



Indiana University of Pennsylvania

**Department for  
Disability Access and  
Advising (D<sup>2</sup>A<sup>2</sup>)  
Student  
Handbook  
2022 – 2023**

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## IUP Statement of Nondiscrimination

Indiana University of Pennsylvania is committed to equal opportunity and affirmative action for its students, employees, and applicants. The university is committed to providing equal educational and employment rights to all persons without regard to race, color, sex, religion, national origin, age, disability, sexual orientation, or veteran's status. Each member of the university community has a right to study and work in an environment free from any form of racial, ethnic, and sexual discrimination. In accordance with federal and state laws, the university will not tolerate racial or ethnic discrimination or discrimination on the basis of disability.

This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991 as well as all applicable federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era.

Please direct all general inquiries regarding equal opportunity to:

Office of Social Equity  
B-17 Delaney Hall  
920 Grant Street  
Indiana, PA 15705  
Telephone: (724) 357-3402

### **TD, Telecommunications Device available in:**

- Campus Police, (724) 357-2141 (TD) (24 hours)

The IUP Taskforce on Accessibility Guidelines (TAG) committee recommends and implements policies and procedures on electronic information technology (EIT) accessibility. Further information, including the statement of non-discrimination, can be found on the [Government's Section 508 of the Rehabilitation Act](#).

IUP ensures compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act through the provision of program access accommodations. Please direct inquiries regarding accommodations for persons with disabilities to the following:

### **Student Concerns:**

Director, Department for Disability Access and Advising  
Stouffer Hall, Room 246  
1175 Maple Street  
Indiana, PA 15705-1058  
Telephone: (724) 357-4067

### **Employee Concerns:**

Office of Human Resources  
G-8 Sutton Hall  
1011 South Drive  
Indiana, PA 15705  
Telephone: (724) 357-2431

### **Specific inquiries regarding Title IX, and ADA or 504, should be directed to:**

Office of Social Equity  
B-17 Delaney Hall  
920 Grant Street  
Indiana, PA 15705  
Telephone: (724) 357-3402

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Student Handbook  
2022-2023  
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# PART I - OVERVIEW

## MISSION

Our mission is to enhance quality and provide a platform for the inclusion of IUP students with disabilities, and others experiencing lengthier temporary disabilities, towards fully engaging in the university and its programs.

We strive to ensure a fair and accessible learning environment where students with disabilities can succeed based on their own efforts and initiatives. We achieve this by working to reduce competitive disadvantages and environmental barriers that affect learning. Our faculty and staff work with, and advise, students, faculty, and other university personnel to coordinate accommodations for students that are compliant with federal legislation. Our faculty and staff also advise and educate the university to encourage an accessible institutional environment.

## VISION

Our vision is a university that exceeds accessibility compliance; one that enhances the integration and success of persons with disabilities, and a campus-wide culture of access.

***D<sup>2</sup>A<sup>2</sup>: “Our students have Determination and Desire to Learn; we assist by providing Access and Advising for higher education.”***

## SERVICES of The Department of Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>)

As a part of the Division of Student Affairs at IUP, The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>) is here for you, the student, assisting you in your college experience by ensuring educational access and accommodations.

D<sup>2</sup>A<sup>2</sup> advocates on behalf of students with disabilities, to ensure that the IUP campus is aware of the issues, concerns, and laws that relate to higher education and disability. The department seeks to help the campus community to better understand that every student with a disability that affects their life's major functions (obvious or hidden), no matter what the student's race, cultural background, age, gender, sexual orientation, gender identity or disability, should be included in any educational or co-curricular activities if he or she desires. D<sup>2</sup>A<sup>2</sup> assists the university in providing positive, non-discriminatory educational and co-curricular activities for persons with disabilities.

As a student, we assign you a D<sup>2</sup>A<sup>2</sup> adviser from within our department. While we are aware of academic courses of study, this adviser is not to take the place of your academic adviser. In addition, we provide referrals to the Academic Success Center, the Department of Developmental Studies tutorial program, the Writing Center, Health Services, the Counseling Center, and other university resources as necessary.

Other services we provide include, but are not limited to testing accommodations and proctoring, note takers, alternate texts, "Dear Professor" letters (letters to your instructors that detail the reasonable accommodations that you are entitled to), some assistive technology and equipment loans, etc. These and additional services are highlighted throughout this handbook. Please direct questions about specific services to your individual D<sup>2</sup>A<sup>2</sup> adviser.

## **STUDENT/FACULTY RIGHTS & RESPONSIBILITIES**

### **◆ Student's Rights**

A college student with a disability has the right to appropriate academic adjustments (reasonable accommodations) under Section 504 of the Vocational Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, and to be free from discrimination based on disability. The Director of D<sup>2</sup>A<sup>2</sup> and/or the student's D<sup>2</sup>A<sup>2</sup> adviser make final decisions regarding the nature of the accommodations, in consultation with the student, and their faculty, when warranted.

A student has the right to file a grievance concerning any allegation of failure to comply with the laws, regulations, and procedures set forth for students with disabilities. Grievances are processed through the existing discrimination grievance policy and procedures for IUP (see Part V, page 55 of this handbook – "Dissatisfaction with D<sup>2</sup>A<sup>2</sup> Services & Appeals").

### **◆ Student's Responsibilities**

**It is the student's responsibility to initiate and utilize their services, and to keep in close contact with D<sup>2</sup>A<sup>2</sup>.**

**Students must request accommodations in accordance with specified deadlines, allowing enough time for D<sup>2</sup>A<sup>2</sup> faculty and staff, and/or instructors, to arrange for the accommodations requested.**



**Students with disabilities are obligated to use their accommodations responsibly. Students with disabilities must meet the same essential requirements as the other students enrolled in the class, with or without reasonable accommodations.**

In post-secondary education...

- Accommodations and services are not automatic; students must self-identify.
- Students must inform the D<sup>2</sup>A<sup>2</sup> office which eligible accommodations they wish to use, each semester.
- If students request “Dear Professor” memos (accommodation letters), these verify for instructors the legitimacy of accommodation requests.
- After an instructor receives a “Dear Professor” memo, students **MUST** still let instructors for each class know **WHICH** of their eligible accommodations they intend to use.
- Accommodations are relevant for both exams and quizzes **AND** for both in-class and online courses
- Students are responsible for immediately informing D<sup>2</sup>A<sup>2</sup> of problems with their requested accommodations.
- The purpose of accommodations is to provide equal access, not to guarantee success.
- Students are expected to monitor their own academic progress and to seek-out assistance from advisors if they have questions.
- Success in college is not guaranteed.
- Tutoring is not a disability related accommodation.
- Students must meet the essential academic standards of a course and/or program.
- Students may be dismissed.
- Absences from class may not be considered a reasonable accommodation.
  - If a student must be absent for disability related reasons, the student must let their D<sup>2</sup>A<sup>2</sup> adviser know so that the adviser may work with the student and each of the student’s faculty members to see if the absence can be accommodated.
- Colleges are not required to waive or reduce essential course requirements.
- Deadline extensions for assignments are EXTREMELY RARE and RARELY granted or recommended and, if agreed to, must be agreed to with specific guidelines and parties.
  - If a student must request an assignment or test extension for reasons of a disability exacerbation, the student must let their D<sup>2</sup>A<sup>2</sup> adviser know so that the adviser may work with the student and each

of the student’s faculty members to see if the extension can be accommodated.

(\* See Appendix A for further explanation of a student’s rights and responsibilities, according to the Office for Civil Rights (U.S. Department of Education).

The following detailed chart describes some differences between student responsibilities for seeking services in high school and college.

**“Top Twelve” Differences in Support Services You Should Know:  
Secondary School vs. Post-Secondary Education**

Because the transition from the expectations of high school can be very different from those of the college setting, this chart will provide some of the major differences of which you, as a university student, need to be aware.

|                            | <b>Secondary School (IDEA)</b>  | <b>Post-Secondary (Sec 504) (ADA)</b>   |
|----------------------------|---|---|
| 1. Legal Basis             | Education IS a right  | Education IS NOT a right; it is a privilege based upon “otherwise qualified”  |
| 2. Admission               | All are provided a Free and Appropriate Public Education                | Admission criteria must be met for admittance; no special provisions for disability required, if using multiple measures to determine admission (e.g., not just SAT or gpa)                                     |
| 3. Dismissal               | Must continue to receive services outlined in IEP                       | May be academically or behaviorally dismissed   |
| 4. Identification          | Identified by school  | Self-identification <b>by the student</b>   |
| 5. Acquiring Documentation | Provided by the school district   | Students are required to provide and pay for documentation  |
| 6. Accommodations          | Access to curriculum with appropriate modifications; presumed “success” | Equivalent access based on documented disability through accommodations; success is desirable, but not guaranteed; access to materials is required; <b>accommodations must be requested BY THE STUDENT, the</b> |

|                              | Secondary School (IDEA)                                | Post-Secondary (Sec 504) (ADA)  |
|------------------------------|--|---|
|                              |  | <b>university cannot be presumed to know which are desired; some accommodations are mandated, others are optional – none can be construed as altering the fundamental curriculum; university may deny some accommodations</b>   |
| 7. Types of Documentation    | Evaluation Report, Individualized Education Plan (IEP) | Evaluation Report, Psychological Report (no more than 3 years old), or other appropriate documentation, as determined by the institution of higher education; documentation must be current, pertinent to the specific disability, state a diagnosis, and indicate functional limitations |
| 8. Services                  | Personal services must be provided if needed           | Personal services (transportation, typing papers, non-classroom aides or attendants, to name a few) are the student's responsibility  |
| 9. Determination of Services | IEP team determines and sets up services               | Student is responsible to advocate for services.<br>Assistance from D <sup>2</sup> A <sup>2</sup> ; must be based on documentation and must not alter the "fundamental requirements" of the curriculum  |
| 10. Role of parent           | Very involved through IEP planning                     | Primary contact and requestor of services – student; limited parental contact as per privacy guidelines   |
| 11. Delivery of Service      | IEP  | Student's Responsibility, Assistance from D <sup>2</sup> A <sup>2</sup>   |
| 12. Classroom attendance     | Some disabilities afford homebound instruction         | Institutions which are not primarily distance based may require classroom attendance and are not required to afford absences, even for medical disabilities; some accommodations (such as note taking) may require student attendance for service provision                               |

*Adapted from materials by K. Strosser: modified and updated by Catherine Dugan, Director, D<sup>2</sup>A<sup>2</sup> (IUP)*

## ◆ Faculty Member's Rights & Responsibilities

When receiving a request for an accommodation for a specific course:

- The faculty member may require verification of the disability from D<sup>2</sup>A<sup>2</sup>.
- The adjustment requested must not significantly compromise the content or nature of the course, or the requirements for satisfactory completion of such, as colleges and universities are not required to lower or substantially modify essential requirements.
- When a mandated accommodation is requested by a student, the faculty member must allow such an accommodation.
- Faculty members must maintain the confidentiality about disability issues described by students or D<sup>2</sup>A<sup>2</sup>.
- Faculty members will not obviously reference a student with a disability in a public setting.
- Faculty members will work with D<sup>2</sup>A<sup>2</sup> and students to ensure the provision of accommodations.
- Faculty members will inform D<sup>2</sup>A<sup>2</sup> of, and work with D<sup>2</sup>A<sup>2</sup> on, questions about accommodations.

