



# Student Accommodations Handbook

Academic & Career Enrichment Center  
Goodwin Hall, Room 214



**Benedictine**  
University

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For the latest version of this handbook, please visit the following address:

[www.ben.edu/academic-career-enrichment-center/accommodation-services/documentation-forms.cfm](http://www.ben.edu/academic-career-enrichment-center/accommodation-services/documentation-forms.cfm)

## **ADA/DISABILITY SERVICES MISSION STATEMENT**

Benedictine University complies with the definition of handicapped persons as found in the Rehabilitation Act of 1973 (PL 93-112) and subsequently stated in the Americans with Disabilities Act of 1990 (PL 101-336).

The mission of the ADA/Disability Services is founded in our Benedictine Heritage which values concern for individual development and an open and inclusive community which enhances and expands the horizons of all members. Our mission is to provide the learning resources, physical environment, and human resources to our campus community of students and employees, and to visitors to our campus, that will enable all to fully participate. We will focus appropriate technologies to make effective and equivalent resources available to students and employees, while encouraging the most effective use of the organization's resources to retain economic viability.

### **THE LAWS**

1) ADA: Americans with Disabilities Act (1990)

Effective January 26, 1992, and amended as ADAAA in 2008, privately operated business and not-for-profit facilities cannot discriminate against a customer on the basis of disability. The ADA is an extension of the Civil Right Act 1964.

2) Section 504 of the Rehabilitation Act (1973)

"No otherwise qualified person with a disability in the United States...shall solely on the basis of disability be denied access to the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance."

### **DISABILITY AS DEFINED BY THE LAWS**

"Any person who (i) has a physical or mental disability which substantially limits one or more of such person's major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

1) With respect to an individual the term "disability" means:

A physical or mental impairment that substantially limits one or more of the major life activities of such individual;  
A record of such an impairment; or  
Being regarded as having such an impairment

2) If a person has a disability he/she must with reasonable accommodation be capable of achieving the requirements of the program.

## EXAMPLES OF MAJOR LIFE ACTIVITIES

& BODILY FUNCTIONS THAT CAN BE AFFECTED (Please note that this is not a comprehensive list.)

<b>self-care</b> <b>sleeping</b> <b>breathing</b> <b>learning</b> <b>concentrating</b> <b>processing information</b> <b>immune system</b> <b>digestive</b>	<b>bladder</b> <b>neurological</b> <b>brain</b> <b>respiratory</b> <b>circulatory</b> <b>endocrine</b> <b>reproductive functions</b>
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## EXCLUSIONS

An individual with a disability does not include a person who is currently engaging in the illegal use of drugs. However, an individual who is currently participating in, or who has successfully completed, a supervised drug rehabilitation program and is not currently engaging in the illegal use of drugs, or who is otherwise no longer engaging in such us, shall be considered an individual with a disability if the individual otherwise fits the definition of a disabled person as described in the above definitions.

## STEPS TO RECEIVE ACCOMMODATIONS

Benedictine University will make every effort to provide eligible students with reasonable accommodations based on individual learning needs and recommendations by a qualified medical professional. In order to provide accommodations in a timely manner, the University requires reasonable notice (particularly in consideration of an auxiliary aid or service) of specific needs and requested accommodations prior to the first day of the term in which the student is enrolled.

### Steps to Request Accommodations:

- 1) Student self identifies to one of the Accommodation Case Manager and the Request for Accommodations Form is completed at the Academic and Career Enrichment Center (ACE) in Goodwin Hall Room 214.
- 2) Student provides a current (within 3 years) evaluation report (testing results) and documentation related to disability.
- 3) Evaluation report (testing results) and documentation are sent to your Accommodation Case Manager. The documents are reviewed for appropriateness and subsequent determination of accommodations by the Accommodations Review Team without knowledge of private information.

## HOW ARE ACCOMMODATIONS DETERMINED?

- 1) What is the disability?
- 2) How does it interfere with a daily life activity?
- 3) How much does it impact daily life activities?
- 4) What verifying documents has the student provided?

- 5) What are the recommendations to accommodate the disability?
- 6) What criteria are considered in approving accommodations?
  - a. What is the nature of the condition and its impact on major life activities?
  - b. Is it reasonable?
  - c. Is it aligned with the course or program objectives?
  - d. Can it be administered by the University without undue burden?

*Please note that accommodations requests are reviewed on a case-by-case basis. Although students may have similar diagnoses, the impact of the condition influences the types of approved accommodations.*

## **STUDENTS ARE AFFORDED**

- 1) Confidentiality of their records in our office unless necessarily required by law.
- 2) Accommodations for which they have been approved.
- 3) Ability to request changes to their accommodations.
- 4) Choice in which classes to use all or some of their accommodations.

