTACTS

- Consultations on transitional issues
- Faculty/staff information about student disability issues
- Coordination of adaptive transportation and/or disability parking
- Accessible housing, arranged in conjunction with the Services of Student Life
- Distraction-free environment for exams
- Referral to campus tutoring services
- Campus access information
- Arrangements with the library for assistance with materials
- Other accommodations arranged on an as-needed basis

The Access Services staff provides accommodations only in the sense that they send letters to faculty explaining the nature of the student's disability and suggested accommodations. These support services are designed to equalize opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements.

To that end, accommodations at Baker University do not include:

- Reduced standards of academic performance
- Special classes or programs for students with learning disabilities
- Evaluation or diagnostic testing for learning disabilities
- Separate or special tutorial programs for students with disabilities
- Waivers of essential academic courses

Important Phone Numbers and Addresses

Access Services Coordinator

Ms. Kathy Wilson
Baker University, Student Academic Success (SAS)
Collins Library (lower level), Room 120
785.594.8352
785.594.8367(Fax)
kathy.wilson@bakerU.edu

Assistant Dean for Student Engagement and Success

Dr. Judy Smrha
Baker University, Student Academic Success (SAS)
Collins Library (lower level), Room 120
785.594.8337
judy.smrha@bakerU.edu

Dean of Students

Dr. Cassy Bailey
Baker University, Student Affairs
Harter Union, Room 30
785.594.8484
785.594. (Fax)
cassy.bailey@bakerU.edu

MISSION, PHILOSOPHY, AND CONTACTS

Americans with Disabilities Act Compliance Officer

Dr. Susan Lindahl, Chief Operating Officer
Baker University
Constant Hall
785.594.8311
susan.lindahl@bakerU.edu

Executive Vice President for Academic Affairs

Dr. Brian Posler
Baker University
Constant Hall
785.594.8312
brian.posler@bakerU.edu

Regional Services of Civil Rights – Kansas City

Frank Campbell, Regional Manager
Services for Civil Rights
U.S. Department of Health and Human Services
601 East 12th Street - Room 248
Kansas City, MO 64106
Voice Phone (816)426-7277
FAX (816)426-3686
TDD (816)426-7065

ADA Technical Assistance Project

Disability and Business Technical Assistance Center – Great Plains
1.800.949.4232
<http://www.adaproject.org>

Rehabilitation Services (Kansas)

State Department of Social and Rehabilitation Services
Docking State Services Building
915 SW Harrison Street, 9N
Topeka, KS 66612-1505
Phone: (785) 368-7112
Toll-Free: (800) 432-0698
Toll-Free Restrictions: KS residents only
Fax: (785) 368-7467
TTY: (785) 368-7478
Email: michael.donnelly@srs.ks.gov or barbara.mah@srs.ks.gov
<http://www.srskansas.org/rehab/>

LEGAL ISSUES RELATED TO DISABILITIES

Baker University is legally required to provide reasonable accommodations for students with disabilities. Accommodations are made on a case-by-case basis. Baker University strives to provide equal access to all programs, activities and services for students with disabilities.

Two fundamental legal documents guide many disability policies in higher education: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please refer to the excerpts of these documents for further information regarding disabilities and the law.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that guarantees specific rights to individuals with disabilities. It provides equal access and reasonable accommodations for otherwise qualified students with disabilities. This law requires all recipients of federal funds, whether in the form of a grant or a contract, to review and, if necessary, modify their programs and activities so that discrimination based on ability is eliminated. This act covers all qualified individuals with disabilities. According to government definition, this means an individual who, with reasonable accommodation, can perform the essential functions of the job (or school curriculum) in question. The objective of Section 504 is to ensure that people with disabilities have opportunities and access to the benefits of all federally funded programs and activities.

Specifically, Section 504 states:

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

Disabled persons means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

From Federal Register, vol. 45, No. 92, Friday, May 9, 1980, Rules and Regulations

Definitions of Terminology in Section 504

Physical impairment. Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine.

Mental impairment. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Record of such. A history of, or has been misclassified as having an impairment.

Regarded as having. Does not limit major life activities, but is treated as such. Is limited only because of attitudes of others or is treated by a recipient as having such impairment.

LEGAL ISSUES RELATED TO DISABILITIES

Substantially limits. Prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person.

From Federal Register, Vol. 45, No. 92, Friday, May 9, 1980, Rules and Regulations

Americans with Disabilities Act of 1990 (ADA)

The purpose of the ADA is:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- To provide a clear, strong, consistent, enforceable standard that addresses discrimination against individuals with disabilities.
- To ensure that the federal government plays a central role in enforcing standards established in this act.
- To involve congressional authority, including the Fourteenth Amendment, to regulate commerce in order to address the major areas of discrimination.

This act augments Section 504 legislation and extends it to the general public, not only educational institutions. In Title II, the ADA specifies:

Qualified individuals with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

From (ADA), 42 U.S. C., Sec. 12111

For more information about the ADA, including links to ADA regulations, please visit the ADA home page (www.ada.gov).

Confidentiality Guidelines

Access Services staff, in an attempt to provide confidentiality and to develop a trusting relationship with students, generally will treat disability information as medical information and will handle it under the same strict rules of confidentiality as other medical information. Included in this category of information is the comprehensive documentation from an appropriate source that people with disabilities must provide to establish the existence of their disability and the need for accommodation or consideration. It is ethically inappropriate to release information without the student's permission unless in extreme circumstances, as discussed below.

Disability-related information will be shared only on a limited basis within the Baker University community. It may be shared only when an administrator, faculty or staff member has a compelling reason to seek information regarding some specific aspect of this confidential information. Unless there is a threat to an individual's safety or an emergency situation, the student's consent must be given before providing copies of medical/psychological documentation to a third party. The student gives his or her consent by signing a Release of Information form.

According to FERPA's confidentiality guidelines, one office or individual on campus should be assigned the responsibility of collecting and holding disability-related documentation for students with disabilities. Baker University has delegated the authority to certify disabilities and to prescribe specific academic

LEGAL ISSUES RELATED TO DISABILITIES

accommodations and support services for students with documented disabilities to the Access Services staff who is responsible for confidentiality.

Confidentiality cannot be guaranteed in all situations; however, all efforts will be made to ensure confidentiality.

Need-to-Know Basis

The person(s) to whom information would be released depends upon the need to know. In general, the need to know is very limited. Some common needs may be in response to:

- Requests for course substitution
- Safety or the student's health
- Special circumstances in University owned housing
- Grievance procedures
- Special financial aid considerations
- Maintaining records

A confidential contact file is maintained on each student which includes demographic data, a record of each student's visit, the purpose of the visit, and action taken.

A separate confidential file is established that contains the documentation of the disability and any ongoing changes in the student's condition. These files are kept in a separate, locked file cabinet accessible to the Access Services coordinator.

A listing of individuals who have permission to view documentation must be posted with the student's documentation.

Disposal of Records

If a student has not been enrolled or not received accommodations for two years, the file containing the documentation of the disability and the file recording the student's visits with the Access Services are placed in an inactive file. After the files are inactive for five years, the files are shredded and disposed of. A Disposed File form is completed and kept.

A student may request a copy of his or her documentation, unless raw data was the only information provided as documentation by the diagnostician. In this case, the data will not be released. If the student would like a copy of the data, he or she must get it directly from the diagnostician.

Sharing Information

If Access Services has the written consent of the student, through the Release of Information form, the student may request intervention by granting permission to speak to physicians, university faculty and staff, or family members, by sharing relevant information with appropriate parties, as specified on the release.

DOCUMENTING DISABILITIES

Documenting Disabilities

To receive services from Access Services, a student must provide documentation of the disability from an appropriate professional. The nature and type of documentation depends on the disability.

Purpose of Documentation

Documentation legitimizes a student's request for accommodation. The documentation designates the individual as a person with a disability and provides a rationale for reasonable accommodations. The student is responsible for the cost of obtaining the documentation. All documentation is considered confidential and will not become a part of the student's academic records.

General Guidelines for Documentation

- Documentation must come from a licensed professional (unrelated to the evaluated individual) trained in the appropriate specialty area. The documentation must be printed on letterhead, dated and signed by the evaluator. It must also include the name, title and professional credentials of the evaluator, including information about licensing or certification.
- It must include a description of the criteria or testing used to diagnose the disability. The description should include a list of the diagnostic tests utilized, a list of the results of the diagnostic procedures and tests and the dates they were administered.
- It must include a clear diagnostic statement, an explanation of limitations and recommended accommodations. It should clearly explain the impact the disability has on major life activities, as well as any impact the disability has on the student's learning environment.
- It must be current and in most cases, no more than three years old. Baker acknowledges that, under the Americans with Disabilities Act, a learning disability is viewed as lifelong. Although the disability will continue, the severity of the condition might change over time.
- It must be comprehensive. School plans (IEPs or 504 plans, for example), while helpful if included with other diagnostic instruments, are not sufficient documentation by themselves. Accommodations cannot be provided until current and appropriate documentation is received.

Documentation for Attention Deficit/Hyperactivity Disorder

To determine eligibility for accommodations and support services, Access Services must have a completed Verification of Attention Deficit/Hyperactivity Disorder form with specific information from the student and his/her health-care provider. Documentation of a disability must be submitted as a letter on official letterhead from a licensed medical provider.

The letter should be typed and signed. It should include the functional limitations, information about whether the condition is stable or progressive and information regarding side effects, if any, of medication. Information should be provided regarding situations that may exacerbate the condition.

Documentation for Dining/Meal Accommodations

To determine eligibility for accommodations and support services, Access Services must have a completed Verification of Physical and Health Related Disability form or a Verification of Physical and Health-Related Disabilities with Severity Chart form with specific information from the student and his/her health-care provider.

Documentation of a health-related disability must be submitted as a letter on official letterhead from a physician. The letter should be typed and signed. It should include the functional limitations, information about whether the condition is stable or progressive and information regarding side effects, if any, of medication. Information should be provided regarding situations that may exacerbate the condition.

DOCUMENTING DISABILITIES

Documentation for Learning Disabilities

To determine eligibility for accommodations and support services, Access Services must have a completed Verification of Learning Disability form with specific information from the student and his/her health-care provider.

Documentation of a health-related disability must be submitted as a letter on official letterhead from a physician. The letter should be typed and signed. It should include the functional limitations, information about whether the condition is stable or progressive and information regarding side effects, if any, of medication. Information should be provided regarding situations that may exacerbate the condition.

Documentation for Physical and Health-Related Disabilities

To determine eligibility for accommodations and support services, Access Services must have a completed Verification of Physical and Health Related Disability form or a Verification of Physical and Health-Related Disabilities with Severity Chart form with specific information from the student and his/her health-care provider.

Documentation of a health-related disability must be submitted as a letter on official letterhead from a physician. The letter should be typed and signed. It should include the functional limitations, information about whether the condition is stable or progressive and information regarding side effects, if any, of medication. Information should be provided regarding situations that may exacerbate the condition.

Documentation for Temporary Disabilities

Some disabilities are temporary and might require accommodations for a limited time. Students who are recovering from surgery, injury or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Such students must contact Access Services to establish reasonable accommodations. Temporary disabilities are evaluated on a semester basis.