## ACADEMIC POLICIES & PROCEDURES

Students with disabilities must meet and follow the same academic policies and procedures as students without disabilities. The institution is NOT required to make accommodations or curriculum modifications that would significantly alter the scope or purpose of the university or any of its programs and classes. Qualified students with disabilities receive reasonable accommodations to provide them with equal access to the university and the essential requirements of its programs and classes.

Colleges or universities cannot guarantee student success. A university may academically dismiss a student with a disability from the university if the student is unable to meet the university's academic requirements.

## CONFIDENTIALITY

Confidentiality is an extremely important issue when interacting with any student. Students with disabilities may be very guarded or cautious about the information that they want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of their disability. **Students are under the protection of confidentiality laws and need not disclose the specific nature of their disability to a faculty member.** D<sup>2</sup>A<sup>2</sup> advisers can work with a student

to identify the level of disclosure that the student is comfortable with offering to their instructors. **If the student has appropriately documented their disability to the D<sup>2</sup>A<sup>2</sup> department, and needs accommodations, the student may indicate to D<sup>2</sup>A<sup>2</sup> that he/she wishes to request an accommodation without having to identify the specific nature of their disability to the faculty.**

*Confidentiality cannot always be guaranteed when providing services that involve external providers (e.g., note-takers, interpreters, test proctors, etc.) and/or certain medical accommodations. Additionally, although details about disability are not typically shared, a student's name and circumstances, as pertinent to the service, may be shared.*

## **IUP ACADEMIC OVERVIEW**

The following information is an abbreviated introduction to the structure of IUP. Please consult your undergraduate or graduate student catalog and/or academic adviser for more detailed descriptions.

Be sure to read and know the ACADEMIC POLICIES and REQUIREMENTS FOR GRADUATION sections of your student catalog. Links for both the undergraduate and graduate student catalogs can also be found in the MyIUP portal ([my.iup.edu](http://my.iup.edu)) under the “Academics” tab and then within the “Advising Support Resources” category. As well, the catalogs and requirements are available at [www.iup.edu/registrar/catalog](http://www.iup.edu/registrar/catalog) for undergraduates and <https://catalog.iup.edu/index.php> for graduate students.

Students should use their academic adviser, “Degree Works” and their transcripts (each available through MyIUP) for determining progress and progress scenarios. D<sup>2</sup>A<sup>2</sup> advisers can assist with these reviews.

◆ **Note: Every student should review an IUP catalog for their year of entry. Information in the catalog is the student's responsibility.**◆

◆ **Remember that a student is ultimately the responsible party for ensuring that all requirements for graduation listed in the catalog are met.**◆

### **The University Structure**

The Council of Trustees passes policies governing IUP. The university itself is run by the President, along with the Provost (Vice President for Academic Affairs), and the Vice Presidents for Academic Administration and Finance, Enrollment Management, Institutional Advancement, and Student Affairs.

The academic component of the university is comprised of colleges, including (1)

Arts and Humanities, (2) Eberly College of Business, (3) Education and Communications, (4) Health and Human Services, (5) The John J. & Char Kopchik College of Natural Sciences and Mathematics, (6) University College. Each college, except University College, houses departments, which in turn offer majors. A dean (or director), associate or assistant dean, and departmental chairpersons administer each college.

IUP has two regional campuses, Northpointe and Punxsutawney, and a Culinary Academy. In addition, there are multiple off-site classroom locations.

### **University Requirements**

A minimum of 120 credits is required to graduate from IUP with a bachelor's degree. A semester credit is generally comparable to one hour of classroom time each week.

Every bachelor's degree student will take a minimum of 40 credits in Liberal Studies courses towards graduation. Additionally, each bachelor's degree student will take approximately 30 or more college and/or major credits towards graduation.

- Undergraduate students must maintain at least a 2.0 grade-point-average (C average) to remain in good academic standing and to graduate. Some departments or programs may require a higher grade-point average.
- Falling below a 2.0 will result in being placed on academic probation and eventually dismissal from the university
  - Students may be eligible for one semester of academic probation depending on the grade point average and/or completion of an Academic Recovery Plan – see your associate dean for more information).
- Student should check the relevant university catalog for credit distributions and requirements for residency toward graduation.

### **How to Determine Your Grade Point Average**

**\* Students are ultimately responsible for monitoring their own academic progress \***

Each course is assigned several *credit hours* approximate to the amount of classroom contact time each week (e.g., a three-credit course generally meets 2.5 hours a week). Each grade, from A to F, also has *quality points* assigned

(e.g., A = 4, B = 3, C = 2, D = 1 & F = 0). For each semester of courses taken by a student there will be credits, quality points and a quality point average. To calculate these, independently multiply each course's credits by the number of quality points associated with the grade you earned. This will give you the number of quality points earned for each course. Then, total the quality points for each course, and divide this by the number of credits completed.

**For example:**

| <u>Course</u> | <u>Credits</u> |   | <u>Grade (Points)</u> = | = | <u>Quality Points</u> |
|---------------|----------------|---|-------------------------|---|-----------------------|
| English       | 4              | X | B (3)                   | = | 12                    |
| Math          | 3              | X | A (4)                   | = | 12                    |
| Art           | <u>3</u>       | X | <u>B (3)</u>            | = | <u>9</u>              |
|               | 10             |   |                         |   | 33                    |

33 points divided by 10 credits = 3.3 semester GPA

In addition to the semester average, each student will receive a cumulative average for all semesters taken. For example, if the student had the 3.3 described above in their first semester and then took a second semester, the grades would look as follows:

| <u>Course</u> | <u>Credits</u> |   | <u>Grade (Points)</u> = | = | <u>Quality Points</u> |
|---------------|----------------|---|-------------------------|---|-----------------------|
| History       | 3              | X | B (3)                   | = | 9                     |
| Science       | 4              | X | F (0)                   | = | 0                     |
| Health        | <u>1.5</u>     | X | A (4)                   | = | <u>6</u>              |
|               | 8.5            |   |                         |   | 15                    |

15 quality points divided by 8.5 credits = 1.76 QPA (GPA)

Calculate the cumulative average as follows:

|             | <u>Credits</u> | <u>Quality Points</u> |
|-------------|----------------|-----------------------|
| Semester I  | 10             | 33                    |
| Semester II | <u>8.5</u>     | <u>15</u>             |
|             | 18.5           | 48                    |

48 quality points divided by 18.5 credits = 2.59 Cumulative GPA

**\* This is a basic review. See your adviser for information on how to enroll in repeated courses, and file for withdrawals or pass/fail grades. \***

### **Other Resources to Check Academic Progress**

1. Each student has a MyIUP online account through which the student will see their schedule, textbook, FINANCIAL AID, holds, etc.
2. Through my MyIUP students may view their transcript.
3. Also, available on MyIUP is a tool called “Degree Works” through which a student can see requirements still to be met, run “what-if” analyses of possible other majors or minors, etc.\*

***\*All information on Degree Works should be checked against department tracking sheets and the academic adviser. The current department/university requirements supersede all other resources.***



# PART II - PROCEDURES

## DOCUMENTING the PRESENCE of a DISABILITY

To receive accommodations and services, all students having disabilities must submit appropriate documentation. In post-secondary education, students are required to obtain and provide current documentation supporting their disabilities. Unlike the K-12 school system, it is not a university's responsibility to evaluate or pursue documentation for a student. "Appropriate documentation" is typically that which is three years old or less than three years old, or an adult assessment.

Our goal in requesting documentation is twofold: (1) to obtain current documentation and establish the presence of a specific disability/diagnosis and concomitant limitations, and (2) to develop appropriate accommodations that will best serve the student. Therefore, while older, childhood documentation, or other forms of incomplete documentation, may detail the past diagnosis of a disability it does not necessarily clarify the need for current and appropriate accommodations. Similarly, K-12 school re-evaluations (which often restate previous, older test results) do not necessarily provide clarification of current needs. Please do NOT send K-12 Individualized Education Plans (IEPs). Nor do we wish to have more than one adult assessment.

The director or assistant director of D<sup>2</sup>A<sup>2</sup> at IUP reviews and validates the documentation provided.

### Types of Documentation:

#### **Learning disabilities (LD) and other disabilities affecting cognition, and neurodevelopmental disabilities (such as Autism Spectrum Disorder - ASD).**

- Students should provide current documentation in the form of a comprehensive psycho-educational evaluation, completed by a qualified professional - a licensed educational or clinical psychologist, educational therapist, learning disabilities specialist, or speech and language pathologist.
- The evaluation should specify specific test scores (aptitude and achievement) along with a write-up or narrative describing current ability and appropriate accommodations at a college setting.

**Psychological or emotional disability, and sometimes ADHD** (including, but not limited to anxiety, for example, bipolar, depression, obsessive compulsive

disorder).

- Generally, acceptable documentation is a psychological evaluation. Please be sure the documentation verifies the diagnosis, describes academic effects, and recommends accommodations for the college/university setting.
- A medical form from a physician detailing the disability and concomitant limitations ([www.iup.edu/disabilitysupport](http://www.iup.edu/disabilitysupport)) may be completed in lieu of a full psychological evaluation

**Sensory, physical, or other health impairments, including Attention Deficit (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD) and Traumatic Brain Injury (TBI/ Concussion), vision loss, hearing loss, mobility concerns.**

- Provide written documentation in the form of current medical reports or a letter from a physician detailing the disability and concomitant limitations and/or complete the approved D<sup>2</sup>A<sup>2</sup> form ([www.iup.edu/disabilitysupport](http://www.iup.edu/disabilitysupport)).
- Provide such documentation even if the condition is temporary (e.g., broken leg, dislocated shoulder).

◆ **D<sup>2</sup>A<sup>2</sup> reserves the right to require updated or additional documentation. Furthermore, documentation of a disability may not, in and of itself always be construed as having a need for accommodations.**◆

D<sup>2</sup>A<sup>2</sup> can make known the specific nature of the disability to the student's instructors only upon the student's written release.

*\* See Appendix B ("Verifying Your Disability" and "Guidelines for Psycho-educational Evaluation") for more detailed information about appropriate documentation.*

## **REGISTERING for SERVICES with D<sup>2</sup>A<sup>2</sup>**

Students who have disabilities are not required to identify themselves as having a disability. ***However, if a student with a disability wishes to use accommodations and the college or university the student attends have a designated department for disability services, the student must register with the designated department.***

**D<sup>2</sup>A<sup>2</sup> – The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>) – is the officially designated department for providing services for IUP students with disabilities. D<sup>2</sup>A<sup>2</sup> accommodations occur at all IUP campuses and sites, as well as online, and in all programs and courses.** Although encouraged to register with D<sup>2</sup>A<sup>2</sup> immediately upon entrance to IUP, some students may forego seeking assistance until they have trouble with course work.