## **STUDENTS ARE RESPONSIBLE FOR**

- 1) Identifying themselves with a need for accommodation to staff and/or faculty.
- 2) Providing documentation as part of a request for accommodations.
- 3) Picking up accommodation forms from the ACE for each term of enrollment.
- 4) Presenting accommodations forms to instructors and getting signature lines completed on forms before returning signed SAAA forms to ACE.
- 5) Communicating clearly and regularly with professors regarding your accommodations.
- 6) Discussing test arrangements with instructors and completing the Test Condition Form before returning the form to ACE at least three days in advance of the exam date.
- 7) Discussing with your Case Manager any concerns about implementation of accommodations.

## **APPROVAL OF ACCOMMODATIONS**

Students will be advised regarding the decision of the Accommodations Review Team. If your request is approved, your accommodations will be valid for the duration of your enrollment at Benedictine University. Students will receive the Student Academic Accommodations Approval (SAAA) Forms for each course in which they are enrolled. The purpose of these forms is to help initiate dialogue with professors about your learning needs. Depending on the type of accommodation you have, it may be necessary for you to speak with your professors. It is recommended that if you would like to discuss your accommodations privately with your instructor, please request a private appointment with him or her.

## **IF ACCOMMODATIONS ARE DENIED/APEAL PROCESS**

Students will be advised regarding the next steps following a denial of accommodations, especially if updated or more detailed documents are required. Should the student decide to appeal the decision for denial by the Accommodations Review Team without submitting the requested documents by the Team, the student must contact the Committee on Academic Standing.

## **RESOLVING INSTRUCTOR-MODIFIED ACCOMMODATIONS AND DISAGREEMENT**

Should there be a concern with regard to an accommodation, please contact the Accommodation Case Manager with a resolution. If after a meeting with the student and the instructor, a mutual agreement has not concluded, the Accommodations Case Manager will contact the Associate Provost for Academic Operations, who will take the matter to the Dean's Council for consideration of appeal. If the student or the faculty member wishes to appeal the decision of the Dean of the college in which the class is taught, either one may appeal to the Provost and Vice President for Academic Affairs. After careful consideration of all the factors related to the matter, and consultation with appropriate personnel on campus, the Provost will make the final decision and will communicate the decision and the rationale to the faculty member, the student, and the Accommodations Case Manager.

## **SOME COMMON ACCOMMODATIONS PROVIDED AT BENEDICTINE**

- Extended time for test, quizzes, and exams
- Distraction reduced test environment
- Use of a computer for essay exams
- Use of highlighter during exams to emphasize instructions
- Use of ruler & highlighters during exams to simplify multiple-step directions
- Identification of a peer note taker
- Alternate textbook format (electronic form e.g. PDFs, .doc files, audio files)
- Enlargement of handouts and testing material
- Audio record lectures
- Preferential seating
- Student may have to exit class quickly if there is an immediate flare up of medical condition

## **EXPLANATION OF SERVICES**

The following is an explanation of the process for each accommodation. After accommodations have been approved, students will need to show their Student Approved Academic Accommodations (SAAA) forms to their instructors of the classes in which they would like to use their accommodations. These SAAA forms can be obtained from the Coordinator of Special Services located in the ACE office and should be done at the beginning of each term of enrollment.

### **EXTENDED TEST TIME**

Students with extended test time will either be approved for time and half or double time. Extended test time can be used on tests, exams, and quizzes when the student chooses. Students who choose to use their accommodation of extended test time must take their test in ACE. Please adhere to the proper procedures about taking tests in ACE.

### **DISTRACTION REDUCED/ QUIET TEST ENVIRONMENT**

Students with extended test time are often also approved for a distraction reduced/ quiet test environment. Therefore, students with these accommodations will take tests in the ACE Center and will be closely supervised by an ACE staff member.

## REQUESTING TEST ADMINISTRATION IN ACE

In order to request a test to be taken in ACE, students will need to complete the Test Condition Form. Students should discuss the test conditions, such as time limitations and materials allowed during the test, with their professor prior to scheduling the test with staff in ACE. The Test Condition Forms must be returned to ACE staff at **least three days prior to** your test so that instructors have enough time to send the test to the ACE office. Please be sure to ask your instructor for contact information in case you have a question during your test.

## TAKING YOUR TEST IN ACE

1. Discuss your test conditions with your instructor well in advance.
2. If you cannot get a hold of your professor during office hours, please call AND e-mail them to discuss your test conditions. E-mail confirmation sent to the Case Manager from your professor about your test and test conditions is acceptable.
3. If you will not be able to make it to your test in ACE, please be sure to contact your instructor to allow permission to reschedule.
4. When taking your test, please arrive on time. Additional time will not be added to the end of your test in order to accommodate lack of punctuality.