REQUESTING ACCOMMODATIONS

It is the responsibility of students requesting accommodations to identify their need, provide appropriate documentation, and request services in a timely manner each semester. Services can be provided only after these actions have been taken. The following outlines the procedures for obtaining accommodations:

- The student contacts Access Services and asks for accommodations in a timely manner, usually prior to the start of classes or as soon as the disability becomes known.
- The student should provide recent, professional documentation of disability.
- The Access Services staff will review the disability documentation, including information about the manifestations of the disability.
- The Access Services staff and the student work together to determine accommodations. Instructors will be consulted when necessary.
- The Access Services staff will outline the process for providing reasonable accommodations and will present this verbally and in writing to the student. In determining reasonable accommodations, the following guidelines will be answered:
 - What accommodations will be provided?
 - Why will they be provided?
 - When will they be provided?
 - Who is responsible for providing them?
 - How will they be provided?
- The Access Services staff prepares paperwork stating the approved accommodations.
- A memo from Access Services is provided to instructors.
- Accommodations are provided.
- The student and the Access Services staff evaluate the accommodations with input from instructors.

Faculty should adhere to the following guidelines when implementing the request:

- Be available in the event the student chooses to discuss accommodations.
- Review the form with the student, discussing the specific accommodations.
- Express questions and concerns to ensure mutual understanding and to establish a good working relationship.

Once the faculty member agrees to provide and/or arrange for the accommodations as requested, he or she signs the Signature Form provided by the student and retains the Academic Accommodation Request form for his or her record. Questions or concerns that cannot be clarified through discussion with the student can be discussed with the Access Services staff.

The student is responsible for contacting Access Services if reasonable accommodations are not implemented in an effective or timely manner. The Access Services staff will work with the University personnel and the student to resolve disagreements about recommended accommodations. When needed, the ADA Compliance Officer will assist in resolving disagreements and will work to ensure institutional compliance with ADA requirements.

General Guidelines

Most students requesting accommodations through Access Services have disabilities that fall into one or more of the following categories:

- Learning disability
- Visual disability
- Communication disability

REQUESTING ACCOMMODATIONS

- Deafness
- Attention deficit/hyperactivity disorder (AD/HD)
- Psychological disability
- Mobility disability
- Other functional disabilities

Definition of a Learning Disability

A learning disability is a disorder that interferes with integrating, acquiring and/or demonstrating verbal or nonverbal abilities and skills. These disorders that affect people of average to superior intelligence are presumed to be due to central nervous system dysfunction. Frequently, they are accompanied by processing or memory deficits. A learning disability is not the result of auditory, visual, or motor impairment; emotional illness; non-traditional or cultural differences; or the lack of educational opportunities.

Invisible Disabilities

Students may have invisible disabilities and prefer to keep their conditions confidential. It is important to respect the rules of confidentiality. If a student requests accommodations, the student must have appropriate documentation on file in the Access Services office.

Temporary Disabilities

Some disabilities are temporary and might require accommodations for a limited time. Students who are recovering from surgery, injury or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Such students must contact Access Services to establish reasonable accommodations. Temporary disabilities are evaluated on a semester basis.

The Access Services staff provides accommodations only in the sense that they send letters to faculty, explaining the nature of the student's disability and suggested accommodations. These support services are designed to create equal opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements.

To that end, accommodations at Baker University do not include reduced standards of academic performance, special classes or programs for students with learning disabilities, evaluation or diagnostic testing of learning disabilities, separate or special tutorial programs for students with disabilities or waivers of essential academic courses.

SUGGESTIONS FOR FACULTY

Faculty members can play a critical role in helping students who may have disabilities by referring them to a trained specialist. Once the disability is identified, faculty can develop academic adjustments that will permit students with disabilities full access to lecture and course materials.

[Information excerpted from Larson and Aase, *From Screening to Accommodation: Providing Services to Adults with Learning Disabilities*, 1997]

Acquiring Information

- Provide a detailed course syllabus, clearly defined course requirements and exam/assignment dates.
- Provide clearly written materials.
- Provide illustrations, hand-outs and visual aids.
- Team a reader with a non-reading student.
- Recruit volunteer note takers in the classroom.
- Vary instruction modes and use more than one method to demonstrate or explain information.
- Tape-record written material and give advance syllabus for students using taped textbooks.
- Allow students to make audio recording of lectures.

Expressing Information

- Provide alternative ways for students to complete a task, such as dictating or oral presentation.
- Stress organization and ideas rather than mechanics when grading spontaneous writing assignments.
- Ask for a volunteer note taker.
- Allow use of word processing, spell check, and grammar checking software.
- Make provisions for writing revisions, giving feedback so that a student can continue in a better direction.
- Allow students to walk around and talk while brainstorming or thinking.
- Use demonstration, rather than strictly lecture.
- Have students construct a collage of words and images on a topic.
- Have students represent ideas as works of art, such as sketches, paintings, sculptures or collages.
- Stimulate ideas by presenting photos, artwork, film and video.

Applying Information

- Break information into small steps when teaching many new tasks in one lesson. Include objectives, review of previous lessons and summary.
- Allow time for feedback and clarification or interpretation of directions and essential information.
- When teaching a new task, relate the concept to a similar task or procedure already learned.
- Repeat or give additional examples of instruction.
- Provide advance notice of changes in assignments or test dates.
- Provide extended time for tests and assignments, and proctor when necessary.
- Provide study guides or review sheets for exams.

Suggestions for Your Syllabi

Please use as written:

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates

SUGGESTIONS FOR FACULTY

accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in Collins Library (lower level); 785-594-8352; sas@bakerU.edu). Information about Access Services can also be found on the Baker web site at www.bakeru.edu/sas.

If accommodations have been approved by Access Services, please communicate with your instructor(s) regarding your accommodations to coordinate services.

Although students are encouraged to meet with you in a confidential environment to review course requirements and to discuss their need for accommodations, academic adjustments cannot be implemented until the student has met with an Access Services staff member and provided the required documentation.

Disability Etiquette

Students with disabilities are the same as other students and typical etiquette rules apply to them. Disabilities are not conditions or diseases. For the most part, using common sense is the best approach to etiquette for students with and without disabilities. Always remember to respect the individual. Often having a sense of humor and a willingness to learn will go a long way in working with a student with a disability.

Person First Language. When referring to people with disabilities, it is most appropriate to put the person first. First and foremost they are people. Only secondarily do they have one or more disabling conditions. Rather than saying, "the deaf girl," one should say, "the girl who is hard of hearing." Language is powerful and though often unnoticed, repetitive references to a person as a disability and not a person first are limiting and tend to stress a single characteristic of a person and not the whole person.

Distinction between Disability and Handicap. A disability is a condition caused by an accident, trauma, genetics or disease which may limit a person's mobility, hearing, vision, speech or mental function. Some people with disabilities have one or more disabilities.

A handicap is a physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has a disability. Webster's Ninth New Collegiate Dictionary defines handicap as, "to put at a disadvantage."

Everyday Tips. Many people do not know what say or how to act when they meet someone with a disability. People with disabilities have the same feelings as you. Treat someone with a disability as you would like to be treated and you cannot go wrong.

1. Be careful not to patronize any person with a disability. Avoid making sympathetic comments such as, "Oh, isn't it terrible she can't see anything? It must be hard for her to get around. I bet she is deprived of a lot things." Such comments most likely are annoying to a person with a disability as well as to any companion who may be accompanying them. Most people with disabilities have accepted their disabilities and their lifestyles. In fact, their lifestyles—particularly the alternative means by which they accomplish tasks—may very well be natural for them.
2. Place the person before the disability out of respect for individual uniqueness and worth. Refer to an individual as a "person with a disability" or an "individual who has a disability" rather than a "disabled person" or a "disabled individual."

SUGGESTIONS FOR FACULTY

3. Avoid referring to an individual by the condition s/he has, such as "a quadriplegic, a C.P., an L.D., an epileptic." Instead, refer him/her as a person who "has a spinal cord injury, has cerebral palsy, has a learning disability, has epilepsy."
4. Make the reference to "people with disabilities" rather than "the disabled." The word "disabled," as a noun, implies separateness or total disability. "The disabled" do not constitute a group apart from the rest of society.
5. Emphasize the uniqueness and worth of all persons rather than the differences between people. Avoid referring to a person with a disability as "one of them" rather than "one of us." Making such a distinction does not foster acceptance of persons with disabilities.
6. When depicting persons with disabilities, emphasize their achievements, abilities, and individual qualities. Place individuals in the least restrictive environment. Portray them as parents, community leaders, employees, consumers, artists, athletes, professionals, etc.
7. Do not exclude persons with disabilities from participating in any group—work-related, academic, or social—because you think it may be too difficult for them to participate.
8. Do not park in a disabled parking space unless you have the proper identification and have a disability that warrants you to park there. People need the bigger area to get out wheelchairs, etc.
9. Speak to the person who has the disability and not just the person who may be accompanying them. Be patient and ask questions if you cannot understand them. Never pretend you can understand someone if you do not. Simply say what you think the person said and they will correct it if necessary. Be patient if someone uses a device with which to communicate.
10. Do not talk down to the person or like they are a child (unless they really are a child).
11. If you want to ask someone about their disability, then ask. Be polite and respectful.
12. People with disabilities are just normal people with physical limitations. Please do not stare for long periods of time.
13. Let your child talk to people with disabilities. Children are very accepting.
14. Do not pat someone with a disability on the head. They are not pets or toys. They are people.
15. If it looks like someone with a disability might need some help, just ask them. If they do not need or desire assistance, they will say "No, thank you."
16. Not everyone can shake hands. Try a nod or a smile instead.
17. Relax and just be yourself.

Speaking and Writing

1. Please avoid these words/terms when referring to a person with a disability: cripple, victim, defect, invalid, sick, diseased, wheelchair bound.
2. Please use terms such as physically disabled or "He/she uses a wheelchair." Remember they are people first and disabled second.

Interacting with someone in a wheelchair

1. Do not push, drive, lean on, grab, hold or anything else to a wheelchair without permission. This is the personal space and property of the wheelchair user.
2. Rearrange furniture if there is something blocking the way of a wheelchair user.
3. Try to get on eye level with the person, if possible.

Interacting With Persons Who Are Blind or Visually Impaired

1. When approaching a person who is blind or visually impaired, identify yourself and anyone else who may be accompanying you. State, for example, "Polly is standing on your left and Jack is on your right." Inform the person whenever you will be leaving the room.
2. When giving directions to a person who is blind or visually impaired, be very specific and use words rather than gestures. Explain any obstacles that may be in the person's way of travel such

SUGGESTIONS FOR FACULTY

as steps, signs, trees, posts, curbs. Avoid using descriptions with numbers in them such as "ten feet to the door."