Students may register and provide documentation at any point in their academic career – be they undergraduate, graduate or in a clock-hour program (e.g., Culinary, Police Academy, Certified Medical Assistant, e.g.).

NOTE: Students who do not register with D<sup>2</sup>A<sup>2</sup> may try to approach instructors on their own for accommodations; however, they must be aware that the instructors may then request documentation. D<sup>2</sup>A<sup>2</sup> is the university designated responsible party for verifying and keeping documentation of disability. Thus, faculty members have the right to insist that D<sup>2</sup>A<sup>2</sup> be the party to request accommodations for the student. This allows the faculty member to ensure that the university has received appropriate documentation.

### **Things to Consider When Deciding Whether to Register with D<sup>2</sup>A<sup>2</sup>**

We recommend you register early with D<sup>2</sup>A<sup>2</sup>, identify the need for possible accommodations for each semester, and discuss your planned use of accommodations with your instructors each semester. If you decide not to register, be aware that:

- An instructor is not responsible for providing accommodations for a need for which he/she was not made aware through official means, or for an accommodation that was not specifically requested through the D<sup>2</sup>A<sup>2</sup> department.
- An instructor need not retroactively provide accommodations for the time prior to the documented request.

### **Registering with D<sup>2</sup>A<sup>2</sup>**

1. Submit a “Declaration of Disability” form. ([iup.edu/disabilitysupport/forms](http://iup.edu/disabilitysupport/forms))  
[NOTE: This need only be done once.]
2. Submit appropriate documentation (described above) to substantiate the disability. (D<sup>2</sup>A<sup>2</sup> faculty/staff determine a student's eligibility for accommodations.)
3. D<sup>2</sup>A<sup>2</sup> determines appropriate academic accommodations/adjustments and informs the student.
4. Students receive all formal D<sup>2</sup>A<sup>2</sup> accommodations and services, based upon their individual need, without cost.
5. D<sup>2</sup>A<sup>2</sup> works with students, as requested, to arrange appropriate academic accommodations and/or support services, with faculty members.
6. Students must complete service requests on designated forms within any timelines designated for the service.

# Getting Started with D<sup>2</sup>A<sup>2</sup>

Submit a "Declaration of Disability" form (Orange Sheet) to D<sup>2</sup>A<sup>2</sup>



If you wish, e-mail [disability-access@iup.edu](mailto:disability-access@iup.edu) or [cmdugan@iup.edu](mailto:cmdugan@iup.edu) to arrange an appointment to discuss services



Provide current documentation of your disability to D<sup>2</sup>A<sup>2</sup>



D<sup>2</sup>A<sup>2</sup> will determine appropriate accommodations and/or adjustments and will create an "accommodation plan" for you



We will assign you a D<sup>2</sup>A<sup>2</sup> adviser (in addition to your academic adviser)



Meet with your D<sup>2</sup>A<sup>2</sup> adviser each semester to arrange for your accommodations and support services



Complete the "*D<sup>2</sup>A<sup>2</sup> Scheduling Guide*" (Green Sheet), and other request forms, each semester to initiate the accommodations and services that you need



Talk with your professors about the accommodations that you will need in each of your classes



Check the D<sup>2</sup>A<sup>2</sup> website on a regular basis for updates:  
<https://www.iup.edu/disabilitysupport/>

## ADDRESS UPDATES/WELCOME BACK and OTHER LETTERS

We need to know where to reach you each semester!

At the beginning of each semester, each adviser in D<sup>2</sup>A<sup>2</sup> sends out a "Welcome Back" letter to the students assigned to their advising load. This letter will offer you information about the best days/times to reach your adviser as well as important dates to remember – such as registration. **You must keep us informed of address updates.** This will allow you to stay informed about department activities and will make it easier for us to serve you.

## PART III - D<sup>2</sup>A<sup>2</sup> SERVICES PROVIDED

### D<sup>2</sup>A<sup>2</sup> ADVISING MEETINGS

#### Indiana Campus

Beyond the provision of accommodations, D<sup>2</sup>A<sup>2</sup> intends, as much as possible, to assist students throughout their entire experience at IUP. This includes academic, career and personal assistance, as desired by the student, and as D<sup>2</sup>A<sup>2</sup> can offer.

◆ We strongly urge first year students (freshmen and transfers) with newly diagnosed disabilities, and continuing students with QPA's below 2.2 attending the Indiana Campus, to meet regularly with their D<sup>2</sup>A<sup>2</sup> adviser. (Students at other IUP campuses/sites should meet with their campus/program D<sup>2</sup>A<sup>2</sup> designee.)

Such meetings, irrespective of campus or site on which they occur, or whether they occur in person, on a phone call or via Zoom, will allow the student to inform the D<sup>2</sup>A<sup>2</sup> adviser of accurate progress and may allow the D<sup>2</sup>A<sup>2</sup> adviser to assist in problem solving. ◆

*[NOTE: Such meetings are at the discretion of the student and the student must request the meetings, since postsecondary legislation only requires an "interactive process" for accommodations. As well, whether disability related, or generally related to university progress, the student is responsible for requesting any updates regarding needs for additional support services and/or interventions.]*

#### Punxsutawney Campus

Students with disabilities attending IUP at Punxsutawney are to declare disability and provide documentation about such to D<sup>2</sup>A<sup>2</sup> as described heretofore. Upon such declaration and provision of documentation, D<sup>2</sup>A<sup>2</sup> will prepare an accommodation plan and inform the Punxsutawney D<sup>2</sup>A<sup>2</sup> consultant, Mrs. Donna Purtell ([dpurtell@iup.edu](mailto:dpurtell@iup.edu) or 814-938-1164), of the presence of a student with a disability. Mrs. Purtell will work with D<sup>2</sup>A<sup>2</sup> (and the student) to ensure that D<sup>2</sup>A<sup>2</sup> designated accommodations are provided. **It is the responsibility of the STUDENT to keep Mrs. Purtell informed of their needs and of any problems with accommodations.**

#### Northpointe Campus

Students with disabilities attending IUP at Northpointe are to declare disability and provide documentation about such to D<sup>2</sup>A<sup>2</sup> as described heretofore. Upon such declaration and provision of documentation, D<sup>2</sup>A<sup>2</sup> will prepare an accommodation plan and inform the Northpointe D<sup>2</sup>A<sup>2</sup> consultant, Ms. Donna

Purtell ([dpurtell@iup.edu](mailto:dpurtell@iup.edu) or 724-294-3309), of the presence of a student with a disability. Ms. Purtell will work with D<sup>2</sup>A<sup>2</sup> (and the student) to ensure that D<sup>2</sup>A<sup>2</sup> designated accommodations are provided. **It is the responsibility of the STUDENT to keep Ms. Purtell informed of their needs and of any problems with accommodations.**

### **IUP Culinary Academy Services**

Students with disabilities attending the IUP Culinary Academy are to declare disability and provide documentation about such to D<sup>2</sup>A<sup>2</sup> as described heretofore. Upon such declaration and provision of documentation, D<sup>2</sup>A<sup>2</sup> will prepare an accommodation plan and inform the Culinary Academy consultant, Chef Lynn Pike, and her assistant, Ms. Sunealitis, of the presence of a student with a disability. Chef Pike and Ms. Sunealitis will work with D<sup>2</sup>A<sup>2</sup> (and the student) to ensure that D<sup>2</sup>A<sup>2</sup> designated accommodations are provided. **It is the responsibility of the STUDENT to keep Chef Pike and Ms. Sunealitis informed of their needs and of any problems with accommodations.**

### **IUP Graduate Student Service**

Graduate students should declare their disability and provide documentation of disability to D<sup>2</sup>A<sup>2</sup>. D<sup>2</sup>A<sup>2</sup> faculty will work with graduate students and their programs to provide both regular academic accommodations as well as accommodations unique to graduate programs.

### **Other IUP Campuses, Programs and Modes of Delivery**

Students with disabilities attending any other IUP campuses, programs, or modes of delivery (not mentioned above) are to declare their disability and provide documentation about such to D<sup>2</sup>A<sup>2</sup>, in a timely manner. D<sup>2</sup>A<sup>2</sup> faculty/staff will work with these students and programs to provide appropriate and required accommodations.

## **BUILDING ACCESS**

Classroom buildings should be accessible to students both during and after classroom hours if there are activities in the building, or services within the building are available. If you have problems gaining entry to a building, be sure to let the D<sup>2</sup>A<sup>2</sup> department know as soon as possible so that we may follow up with IUP's facilities maintenance group and the event schedulers to ensure access.

## **ELEVATOR ACCESS**

If a building is made inaccessible because of elevator breakage, please contact the D<sup>2</sup>A<sup>2</sup> department so that we can urge expedited repair and/or move your classroom if necessary.

## **ROOM CHANGES**

If your disability is such that you find buildings without elevators inaccessible or the walk between classes too far, you may be a candidate for room changes. Each semester, when you register, the student should keep accessibility and distance between classes in mind as you create your schedule. We realize, however, that this does not always yield an accessible schedule.

After you have scheduled, if accessibility or mobility between classes is problematic, contact the D<sup>2</sup>A<sup>2</sup> department and indicate the need for room changes on the upcoming semester's [ green] "**D<sup>2</sup>A<sup>2</sup> Service Request**" form (see Appendix C, for an example of this form). We will then work with the Scheduling Center (in the Registrar's department) to change the room to one that is accessible.

**Notify D<sup>2</sup>A<sup>2</sup> as soon as possible, if you have a problem with classroom accessibility after the semester begins, so that appropriate actions are taken to ensure accessibility.**

## **BUILDING EMERGENCIES & STUDENTS WITH MOBILITY CONCERNS**

IUP's newer buildings (Eberly, Clark, Cogswell, Jane E. Leonard Hall, "Residential Revival" residence halls) have stairwell areas of rescue. These stairwells have buttons that can be pushed to allow a person to contact the police. Older buildings also have stairwells that would serve as areas of rescue, but without push buttons.

Should an emergency requiring evacuation occur, a student with a mobility concern should proceed to the area of rescue in the nearest stairwell. In the case of an older building, the student may call Campus Police (724-357-2141) and let them know that they are in the stairwell.

Any student with a mobility issue/concern should inform D<sup>2</sup>A<sup>2</sup>.



**As well, students may choose to inform the Office of Housing, Residential Living & Dining, and the University Police.**

*(NOTE: D<sup>2</sup>A<sup>2</sup> does not routinely inform other departments, unless requested by the student.)*

## **ACCESSIBLE PARKING**

If you have any questions or concerns, or notice any problems or issues, related to accessible parking on IUP's campus, please inform D<sup>2</sup>A<sup>2</sup>. If you notice an immediate concern with an accessible parking issue on campus (e.g., see someone illegally parking in a reserved accessible spot), you are also encouraged to contact IUP Parking Services to report the matter, so they can respond to it immediately (724-357-8748).