## INSTRUCTIONS FOR SCHEDULING EXAMS FOR NIGHT CLASSES

**Prior to scheduling the exam time, ACE staff will need to know the following:**

- 1) Can you take the test at any time on the same day? Can you take the test on a different day?
- 2) How long is the test time, during the entire class time or a portion of the class time?
- 3) Will you take the test at the beginning of class or after a lecture?
- 4) Will you need to return to class afterward?

**Please discuss these questions with your instructor. If you are starting at an earlier time or on a different day, please make sure that the instructor has signed your Test Condition Form stating that he/she allows the change in time that is different from the rest of the class. If you have any questions, please contact the ACE.**

## ADDITIONAL TESTING ACCOMMODATIONS

1. Recorded tests or tests read aloud to the student.  
Test questions can be read aloud during the exam so as to clarify through aural sense.
2. Test scribe or use of computer for essay responses.  
Qualified students may use a scribe or a computer for testing purposes.
3. Use of a computer for essay exams.  
Qualified students may use a computer in the ACE Center. Unless the instructor authorizes, the computer will only be connected to the network upon login and disconnected while the student is working.
4. Use of highlighter(s) during exams.  
Students may use a highlighter to emphasize instructions.
5. Use of ruler during exams.

Students may use a ruler to simplify multiple-step directions.

6. Flexibility in testing dates will be dependent on condition & when agreed upon in advance between the student & professor. Student must inform the instructor if condition flares up on an exam date. Please arrange an alternate test date and time with your instructor. Make-up tests can be scheduled in the ACE once the student and instructor have agreed upon protocol for make-up exam. It is recommended that the new test date is made in writing.

7. Use of a calculator during tests, quizzes, and exams.

Qualified students may be able to use a simple calculator, if deemed appropriate by professor.

8. No scantron.

Qualified students will be able to write on exams without completing a scantron.

## **OTHER CLASSROOM ACCOMMODATIONS**

### **IDENTIFICATION OF IN-CLASS NOTE TAKER**

#### **Finding a note taker on your own**

Some students find that they are taking courses with the same group of students and can identify someone with whom they can work as a note taker. If this is the case, notes can be scanned or copied on the copy machine in ACE for the student with a note taker accommodation.

#### **Getting help finding a note taker**

If you do not know others in class or would like assistance in finding a note taker, please contact the Accommodations Case Manager, who will contact your instructor to arrange for a note taker. Once a note taker has been identified for you, notes will be scanned and sent to the student with a note taker accommodation at least once per week. The note taker may also e-mail the notes to the Accommodations Case Manager, who will forward notes to the student with a note taker accommodation.

### **ALTERNATE TEXT FORMAT**

Students will be able to request alternate text formats through the University bookstore. When purchasing books, ask if there is an electronic or audio format. Some books may also be available through the University library. Otherwise, some publications are available through the textbook publisher. If you need assistance in verifying your disability in order to receive alternate text formats, please contact the Coordinator of Special Services.

### **ACCESS TO INSTRUCTOR POWERPOINT PRESENTATIONS, IF AVAILABLE**

Qualified students may have access to Powerpoint notes from the instructor if they are readily available. The purpose is to be able to enlarge fonts on a computer screen and/or be able to print up notes prior to class so as to provide focus during class time and reduce anxiety if not all notes are completely written down in time.

### **ENLARGEMENT OF HANDOUTS AND TESTING MATERIAL**

Qualified students may have class materials with larger fonts to enhance vision.

### **RECORD CLASSROOM LECTURES WITH AUDIO RECORDER**

A student needs to be approved to audio record lectures. If a student is approved, the student will sign a Responsibility of Use Contract with the ACE Center. Students must inform the instructor of the

recording device. Recording parameters should be agreed upon, with instructors in advance. Should recording be disallowed for class discussions of a private nature, a note taker for relevant in-class material may be provided as an alternative.

### **PREFERENTIAL SEATING**

Student may need to sit in the front of the class to enhance hearing or vision and/or focus attention. Other qualified students may need to exit class quickly if there is an immediate flare up of their condition. Leaving class may be required to use the restroom or to calm anxiety. Student must discuss occurrence with instructor.