3. When handing more than one item to a person who is either blind or visually impaired, inform the person which item is on top, in the middle, and on the bottom.
4. Do not pet guide dogs. If they lose their concentration, their owners may be in danger.
5. Do not be hesitant to offer to lead a person. Let the person take your arm for guidance. The person most likely will follow slightly behind you in order to follow your body motions.
6. When a person who is blind or visually impaired is in a group of people, have everyone identify themselves each time they speak.
7. Do not generalize that all people who are blind or visually impaired read Braille. They may rely on audio recordings or other equipment such as voice-activated scanners.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Access Services, in conjunction with the Office of Student Academic Success, provides reasonable accommodations, auxiliary aids and support services based upon documentation, functional limitations and a collaborative assessment of needs. Based on what they are authorized to use, specific class needs and personal preference, students then select which accommodations or auxiliary aids they will use. In some cases, the auxiliary aid provided might not match the student's preference. However, reasonable accommodations and auxiliary aids will be provided.

Because of the nature of the disability, the degree of impairment might fluctuate. Therefore, accommodation needs could vary throughout the semester. In addition, students must request academic accommodations for each semester.

General services may include, but are not limited to the following:

- Exam accommodations, including extended time, readers and/or scribes, and computers
- Adaptive equipment
- Disability counseling and advocacy
- Learning skills specialists
- AD/HD coaching
- Alternative media, such as audio textbooks, scanned text and enlarged print
- Adaptive technology training
- Access to class notes
- Sign-language interpreter
- Consultations on transitional issues
- Faculty/staff information about student disability issues
- Coordination of adaptive transportation and/or disability parking
- Accessible housing, arranged in conjunction with the Office of Student Life
- Distraction-free environment for exams
- Referral to campus tutoring services
- Campus access information
- Arrangements with the library for assistance with materials
- Priority scheduling
- Courtesy rides
- Other accommodations arranged on an as-needed basis

Strategy Development

Access Services will work individually with students with disabilities in developing strategies specific to the disability and a particular area. Some areas in which assistance may be beneficial are study strategies and critical thinking, reading for retention, and taking exams effectively. Other areas may also include time management and stress management. In addition to seeking individual assistance, students are encouraged to visit the Office of Student Academic Success for assistance and to attend workshops.

Classroom Adjustments

Prior to granting academic adjustments and/or auxiliary aid, appropriate documentation must be on file in Access Services. Any student seeking an exemption from the time frames outlined below for various academic adjustments and auxiliary aids must contact Access Services.

Testing Adjustments

The most commonly requested testing accommodations are extended time and/or a non-distracting environment. These testing accommodations can be provided in Access Services. Student documentation that specifies other alternatives will be considered on an individual basis.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

As with all reasonable accommodations, students must consult with the Access Services staff to request testing accommodations. The Access Services staff will determine appropriate accommodations based on a review of the disability documentation and assessment of how the disability affects the requirements of each course.

If test modifications are deemed reasonable, the appropriate accommodations will be indicated on the student's Academic Accommodation Request form. The Access Services staff must complete this form. The student is responsible to review and sign. The Access Services staff will then distribute it to the instructors in order to receive testing accommodations. Faculty members are encouraged to contact Access Services if recommended accommodations would compromise the academic integrity of the course.

When the documentation demonstrates a need for an oral exam, reader, or alternative format, the professor will be consulted. It is important that the request for testing accommodations be made during the first two weeks of the semester. The student must meet with the Access Services staff and complete the Academic Accommodations Request form.

The request for extended time does not mean a student will be given unlimited time. According to the current research by Educational Testing Services, 150 percent to 200 percent of the allocated time is recommended. In some cases – for example, when an individual uses a reader or a scribe – up to 300 percent of the allocated time may need to be given. Normally, students receiving testing accommodations will receive a time extension of 150 percent of the allocated time. However, individual differences and the severity of the disability must always be considered in providing testing accommodations. In addition, the student must register with Access Services five school days before taking the exam in the Student Academic Success area.

It is the student's responsibility to:

- Make certain that the professor knows the exact date and time of the alternative test
- Schedule the alternative test time with the Access Services staff
- Study and be prepared for the alternative test
- Be on time to the alternative test

It is Access Services' responsibility to:

- Inform professor of all modifications in a timely fashion

It is the professor's responsibility to:

- Deliver exams to the Access Services staff in the Office of Student Academic Success

Common Types of Testing Accommodations

- Extended time, no reader or scribe needed; typically specified at 150 percent, but sometimes extended to 200 percent
- Extended time with reader and/or scribe; up to 300 percent
- Use of adaptive-technology equipment; computer technology, including word processing, Braille display, or enlarging and voice devices as necessary
- Large print, Braille, or audio exams
- Reader and/or scribes without extended time
- Environment with minimal distractions

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Access Services staff usually administers the tests for students with accommodations. However, some faculty members prefer to provide testing accommodations to their students themselves. In these cases, the Access Services staff will help the faculty member ensure that appropriate arrangements are in place. The accommodation must be effective regardless of which method is used.

Faculty members who choose to use Access Services to administer exams should adhere to the following procedures to help ensure that the system works as it should:

- Prepare a syllabus for the course that includes exam dates and maintain those dates to the greatest extent possible. If this is not possible, announce exams at least one week in advance and inform the Access Services staff of all changes.
- Provide exam administration instructions to the Access Services staff via the Testing Accommodation form that accompanies the test.
- Arrange exams to be delivered to the Access Services office as early as possible
 - Tests can be emailed as an attachment
 - Tests can be faxed to a secure location at 785-594-8367
 - Tests can be delivered to the Access Services staff located in the Office of Student Academic Success in the lower level of Collins Library (Baldwin City campus)
 - Tests should not be delivered through campus mail
- The Access Services staff cannot ensure appropriate accommodations if exams are not available at least one business day in advance. Exams that require conversion into an alternative format require additional time. It is imperative that the Access Services staff has sufficient time to convert those exams.
- Exams not delivered to the Access Services staff by the scheduled time must be rescheduled.
- Faculty will be contacted with the student completes the exam and should be prepared to pick-up exams from the Access Services office. If requested, student workers can return exams to the faculty or departmental office within one business day of exam completion. Tests will not be returned through campus mail.

Extended Time for Course Work

In some cases, a student's documentation may indicate a need for extended deadlines on course work. In these instances, a student must contact his or her instructor prior to the assignment's due date and establish a project completion date – the earlier in the process, the better. It is also helpful to set mini-completion dates to review the progress of the assignment with the student. Providing extended time to complete out-of-class projects and assignments allows students with certain disabilities the time needed to successfully complete the work they are assigned. A student's request for extended time does not mean the student has unlimited time on the out-of-class assignment.

Obtaining and Monitoring Access to Classroom Adjustments

- Students must contact the Access Services staff to complete an Academic Accommodation Request form at least five school days prior to the inception of a classroom modification.
- Students must meet with their instructors and discuss the Request for Accommodations form.
- Students must monitor the implementation of academic adjustments and contact Access Services if services are not adequate.
- Students are responsible for contacting Access Services if they do not understand the grievance procedures outlined later in this manual and how to follow these guidelines.
- Students may be asked to supply with an updated or ancillary testing results before a decision regarding an academic or physical adjustment or auxiliary aid is made.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Books in Alternative Format

Baker will pay all fees involving recordings for books in alternative format. Students who need books in an alternative format must contact Access Services as soon as they know they need them to ensure sufficient time to order and obtain the audio files.

Students should go to the bookstore after registering for classes each term and request a book list for each class. The Access Services staff needs the following information for each book:

- Title
- Author
- Publisher
- Year of publication and edition
- ISBN

Once Access Services has the information, a staff member will order the books. If the requested books will not be available by the start of the semester, Access Services will record the text until the books arrive.

Adaptive Technology

Some adaptive technology can be provided by Access Services. Students should consult with Access Services prior to the start of the academic term to discuss the student's needs and the appropriate technology required to meet those needs.

Requesting Note-takers, Readers, or Scribes

- Students whose disabilities limit their ability to read or write may use a reader or scribe during tests and a typist for papers. Students should request these services at least one week before an exam.
- Students must inform Access Services seven school days prior to the start of the semester or once testing results have been received that a note-taker is needed. Students should place their requests for note-takers immediately after receiving their finalized course schedule from the Registrar's Office.
- Students must inform Access Services one week before a test or a paper that they will need a reader or a scribe.
- Students are responsible for monitoring the quality of work presented by readers, scribes, and note-takers and should immediately contact Access Services if problems arise.
- Students requesting a reader or scribe for work other than testing must inform Access Services five school days in advance of each session (multiple or semester-long appointments may be made). Students who need an exception to this waiting period must contact Access Services.

Procedural Guidelines for Note-takers, Readers and Scribes

Students whose disability requires note-taking services, readers, or scribes may receive this accommodation through Access Services. Together with the Access Services staff, you will determine for which classes note-takers or instructors' outlines/notes will be provided. When you use this service, you are required to attend the classes for which the note-takers are utilized. Note-takers are not obligated to provide notes when you are not in class. It is your responsibility to obtain the information that you missed. You are strongly encouraged to take your own notes as well, to whatever extent you are able to do so.

In conjunction with the Access Services staff, the steps to securing a note-taker include:

ACCESS TO ACADEMIC AND CAMPUS SERVICES

1. Student should work directly with their faculty to obtain outlines, PowerPoint presentations, or other forms where the verbal lecture is translated to written word.
2. If student feels comfortable, identify to the Access Services staff a friend in class to assist. A copier is available in the Access Services office for duplication needs.
3. If student wishes for a certain student to take notes, he/she should contact Access Services.
4. Once a note-taker is identified and hired, the student may make contact with that person. If the student would prefer not to identify himself or herself to the note-taker, he/she may ask Access Services to collect the notes.
5. The student should review and evaluate the note-taker's ability with the Access Services staff.

The note-takers are paid for their services, and these positions are set up as special work-study positions. Students hired as note-takers must fill out the proper paperwork at Access Services, but they may not need to be specifically eligible for work-study.

Waivers

According to the law, institutions are not required to eliminate or substantially alter standards and requirements that they can demonstrate to be legitimate, reasonable and necessary. The courses at Baker are designed to meet the criteria of being reasonable and necessary. Consideration of a waiver will be made only in an extreme situation and impeccable documentation will be needed. The Access Services staff will assist the student in determining reasonable and necessary accommodations.

Recruitment

Baker University's recruiting procedure does not discriminate on the basis of disability, race, or gender. Reasonable accommodations will be provided to prospective students and their families while they are actively considering and pursuing admission to the university. If an individual mentions a disability or submits documentation, staff will refer him or her to Access Services. In order to maintain confidentiality, the Office of Admission staff cannot discuss disability services with prospective students.

Admission

Admission criteria are the same for students with or without disabilities. No special admissions criteria exist for students with disabilities. All students applying to Baker University must meet the admissions criteria stated in the University catalog.

Readmission

Baker University has adopted written policies governing readmission. Failure to follow designated policies justifies a denial of readmission. Regardless of the disability, a student must demonstrate that he or she is otherwise qualified and their readmission will not pose a substantial risk to the health and safety of the student or the campus population. Procedures for suspensions are available in the University catalog.

Field Trips and Off-Campus Projects

Activities held off-campus must provide the same opportunities for students with disabilities as for other students. Reasonable accommodations will be provided so that the student with a disability will attain the same benefit as other students. When a student is unable to participate in a field trip, specimens, detailed pictures, drawings, etc., will be provided to the student.