### **Obtaining a Disabled Parking Permit**

- Students with long-term or short-term temporary disabilities that affect mobility may use IUP Disabled Parking if they meet the conditions as outlined in the IUP Parking Regulations.

#### **2.7 Disabled Parking**

Parking shall be reserved 24 hours daily for vehicles with a disabled registration plate, disabled veteran's registration plate, disabled placard, or temporary disabled permit. An IUP parking permit will not be required for vehicles displaying a disabled plate, DV plate, or disabled placard from PennDOT. If a temporary permit is required, a 14-day limit will be imposed, and a disabled placard application will be given to the person needing the permit. Extensions will be granted if the disabled permit has been applied for through the state and has not been received. Other types of extension requests will be addressed on a case-by-case basis. A doctor's letter is required to obtain a temporary disabled permit.

If the disabled parking spaces in the desired parking lot are all occupied, or a closer space is desired, a vehicle with disabled plate or placard may be parked in any non-reserved parking space.

## **IUP LIBRARIES & ACCESSIBILITY**

IUP's Libraries have an active policy of providing equal access to information for all students, staff, and faculty. The Libraries offer several services and facilities that can aid the research activities of those with disabilities. The Libraries

encourage patrons to ask staff for assistance whenever they cannot find or obtain access to what they require.

### **Stapleton Library:**

**Reserves:** Patrons with disabilities who are in need of course materials held in Reserve may ask for assistance from staff at the Circulation desk [357-2340].

**Book Retrieval:** Assistance with book retrieval is available at all the libraries. Ask for assistance from staff at the Circulation desk [357-2340].

**Photocopying/Micro copying:** Staff in the Serials Department will help with photocopying materials [357-5582]. The patron's I-Card is used for payment.

**Journals/Microforms:** For help with journals or microforms [microfilm, microfiche], ask at the Serials Department service desk on the Ground Floor [357-5582]. They will help with retrieval of material and with photocopying.

**For Users with Visual Impairments:** Stapleton Library is equipped with Windows computers supporting Ease of Access settings. Useful settings include:

|                     |                           |
|---------------------|---------------------------|
| Windows KEY + U     | Ease of Access Settings   |
| Windows Key + Enter | Turns narrator on and off |
| Windows Key + Plus  | Zooms Screen              |
| Windows Key + Minus | Reduces Zoom              |

Contact the Library IT Helpdesk [724-357-2033] for assistance.

**Scanning so that text can be read aloud:** The Library has scanners which can convert text to an OCR readable pdf on the basement and first floors. See the Information Commons Support Desk (724 357-2033) for any assistance with these.

### **Physical Access to Libraries:**

Elevator access in Stapleton provides entry into Stabley via Stapleton on the ground floor and over the connecting bridge on the second floor. The bathrooms in Stapleton are all ADA compliant. Those in Stabley, on the ground and second floors, are not.

## **EARLY/PRIORITY COURSE REGISTRATION/REGISTRATION**

Students who require a service (indicated by their documentation of disability) that the university needs time to provide, such as room/building changes, may be assigned an early/priority registration date each semester. Some students with documented special scheduling needs may also be assigned an early registration date each semester. Such designations are decided by the student's D<sup>2</sup>A<sup>2</sup>

adviser based on their accommodation plan – they are NOT made simply because a student has a disability in general. As a rule of thumb, early/priority registration dates occur during the first week of registration each semester.

We designate students for early/priority registration so that we may have enough time to arrange for accommodations such as alternate text, notetaking or classroom moves for the following semester on your behalf. Therefore, if you have early/priority registration, you should complete and submit the “D<sup>2</sup>A<sup>2</sup> Service Request” form soon after you register for the next semester.

Early/priority registration is also expected to **reduce the possibility** that you will need to go through drop/add during the first week of school. **[If you register early and then later change your schedule, you have diminished the purpose of early registration.]**

### **Getting Registered for Courses for an Upcoming Semester**

- Your D<sup>2</sup>A<sup>2</sup> adviser will notify you of the registration dates for the next semester in the "Welcome Back" letter emailed to you early in the semester. Make a note of these dates – they are important!
  - Make an appointment with your academic adviser (the week prior to registration, or at the very beginning of registration) to discuss possible courses for the upcoming semester, and to identify your registration date/time and updated 4-digit alternate PIN number.
  - After planning a slate of courses (and alternatives) with your academic adviser, you could make an appointment to meet with your D<sup>2</sup>A<sup>2</sup> adviser to discuss any disability-related issues concerning your schedule (before you register).
  - On your allotted date/time, access the online registration function via the MyIUP, and register for the next semester.
    - **NOTE: If you want us to help you with registration:**
      - Make an appointment with our department. (*Please note: must be for the start of your registration date and time, or later.*)
      - Remember to bring your four-digit Alternate PIN with you (access provided by your academic adviser).
      - Bring your adviser approved schedule request and alternate requests to your D<sup>2</sup>A<sup>2</sup> appointment.
- ◆ **After registration, complete a (green) “D<sup>2</sup>A<sup>2</sup> Service Request” form, as soon as possible, for the upcoming semester just scheduled (see Appendix C) ◆**

## “DEAR PROFESSOR” LETTERS

"Dear Professor" (accommodation) letters are among the most requested D<sup>2</sup>A<sup>2</sup> services. At your request, we send these letters to your instructors to introduce your possible need for accommodations. The letter begins with a form letter from the director of D<sup>2</sup>A<sup>2</sup>, stating your name, the class and section in which you are enrolled, and the list of recommended accommodations that you and your D<sup>2</sup>A<sup>2</sup> adviser devised from your documentation, your disability, and your past services.

- **This letter does NOT explicitly state your disability.**
- **Nor is it meant to be the only contact between you and your instructor.**

The “Dear Professor” memo is a merely a tool to verify your disability and entitlement to use certain accommodations, and it should be used by you as an introduction for approaching your instructor to discuss your actual plans for using accommodations in their class.

The letter indicates which accommodations are mandatory for the instructor to allow (should they be requested/initiated by you) and which are optional (i.e., open for discussion and consideration, depending on the nature of the course’s content and/or requirements). To reduce surprises, all accommodations for which you are eligible are on the memo, although you may not use them all.

Instructors are familiar with these letters and frequently like to have them to verify verification that D<sup>2</sup>A<sup>2</sup> has received and reviewed appropriate documentation. “Dear Professors” also allow the instructor to seek out D<sup>2</sup>A<sup>2</sup> as a consultant on accommodations.

◆ **You are expected to follow-up with your instructors to make sure they receive the letters, and you are expected to discuss your plans with your instructors. You are also responsible to continue communicating your needs to your instructors, as well as with the D<sup>2</sup>A<sup>2</sup> department, as the semester progresses. You may choose to openly disclose the nature of your disability to your instructor and/or give our department permission to do so, but you are not required to.** ◆

◆ The instructor **cannot** know which accommodations would best help you to access their class unless you actively communicate with him or her.

◆ Once you have requested a mandatory accommodation, the instructor (or D<sup>2</sup>A<sup>2</sup>, as the university’s access agent) **must provide that accommodation or an**

**appropriate alternative** (D<sup>2</sup>A<sup>2</sup> may determine the alternative).

◆ You must request the accommodation in a timely manner (see times indicated with specific services), and we are, in turn, expected to provide it for you in a timely manner.

- **NOTE: It is the student's responsibility to let D<sup>2</sup>A<sup>2</sup> know if there is a problem with securing a D<sup>2</sup>A<sup>2</sup> mandated accommodation. This allows us to work with the instructor to secure the accommodation.**

### **How to Request to Have “Dear Professor” Memos Sent**

It is imperative your instructors are aware that you plan to use any accommodations. The "Dear Professor" letter is the D<sup>2</sup>A<sup>2</sup> mandated means through which this occurs, and an easy way to begin the conversation.

- **Initiate the “Dear Professor” memos by completing\* a “D<sup>2</sup>A<sup>2</sup> Service Request” form.** If there is appropriate documentation within your D<sup>2</sup>A<sup>2</sup> file to have made an accommodation plan, we then send the memos.
  - \*Ways to complete a (green) “D<sup>2</sup>A<sup>2</sup> Service Request” form:
    - Go to [www.iup.edu/disabilitysupport](http://www.iup.edu/disabilitysupport), select “forms”, download the fillable PDF version of the form, complete it (ensuring the correct drop boxes are saved), and email the form to [disability-access@iup.edu](mailto:disability-access@iup.edu) (**RECOMMENDED in 2022-2023**)
    - Request and complete a Word version of the form. Complete it and email it to [disability-access@iup.edu](mailto:disability-access@iup.edu).
    - If the office is open, get a hard-copy version of the form, complete it, and turn it in in-person, by email or fax.
  - **NOTE:** If you cannot scan a form, take a picture of a completed form, and email it to [disability-access@iup.edu](mailto:disability-access@iup.edu)
- If requested before the semester begins, D<sup>2</sup>A<sup>2</sup> prepares and sends "Dear Professor" letters the first week of classes, according to the information you supplied for us on your green “D<sup>2</sup>A<sup>2</sup> Scheduling” sheet for that semester.
- If you plan to drop/add classes, or if the instructor for any class was changed, please notify us so we can send additional letters accordingly.
- Complete a green “D<sup>2</sup>A<sup>2</sup> Service Request” form sheet **EACH semester** to initiative Accommodations and services. (Appendix C).

We can send “Dear Professor” letters out at any time during the semester, but we strongly suggest you have them sent out at the beginning of the semester before any issues or problems arise.

## **What to do after having “Dear Professor” Memos Sent/ How to Approach Your Instructor**

At the end of one of the first meetings of each of your classes, you should approach (or email or arrange to ‘meet’ with) your instructors, introduce yourself, and ask, "Have you received a letter about me from D<sup>2</sup>A<sup>2</sup>?" The rest of the conversation should follow from there.

The instructor may say the letter was not received (we can send another, just let us know) and ask what it was about, or the instructor may say the letter was received and request that you explain your needed accommodations in more detail. *(If an instructor ever tells you that a letter was not received – even if D<sup>2</sup>A<sup>2</sup> records indicate that it was – please let your D<sup>2</sup>A<sup>2</sup> adviser know as soon as possible so that a new letter can be sent to your instructor immediately).*

It is in your best interest to be as detailed as possible in explaining your needs to your instructors. If you are unsure or uncomfortable about how to explain or discuss your need for accommodations with your instructors, you should schedule a meeting with your D<sup>2</sup>A<sup>2</sup> adviser.

The D<sup>2</sup>A<sup>2</sup> adviser can assist you in deciding what to say about your disability and accommodations, how to say it, and will even practice with you

**\* See Appendix D, for a sample “Dear Professor” letter \***

**IMPORTANT: Requests for Dear Professor letters made after the beginning of the semester can take one to two weeks for processing.**

## **INFREQUENT & UNEXPECTED ABSENCES from CLASS**

In many cases (but not necessarily all), class attendance is considered an essential requirement of a course. Therefore, absences from class (beyond those normally allowed by the instructor for all students in the class, per their syllabus) or make-ups for missed tests/assignments are NOT always considered a reasonable accommodation, whether due to disability or medically related conditions (chronic or temporary in nature) or not.