### **FLEXIBILITY IN ASSIGNMENT DUE DATES**

Students who are approved for flexibility in assignment due dates are able to use this accommodation when their condition has affected them such that turning in an assignment is not possible. Student must inform the instructor if condition flares on a date when an assignment is due. Student is responsible for turning in assignment on the date agreed upon with professor. If the assignment is not turned in on agreed upon date, the instructor will inform the student of impact on grade evaluation. It is recommended that new due dates are made in writing, especially when progress in a program and program requirements involve a very specific timeline for completion. Please note that accommodations may be implemented by instructors using different methods. For example, flexible time for homework may be extended to one week by some, while other instructors may extend time by only one day. It is best to articulate your needs to your instructor at all times.

### **FLEXIBILITY IN ATTENDANCE**

Students will inform their professor prior to class if condition warrants absence and professor will determine impact of absences on student evaluation. Students must inform the instructor if condition flares and absence from class is necessary. The number of absences and the impact on grade evaluation must be agreed upon in advance between the student and professor. It is recommended that agreement is made in writing.

## **ADDITIONAL CAMPUS ACCOMMODATIONS**

Students who require academic accommodations, such as extended test time, for either a pre-admission test or a placement test, should contact Danielle Bank in ACE at 630-829-6032. Students must show the Accommodations Case Manager a copy of their high school support plan before extended test time can be granted.

In addition, accessible housing is available for those who are qualified and wish to reside on campus. The same process for obtaining accommodations for on-campus housing will be the same as for obtaining academic accommodations. Once approved it is the responsibility of the student to confirm their housing accommodation each time campus housing contracts are renewed.

Besides housing, students with a dietary need may request accommodation through the ACE or the Office of Residence Life. Again, the same process for obtaining accommodations for dietary needs will be the same as for obtaining academic accommodations. We will contact the Director of Food Services to see what accommodations can be made through the cafeteria; otherwise, we will contact the Office of Residence Life to change housing to Founder's Woods so that you will be able to make your own meals.

## STUDENT FREQUENTLY ASKED QUESTIONS

- 1) What happens if I need new testing to verify my need for accommodation?  
We will be happy to provide a resource person for you to contact in order to get a new evaluation completed. However, we cannot guarantee that testing costs will be covered by your insurance.
- 2) What happens if I take my test in class and do not finish?  
Please note that instructors are not obligated to provide you with a new test or to re-take your old test once you have viewed test questions. Therefore, students must decide ahead of time when to use their accommodation of extended test time.
- 3) What happens if I am late to ACE for my test?  
Please notify your instructor if you will be late. It is the policy of the ACE to administer the test only until the end of your scheduled time, unless your instructor has provided other instructions.
- 4) What happens if I take my test in ACE but have a question for my instructor?  
When completing your Test Condition Form, please ask your instructor to provide contact information to the Accommodations Case Manger where he or she can be reached during your test.
- 5) What happens if I do not turn in my Test Condition Form on time?  
Please contact your instructor and the Accommodations Case Manger. However, it will be at the discretion of the instructor about whether or not to provide the last-minute request.
- 6) What happens if I have a temporarily disabling condition, such as a concussion or broken arm?  
Students are allowed accommodations on a temporary basis. The student must provide a letter of verification and make an appointment with the Accommodations Case Manger to discuss the expected return from disability as well as academic accommodations that may be required.
- 7) What happens if I need more time for testing than the amount I am currently approved?  
We can review the circumstances and any adjusting of testing in ACE will require your case to be resubmitted to the ART (Accommodations Review Team).
- 8) What happens if my accommodations are not being followed?  
Please contact your Accommodations Case Manger to discuss the issue so that concerns can be resolved in a timely manner. Please note again that accommodations may be implemented by instructors using different methods. It is best to articulate your needs to your instructor at all times.
- 9) What if I did not inform my instructor that I have accommodations?  
It is best to notify your instructor ahead of time of your accommodations. If you did not tell your instructor at the beginning of the semester, it is best to communicate the information as soon as possible. Your instructor may provide some flexibility; however, they are under no obligation to give accommodations without official accommodations forms from the ACE Center.
- 10) How can I get help?  
Depending on your need, the Accommodations Case Manger may be able to assist you with providing resources to campus services. Regular appointments with the Accommodations Case Manger may be possible.