Off-Campus Facilities, Internships, Student Teaching

Academic adjustments must be provided during internships and student teaching and must ensure that the off-site facilities are accessible.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Students with disabilities who participate in practicums, internships, student teaching, or any other off-campus projects for a class that is required in their degree or certification program are entitled to the same accommodations as individuals with disabilities who remain on campus. Students must identify themselves to Access Services and provide appropriate documentation to establish eligibility, just as they would if the class were held on campus.

Study Abroad

Students with disabilities have the right to participate in the study abroad program of their choice. It is important for a student to know that attitudes about accessibility abroad can be very different from those in the United States. While some countries have legal protections in place for individuals with disabilities, others do not. Access Services can request accommodations but cannot guarantee them. Provisions of all accommodations abroad are explored on a case-by-case basis by Access Services staff and the study abroad program. Students who are considering studying abroad and who have been approved for accommodations at Baker should meet with the Access Services staff to discuss their concerns.

Financial Aid

Equal assistance in obtaining financial aid and student employment is provided to students with disabilities. The Higher Education Act of 1965 (amended by Congress) mandates that institutions of higher education establish minimum standards of “reasonable academic progress” toward their degree to receive financial aid. Federal guidelines consider an undergraduate student with 12 credits per enrollment period to be a full-time student. At Baker University’s Baldwin City campus, a reduced campus load may be taken, and financial aid will be adjusted accordingly.

When a student requests a waiver of satisfactory progress requirements, medical documentation will be provided to Access Services, a release of information will be signed, and appropriate information will be provided to the Office of Financial Aid.

Students requesting a reduced course load should be aware of the possible impact on their health insurance. If a student receives benefits under a parent’s policy, many policies will drop a dependent if his or her college course load falls below full-time status.

A reduced course load may extend the amount of time required to earn a degree.

Scholarships

The Office of Financial Aid provides scholarship services. Any student who meets the individual scholarship requirements may apply.

Student Conduct

Individuals with disabilities are subject to Baker University’s student code of conduct, detailed in the Student Handbook, as are all students. Inappropriate behavior will be reported to the Dean of Students and/or to Campus Security if the behavior poses a threat to self or others. The Student Handbook is found on-line at http://www.bakeru.edu/images/pdf/BL_undergrad/undergrad_handbook.pdf

Academic Advising

A student’s advisor is requested to work closely with the Access Services staff to determine if the course load or course combinations are appropriate for students with documented disabilities.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Student Housing

Baker provides housing to students with disabilities that is convenient, accessible and comparable, at the same cost as for other students. The university residence halls and apartments adhere to the legal requirements that they be accessible to all students and have rooms that are designed for individuals with special needs. Access Services consults with the Associate Dean of Students when special accommodations are requested due to a disability.

Special Housing Accommodations. Requests for specialized housing arrangements should include the following information:

- Disability diagnosis
- Test/Evaluations (including dates and results)
- History of functional issues
- Current functional issues
- Recommendations for accommodations

Baker University and Access Services will provide a continuum of possibilities when applicable. Final decisions concerning specialized housing accommodations may involve the Dean of Students.

Campus Performances, Theatre, Guests Speakers

Programs or events that are open to the public and sponsored by university departments must be accessible to those with disabilities. The services to students with disabilities are the responsibility of the activity host, e.g. athletic department, student-sponsored activities board, theatre, etc. While Access Services is not responsible for providing accommodations for out-of-classroom activities, staff can serve as consultants to the department or organization in meeting individual requests for accommodations at events that are not related to achieving a degree or credits for a degree.

Bookstore

Personal assistance will be provided in the bookstore at any time for students whose limitations necessitate it. Students may request assistance at the front check-out counter. If a student needs extensive assistance beyond what the bookstore staff can provide, please call Access Services to arrange an appointment. Requests for assistance should be made at least 48 hours in advance.

Buildings and Other Existing Facilities

Each program or activity, when viewed in its entirety, must be accessible. However, this does not necessarily mean a structural change will be made if other methods are effective. Alternatives may include reassignment of classes, redesign of equipment, or other adaptations. For example, a professor whose office is not accessible to an individual using a wheelchair must arrange to meet that student at another reasonable location.

New Construction

Each facility or part of a facility must be designed and constructed in such a manner that the facility or part of the facility is readily accessible.

Inclement Weather Access

University closings. University administration determines when the weather is hazardous and a threat to the safety of its staff and students. As soon as the determination is made, public announcements will be made via Baker's website (www.bakeru.edu/weather) and B-Alert, the University emergency notification system. Students may also call the university switchboard at 785-594-6451 to request University closure information.

ACCESS TO ACADEMIC AND CAMPUS SERVICES

Class Absences for Safety Reasons. Weather conditions that are not hazardous to most students may affect the safety of some individuals with mobility problems. These students may contact the Maintenance Department to determine conditions on campus. If these students believe it is unsafe for them to attend classes that day, they should email their instructors with a copy sent to Access Services (sas@bakerU.edu). The Disability Identification memo provided to faculty at the beginning of the semester notes this potential accommodation.

Snow and Ice Removal. Snow and ice removal or sanding concrete will occur on areas that have the greatest impact on students. Maintenance Department personnel will clear areas of campus as rapidly as possible. This is an ongoing process that commences early in the morning and continues throughout the day until conditions are no longer hazardous.

Library

Collins Library is committed to providing all users with equal access to library programs, services, and materials. Students needing assistance with general library services may contact the reference desk in the library. The most efficient service may be received between 9 a.m. and 4:30 p.m. Monday through Friday, when the library is fully staffed.

Accessible parking for individuals with disabilities who have a state parking permit is available in front of the library on Eighth Street. A ramp is available on the north side of the library, and the library entrance is equipped with an elevator. Wheelchair accessible restrooms for men and women are located on each floor of the library building.

Services for people with disabilities may include:

- Retrieval of materials for those unable to retrieve materials themselves. Students should request this service in person or call the library. Advance notice is appreciated.
- Assistance completing library forms.
- Photocopying library materials when those of the self-service photocopy machine is not accessible. The cost is 10 cents per page. Students should call before visiting the library if extensive copying assistance will be needed.
- Assistance with the library's online system and other databases.
- Reference service is available in person and via phone (785.594.8414), email (reference@bakeru.edu), or an instant messaging (from the Ask A Librarian page on the library website) during library hours.
- Wheelchair accessible workstations are available.

If students need extensive assistance beyond what the library staff can provide, please contact Access Services to arrange an appointment with a staff member. Requests for assistance should be made at least 48 hours in advance.

Emergency Response

Campus Security is responsible for all emergency responses, including medical alerts and evacuations. At the beginning of each semester, Access Services, with the student's permission, will notify Campus Security that a student with a disability who may require an emergency medical response is on campus. Campus Security keeps records of the student's classes and can respond accordingly.

Personal Attendant

Students whose disabilities require personal assistance are responsible for obtaining the services of a personal attendant. Requesting services from non-trained students, faculty, or staff may threaten the

ACCESS TO ACADEMIC AND CAMPUS SERVICES

safety of the student with a disability and the student who is providing the assistance, and thus, Baker University cannot assume the liability of risk involved.

Student Health Services

The Student Health Center is located at 519 Grove (corner of Sixth and Grove Streets). Services are provided for all students regardless of any disability. Health care services are covered under the student's tuition. Medical services specific to the disability are the student's responsibility. A full-time nurse is available during the week with two half-days of physician coverage. It is suggested that the student discuss any disability with the nurse/director and the physician. The Student Health Center staff will provide specific information regarding the services offered.

Student Employment

Students with disabilities must meet the same employment criteria that all students must meet. If a student meets the eligibility criteria to have a work award included in the total financial aid package, an estimated amount of work eligibility is included in his/her financial aid package. Individuals with disabilities are covered by the general campus non-discrimination policy. Further information can be obtained in the Office of Financial Aid.

Career Services

Career Services are available to all students. Qualified individuals with disabilities will not be "counseled toward more restrictive career objectives than are nondisabled students with similar interest and abilities" (Section 504 of the Rehabilitation Act of 1973). Career Services staff may provide factual information regarding licensure or certification requirements that may present obstacles for an individual student given his/her disability.

Counseling Center

The Counseling Center provides free short-term counseling related to personal issues for all students. Access Services refers students to the Counseling Center when emotional and psychological support is necessary. If a student signs a release, the Counseling Center Director and the Access Services staff may collaborate with the student on strategy development or problem solving.

RIGHTS AND RESPONSIBILITIES

Students, Faculty, Staff and Guests

Students, faculty, staff, and guests with documented and approved disabilities have the *right* to:

- Full and equal participation in the services and activities of Baker University.
- Reasonable accommodations and auxiliary aids and services.
- Privacy and the assurance that confidential information will not be freely disseminated through the campus.
- Limited access to confidential records. However, students must recognize that limiting access may make implementing accommodations more difficult.
- Information readily available in accessible formats.

Students, faculty, staff, and guests with disabilities have the *responsibility* to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, and activities.
- Identify themselves as individuals with disabilities when accommodations are needed and to seek information, counsel, and assistance as necessary.
- Demonstrate and/or document (from an appropriate professional) how the disabilities limit their participation in courses, programs, services, jobs and activities.
- Follow published procedures for obtaining reasonable accommodations, academic and work adjustments, and auxiliary aids and services, or when requesting barrier removal.

Student Responsibilities

Students have the *responsibility* to:

- Identify themselves to the Access Services staff and to provide professional verification of their disability. A professionally verified disability is a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, corrective therapist, learning disability specialist, or other appropriate professional.
- Provide testing and evaluation results to Access Services.
- Work cooperatively with the Access Services staff to determine what, if any, specific academic accommodations will be necessary while enrolled in courses and/or while completing testing requirements.
- Complete the Voluntary Intake and Disability Disclosure form and meet with the Access Services staff at the start of each semester to review course requirements and to complete the Academic Accommodation Request form so that the accommodation memos can be sent to the instructors.
- Meet with their individual instructors during the first week of class to discuss disability-related needs and accommodations after their Academic Accommodation Requests forms have been processed.
- Discuss the list of academic adjustments, as prescribed by Access Services, with the faculty member(s) in whose class(es) these accommodations are necessary. Students will provide faculty members with Testing Accommodations forms one week before a scheduled exam. The Access Services will ensure that the approved accommodations are made available.
- Abide by departmental and university policies and academic regulations as all students do.

Faculty Responsibilities

Faculty members have the *responsibility* to:

- Comply with the university's policies and procedures for providing accommodations.
- Notify students that accommodations are available by listing accommodation information on the class syllabus and announcing it during class.