If a student is unable to attend class, they must notify each instructor. In extreme cases, the student may contact D<sup>2</sup>A<sup>2</sup> to request a notice to be sent to all their instructors and/or to verify the disability or medical condition.

If the absence is going to be more than a day or so or leads to the student exceeding the instructor’s syllabus allowable absences policy, **the student**

**should contact their D<sup>2</sup>A<sup>2</sup> adviser immediately.** (Before the absence if possible.)

Some instructors may *choose* to allow for excess absences (or make-ups for missed tests/ assignments), when they are reasonably able to do so, but they are NOT necessarily or always required to allow such. In any case, if the absence will be more than a day, **the student is responsible for contacting D<sup>2</sup>A<sup>2</sup> to have D<sup>2</sup>A<sup>2</sup> initiate the conversation with the instructor, to determine what work or participation needs to be made up and if it can be completed and/or how it will be completed.** (See following section.)

D<sup>2</sup>A<sup>2</sup> encourages instructors to contact D<sup>2</sup>A<sup>2</sup>, and the student, if they believe that disability-related absences have become unreasonably excessive, so that an interactive process may occur toward a reasonable resolution.

## **CONSIDERATION of “RELAXATION of ATTENDANCE” for ABSCENCES DUE to EXACERBATION of CHRONIC DISABILITIES/ CONDITIONS**

Regular attendance is an essential component of postsecondary education. As such, students should comply with class attendance policies. However, it is recognized that a student may sometimes have trouble with class attendance when they have a chronic condition with random or cyclical acute episodes. In such instances, modifications to attendance policies may be appropriate as an accommodation (in some, but not all circumstances).

*A temporary or recent diagnosis, onset, or change in condition is comparable to an unexpected illness or injury and may NOT warrant accommodations in attendance policy. These events may instead warrant a withdrawal (or a retroactive withdrawal under some circumstances).*

Attendance accommodations need to be established in advance with D<sup>2</sup>A<sup>2</sup> and cannot be applied retroactively. It is the student’s responsibility to initiate the accommodations process with D<sup>2</sup>A<sup>2</sup>. If attendance accommodations are deemed warranted by D<sup>2</sup>A<sup>2</sup>, then D<sup>2</sup>A<sup>2</sup> may request a “relaxation of attendance” from an instructor for a class. As with all accommodations, a “relaxation of attendance” is recommended on an individual, case-by-case basis depending upon (1) the submission, to D<sup>2</sup>A<sup>2</sup>,

of supporting medical or psycho-educational documentation from an appropriate professional, and (2) the reasonableness of this accommodation in each requested class as determined by an interactive discussion between D<sup>2</sup>A<sup>2</sup> and the course instructor.

The U.S. Office of Civil Rights (OCR) has developed the following questions to use as guidelines in determining whether attendance is an essential requirement for a course (per OCR decision regarding Cabrillo Community College, Case No. 09-96-2150, OCR Region IX 1996) or not:

1. Is there classroom interaction between the instructor and students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. And what are the classroom practices and policies regarding attendance?

Students should be aware that absences would hurt them academically, even if the attendance policy has been relaxed for a class, and, as such, should make every attempt to attend class.

A "relaxation of attendance" accommodation does not mean a relaxation of other course requirements. Students are required to fulfill all course requirements and evaluation standards as specified in the course syllabus. The student should make every attempt to deliver, or have delivered, any work that has been completed and is due to the instructor on a day that the student is absent from class.

Students approved for this accommodation for a class should contact the instructor in advance of an anticipated absence. For emergencies or unexpected absences, students should then contact the D<sup>2</sup>A<sup>2</sup> adviser, who will work with the instructor, (at the instructor's earliest convenience) to determine what work or participation needs to be made-up and how it will be completed.

If the student wishes to obtain the class lecture notes for the days, they are absent, they should contact a peer in the class and/or arrange to send a



recording device to the classroom (with a peer) to record the lectures.

The student is responsible for following-up with D<sup>2</sup>A<sup>2</sup> (who will follow up with the instructor) if the relaxed attendance plan requires adjustment.

Instructors are encouraged to contact D<sup>2</sup>A<sup>2</sup>, and the student, if they believe that disability-related absences have become unreasonably excessive.

## **CONSIDERATION of “RELAXATION of ASSIGNMENT OR EXAM DEADLINES” for ABSCENCES DUE to EXACERBATION of DISABILITIES/ CONDITIONS**

Regular assignment submission and taking of exams is an essential component of postsecondary education. As such, students should comply with class assignment deadlines and take exams at scheduled times. However, it is recognized that a student may sometimes have trouble with an assignment extension when they have a DOCUMENTED disability exacerbation. In such instances, modifications to assignment deadline or exam date policies may be appropriate as an accommodation (in some, but not all circumstances).

*A temporary or recent diagnosis, onset, or change in condition is comparable to an unexpected illness or injury and may NOT warrant accommodations in attendance policy. These events may instead warrant a withdrawal (or a retroactive withdrawal under some circumstances).*

Assignment due date/ exam date extension criterion and accommodations need to be established in advance with D<sup>2</sup>A<sup>2</sup> and cannot be applied retroactively. It is the student's responsibility to initiate the accommodations process with D<sup>2</sup>A<sup>2</sup>. If assignment due date/ exam date extensions are deemed as possibly warranted by D<sup>2</sup>A<sup>2</sup>, then D<sup>2</sup>A<sup>2</sup> will engage in an interactive process with the student's related instructor(s) to see if an “assignment due date/exam date extension” is feasible a class. As with all accommodations, a “relaxation of attendance” is recommended on an individual, case-by-case basis depending upon (1) the submission, to D<sup>2</sup>A<sup>2</sup>, of supporting medical or psycho-educational documentation from an appropriate professional, and (2) the reasonableness of this accommodation in each requested class as determined by an interactive discussion between D<sup>2</sup>A<sup>2</sup> and the course instructor.

## TEST and QUIZ ACCOMMODATIONS & PROCTORING

### OVERVIEW:

We recommend using accommodated testing services if you are eligible for D<sup>2</sup>A<sup>2</sup> provided extended time, readers, or transcriptionists for your exams and quizzes.

Determine if your exam/quiz is in person in a classroom, in person on Zoom, and if either of these, proctored or not proctored for the other students.

If the exam/quiz is proctored in a classroom or on Zoom, D<sup>2</sup>A<sup>2</sup> can provide accommodated testing. You will need to complete a SEPARATE Test Request form for EACH exam/quiz (see instructions in the next section). You will have a physical or Zoom proctor depending upon the circumstances of the course and your location, as well as any university circumstances.

Proctoring is done Mondays – Fridays, 8:00am – 4:30pm. (For proctoring at times other than these, discuss your needs with Dr. Cathy Dugan, or Dr. Todd Van Wieren.)

### Arrangement Time Frame:

- **General Exams and Quizzes – At least 72 hours (3 school days) ahead of time, excluding weekends.**
- **Midterm and Final exams – Submit the “Test Request” form at least 5 school days prior to your requested testing date to better ensure that you’re able to obtain your desired testing day and time. \***

*\*Failure to submit a midterm or final exam request form at least 72 hours in advance may result in D<sup>2</sup>A<sup>2</sup> being unable to proctor the exam.*

You must also plan about the accommodated test with your instructor. Do not assume the instructor knows or will be notified. The instructor must sign and complete the back of the “Test Request” form after you have discussed the arrangements with them. This indicates to the D<sup>2</sup>A<sup>2</sup> department that the instructor is aware of the arrangements. **D<sup>2</sup>A<sup>2</sup> can only accept fully completed “Test Request” forms.** *(Form completion be done via the form being completed and emailed between the student, the professor and D<sup>2</sup>A<sup>2</sup>.)*

To ensure meeting the above deadlines, when first meeting them, it is a good idea to ask your in physical classroom instructors whether they usually sign the “Test Request” form after class or if they bring it back to the next class. And/or, ask your remote instructors how long it typically takes them to complete and email you the form. You can then factor this time into your planning to submit the

form at least three working days in advance of the exam.

**Special Note about remote proctoring software:** If your instructor is using remote proctoring software (such as Proctor U), you NEED to know/do the following:

1. If your testing accommodation is extended time only:
  - a. You need to remind or need to ask your D<sup>2</sup>A<sup>2</sup> adviser to remind the instructor about the extended time.
  - b. You DO NOT need to complete a Test Request form
2. If you have extended time and a reader or transcriber, or other (such as breaks), work with your D<sup>2</sup>A<sup>2</sup> adviser and our accommodated testing coordinator, Billie ([dss-test@iup.edu](mailto:dss-test@iup.edu)) to arrange D<sup>2</sup>A<sup>2</sup> Zoom proctoring rather than the proctoring software.
  - a. You will need to complete a Test Request form

**Special Note about exams on D2L or other un-proctored exams:**

1. Several days before the exam, remind your professor to extend the time on your exam.
2. Or email your D<sup>2</sup>A<sup>2</sup> adviser to ask the professor
3. Let your D<sup>2</sup>A<sup>2</sup> adviser know any questions or concerns.

**See Appendix E, for a sample “Test-Request” form).**

In all cases, we expect all students to abide by the **IUP Academic Integrity Policy**, as well as behavioral guidelines provided through “The Source.” Failure to do so may result in charges of violation of Academic Integrity.

### **D<sup>2</sup>A<sup>2</sup> ACCOMMODATED TEST REQUEST PROCEDURES:**

*Remember to submit “Test Request” forms three (3) school/working days before the test date.*

1. Get a “Test Request” form from the office or our website, under “Forms.”
2. Complete a separate form for each test.
3. Fill out the front of the form before giving it to the instructor to complete their section on the back. (If you do not, the instructor will not know when they must have the test ready for our department to receive.)
  - Give/email the form to the instructor to complete the second page.
  - Be sure that your instructor notes in the SPECIAL INSTRUCTIONS

- section of the form anything you may use other than a pen/pencil (such as a calculator, notes, or a book).
- If the instructor does not note this on the form, you will not be allowed to use anything else but a pen/pencil during the testing at our department
  - Ensure the test pick-up date, in the Instructor section of the form, coincides with the time you are requesting to take the test.
    - Remember, if you are taking the test in the morning, D<sup>2</sup>A<sup>2</sup> will need to receive the test the afternoon prior to testing. If you are taking the test in the afternoon, D<sup>2</sup>A<sup>2</sup> will need to receive the test the morning of the same day.
4. Make sure that all information on the form is complete.
  5. Bring/email the completed form to D<sup>2</sup>A<sup>2</sup> ([dss-test@iup.edu](mailto:dss-test@iup.edu)). (After hours, M-F, if submitting a physical form, you may slip it under the office door.)
  6. Once a proctor is secured and a room designated, you, the instructor, the proctor, and the accommodated test coordinator will receive an email confirming the day and time of the test.