# APPENDIX



**CONFIDENTIAL**

**Accommodations Services Request Form (Self-identification)**

**Full Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

Please print

**Mailing Address:** \_\_\_\_\_ **Ben ID Number:** \_\_\_\_\_

\_\_\_\_\_ **E-mail:** \_\_\_\_\_

City State Zip

**Phone:** \_\_\_\_\_

**Term of Initial Enrollment/ Intended Enrollment:**  Spring  Summer  Fall Year \_\_\_\_\_

**Program:**  Graduate  Undergraduate

**Major:** \_\_\_\_\_ **Minor:** \_\_\_\_\_

I am currently enrolled (intend to enroll) at Benedictine University and do hereby identify as a person with the disability of:

\_\_\_\_\_  
\_\_\_\_\_

Based on this disability(ies), I am requesting the following accommodation(s):

\_\_\_\_\_  
\_\_\_\_\_

I understand that I must provide appropriate, official documentation, as identified by Accommodations Services in the Student Success Center (ACE), to verify my disability before services can be provided. (A listing of appropriate documentation is described in "Policy and Procedures to Request Accommodations.") The date I plan to provide documentation is \_\_\_\_\_.

Permanent disability--Any approved accommodations will remain valid during the time I am a student at Benedictine University.

Temporary or changing disability--Any approved accommodations will remain valid during the time of the disability, with appropriately current documentation.

I realize that it is MY responsibility to contact the Learning Specialist in the ACE to make any necessary changes in accommodation requests. Any changes are to be submitted in writing and must be approved by the Accommodations Team.

Signature \_\_\_\_\_ Date \_\_\_\_\_

This completed form will be kept on file in the ACE Center.





## Documentation of ADD/ADHD

It is the responsibility of each student who seeks accommodations and services from Benedictine University to provide a comprehensive, written evaluation of his/her disability. In order to verify the student's eligibility under Federal, State, and University mandates, and to document his/her need for accommodations and services, this evaluation must meet specific requirements.

**ADD/ADHD Documentation:** Diagnosis of attention deficit disorder should be made by a licensed professional(s). This documentation should be appropriately current, with 3 years. The diagnosing professional(s) should have expertise in diagnosing attention deficit disorders in adults and in diagnosing other psychiatric disorders that might coexist with attention deficit disorder. Symptoms of some medical disorders and some psychiatric disorders can resemble symptoms of ADD/ADHD. Therefore the assessing professional(s) should make every effort to obtain relevant information about medical and psychological factors which might be contributing to the student's disabling condition.

An assessment for ADD/ADHD must include the following:

- Interviews and questionnaires which permit the student to describe current concerns and past problems;
- Observation of the student's behavior;
- Complete developmental, educational, and medical histories;
- Diagnosis, date of diagnosis, and specification of the current DSM criteria on which the diagnosis was based;
- Results of cognitive tests;
- An evaluation of the effectiveness of past and current medications prescribed for relief of ADD/ADHD symptoms;
- A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and
- Recommendations about areas in which academic accommodations may be needed.
- Title, professional credentials, and contact information of the licensed clinician.



## Documentation of Learning Disabilities

It is the responsibility of each student who seeks accommodations and services from Benedictine University to provide a comprehensive, written evaluation of his/her disability. In order to verify the student's eligibility under Federal, State, and University mandates, and to document his/her need for accommodations and services, this evaluation must meet specific requirements.

### Learning Disabilities Documentation:

- Testing must be comprehensive and appropriately current, within 3 years. It is not acceptable to administer only one test in making a diagnosis. Minimally, the domains to be addressed must include, but not be limited to, the following:
- Aptitude: All subtests, scaled, and standards scored must be included.
- Achievement: The student's current levels in functioning in reading, mathematics, and written language must be addressed (standard scores).
- Additional formal and informal tests such as timed and untimed administration and a writing sample are recommended to corroborate underachievement in specific academic areas.
- Information processing: Specific areas of information processing (for example, short- and long-term memory, reasoning, listening, sequential memory, auditory and visual processing, and processing speed) must be assessed (standard scores). Use of subtests from the Wechsler Adult Intelligence Scale – Revised and/or the cognitive report of the Woodcock-Johnson Psycho-Educational Test Battery – Revised are acceptable. Additional testing designed to corroborate the existence of processing disorders as identified by Wechsler or the Woodcock-Johnson are recommended.
- A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and
- Recommendations about areas in which academic accommodations may be needed.
- Title, professional credentials, and contact information of the licensed clinician.



# Benedictine University

## Documentation of Physical Disabilities

It is the responsibility of each student who seeks accommodations and services from Benedictine University to provide a comprehensive, written evaluation of his/her disability. In order to verify the student's eligibility under Federal, State, and University mandates, and to document his/her need for accommodations and services, this evaluation must meet specific requirements.

### Physical Disability Documentation:

- Records must indicate the nature, type, and degree of physical disability and in some cases, the expected duration of the disability, with specific recommendation for accommodation(s) and rationale from an appropriate medical professional.
- Documentation of a physical disability must include:
  - Current verification of the diagnosis;
  - Manifestations/ effects and level of severity of the condition;
  - Information concerning any prescribed medication, and its effect on the student;
  - An assessment of functional limitations in an academic setting; and
  - Recommendations about areas in which academic accommodations may be needed.
- Title, professional credentials, and contact information of the licensed clinician.