RIGHTS AND RESPONSIBILITIES

- Set and enforce academic and course conduct standards.
- Determine essential elements of the course conduct standards.
- Cooperate with the Access Services staff in providing prescribed accommodations and support services for the student in a fair and timely manner.
- Provide timely access to course materials for students with disabilities, particularly those with disabilities who need printed information in alternative formats. The U.S. Department of Education Office of Civil Rights has defined “timely” to mean the same time that all other students receive the information. Faculty must, therefore, allow sufficient time (one to two weeks) for print materials to be translated into alternative formats (e.g., Braille, audiotapes, large print, e-text).
- Review the Academic Accommodation Request form with the student and sign the Signature Form provided by the student to acknowledge receipt of the accommodation request information and its review with the student.
- Complete the Testing Accommodation form and return it with the test to the Access Services located in the Office of Student Academic Success at least 24 hours prior to the scheduled test time.
- Provide a copy of examination materials one week in advance when alternate-format materials are requested as a reasonable accommodation. This will allow sufficient time to convert the exam materials into the necessary non-print format (e.g., Braille, audiotapes, large print, e-text).
- Consult with Access Services regarding questions about how to implement the prescribed accommodations.
- Provide a classroom atmosphere that is harassment-free and non-discriminatory for students.
- Discuss questions about a student’s disability-related accommodation in a private setting in order to ensure confidentiality.

Baker University Rights and Responsibilities

Baker University has the *right* to:

- Establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities or facilities, and to evaluate individuals with disabilities on this basis.
- Determine the appropriate standards in developing, constructing, remodeling, and maintaining facilities.
- Confirm disability status and requests and receive current, relevant documentation that supports requests for accommodations, academic and work adjustments, and auxiliary aids and services.
- Allow appropriate staff to discuss individuals and their disabilities in order to implement requested accommodations.
- Deny a request for accommodations, academic and work adjustments, auxiliary aids and services, and barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation.
- Select among equally effective accommodations, academic and work adjustments, and auxiliary aids and services.
- Refuse unreasonable accommodations, academic and work adjustments, auxiliary aids and services, and barrier removal in facilities that impose a fundamental alteration on a program or activity of the University.

Baker University has the responsibility to:

- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request.

RIGHTS AND RESPONSIBILITIES

- Ensure that courses, programs, services, jobs, and activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- Evaluate students, faculty, and staff on the basis of their abilities and not their disabilities.
- Respond to requests in a timely manner.
- Provide or arrange reasonable accommodations, academic and work adjustments, and auxiliary aids and services in courses, programs, services, jobs, and activities, and facilities.
- Include references to accessibility and services for individuals with disabilities in university publications.
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.
- Support through the budget updates for technology software and books in alternative formats.
- Support through the budget appropriate staffing in Access Services.

Access Services

Access Services has the *responsibility* to:

- Publicize the procedures for requesting accommodations.
- Maintain written procedures for handling accommodations.
- Determine whether or not a student is eligible to receive reasonable accommodations and support services on Baker University campuses. Access Services requires verification by an appropriate professional, such as a physician, rehabilitation counselor or therapist.
- Request appropriate accommodations and support services on the campus and in the classroom, including test-taking accommodations.
- Respect the confidential nature of a student's disability and maintain professional standards. When granted permission to release information by a student, the Access Services staff will provide the requested information to the specified person or agency in a timely manner.
- Request appropriate academic accommodations for an individual student. Access Services staff will complete the accommodation memos and deliver them to the student's instructors at the beginning of the semester or when the disability is verified.
- Assist students in obtaining access, when feasible, to computers and other technological adaptations.
- Provide, upon request, consultation to instructors regarding how to implement most effectively the authorized academic accommodations.
- Maintain Baker University's academic and conduct standards.
- Provide support and information to faculty about disabilities and accommodation services.

Administrators have the *responsibility* to:

- Make available copies of the university policies regarding academic accommodations for students with disabilities to each faculty member.
- Provide necessary support to the faculty member who is charged with making the accommodations.
- Ensure that when a prescribed accommodation is challenged, the accommodation will be provided until the matter has been formally reviewed and resolved.
- Ensure that the faculty and staff within their departments understand Baker University's commitment to implementing law and policy assuring non-discrimination on the basis of disability.
- Uphold the final decision of the Executive Vice President for Academic Affairs regarding a formal grievance.

GRIEVANCE AND APPEAL PROCEDURES

Grievance Policy

In the event that specific complaints arise regarding the University's compliance with particular provisions of the Americans with Disabilities Act of 1990 (ADA), as amended, an individual with a potential grievance is encouraged to work with the Baker University personnel most closely involved, in an effort to resolve the matter informally. If the complaints cannot be resolved informally, the following procedure will be followed in order to initiate a formal grievance.

The procedure has been developed for use by students and prospective students for purposes of grievances pursuant to the ADA. *Grievance* as used in this procedure means a written complaint by any student who believes that he or she is a qualified individual with a disability who has been adversely affected by an improper application of one or more University rules, regulations, or policies, or by specified improper actions by any individual affiliated with the University in the capacity of academic personnel, administrative or professional staff, or clerical or service staff.

Student as used in this procedures includes persons (1) who are registered in classes at Baker University at the time a grievance pursuant to this policy is initiated; (2) who were registered for classes at Baker University at the time the adverse occurrence that gave rise to the grievance occurred; or (3) who have an offer of admission to Baker University.

Student Grievance Procedures

A grievance is a written complaint by a student with a disability who thinks that he or she has been treated unfairly (i.e. discriminated against) by any Baker University employee or by any Baker policy because of his or her disability. By implementing this procedure, the student is seeking assistance in resolving the issue(s) that prompted the complaint.

Step One. As the first step, the student should try to resolve the situation with whoever is involved in the issue. If the situation cannot be resolved, the student should speak with the Access Services staff as soon as possible. In most cases, the problem will be easier to resolve the earlier it is addressed.

Effective communication is the key. The student should keep a written record of his or her concerns including:

- Details of the incident
- Names of the people involved
- Witness, if known
- Exactly what was said or done
- How the student responded
- How the situation affected the student
- What the student did about the situation

Step Two. If the grievance cannot be resolved informally and the student would like to explore filing a grievance, he or she must make an appointment with Access Services located in the Office of Student Academic Success in the lower level of Collins Library (Baldwin City campus). To file a written grievance, the student first files a written complaint within 45 working days of the incident or within 45 working days of the most recent incident if the behavior is on-going.

The written statement must include:

- A description of how the student was treated unfairly because of his or her disability
- The date of the event(s)
- The names of the people involved

GRIEVANCE AND APPEAL PROCEDURES

- An explanation of what the student did to try to resolve the situation

The student should send the complaint to:

Student Academic Success, ATTN: Kathy Wilson
Baker University
P.O. Box 65
Baldwin City, KS 66006
Phone: 785.594.8352; Fax: 785.594.8367; Email: sas@bakerU.edu

Upon receipt of the statement, Access Services will arrange a meeting with the student within ten (10) working days. If this meeting does not resolve the grievance, Access Services will conduct an informal investigation of the complaint with the object of resolving the grievance. The student will receive a written response to his or her grievance within thirty (30) working days of the meeting with Access Services.

If the student is not satisfied with this response, he or she may present the grievance to the Executive Vice President for Academic Affairs within ten (10) working days of receiving the decision by Access Services. The Executive Vice President for Academic Affairs will contact the student within fifteen (15) working days of receiving the grievance to discuss the complaint. Students will be notified in writing of the decision by the Executive Vice President for Academic Affairs within fifteen (15) working days of the meeting.

Faculty Complaint Procedures

Once a student has been declared eligible for reasonable accommodations Baker University, the departments and faculty members are legally bound to honor prescribed accommodations.

- If a faculty member has questions about the appropriateness of a prescribed accommodation, he or she should contact Access Services for consultation.
- If questions are not resolved, the faculty member should submit a written request for an informal review to his/her department chair within five (5) working days.
- Informal resolution may also include input from the Access Services staff, the Assistant Dean for Student Engagement and Success, the Dean of Students, and/or the ADA Compliance Officer.
- If an informal resolution is not successful, Executive Vice President for Academic Affairs will initiate a formal investigation of the complaint within fourteen (14) working days.
- The department/faculty will be asked to demonstrate:
 - That the accommodation would cause undue hardship
 - That the authorized adjustment would fundamentally alter the program of instruction pursued by the student
- The accommodations must be provided for the student unless they are officially set aside or modified.
- A faculty member cannot refuse to make accommodations for a student once they have been prescribed.
- At the conclusion of the investigation, the Executive Vice President for Academic Affairs will notify the faculty member of the decision on the appropriateness of the prescribed accommodation.

Students and faculty are encouraged to seek the expertise and guidance of the Access Services staff regarding the implementation of reasonable accommodations. A proactive consultation may help prevent unpleasant and unnecessary conflicts.

ACCESS SERVICES FORMS

Voluntary Intake and Disability Disclosure
Verification of Attention Deficit/Hyperactive Disorder
Verification of Learning Disabilities
Verification of Physical/Health-Related Disabilities
Verification of Physical/Health-Related Disabilities with Severity Chart
Verification of Psychological Disabilities
Release of Information
Release of Information and Procedures for Emergency Medical Occurrence
Academic Accommodation Request
Procedure for Sending Memos to Instructors
Sample Communication for Instructors

- Memo for Learning Disability
- Memo for Physical Disability
- Email for Note-taker

Test Accommodation Form
Procedure for Requesting a Note-taker
Request for a Note-taker
Note-taker Contract
Audio-Recording Agreement
Equipment Loan Agreement
Disposed Files
Student Worker Statement of Understanding of the Family Rights and Privacy Act

Voluntary Intake and Disability Disclosure

Baker University – Access Services

All information obtained in diagnostic medical, psychological, and educational reports will be maintained and used in accordance with applicable confidentiality requirements.

I. General Information (all information is voluntary and optional):

Name: _____ Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Local phone: _____ Work phone: _____ Permanent phone: _____

Email: _____

Social Security #: _____ Age: _____ Date of birth: _____

Male Female

Place of employment: _____ Hours worked per week: _____

University Status

Freshman

Sophomore

Junior

Senior

Graduate/Masters

Special

Prospective

Transfer from: _____

School Information

GPA: _____

Major: _____

Referred By

Professor

Admission

Financial Aid

Faculty Member

Self

Counseling

Other _____

Marital Status

Single

Married

Widowed

Divorced

Separated

Significant other

Children/Dependents

Yes, ages _____

No children

Receiving financial aid?

Yes No

Ethnic Origin

Non-resident Alien

Black, Non-Hispanic

American Indian/Alaska Native

Asian/Pacific Islander

Hispanic

White, Non-Hispanic

Race/Ethnicity Unknown

English is second language?

Yes No

Reason for this session: _____

II. Disability Information (all information is voluntary and optional):

Please complete the following information if you have or suspect you have a disability.

Are you a student with a disability? Yes, diagnosed Suspected, not diagnosed No

If yes or suspected, describe the nature of the disability: _____

What is the nature of your impairment? Check all that apply.

Learning disability

Visual impairment

Attention deficit/Hyperactivity disorder

Hearing impairment

Chronic health disorder (please explain the nature of impairment) _____

Mobility impairment (please explain the nature of impairment) _____

Other (please explain the nature of impairment) _____

Describe your health: Good Fair Poor

Have you had previous disability counseling?: No Yes Where? _____

What was the date of your last physical exam by a doctor? _____

What prescriptions are you taking or have you taken in the past? _____

How long did/do you expect to take this medication? _____

Describe any serious physical illness, injuries, or surgeries you have now or have had in the past.