### **D<sup>2</sup>A<sup>2</sup> ACCOMMODATED TEST DAY PROCEDURES**

1. If taking a physically proctored exam or quiz, arrive at **246 Stouffer Hall** the day and time of your test. Ideally, arrive 10- 15 minutes early.
2. If taking a Zoom proctored exam or quiz, sign into the designated Zoom room the day and time of your test. Ideally, arrive 10- 15 minutes early.
3. Meet your proctor in our reception area, or the testing area or Zoom room, as indicated in your confirmation email.
4. Give the proctor\* you cell phone, time piece, any bags, backpacks, etc. Show them that your pockets are empty. (\*If Zoom, you will be expected to show all your surroundings, have your phone in proctor sight, etc.)
5. Both the student and the proctor should sign the form verifying that all noted materials have been moved away from the student, and that both understand that failure to follow academic integrity (e.g., not cheating) guidelines will lead to judicial referral.
5. If your test is not being read to you, let the proctor know if you mind if they type on her/his laptop while you are testing.
6. Be sure to let the proctor know if you have any problems or questions during the exam. The proctor will seek the advice of the accommodated testing coordinator or a D<sup>2</sup>A<sup>2</sup> adviser.
7. If you are eligible for breaks, the proctor will accompany you and your materials, phone, bags, etc., must remain in the room during the break. [\*If in Zoom, you will be required to leave materials within sight of the proctor and use all other measures as directed by the proctor.]

8. If applicable, receive your phone and materials back from the proctor when the test is completed.

**\*BE SURE TO BE ON TIME FOR YOUR SCHEDULED TEST\***

**\*If you are more than 15 minutes late, the exam arrangements will be canceled.**

**\*You will then need to reschedule with both D<sup>2</sup>A<sup>2</sup> and your instructor.**

**\* See Appendix E, for a sample “Test-Request” form**

## **ADAPTED TEST PROCEDURES GUIDELINES (For Instructors)**

*The following is a copy of the adapted test procedure guidelines for IUP instructors. The purpose of providing these guidelines in this student handbook is so that you (the student) are aware of what information instructors have regarding this matter.*

1. Extended time for quizzes and exams (usually time and a half) is considered a mandatory, legally required accommodation in various sectors of education (public schools, institutions of higher education). Consideration for extra time should involve:
  - a. Type of physical or learning disability and resulting modifications - if a test is read aloud, equipment is used, or the test must be transcribed, it takes longer to read and/or record the answer for a student.
  - b. Type of test - dependent on the type of disability certain types of tests will require extra time. For some physical disabilities, filling in multiple-choice items will take less time than essays or diagrams. Depending upon the learning disability, multiple-choice exams may be more difficult. With other types of learning disabilities, the essay exams may prove difficult.
2. Time and a half or double time is calculated by D<sup>2</sup>A<sup>2</sup> on the time allotted to the other students in the class, NOT the average time it takes students to complete an exam.
3. It is usually not possible to proctor evening or weekend exams. In such cases, please consider allowing the exam to take place during daytime hours.

4. To prevent the student from missing a class scheduled immediately before or after the regularly scheduled exam time, they/we may request that you specify a different day and time for the test to be taken.
4. If you are giving double time on two-hour tests, you must consider student fatigue. In this case, you may wish to specify that the student take only half of the test one day and the remainder the following day.
5. Students are required to schedule tests in advance with this department. If a student meets the responsibility, a reader/proctor and room will be available (if they are unavailable, you will be notified by D<sup>2</sup>A<sup>2</sup>).
4. If D<sup>2</sup>A<sup>2</sup> is proctoring the exam, please arrange the method for getting the test to our department with the student. You may email the exam to [dss-test@iup.edu](mailto:dss-test@iup.edu), fax it to 724-357-2889, a D<sup>2</sup>A<sup>2</sup> student worker may obtain the exam at a prearranged time, or you or one of your student employees may deliver it to our department, if university/department circumstances allow for this. Please do not send the exam through campus mail or ask us to return the exam via campus mail.
5. Students who do not follow the required procedures are then subject to default accommodations according to the instructor's policies for missed exams.
6. Alternative testing methods such as oral exams may be necessary, depending upon the student's specific disability.
7. If you have any specific requests for test administration, please contact the D<sup>2</sup>A<sup>2</sup> at 724-357-4067 (Voice/TD).

## NOTE TAKING

Students with visual/ auditory perceptual disabilities, as well as for students with other types of cognitive processing disabilities that may make taking class notes difficult, may have Note Taking as a recommended accommodation. Note taker services occur through a volunteer system that utilizes students already in the classes for which notes are needed.

### D<sup>2</sup>A<sup>2</sup> NOTE TAKING SERVICE REQUEST PROCEDURES:

Discuss your eligibility for note takers with your D<sup>2</sup>A<sup>2</sup> adviser.

- **Specify your note taker needs each semester on the “D<sup>2</sup>A<sup>2</sup> Service Request” form** completed after registration each semester (see Appendix C, for a sample “D<sup>2</sup>A<sup>2</sup> Scheduling” sheet).
- Inform us of the individual classes for which you need note takers.
- We cannot assign note takers until we receive **all** this information from you.

### LEARNING YOU HAVE A NOTE TAKER

- **Check your IUP email account regularly**, as we will contact you, and the note taker, when we have found you a note taker for a class.
- This email will identify for which class there is a note taker, the note taker’s name, and information about the need to pick up notes weekly.
- The note taker will receive confirmation of assignment and instructions for submitting notes weekly.

### GETTING YOUR NOTES FROM THE D<sup>2</sup>A<sup>2</sup> NOTE TAKING SERVICE:

- In most cases, the note takers will submit copies of their notes to D<sup>2</sup>A<sup>2</sup> on a regular basis (e.g., weekly).
- Notes will be available through IUP’s One Drive system, and when a note taker is assigned, you be emailed instructions on how to access your notes.
- **NOTE: if you need printed hard copies of the notes, and department/university circumstances allow, you may come to our department to pick-up your notes. Before planning to do this, discuss it with your D<sup>2</sup>A<sup>2</sup> adviser and/or email disability-access@iup.edu.**
- *If you do not access notes on One Drive for more than 2 weeks, we will contact you and remind you to do so. If, after 3 weeks, you have still not*

*picked-up your notes, you may be notified that your note taker has been released from their commitment to provide copies of further notes for you that semester. Should you later decide that you wish to receive notes, you must meet with the Note Taking Services Coordinator.*

**SPECIAL NOTE:** Notes are typically provided for courses wherein there is an audio lecture, be it in the classroom or on Zoom. If there is not an audio lecture, D<sup>2</sup>A<sup>2</sup> will not plan to provide a note taker. (We may ask you if there is an audio lecture if your class is listed on the course schedule as “remote.”)

Similarly, we do not usually presume that a note taker is needed for a distance education course. But some distance education courses could have audio components that make assigning a note taker relevant.

Let your D<sup>2</sup>A<sup>2</sup> adviser and [dss-notes@iup.edu](mailto:dss-notes@iup.edu) know if your distance education course needs a note taker.

## **ROLES: THE NOTE TAKERS AND YOURS**

### **YOU:**

1. Request note takers, if you are eligible (see your accommodation plan), as soon as you know there is a need.
2. Let us know if the request, or your schedule changes.
3. Attend class regularly (the note taker is your “pencil,” not there when you are not there).
4. Access your notes on One Drive weekly.
5. If you have been told that a note taker is assigned, let your D<sup>2</sup>A<sup>2</sup> adviser **AND** the Note taking coordinator know if the note taker is not submitting notes weekly.
6. If you have been told that a note taker is assigned, let your D<sup>2</sup>A<sup>2</sup> adviser **AND** the Note taking coordinator know if there is a problem with the quality of your notes. The Note taking coordinator will work with the note taker to resolve the problem.

### **THE NOTE TAKER:**

1. Attend class regularly.
2. Take clear, detailed, and complete notes. Write legibly or type.
3. Submit notes to D<sup>2</sup>A<sup>2</sup> weekly.
4. Let the D<sup>2</sup>A<sup>2</sup> Note taking coordinator know any questions or problems or if you are ill and absent one day.
5. If you become unable to take notes for an assigned class,



IMMEDIATELY inform the D<sup>2</sup>A<sup>2</sup> Note taking coordinator

**MORE INFORMATION ABOUT CLASS ABSENCE WHEN YOU HAVE A NOTE TAKER:**

In case you are unable to attend a class, you should notify the Note Taking Services Coordinator ahead of time by email or telephone (724) 357-4067. After three unexcused absences, your note taking services may be suspended. The function of a note taker is to serve as a form of assistance to you in the note taking process, **NOT** as a substitute or representative for you when you are unable to attend class. If you wish to obtain the class lecture notes for the days that you are absent, you should contact a peer in the class and/or arrange to send a recording device to the classroom (with a peer) to record the lectures. Note takers are not required to provide notes for you as an accommodation when you do not attend class.

## NOTE TAKER SERVICE SATISFACTION SURVEY

After the first few weeks of the new semester, each student who receives note-taking services will be sent an online satisfaction survey. By filling out the satisfaction survey, the student will have the opportunity to address any concerns he/she has with the notes he/she is receiving. This does not replace the need for continued communication with the Note Taking Coordinator; however, this gives the student a chance to address any potential concerns. At the end of the semester, an end-of-the-semester online satisfaction survey will again be sent to students who received the note taking accommodations. Students are encouraged to complete the end-of-the-semester satisfaction survey, which will help us evaluate our services and improve for the next semester.

## ASSISTIVE TECHNOLOGY

Students with various learning disabilities, visual loss, or certain physical disabilities may benefit from the assistive technology made available at IUP. Four PCs with the following assistive technology software will be available to students for the 2022-2023 academic year on the Indiana campus.

- **TextHelp Read&Write** allows students to listen to digital material (online, Word or PDF documents, etc.) and hard-copy written material (when scanned into the computer). It also provides other tools, such as writing assistance in the form of word prediction, and voice- to-text/ dictation. (Any computer with internet access can access TextHelp.)
- **You may learn more and be instructed on how to download TextHelp Read&Write at:** <https://www.iup.edu/disabilitysupport/resources-students/read-write-literacy-software.html>
  - Contact the D<sup>2</sup>A<sup>2</sup> department or your D<sup>2</sup>A<sup>2</sup> adviser for assistance.

**Dragon speech-to-text software** allows a student to dictate papers on the computer and/or execute standard Windows functions simply by speaking to the computer. Contact the D<sup>2</sup>A<sup>2</sup> department for assistance

- **JAWS** is screen-reading software that can read (out-loud) webpages, documents, and other forms of digital text-based information on the computer.
- **Magic** provides screen magnification and text altering (i.e., altering text and background color) for individuals with certain types of visual impairments.

If you require training on any of this software, please see your D<sup>2</sup>A<sup>2</sup> adviser for how to arrange a training session.