## Documentation of Psychological Disabilities

It is the responsibility of each student who seeks accommodations and services from Benedictine University to provide a comprehensive, written evaluation of his/her disability. In order to verify the student's eligibility under Federal, State, and University mandates, and to document his/her need for accommodations and services, this evaluation must meet specific requirements.

### Psychological Disability Documentation:

- Diagnosis of psychological disabilities should be made by a licensed professional. Documentation must be comprehensive and be appropriately current, within 3 years.
- An assessment for a psychological disability must include the following:
- Interviews and questionnaires which permit the student to describe current concerns and past problems;
- Complete developmental, educational, and medical histories;
- Observations of the student's behavior;
- Diagnosis, date of diagnosis, and specification of the current DSM criteria on which the diagnosis was based;
- Information concerning any prescribed medication, including that used by the student during the assessment process, and its effect on the student;
- Approximate duration of the disorder;
- A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and
- Recommendations about areas in which academic accommodations may be needed.
- Title, professional credentials, and contact information of the licensed clinician.



## Verification Form

Students requesting support services under laws pertaining to non-discrimination for individuals with disabilities such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 are required to submit documentation to verify their eligibility for services and accommodations. This documentation must indicate evidence that the disability limits a major life activity such as learning. The provision of “all reasonable accommodations” is based on the current impact of the disability on academic performance. Thorough documentation is needed to help determine the reasonable and appropriate accommodations that the student is qualified to receive. Therefore, it is in the student’s best interest to provide recent and appropriate documentation.

Benedictine University strives to ensure that qualified students with disabilities are accommodated and, if possible, to see that these accommodations do not jeopardize successful therapeutic interventions. It should be noted that academic accommodations are intended to ensure access to educational opportunities for a student with disabilities. The mandate to provide reasonable accommodations does not extend to adjustments that would “fundamentally alter” the nature of the course, course components, or course requirements.

The student named below is requesting an accommodation due to a disability. So as to ensure that this accommodation request be considered, Benedictine University requires that a qualified professional who has first-hand knowledge of the student’s condition and is an impartial individual not related to the student complete the following form.

### Student Information (to be completed by the student)

Last Name \_\_\_\_\_ First \_\_\_\_\_ M.I. \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Date of Birth \_\_\_\_\_ Phone \_\_\_\_\_

Student’s signature below represents consent for therapist/doctor to release confidential information in order to complete this form:

Student’s signature \_\_\_\_\_

5700 College Road, Lisle, Illinois 60532-0900(630) 829-6000

### Physician Information (This section is to be completed by a qualified professional.)

Date of completing form \_\_\_\_\_

Name of certifying professional \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Professional Title \_\_\_\_\_

License/ Certification number and Issuing State \_\_\_\_\_

Date of last contact with student \_\_\_\_\_

**PART II. Diagnosis**

1.) Diagnosis(es) \_\_\_\_\_

2.) Date of Diagnosis \_\_\_\_\_

3.) Basis on which diagnosis was made

\_\_\_\_\_  
\_\_\_\_\_

If formal psychological assessment was used, please discuss the results or attach a copy of emotional and/or psychoeducational evaluation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is this a current or ongoing condition?

\_\_\_\_\_  
\_\_\_\_\_

If the diagnosis includes a phobic response to exams, does this problem limit the student's demonstration of their knowledge of the class material on a non-accommodated exam?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Explanation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Medications** | Current medication including dosage \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Current compliance with medication plan \_\_\_\_\_

**Therapeutic Interventions** | Planned therapeutic interventions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If the person is not in therapy at this time, would you recommend it? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does this person currently pose a threat to him/herself or others? If so, please specify.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Impact of Condition on Educational Success**

Please identify the specific academic abilities or functions that are compromised by the disorder or the medication prescribed for the disorder. Indicate the severity of these limitations by rating them from 1 (not severe) to 5 (extremely severe).