Please list the accommodations you will likely request. _____

Return form to:
ACCESS SERVICES COORDINATOR
Baker University
PO Box 65
Baldwin City, Kansas 66006

Verification of Attention Deficit/Hyperactivity Disorder

Baker University – Access Services

In order to determine your eligibility to receive accommodations and support services, Access Services requires specific information from you and your health-care provider. You must sign the release of information below giving Baker University staff permission to speak with your provider to answer questions related to your documentation. You must complete Page 1, and your provider must complete Pages 2-5. The entire verification form should be returned to the address listed on Page 5.

Student Completes This Section (Please Print or Type)

Student name:

(Last) (First) (Middle)

Birth date: _____ Gender: Male Female

Are you currently enrolled at Baker University?: _____ Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Local phone #: _____ E-mail address: _____

Authorization to Receive Information

I authorize Baker University's Office of Student Academic Success to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) with the Access Services staff.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of AD/HD

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Baker University provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this Services requires current and comprehensive documentation of the student's disorder from the diagnosing physician or health-care provider. **The provider completing this form cannot be a relative of the student. Items 1-7 must be completed in full.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information (e.g., psycho-educational report and test scores, psychological test results, etc.).

Please respond by typing the following items regarding the student named above. Illegible forms may delay the process for the student.

1. What is the student's diagnosis?

a) How long has the student had this condition?

b) What is the severity of the condition? Please check one: Mild Moderate Severe
 Please explain severity:

2. Please check which of the major life activities listed below are affected by the diagnosed learning disability. Please indicate the level of limitation.

Life Activity	Little to No Impact	Moderate Impact	Substantial Impact	Don't Know
Concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing internal distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely submission of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class regularly and on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making and keeping appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please state the following:

a) Date of first contact with student:

b) Date of last contact with student:

c) Frequency of appointments with student:

3. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnoses and your reasons for ruling them out.

4. Explain how the symptoms related to the student's condition cause significant impairment in a major life activity (e.g., in a classroom setting).

5. List this student's current medication(s), dosage, frequency, and adverse side effects (if applicable for the above-mentioned diagnosis).

a) Do the prescribed medications directly limit the student's ability to function?

Yes No

b) If yes, please explain:

6. Please state specific recommendations regarding accommodations for this student and a rationale for why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary (e.g., if you suggest extended testing time, state the reasons for this request related to the student's condition).

7. If current treatments (e.g., medications) are successful, why are the above accommodations necessary?

The provider must send a description of the diagnostic criteria or listing of the diagnostic testing conducted. The description should include a list of the diagnostic tests utilized, a list of the results of the diagnostic procedures and tests, and the dates they were administered. The following list is provided as a resource, but is not intended to be definitive or exhaustive:

Interviews

- *Barkley's semi-structured interview*

Continuous Performance Tests

- *Conners Teacher Rating Scales (CTRS-R-S)*
- *Test of Variable Attention (TOVA)*

Rating Scales

- *Wender Utah Rating Scale*
- *Brown Attention-Activation Disorder Scale*
- *Beck Anxiety Inventory*
- *Hamilton's Depression Rating Scale*

Neuro-psychological and psycho-educational testing:

For Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale – III (WAIS-R, WAIS III)*
- *Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*
- *Wechsler Memory Scale (WMS III-R)*

For Academic Achievement

- *Scholastic Abilities Test for Adults (SATA)*
 - *Stanford Test of Academic Skills (TASK)*
 - *Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Achievement*
 - *Wechsler Individual Achievement Test (WIAT)*
- Or specific achievement tests such as:*
- *Nelson-Denny Reading Skills Test*
 - *Stanford Diagnostic Mathematics Test*
 - *Test of Written Language – 3 (TOWL-3)*
 - *Woodcock Reading Mastery Tests – Revised*
 - *Peabody Individual Achievement Test (PIAT)*

For Information Processing

- *Detroit Tests of Learning Aptitude – 3 (DTLA-3) or Detroit Tests of Learning Aptitude – Adult (DTLA A)*
- *Information from subtests on WAIS IV or Woodcock Johnson Psycho educational Battery – Revised: Tests of Cognitive Ability*

Medical Evaluation

Note: The determination of AD/HD must not rely on any individual test or rating scale, but rather an appropriate combination of the above and/or other professionally accepted measures.

The provider completing this form cannot be a relative of the student.

Signature of provider Date

License # _____ State _____

(Please Type)

Name/Title: _____

Address: _____

Phone: _____

Please Return completed form to:

Access Services
Attn: Kathy Wilson, Academic Success Coordinator
Baker University
618 Eighth Street
Baldwin City, Kansas 66006
Phone: 785-594-8352
Fax: 785-594-8367

Verification of Learning Disabilities

Baker University – Access Services

In order to determine your eligibility to receive accommodations and support services, Access Services requires specific information from you and your health-care provider. You must sign the release of information below giving Baker University staff permission to speak with your provider to answer questions related to your documentation. You must complete Page 1, and your provider must complete Pages 2-5. The entire verification form should be returned to the address listed on Page 5.

Student Completes This Section (Please Print or Type)

Student name:

(Last) (First) (Middle)

Birth date: _____ Gender: Male Female

Are you currently enrolled at Baker University?: _____ Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Local phone #: _____ E-mail address: _____

Authorization to Receive Information

I authorize Baker University's Office of Student Academic Success to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) with the Access Services staff.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of Learning Disabilities

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Baker University provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this Services requires current and comprehensive documentation of the student's disorder from the diagnosing physician or health-care provider. **The provider completing this form cannot be a relative of the student. Items 1-7 must be completed in full.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information (e.g., psycho-educational report and test scores, psychological test results, etc.).

Please respond by typing the following items regarding the student named above. Illegible forms may delay the process for the student.

1. What is the student's diagnosis?

a) How long has the student had this condition?

b) What is the severity of the condition? Please check one: Mild Moderate Severe
 Please explain severity:

2. Please check which of the major life activities listed below are affected by the diagnosed learning disability. Please indicate the level of limitation.

Life Activity	Little to No Impact	Moderate Impact	Substantial Impact	Don't Know
Concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing internal distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely submission of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Access Services Policies and Procedures

Attending class regularly and on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making and keeping appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please state the following:

a) Date of first contact with student:

b) Date of last contact with student:

c) Frequency of appointments with student:

4. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnoses and your reasons for ruling them out.

5. Explain how the symptoms related to the student's condition cause significant impairment in a major life activity (e.g., in a classroom setting).

6. List this student's current medication(s), dosage, frequency, and adverse side effects (if applicable for the above-mentioned diagnosis).

a) Do the prescribed medications directly limit the student's ability to function?

Yes No

b) If yes, please explain:

7. Please state specific recommendations regarding accommodations for this student and a rationale for why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary (e.g., if you suggest a note-taker, state the reasons for this request related to the student's condition).

8. If current treatments (e.g., medications) are successful, why are the above accommodations necessary?

The provider must send a description of the diagnostic criteria or listing of the diagnostic testing conducted. The description should include a list of the diagnostic tests utilized, a list of the results of the diagnostic procedures and tests, and the dates they were administered. The following list is provided as a resource, but is not intended to be definitive or exhaustive:

- **Aptitude:**
 - Wechsler Adult Intelligence Scale – Revised (WAIS-R)
 - Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence Test
 - Stanford-Binet Intelligence Scale (4th ed.)
 - The Slosson Intelligence Test- Revised and the Kaufman Brief Intelligence Test are primarily screening devices that are not comprehensive enough to provide the kinds of information necessary to make accommodations decisions
 - Halstead-Reitan Neuropsychological Battery (Complete battery often is not indicated unless a head injury or suspicion of some other cognitive dysfunction exists)

- **Academic Achievement:**
 - Scholastic Abilities Test for Adults (SATA)
 - Stanford Test of Academic Skills
 - Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - **or specific achievement tests such as:**
 - Nelson-Denny Reading Skills Test
 - Stanford Diagnostic Mathematics Test
 - Test of Written Language – 3 (TOWL-3)
 - Woodcock Reading Mastery Tests – Revised

Specific achievement test are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test – 3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

- **Information Processing**

Acceptable instruments include the Detroit Tests of Learning Aptitude – 3 (DTLA-3), the Detroit Tests of Learning Aptitude – Adult (DTLA-A), information from subtests on WAIS-R, Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability, as well as other relevant instruments.

The provider completing this form cannot be a relative of the student.

Signature of provider Date

License # _____ State _____

(Please Type)

Name/Title: _____

Address: _____

Phone: _____

Please Return completed form to:

Access Services
Attn: Kathy Wilson, Academic Success Coordinator
Baker University
618 Eighth Street
Baldwin City, Kansas 66006
Phone: 785-594-8352
Fax: 785-594-8367

Verification of Physical/Health-Related Disabilities

Baker University – Access Services

In order to determine your eligibility to receive accommodations and support services, Access Services requires specific information from you and your health-care provider. You must sign the release of information below giving Baker University staff permission to speak with your provider to answer questions related to your documentation. You must complete Page 1, and your provider must complete Pages 2-4. The entire verification form should be returned to the address listed on Page 4.

Student Completes This Section (Please Print or Type)

Student name:

(Last) (First) (Middle)

Birth date: _____ Gender: Male Female

Are you currently enrolled at Baker University?: _____ Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Local phone #: _____ E-mail address: _____

Authorization to Receive Information

I authorize Baker University's Office of Student Academic Success to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) with the Access Services staff.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of Physical/Health-Related Disabilities

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Baker University provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this Services requires current and comprehensive documentation of the student's disorder from the diagnosing physician or health-care provider. **The provider completing this form cannot be a relative of the student. Items 1-7 must be completed in full.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information (e.g., psycho-educational report and test scores, psychological test results, etc.).

Please respond by typing the following items regarding the student named above. Illegible forms may delay the process for the student.

1. What is the student's medical condition/diagnosis?

a) How long has the student had this condition?

b) What is the severity of the condition? Please check one: Mild Moderate Severe
Please explain severity:

c) What is the expected duration of this condition? Is it chronic, episodic, or short-term? (Please explain.)

2. Please state the following:

a) Date of first contact with student:

b) Date of last contact with student:

c) Frequency of appointments with student:

3. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnoses and your reasons for ruling them out.

Access Services Policies and Procedures

4. Explain how the symptoms related to the student's condition cause significant impairment in a major life activity (e.g., in a classroom setting).

5. List this student's current medication(s), dosage, frequency, and adverse side effects (if applicable for the above-mentioned diagnosis).

- a) Do the prescribed medications directly limit the student's ability to function?

Yes No

- b) If yes, please explain:

6. Please state specific recommendations regarding accommodations for this student and a rationale for why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary (e.g., if you suggest a note-taker, state the reasons for this request related to the student's condition).

7. If current treatments (e.g., medications) are successful, why are the above accommodations necessary?

The provider may also send a report that provides additional related information.

The provider completing this form cannot be a relative of the student.