**Assistive technology PCs** are available for use in:

- the computer lab in Eberly Hall.
- the Stapleton Library (see the front circulation desk for access to the private assistive technology room in the library),
- at the Punxsutawney Regional Campus.

For information on trying out various assistive technology devices and/or acquiring your own permanent assistive technology devices, checkout the following organizations:

- *Pennsylvania's Assistive Technology Lending Library*
  - Call Voice: 215-204-1356; TTY:1-215-204-1805; Fax: 215-204-6336. Email:iod@temple.edu; <https://techowlpa.org/>
  - A free service that enables Pennsylvanians of all ages with disabilities to try a variety of assistive technology devices, to decide what device is best suited to their needs (prior to making a purchase).
- *Pennsylvania Assistive Technology Foundation*
  - <https://patf.us>
  - A non-profit organization that provides low-interest loans to people with disabilities and older Pennsylvanians so that they can buy the assistive technology devices and services they need

## EQUIPMENT LOANS

D<sup>2</sup>A<sup>2</sup> has some limited equipment available for temporary and/or semester-long loan, including:

- manual wheelchair (short-term loan only) \*
- electric wheelchair (short-term loan only) \*
- electric scooter (short-term loan only) \*
- knee scooters (short-term loan only) \*
- Live Scribe Pen and paper (short-term loan only; to see if this is useful before purchasing your own Live Scribe pen) \*\*

This equipment is available to you for SHORT TERM loan, each semester, on a

first-come first-served basis.

To borrow materials, you must come to the D<sup>2</sup>A<sup>2</sup> department at 246 Stouffer Hall and **complete and sign an equipment loan form**. Your copy of the loan agreement will serve as a reminder that you have our equipment on loan. (Be sure to receive the “returned equipment” form when you have completed use of and turned in your borrowed equipment.)

At the end of each semester (or when asked by D<sup>2</sup>A<sup>2</sup> to return short-term loan equipment), **if you have not returned the loaned equipment, we will bill you for it. Failure to pay this bill could result in a hold placed on your IUP account** (preventing you from registering for further classes, requesting copies of transcripts, etc., until your financial account is cleared-up). *Even if you plan to use the equipment for the following semester, we must have it returned so we can complete our inventory.*

If at any point throughout the academic year you decide to leave IUP, you must return the equipment.

\* The wheelchairs, scooters, and knee scooters are available for loan only on a short-term temporary basis (e.g., while your own personal wheelchair or scooter is undergoing some unexpected repairs; if you have a short-term temporary disability and do not yet have immediate access to your own wheelchair or scooter; if you acquire a new disability and are in the process of obtaining your own personal wheelchair or scooter; etc.).

If you will require the long-term use of a wheelchair or scooter, you should obtain your own personal wheelchair or scooter. Or, if you have been using one of our wheelchairs or scooters for an extended period, and we receive new and urgent requests from other students who need to borrow one of our wheelchairs, scooters, or knee scooters, our department reserves the right to request that you immediately return your loaned wheelchair or scooter to us.

\*\*Live Scribe Pens and paper are available for loan only on a short-term temporary basis to allow you to try the pen out before purchasing your own.

## ALTERNATE/ AUDIO FORMATS FOR TEXTBOOKS

### → **ALTERNATE TEXTBOOKS (a.k.a.. Recorded Books)**

If you have a visual impairment or another disability that affects reading, such as a learning disability, or other disability that might affect reading or attention to reading, check with your D<sup>2</sup>A<sup>2</sup> adviser to see if you are eligible for alternate textbooks.

Students are required to purchase a hard copy of all textbooks for which they receive alternate textbooks. Students are responsible for keeping receipts for all textbook purchases. Failure to do so is a violation of copyright laws and may result in civil or legal action.

### → **What books do you need? How do you find out? What's next?**

Look on MyIUP (Academics → Ordering Course Materials), contact your instructors, or visit the IUP Co-op Stores website at <http://www.iupstore.com/textbooks-and-course-materials> to get the titles, authors, editions, copyright dates, and ISBN numbers for your next semester's assigned books. *You may begin attempting to gather this information as soon as you have registered for the next upcoming semester.*

The Alternate Text Coordinator will be in contact with you regarding additional information needed, such as receipts.

#### ***What's next?***

- Fill out an "Alternate Text Request" form (see Appendix F) in its entirety and return this completed form by e-mail the Alternate Text Coordinator at [alt-text@iup.edu](mailto:alt-text@iup.edu). [You may also be able to return it in person to 216 Pratt Hall if the office is open (and department and university circumstances allow) or email it to your D<sup>2</sup>A<sup>2</sup> adviser or [disability-access@iup.edu](mailto:disability-access@iup.edu).]

#### ***How do you receive your alternate textbooks?***

- When your alternate textbooks are ready for pick up, you will receive an e-mail from the Alternate Text Coordinator with access instructions.
  - Generally, the Alt Text coordinator will email you a link to the drop box or One Drive share point location from which you can get your alternate text.
  - If another method is needed/required, the Alternate text coordinator will let you

know by email

- Most alternate textbooks are in PDF format. You will receive a listening guide at the time of alternate text pick-up.
  - Most laptops have embedded reading software
  - You may also often use TextHelp Read&Write (see Assistive Technology section)
- If you are having difficulty accessing or using your alternate text, contact the Alternate Text Coordinator at [alt-text@iup.edu](mailto:alt-text@iup.edu) immediately.

### → **ANY OTHER TYPE OF ALTERNATE TEXTBOOKS**

If you have a disability affecting reading traditional print and for any reason, you cannot use audio texts, let your D<sup>2</sup>A<sup>2</sup> adviser know immediately. The D<sup>2</sup>A<sup>2</sup> adviser will review options.

## **SUBSTITUTION of COURSES**

As noted in Part I of this handbook, students should meet the full academic requirements, with appropriate accommodation, of the program or courses in which they are enrolled. **“Appropriate accommodation” should not significantly alter the academic requirements or the nature of programs/courses.**

VERY occasionally, when a student’s disability seriously precludes even limited acquisition of a topic/academic area or inhibits acquisition in a ‘timely’ manner, a substitution may be requested. A course substitution *may sometimes* then be allowed when doing so would not seriously program requirements alter the fundamental academic intent of the student’s major/ (as defined by the college or department). It is incumbent upon the student to request support of this substitution from their D<sup>2</sup>A<sup>2</sup> adviser, to provide (or have provided) documentation supporting such a substitution, and to then request such of the appropriate person in their college. The appropriate person is usually the associate dean of their college but may also be the departmental chairperson.

**The D<sup>2</sup>A<sup>2</sup> adviser will not request a course substitution of the student’s dean/chair without the student’s request for the adviser to do so.** Be aware that:

- Provision of documentation that mentions course substitution at the time of registering for D<sup>2</sup>A<sup>2</sup> services is also **not** a request.
- **The student’s request must be made by the student** (using the guidelines above) after he or she has begun classes at IUP.
- Substitutions are requested/received on a case-by-case basis.

- It is not guaranteed that a substitution will be granted.
- Substitutions are never granted for courses that would fundamentally alter a major's/program's requirements or nature (e.g., math is deemed essential for most natural science majors and would thus constitute a significant alteration of the programs' requirements/nature).

## **“MEAL FOR THE ILL” DINING PASS**

Residents who cannot make it to one of the dining areas due to illness can have another student pick up a meal for them.

Get a “Meal for Ill” Dining Pass from your residence hall office. Fill it out and have the Residence Hall Director sign the form. Give the form to a friend or designee to take to the dining hall. This form will permit your friend or designee to take food from the dining area for you. **Be sure NOT to give your friend or designee your I-Card as it will be confiscated.** (The “Meal for Ill” Dining Pass substitutes for the I-Card, see Appendix H.)

## **SNOW CLEARANCE for MOBILITY ACROSS CAMPUS & ADA CLEARANCE ROUTE**

Each year, D<sup>2</sup>A<sup>2</sup> works with IUP's Facilities Maintenance department to ensure that on-campus routes for students with mobility-related disabilities are cleared on a priority basis. Prior to the winter weather season, the class schedules for any known students with mobility-related disabilities are forwarded by D<sup>2</sup>A<sup>2</sup> to the Facilities Maintenance department (while keeping the names of these students confidential). In the event of snow/ice, Facilities Maintenance attempts to give priority status to clearing these routes.

If you have a mobility-related disability, please contact D<sup>2</sup>A<sup>2</sup> to let us know that you want your class schedule passed along to Facilities Maintenance. In general, the routes will be cleared early in the morning. However, it is possible that on some days such clearance will be delayed. We understand that delays can be very inconvenient.

Ideally, throughout most of the winter, snow clearance will provide accessibility. **If there are problems, however, please call our department.** We will forward your complaint as an “Urgent ADA” request to the appropriate offices and communicate progress to you in finding solutions. If we are available, we will

assist you when possible. You can ease the situation by allowing plenty of time to get to classes, and by requesting that friends may accompany you on treacherous weather days. If you are having problems consistently, please contact us and we will ascertain what can be done. Also, **please let us know if there are problems with accessible parking spots or ramps being plowed over**. Again, although we do remind maintenance staff of this issue, we may need to send additional reminders. (If you live off campus, please contact the city about city snow removal; *IUP can only be responsible for on-campus accessibility.*)

**Please be aware also that *the Co-Op/HUB is responsible for its own snow clearance***. If there are problems in that area, please contact our office and we will forward your request to the HUB.

You may contact our department with any comments or suggestions about this snow removal plan.

## **SERVICE ANIMALS & EMOTIONAL SUPPORT ANIMALS (ESA) ON CAMPUS (non-housing environments)**

A distinction is made between a “service” animal and an emotional support (or “assistance”) animal:

- (1) A **service** animal is any dog that is individually trained to do work or perform for the benefit of an individual with a disability (including a physical, sensory, psychiatric, intellectual, or other mental disability). A service animal is quiet, non-disruptive, and only reacts and responds to the student’s functional disability.
- (2) Other animals, regardless of whether they are domestic or trained, are not considered *service* animals. Furthermore, animals that serve solely to provide a crime deterrent effect and/or emotional support, comfort, or companionship are not considered *service* animals. The work or task(s) a *service* animal performs must be directly related to the person’s disability and can include a wide variety of services. Examples of work or tasks a *service* animal might perform include (but are not limited to): assisting individuals who are blind or have low vision with navigation or other tasks, alerting individuals who are deaf or hard or hearing to the presence of people or other sounds, pulling a wheelchair, providing physical support and assistance with balance and stability for individuals with mobility disabilities, retrieving items, recognizing, or assisting during seizures, etc.



A public entity (such as IUP) must permit the use of a *service* animal by an individual with a disability, assuming the owner can effectively control it and the animal is housebroken.

The University may ask a student with a *service* animal two questions: (1) Is the animal required because of a disability? (2) What work or task(s) has the animal been trained to perform? In most cases, the University will not ask these questions when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.

In Pennsylvania, a service animal **MUST** be trained; the university is not required to allow a service animal in training.