\_\_\_\_\_  
\_\_\_\_\_

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Please specify the impact of the disorder and prescribed medications upon exams and other classroom activities:

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### Suggested Accommodations

**NOTE: Final determination of appropriate accommodations will be determined by the Accommodations Team of Benedictine University in accordance with the mandates of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as well as court rulings and Department of Education Office of Civil Rights rulings related to these two laws. Each recommended accommodation must be accompanied by an explanation of its relevance to the diagnosed disability.**

Extended time to complete exams \_\_\_\_\_ Yes \_\_\_\_\_ No  
Why? \_\_\_\_\_

Quiet room in which to take exams \_\_\_\_\_ Yes \_\_\_\_\_ No  
Why? \_\_\_\_\_

Other accommodations (Please specify.) \_\_\_\_\_ Yes \_\_\_\_\_ No  
Why? \_\_\_\_\_

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### **Thank you for your assistance in completing this form.**

*If you have any questions regarding the nature of this information needed for students, please call the Academic and Career Enrichment Center (ACE) at 630-829-6041. This form should be returned to the Academic and Career Enrichment Center (ACE), Goodwin Hall 214, Benedictine University, 5700 College Road, Lisle, IL, 60532..*

*This document may not be released without written permission for the student or by order of a court. It will be destroyed six years after the student is no longer enrolled. The student will have access to this document but you may specify that this access be given only when a person qualified to explain the document is available.*

## Acceptable Use of Electronic Device in the Classroom Contract

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 Student Name (PRINT)

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 Student ID #

The above named student is authorized to use an electronic device in the classroom. Use of an electronic device in the classroom is permitted when the Accommodations Review Team has officially approved of the student's need for such an accommodation as stated on his/her Student Academic Accommodations Approval (SAAA) Form. The role of the electronic device is to provide an auxiliary aid to accommodate one or more disabilities. Electronic devices include digital recorders, laptop computers, and other approved devices. While it is the understanding of the accommodated student to utilize these devices in a responsible manner and restricted for academic purposes, it is the expectation that under legal obligation, University personnel will implement such accommodation.

**Student:**

The student agrees that the information contained in lecture discussions and other classroom situations will not be released or transcribed for purposes other than personal use of the learning material. Further, the student acknowledges that information shall not be shared in such a way that will hinder an instructor's ability for copyright or be manipulated in such a way to defame or dishonor the University, the classroom instructor, or students of Benedictine University. In addition, all devices and any items produced from such devices must be used in a manner faithful to the University's *Information Technology Department's Acceptable Use Policy and the Statement of Responsibilities as written in the Student Handbook*.

**Instructor:**

The instructor will implement the accommodation for use of electronic devices in the classroom. Should there be classroom discussion that is personal in nature, the instructor is authorized to disallow recordings or use of the approved device. Should a student abuse his accommodation in such a way as to impede his or other students' classroom participation or disrupt instruction, the instructor will notify the student and the Coordinator of Special Services to discuss the incident and a possible change in accommodation to an agreeable alternate method.

**Student Success Center:**

Upon investigation, violations of this contract will follow the consequences as stated in the Conflict Resolution Procedures of the Student Handbook.

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 Student Signature

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 Date

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 Instructor Signature

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 Date

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 Accommodations Case Manger

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 Date



**CONFIDENTIAL**

**STUDENT ACADEMIC ACCOMMODATION APPROVAL (SAAA)**

Term: \_\_\_\_\_ Year: \_\_\_\_\_

The purpose of this form is to insure the institution’s compliance with the Federal laws in providing reasonable ACADEMIC ACCOMMODATIONS TO STUDENTS WITH DOCUMENTED DISABILITIES.

<b>Name:</b>	<b>Instructor:</b>
<b>Student ID:</b>	<b>Course:</b>

The above named student has requested and is eligible for the following course accommodation(s):

<p>-Extended test time- time and a half</p> <p>-Distraction-reduced test space</p>	
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***For the Student:*** Your signature below indicates that you understand that it is your responsibility to initiate all accommodations in a timely manner and according to the established procedures of the ACE.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

***For the Professor:*** Please review the student’s accommodations and check the appropriate box below. Questions regarding specific accommodations may be answered by the Explanation of Common Accommodations on the back of this page.

- I agree to implement these accommodations.
- I would like to amend an accommodation on the basis of a fundamental alteration or an undue burden.

If making any changes to an accommodation, provide your rationale on the back of this page. A conference with your department chair and his or her signature is required if you are requesting a modification.

\_\_\_\_\_  
Instructor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Asst/Department chair signature

\_\_\_\_\_  
Date

Accommodations Case Manager \_\_\_\_\_ Date **THANK YOU FOR YOUR ASSISTANCE. IF YOU HAVE QUESTIONS ABOUT SPECIAL SERVICES OR STUDENT ACCOMMODATIONS, REFER TO THE BACK OF THIS PAGE OR CALL 630-829-6041 OR VISIT THE ACADEMIC AND CAREER ENRICHMENT CENTER IN GOODWIN HALL.**



## EXPLANATION OF COMMON ACCOMMODATIONS

**EXTENDED TEST TIME:** Tests are proctored in the ACE unless another space has been found to be agreeable between the student and professor. If testing in the ACE, students must complete the Test Condition Form with the instructor and return it to ACE in at least 72 hours of their exam. For more information about testing, especially night exams, please go to the following link:  
<http://www.ben.edu/student-life/academic-career-enrichment-center/accommodation-services/documentation-forms.cfm>

**DISTRACTION REDUCED/ QUIET TEST ENVIRONMENT:** Students with these accommodations will take tests in the ACE or other agreed upon space under proctored conditions.