Signature of provider Date

License # _____ State _____

(Please Type)

Name/Title: _____

Address: _____

Phone: _____

Please Return completed form to:

Access Services
Attn: Kathy Wilson, Academic Success Coordinator
Baker University
618 Eighth Street
Baldwin City, Kansas 66006
Phone: 785-594-8352
Fax: 785-594-8367

Verification of Physical/Health-Related Disabilities

Baker University – Access Services

In order to determine your eligibility to receive accommodations and support services, Access Services requires specific information from you and your health-care provider. You must sign the release of information below giving Baker University staff permission to speak with your provider to answer questions related to your documentation. You must complete Page 1, and your provider must complete Pages 2-4. The entire verification form should be returned to the address listed on Page 4.

Student Completes This Section (Please Print or Type)

Student name:

(Last)	(First)	(Middle)
--------	---------	----------

Birth date: _____ Gender: Male Female

Are you currently enrolled at Baker University?: _____ Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Local phone #: _____ E-mail address: _____

Authorization to Receive Information

I authorize Baker University's Office of Student Academic Success to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) with the Access Services staff.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of Physical/Health-Related Disabilities

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Baker University provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this Services requires current and comprehensive documentation of the student's disorder from the diagnosing physician or health-care provider. **The provider completing this form cannot be a relative of the student. Items 1-7 must be completed in full.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information (e.g., psycho-educational report and test scores, psychological test results, etc.).

Please respond by typing the following items regarding the student named above. Illegible forms may delay the process for the student.

1. What is the student's medical condition/diagnosis?

a) How long has the student had this condition?

b) What is the severity of the condition? Please check one: Mild Moderate Severe
Please explain severity:

c) What is the expected duration of this condition? Is it chronic, episodic, or short-term? (Please explain.)

2. Please state the following:

a) Date of first contact with student:

b) Date of last contact with student:

c) Frequency of appointments with student:

3. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnoses and your reasons for ruling them out.

Access Services Policies and Procedures

4. Explain how the symptoms related to the student's condition cause significant impairment in a major life activity (e.g., in a classroom setting).

5. Please check which of the major life activities listed below are affected by the diagnosed learning disability. Please indicate the level of limitation.

Life Activity	Little to No Impact	Moderate Impact	Substantial Impact	Don't Know
Concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing internal distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely submission of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class regularly and on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making and keeping appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. List this student's current medication(s), dosage, frequency, and adverse side effects (if applicable for the above-mentioned diagnosis).

a) Do the prescribed medications directly limit the student's ability to function? Yes No

b) If yes, please explain:

7. Please state specific recommendations regarding accommodations for this student and a rationale for why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary (e.g., if you suggest a note-taker, state the reasons for this request related to the student's condition).

8. If current treatments (e.g., medications) are successful, why are the above accommodations necessary?

The provider may also send a report that provides additional related information.

The provider completing this form cannot be a relative of the student.

Signature of provider _____ Date _____

License # _____ State _____

(Please Type)

Name/Title: _____

Address: _____

Phone: _____

Please Return completed form to:

Access Services
Attn: Kathy Wilson, Academic Success Coordinator
Baker University
618 Eighth Street
Baldwin City, Kansas 66006
Phone: 785-594-8352
Fax: 785-594-8367

Verification of Psychological Disabilities

Baker University – Access Services

In order to determine your eligibility to receive accommodations and support services, Access Services requires specific information from you and your health-care provider. You must sign the release of information below giving Baker University staff permission to speak with your provider to answer questions related to your documentation. You must complete Page 1, and your provider must complete Pages 2-4. The entire verification form should be returned to the address listed on Page 4.

Student Completes This Section (Please Print or Type)

Student name:

(Last)

(First)

(Middle)

Birth date: _____ Gender: Male Female

Are you currently enrolled at Baker University?: _____ Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Local phone #: _____ E-mail address: _____

Authorization to Receive Information

I authorize Baker University's Office of Student Academic Success to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) with the Access Services staff.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of Psychological Disabilities

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Baker University provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this Services requires current and comprehensive documentation of the student's disorder from the diagnosing physician or health-care provider. **The provider completing this form cannot be a relative of the student. Items 1-11 must be completed in full.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information.

Please respond by typing the following items regarding the student named above. Illegible forms may delay the process for the student.

1. Today's date: _____ Date of diagnosis (below): _____
2. Date student was last seen: _____
3. DSM-IV diagnosis:
 - Axis I: _____
 - Axis II: _____
 - Axis III: _____
 - Axis IV: _____
 - Axis V (GAF score): _____
4. In addition to DSM-IV criteria, how did you arrive at your diagnosis? Please check all relevant items below, adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.
 - Structured or unstructured interviews with the student
 - Interviews with others Behavioral observations Medical history
 - Developmental history Educational history
 - Neuro-psychological testing; Date(s) of testing _____
 - Psycho-educational testing; Date(s) of testing _____
 - Standardized or unstandardized rating scales
 - Other (please specify) _____

5. Please check which of the major life activities listed below are affected because of the psychological diagnosis. Please indicate the level of limitation.

Life Activity	Little to No Impact	Moderate Impact	Substantial Impact	Don't Know
Concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Access Services Policies and Procedures

Self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing internal distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely submission of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class regularly and on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making and keeping appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How will the diagnosis affect the student's major life activities in a university setting?

7. What other specific symptoms manifesting themselves at this time might affect the student's academic performance?

8. What medication is the student currently taking? How effective is the medication? How might side effects, if any, affect the student's academic performance?

9. What is the student's prognosis? How long do you anticipate that the student's academic achievement will be affected by his or her disability?

Six months One year More than one year

10. Please state specific recommendations regarding accommodations for this student and a rationale for why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary (e.g., if you suggest a note-taker, state the reasons for this request related to the student's condition).

11. Is there anything else you think we should know about the student's psychological disability?

The provider may also send a report that provides additional related information.

Qualified diagnosing professionals are licensed psychologists, psychiatrists, or neurologists. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field.

The provider completing this form cannot be a relative of the student.

Signature of provider _____ Date _____

License # _____ State _____

(Please Type)

Name/Title: _____

Address: _____

Phone: _____

Please Return completed form to:

Access Services
Attn: Kathy Wilson, Academic Success Coordinator
Baker University
618 Eighth Street
Baldwin City, Kansas 66006
Phone: 785-594-8352
Fax: 785-594-8367

Release of Information
Baker University – Access Services

The Family Education Rights and Privacy Act (FERPA, 1974 and as amended) prohibits the release of any educational records except those listed as “Directory Information” as defined by the act without the express written authorization of the student involved. If you wish to authorize any release or discussion of your academic records, please complete this form.

I, _____, Baker University student, authorize Kathy Wilson, Academic Success Coordinator to furnish and release to or discuss with, _____

The following information:
To access grade information

The purpose of this release is to:

I understand that the information requested is confidential in nature.

This is subject to revocation in writing at any time, but revocation will have no effect on previous disclosures. This authorization expires without express revocation one year from the date that appears below.

Signature of Student

Witness

Date

**Release of Information and Procedures for
Emergency Medical Occurrence
Baker University – Access Services**

Student: _____ ID# _____ Date: _____ Term _____

The following information is given with my express permission to provide an informed environment for me at Baker University. I am aware of the contents and agree to it being released confidentially to the Access Services, campus nurse and instructors in whose classes I am registered this semester.

Student Signature

Date

Instructions Specific to My Medical Condition

1. Nature of my condition _____

2. Frequency _____ Duration _____ Intensity _____
3. The best method of assistance _____

4. Length of time to wait before calling an ambulance _____
5. Preferred hospital _____
6. Family/Friend to call _____
7. Other information _____

Academic Accommodation Request

Baker University – Access Services

This form will assist the University in providing *reasonable* academic accommodations to *qualified* students with disabilities. Documentation *is* on file in the Office of Student Academic Success. This form and all information contained on the form are **confidential**.

Name: _____ ID#: _____

E-mail: _____ Local phone: _____

Year at Baker: _____ Instructor: _____

Course name _____ Course#: _____

The following accommodation(s) have been determined to be reasonable for this course:

To the instructor: This electronic notification is to inform you that a student in your class has official classroom accommodations. The student has applied for accommodations, officially verified the stated disability and will soon bring to you a **Signature Form**. Please discuss with the student their needs, your expectations and **sign the Signature Form**. You are not required to do anything with this form. The sole purpose of this form is to notify you of the student's needs. Once the semester ends this form will be invalid and may be deleted.

This information is confidential and should not be shared.

Please let me know if you have any questions or concerns.

Kathy Wilson
Student Academic Success
785-594-8352

Procedure for Sending Memos to Instructors

Baker University – Access Services

Access Services, housed within Student Academic Success, will send written information to instructors at your request in order to notify faculty of the disability and its academic impact and to recommend appropriate classroom accommodations.

After reviewing appropriate documentation of the disability, you will meet with the Access Services to draft the memo. Appropriate accommodations will be based on previous accommodations, the documentation, and the nature of the class. You may request a copy of the memo for your personal files.

You will request memos to instructors by completing the Academic Accommodation Request form and returning it to Access Services. You must submit a request form each semester before memos will be sent. It is your choice if and when memos are sent.

Memos can be sent any time during the semester. However, Access Services strongly recommends that they be sent at the beginning of the semester to allow the program coordinator time to process the forms (usually within 48 hours) and your instructors time to plan for your accommodations. Therefore, you should turn in request forms as soon as your course schedule is finalized. If you drop or add courses, you may fill out forms for the classes you are sure you'll take and update the changes later.

Your instructors will work with you to implement the accommodations. Students and faculty are encouraged to contact Kathy Wilson, Access Services Coordinator, if difficulties or questions arise.

Student Responsibilities

1. Submit Academic Accommodation Request forms in a timely manner.
2. Provide accurate class information for sending memos (faculty names, courses); there is no limit to the number of forms submitted, so you can add or revise as necessary.
3. Meet with faculty regarding the specifics of the letter (e.g., when extra time for exams will be given, where to take exams) within one week of completing the Academic Accommodation Request form.
4. Try to resolve problems with accommodations directly with faculty first.
5. Inform the Access Services of any problems. The Director will advocate for the student, act as liaison, and answer questions that faculty may raise.
6. Review memos to instructors periodically to assess their accuracy and relevance; needs may change.
7. See the Access Services to revise the memos as needed.
8. Notify Student Academic Success at least one week prior to testing accommodations that require individualized assistance.

Student

Date

Access Services

Date

Memo

Student Academic Success

Confidential

To: XXX
 From: XXX
 CC: XXX
 Date: XXX
 Re: Academic Accommodations

I am writing on behalf of XXX XXX, a student in one of your classes. According to her test reports, XXX has a learning disability that affects her ability to process information. Consequently, in line with the mandates of the Americans with Disabilities Act, XXX is entitled to “reasonable accommodations” (the phrase used by the ADA) in order to give her an opportunity to succeed in college equal to that of her peers.

Some of XXX’s options include the following: extended time on tests and in-class assignments, taped or oral examinations, qualified readers, note-takers, taped texts, videotaped lectures, audio-taped lectures, prepared notes, accessibility to a quiet room for testing, word-processing equipment for essay exams, or the use of spell check in computer class. While XXX is not by any means limited to these accommodations (there are more that she can try), those listed above are some that have proved to be helpful to many students with similar learning disabilities.