**IDENTIFICATION OF AN IN-CLASS NOTE TAKER:** Students will request a note taker through the ACE and the Coordinator of Special Services will be responsible for finding a note taker. The Coordinator may need assistance from the instructor with finding a note taker.

**USE OF AUDIO RECORDER FOR LECTURES:** Qualified students will be able to audio record lectures. Students will sign a Responsibility of Use Contract with the ACE Center and the instructor. Recording guidelines should be agreed upon with instructors in advance. Should recording be disallowed, a note taker may be provided as an alternative.

**PREFERENTIAL SEATING:** Student may need to sit in the front of the class to enhance hearing or vision and/or focus attention, while other qualified students may need to exit class quickly and will need to sit by the door to use the restroom or to calm anxiety. Student must discuss occurrence with instructor.

**FLEXIBILITY IN ASSIGNMENT DUE DATES:** Students granted flexibility in assignment due dates have been approved due to a condition that has affected them such that turning in an assignment may not be possible. It is best that the student and instructor provide written evidence of a discussion of the following: 1) how many days in advance the instructor requires notification of a need for an extension; 2) a specific due date for the assignment; 3) the impact on the grade if the new due date is not followed. Please note that flexibility in due dates may not always be granted to the student, especially for assignments involving group contributions or ones integral to class discussion.

**FLEXIBILITY IN ATTENDANCE:** Students have been approved this accommodation due to a condition which flares on occasion that is not always predictable. It is best that the student and instructor provide written evidence of a discussion of the following: 1) the method of contacting the instructor; 2) how many extra absences the student is allowed based on a discussion of circumstances of condition; 3) impact on the grade if student misses more than the allowable number of absences. Please note that flexible attendance may not always be granted, especially if absence is not due to the disability.

## GRIEVANCE PROCEDURE

If instructors or students would like to make changes or appeal changes to approved accommodations, please refer to the University *Disability Accommodation Policy for Faculty, Staff, and Students*.

**FOR THE INSTRUCTOR:** Please describe your rationale for modification of an accommodation below.

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Instructor signature

Date

# Academic and Career Enrichment Center

## Test Condition Form

*(This form is only for students who are eligible for testing accommodations through the ACE.)*

**\*STUDENT:** Discuss your testing conditions with the professor, and give him/her this form. **Drop off the WHITE** copy of this form to reserve a test space with the Academic and Career Enrichment Center (ACE) **at least 3 days in advance.**

Student's Name: <i>(Please print clearly)</i>	ID#:	Phone# and e-mail:
Exam date:	Approved time extension: <input type="checkbox"/> Time and a half <input type="checkbox"/> Double time	
Course # and Title		

**\*PROFESSOR:** Please complete this form and place the **YELLOW** copy of this form and the exam into a sealed envelope. Please deliver the sealed envelope to the ACE **at least 1 day in advance** of the scheduled exam date. Please send exams to acetesting@ben.edu if you plan to e-mail the exam.

<b>Classroom START time:</b>	<b>Total time of test/quiz for classroom:</b>	<b>ACE test time:</b> <i>(ACE Office use only.)</i> _____ <i>(ACE initial)</i>
<p><b>Materials and Equipment:</b> Besides a writing tool, the student may use the following: <i>(Please note that if specific instructions are not written in here such as calculator, open book, notes, etc., we cannot allow the student these materials during exam.)</i></p> <p><input type="checkbox"/> NONE    <input type="checkbox"/> Calculator    <input type="checkbox"/> Notes    <input type="checkbox"/> Scratch paper    <input type="checkbox"/> Books    <input type="checkbox"/> Computer    <input type="checkbox"/> Other (Please specify):</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p><b>Preferred return method:</b>    <input type="checkbox"/> Department representative will pick up exam    <input type="checkbox"/> Please scan and email</p>		

**I have discussed the above with the student and s/he understands the conditions:**

\_\_\_\_\_  
 Instructor (Please print and sign) Date

\_\_\_\_\_  
 Instructor Phone Extension Instructor Email

\_\_\_\_\_  
 Student (Please print and sign) Date

**White copy – Student returns to the ACE Center**

**Yellow copy – Instructor copy**

Rev 05/14/2018