Because the needs of a student with learning disabilities must be determined on an individual basis, XXX needs to determine which accommodations will work best for her. I have discussed these options with XXX, and she feels that, at this time, the options that would help her most are:

- Extended time on tests and quizzes
- Tests taken in the Testing Center
- Use of a note-taker or instructor’s outline of class presentation

To ensure security and consistency, the Office of Student Academic Success (SAS) has established the following procedures for testing in SAS.

All tests taken in SAS must be accompanied by a Test Accommodation Form. XXX will provide this form to you one week before the scheduled exam. XXX should take her test at the same time as the rest of the class. If this is not possible, she needs your written permission to take the test at a different time. You will need to fill out the form and deliver it with the test to SAS. If the instructions part of the form is not filled out, the proctor will assume that the student may not use any of the support items listed. Once the test has been completed, a SAS staff member or tutor will notify you that the test can be picked up. If a tutor is available, he or she can deliver it to you. XXX will not be allowed to pick up the test or return it to you.

Please make the following announcement the first day of class: *We have a student enrolled in this class who requires a note-taker. The note-taker will be paid for his or her services through SAS. Please see me*

Access Services Policies and Procedures

after class if you are interested. Please refer the note-taker to SAS for additional instructions. If for some reason a note-taker does not come forward, please contact me immediately.

We appreciate your assistance and cooperation with XXX's needs, and if you have questions, please call the Office of Student Academic Success at extension 8352.

Memo

Student Academic Success

Confidential

To: XXX
From: XXX
CC: XXX
Date: XXX
Re: Academic Accommodations

I am writing on behalf of XXX, a student in one of your classes. According to her doctors' reports, XXX has a physical disability that may interfere with her academic studies. Consequently, in line with the mandates of the Americans with Disabilities Act, XXX is entitled to "reasonable accommodations" (the phrase used by the ADA) in order to give her an opportunity to succeed in college equal to that of her peers.

Some of XXX's options include the following: *extended time on tests and in-class assignments, prepared notes, accessibility to a quiet room for testing, classrooms moved to accessible locations.* While XXX is not by any means limited to these accommodations (there are more that she can try), those listed above are some that have proved to be helpful to many students with similar learning disabilities.

Because the needs of a student with disabilities must be determined on an individual basis, XXX needs to determine which accommodations will work best for her. I have discussed these options with XXX, and she feels that, at this time, the options that would help her most are:

-

To ensure security and consistency, the Office of Student Academic Success has established the following procedures for testing in the SAS.

All tests taken in the SAS must be accompanied by a Test Accommodation Form. XXX will provide this form to you one week before the scheduled exam. XXX should take her test at the same time as the rest of the class. If this is not possible, she needs your written permission to take the test at a different time. You will need to fill out the form and deliver it with the test to the SAS. If the instructions part of the form is not filled out, the proctor will assume that the student may not use any of the support items listed. Once the test has been completed, an SAS staff member or tutor will notify you that the test can be picked up. If a tutor is available, he or she can deliver it to you. XXX will not be allowed to pick up the test or return it to you.

We appreciate your assistance and cooperation with XXX's needs, and if you have questions, please call the Office of Student Academic Success at extension 8352.

Sent as e-mail to professors with students

Dear [First Name]:

We have been advised that you will have [student's name], a student with a documented disability, in one of your classes this semester. You may have already received a letter from our office and an accompanying accommodation form outlining this student's accommodations. However, I want to be sure that you are aware that providing a note-taker is one of the requested accommodations for this student.

In the past, we have requested that faculty announce in class that a note-taker is needed, ask for volunteers, and select a student from among those who volunteer. It is important that the prospective note-taker be a student that you believe has the necessary aptitude and sense of personal responsibility to be effective in this role. If possible, the student needs to be eligible for work study; however, if this is not possible, we can include students who are not eligible for work study in the note taking program. As I'm sure you can imagine this is a serious commitment and it is critical for our students with disabilities that clear, accurate notes be taken and that they be available to the student as soon after the end of class as possible.

If it is possible for you to provide a detailed outline of your lecture to this student, that is also an alternative. In fact, this would be preferable to hiring a note-taker because it decreases the likelihood that concepts or content would be missed or overlooked in the note taking process. Providing an outline to the student prior to each class would be most desirable, as the student could then follow along and add additional notes as the lecture proceeds.

Please let me know as soon as possible which of the alternatives you choose, as well as the name of the student who will take notes, if that is the option chosen. If a student is designated to take notes, he or she will need to meet with me to fill out the necessary paperwork and to receive more detailed instruction about the note taking process and his or her responsibilities. Understandably, it is important to our students with disabilities that arrangements for this accommodation be finalized as quickly as possible.

In order to ensure responsibility on the part of the student, it is our policy to provide notes only when the student is present or has a valid absence. Although communication is sometimes a challenge for our students with disabilities, we encourage them to establish an open line of communication with all their professors and we hope that you will assist us in reinforcing the need for communication.

We appreciate your assistance in arranging for appropriate accommodations. Please let me know if you have questions or concerns.

Access Services
785-594-8352

STUDENT ACADEMIC SUCCESS

Test Accommodations

Baker University – Access Services

Tests must be taken at the same time that the class meets and during SAS hours – 8:00-4:30.
(Exceptions are evening classes or with **prior** special permission from the instructor.)

Student completes this section. Please give the completed form to your professor **ONE week prior** to the test.

Name: _____ Phone: _____

Professor/Instructor: _____ Subject: _____

Date exam is scheduled: _____ Time: _____

Date Test Accommodation Form was submitted to the professor/instructor: _____

Professor/Instructor completes this section. Please attach this completed form to the exam before delivering the test to the SAS at least **ONE** day before the test date.

Exam date: _____ Time: _____

Instructions for proctor:

Closed Book Open Book Notes Cue Card Calculator

Special instructions: _____

To ensure the integrity of the testing environment, personal belongings brought into the testing area will be kept with the proctor. SAS staff or tutors will monitor all testing.

Student Academic Success Staff completes this section.

Time exam started: _____ Time exam ended: _____

Proctor's signature: _____ Date: _____

Upon completion of this test, it will be placed in a sealed envelope and placed in the COMPLETED TEST file until the instructor picks it up. This form will be kept on file in SAS.

Procedure for Requesting a Note-taker

Baker University – Access Services

Students whose disability requires note-taking services may receive this accommodation through the Office of Student Academic Success by contacting the Access Services Coordinator.

Together with the coordinator, you will determine for which classes note-takers or professor's outlines/notes will be provided. Note-taking services are provided by paid note-takers who are selected from the classes for which you need the notes, in order to provide you adequate access to lecture material.

When you use this service, you are required to attend the classes for which the note-takers are utilized. **Note-takers are not obligated to provide notes when you are not in class. It is your responsibility to obtain the information that you missed.** You are strongly encouraged to take your own notes as well, to whatever extent you are able to do so.

The Access Services staff will contact your professors to let them know of your request for a note-taker, but you will also need to communicate directly with your professors. If you wish for a certain student to take notes for you, please let us know. The Access Services Coordinator will notify your instructors of the need, and your instructors will help identify students whom they think would take clear and adequate notes, or the instructor may provide you with his/her own detailed outline. Once a note-taker is identified and hired, you may make contact directly with that person. If you would prefer not to identify yourself to the note-taker, the SAS office can collect these for you. Your note-takers may photocopy their notes at the SAS office so that duplicate sets of notes may be created.

The note-takers are paid for their services, and these positions are set up as special work-study/campus-work positions. Students hired as note-takers must fill out the proper paperwork at the Financial Aid office, but they may not need to be specifically eligible for work-study/campus-work. They will also need to file the appropriate paperwork with the Access Services staff in the SAS.

Student Responsibilities

1. Make request through Access Services by completing an Academic Accommodation Request Form.
2. Talk with instructors regarding access to their lecture notes and overheads.
3. Notify the Access Services Coordinator if none of the lecture notes alternatives is available (note-taker, instructor's notes, detailed outline).
4. Contact the Access Services Coordinator as soon as possible if faculty members have questions or problems about your accommodations.

Student's signature

Date

Access Services

Date

Request for Note-taker
Confidential
Baker University – Access Services

Student Information

Student's name: _____

Date of request: _____ Semester: _____

Course name and number: _____

Professor: _____

Note-taker Information

Name: _____

Resident Commuter

Freshman Sophomore Junior Senior

Student ID number: _____

Telephone: Day _____ Evening _____

School address: _____

Permanent address: _____

Are you currently participating in Work-Study?

Note-Taking Services Agreement

Baker University – Access Services

Students with a documented disability who have been approved for note taking services may receive this accommodation through the Office of Student Academic Success. Together with the Access Services Coordinator, you will determine which classes note takers or professors' outlines/notes will be provided. Note taking services are provided by note takers who are selected from the classes for which you need the notes, in order to provide you adequate access to lecture material.

When using this service, you are required to attend the classes for which the note takers are utilized. Class attendance will be documented for all students using this service. It is each individual student's responsibility to obtain information on his/her own for any and all missed classes. You are strongly encouraged to take your own notes as well; to whatever extent you are able to do so.

Note takers are not allowed to provide you directly with notes when you are not in class. In these instances, notes will instead be delivered to the SAS Services. You will need to establish the legitimacy of your absence with the SAS Services before you will be able to obtain notes in these instances.

The Access Services staff will contact your professors to let them know of your request for a note taker, but you will also need to communicate directly with your professors. If you wish for a certain student to take notes for you, please let us know. The Access Services office will notify your instructors of the need, and your instructors will help identify students whom they think would take clear and adequate notes, or the instructor may provide you with his/her own detailed outline. Once a note taker is identified, you may make contact directly with that person. If you would prefer not to communicate directly with the note taker, you may ask your professor to pass the notes on to you or make special arrangements for notes to be left in the Access Services.

Student Responsibilities

1. After having been approved for services, students must make a request each semester through Access Services by meeting with the Access Services Coordinator and completing an Academic Accommodation Request Form for each class.
2. Talk with instructors regarding access to their lecture notes and overheads.
3. Notify the Access Services if none of the lecture notes alternatives is available (note taker, instructor's notes, detailed outline).
4. Contact the Access Services Coordinator as soon as possible if there is any difficulty with approved accommodations.

Student's signature

Date

Access Services

Date

Audio-Recording Agreement
Baker University – ACCESS SERVICES

Lecturer: _____

Student: _____

ID#: _____

Class: _____

Term: _____

Students with access accommodations who are unable to take or read notes have the right to record class lectures for their *personal study only*. (84.44 of Section 504 of the Rehabilitation Act of the 1973 P.L. 93-112, amended P.L. 93-516). Lectures recorded for this purpose may **not** be shared with other people without the consent of the lecturer. Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as a part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

Student Pledge

I have read and understand the above agreement on recorded lectures. I pledge to abide by the above policy with regard to any lectures I record while enrolled in this class.

Student signature: _____

Witness: _____

Date: _____