- (2) An **emotional support animal** or “**ESA**” (sometimes also referred to as an *assistance* animal, therapy, or comfort animal) may provide emotional support, wellbeing, comfort, or companionship that alleviates one or more identified symptoms or effects of a person’s disability (i.e., a purpose that does not constitute “work” or “tasks” according to the above definition for *service* animals). An *emotional support animal* is not a pet.

Institutions such as colleges and universities are not required to accommodate *ESA*’s (i.e., non-*service* animals) in public places (i.e., non-housing/living environments).

Students seeking consideration for accommodation of an *ESA* should provide reliable documentation of a disability from a physician, psychiatrist, or other licensed mental health professional qualified to assess that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability. D<sup>2</sup>A<sup>2</sup> will consider such requests on a case-by-case basis. The granting of the accommodation of an *ESA* is not a guarantee.

As with the use of a *service* animal, if a student is permitted the accommodation of an *ESA*, the owner must effectively control it and the animal must be housebroken.

- ✓ IUP does have pet friendly residence halls. No *ESA* documentation is required for a pet friendly residence hall.
- ✓ D<sup>2</sup>A<sup>2</sup> plays not role in off-campus *ESA* certifications

## USE OF EMOTIONAL SUPPORT ANIMALS IN ON-CAMPUS HOUSING

The University recognizes that as a provider of on-campus student housing it has certain obligations with respect to animals that assist students with disabilities who live in such housing where pets are otherwise prohibited.

Emotional support animals (ESA) animals are sometimes referred to as assistance, support, therapy, or comfort animals. An ESA is not a pet. The term ESA (or "assistance animal") is intended to mean an animal that provides emotional support that alleviates one or more identified symptoms or effects of a person's disability.

Students with disabilities may request a reasonable accommodation to possess an ESA in their on-campus housing unit. Students seeking an accommodation of an ESA (or assistance animal) that provides emotional support must provide reliable documentation of a disability from a physician, psychiatrist, or other licensed mental health professional qualified to assess that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability.

To request an ESA a student must have registered with, and provided documentation of disability, to D<sup>2</sup>A<sup>2</sup>. When that is completed, and D<sup>2</sup>A<sup>2</sup> receives a request for a specific assistance animal, D<sup>2</sup>A<sup>2</sup> will provide an ESA request form, which the qualified provider (noted above) must complete.

D<sup>2</sup>A<sup>2</sup>, with the assistance of the Department of Housing, Residential Living, and Dining, shall have sixty (60) days to evaluate a request for a reasonable accommodation to possess an assistance animal in a student-housing unit based on:

- a) Whether the student has a disability.
- b) Whether the student has a disability-related need for an assistance animal. In other words, does the animal provide emotional support that alleviates one or more identified symptoms or effects of a person's existing disability.
- c) Whether the University can reasonably accommodate the animal.

The request may be denied if the specific assistance animal in question:

- poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation, or,

- the specific ESA in question would cause substantial physical damage to the property of others that cannot be reduced or eliminated by another reasonable accommodation.

Once approved, students are required to comply with the **following** rules intended to relate directly to the ongoing health, safety, and welfare of the campus community:

- a) Student must comply with state and local laws governing the vaccination, licensing, ownership, and maintenance of the animal and agree to provide documentation of compliance upon request by the Office of Housing, Residential Living, and Dining.
- b) Appropriate veterinarian care must be provided for the animal.
- c) The animal must be healthy.
- d) The student must be capable of controlling, and must always control, the animal.
- e) The animal cannot be left unattended for inappropriate periods of time.
- f) Animal waste must be disposed of so as not to create odor, damage, or health risks.
- g) The animal must be housed in the student's housing unit, not in any common area outside of a suite or traditional dormitory room. The animal cannot exhibit behaviors that create a nuisance or undue disruption.
- h) Policies regarding responsibility for property damage or repairs apply to damages caused by, or repairs necessitated by, an animal.

Students who are assigned to roommates who do not want to share a room with an assistance animal may request a transfer. The student being accommodated will not be required to move solely to accommodate another student's preference. However, where a student has medical issues that are precipitated by the assistance animal, the Office of Housing, Residential Living, and Dining will attempt to reach a mutually beneficial solution that may involve either or both students relocating to another unit.

Failure to adhere to the Assistance animal health, safety and welfare responsibilities may lead to removal the privilege.

**NOTE:** Students should be prepared to indicate an alternate responsible party for both service and assistance animals should they become incapacitated or in the event of an emergency.

## ACCESSIBLE HOUSING

### On Campus:

The Office of Housing, Residential Life and Dining (OHRL-D) (Ruddock Hall, Suite G-37) will work with you to provide adequate accommodations through several of their residence halls. You should **notify OHRL-D as far ahead of time as possible** concerning your need for accessible housing, so that assignments may be made prior to housing assignments being filled up with other students. [NOTE: If housing is not guaranteed to all students, it cannot be presumed that it will be provided to a student with a disability. In addition, some choices may be limited, as they are for all students, depending upon the time and nature of the request.]

The department does provide **visual and audible fire alarm systems** for students with hearing or vision loss, upon request. If at any time, you have concerns about your visual and audible fire alarm, it is imperative that you let your building director and your D<sup>2</sup>A<sup>2</sup> adviser know about the problem. OHRL-D always works to resolve any problems with the alarms but can only do so if they (and we) are informed.

Call the Office of Housing, Residential Life and Dining at 724-357-2696 or email [iup-ohrl@iup.edu](mailto:iup-ohrl@iup.edu) to learn more.

### Off Campus:

**Students who live on-campus typically have higher grade point averages and easier, quicker access to study materials. As well, accessible housing is typically more readily available on campus.**

Accessible housing off-campus is somewhat limited. Plan to secure such early. OHRL-D maintains a mini-directory of off-campus housing. Not all off-campus housing is listed in this, and the listing is just a listing; it does not presume any standards on the part of the locations listed. Occasionally, a property owner (landlord) who has an accessible housing unit will notify the D<sup>2</sup>A<sup>2</sup> department. Contact your D<sup>2</sup>A<sup>2</sup> adviser to discuss local accessible housing options.

## CAMPUS DINING (Special Diets)

Nutritional information, including fat grams, caloric content, sodium content, and cholesterol levels, are available for all menu items in each campus dining facility

and on the dining website. In addition, each location provides low fat, low-calorie entrees, salads, yogurt, and other healthy options.

**For students who need to follow a specific diet for documented health reasons, individually prepared meals can be provided.**

The campus dietitian is available to help with any questions, concerns, healthy eating tips, fitness, weight management, and eating disorders. You can reach the dietitian at 724-357-2570 or by emailing, [dannpayne-nicole@aramark.com](mailto:dannpayne-nicole@aramark.com)

## **MEDICAL MARIJUANA**

### **Can students use medical marijuana on campus?**

No. Although state law has changed the federal law has not, and marijuana remains classified as a Schedule I drug. As a result, regardless of state and local law changes, institutions of higher education are expected to continue to abide by the Drug Free Schools and Campuses Act (Edgar Part 86) by maintaining policies which prohibit marijuana possession, use, or distribution by students, staff, and faculty. Meaning, medical marijuana is not permitted on campus under federal law.

If you have a PA medical marijuana card (those from other states are not transferable to PA) and you plan to live on campus, you need to contact the IUP Director of Residential Living at 724-357-2696.

If you do have a medical marijuana card, work with the director or Disability Access to ensure appropriate related, disability accommodations.

## **DELTA ALPHA PI INTERNATIONAL SOCIETY**

IUP is proud to have formed a local chapter (Beta Zeta) of the Delta Alpha Pi International Honor Society.

Delta Alpha Pi Honor Society, the first of its kind in the nation, was established in 2004 at East Stroudsburg University of Pennsylvania specifically to recognize the academic accomplishments of college and university students with disabilities. Because of the negative stereotyping associated with disability, students have frequently been reluctant to identify themselves publicly. Delta Alpha Pi Honor Society presents an opportunity to change that perception by recognizing

students with disabilities for their achievements. In addition, this honor society facilitates development of skills in leadership, advocacy, and education for student participants.

Membership is open to both undergraduate and graduate IUP students who identify as having a disability: Undergraduate students must have already completed a minimum of 24 credits and have a current overall Quality Point Average of 3.10+. Graduate students must have already completed a minimum of 18 credits and have an overall Quality Point Average of 3.30+.

Initiation ceremonies are held regularly each year. During the ceremony, all new honor society members receive certificates and membership pins. Additionally, members who will be graduating at the completion of the current semester, receive honor cords to wear at commencement.

Officer positions for the local IUP chapter of the honor society, Beta Zeta, will be available for members to pursue each year (President, Vice-President, Treasurer, and Secretary).

If you meet the above-referenced criteria for Delta Alpha Pi membership, and would like to be considered, please contact D<sup>2</sup>A<sup>2</sup> for more information.

## **JOB SEEKERS with DISABILITIES**

Persons with disabilities remain under/unemployed at rates than those without disabilities. Having a college degree helps in seeking employment. Equally important is PLANNING AHEAD.

Your work on meeting your career plans and future job placement should begin with IUP's **Career & Professional Development Center** (C&PDC, <https://www.iup.edu/career/index.html>, G-20 Stabley Library, 724-357-2235) as early as **your first year**. IUP Career and Professional Development Center and IUP D<sup>2</sup>A<sup>2</sup> have teamed together to share information about employers seeking employees with disabilities. Both offices update their websites with information for job seekers with disabilities. (See Part IX, Abbreviated Directory.)

The Career and Professional Development Center can assist you in developing a resume, perfecting interview skills, and seeking employment. They can also assist you with locating a part-time (on or off campus) job or internship, to gain valuable work experience. They can guide you towards employers looking to hire

IUP graduates. You should work with a Career and Professional Development counselor and your D<sup>2</sup>A<sup>2</sup> adviser to determine the best manner for you to (or NOT to) disclose your disability and need for necessary accommodations with a prospective employer. From time to time, the D<sup>2</sup>A<sup>2</sup> department receives advertisements for employment positions, internships, and other work-related opportunities specifically for college students (or college graduates) with disabilities. When we receive these, we post them on the bulletin board in the hallway outside of our department.

### Some (not all-inclusive) Informational Websites for Job Seekers with Disabilities:

- *ADA-law*
  - Discussion concerning the Americans with Disabilities Act and other disability-related laws
  - To subscribe to the listserv contact
    - [listserv@vm1.nodak.edu](mailto:listserv@vm1.nodak.edu)
- *Advocacy*
  - Discussion that promotes self-advocacy for people with disabilities
  - To subscribe to the listserv contact
    - [listserv@maelstrom.stjohns.edu](mailto:listserv@maelstrom.stjohns.edu)
- *Bender Consulting Services, Inc.*
  - [www.benderconsult.com](http://www.benderconsult.com)
  - A for-profit technology consulting company that attempts to create competitive employment and career opportunities for people with disabilities (within the technology fields)
- *Careers and the DisABLED Magazine*
  - <http://www.eop.com/awards-CD.php>
  - Job postings
  - List of companies that actively recruit people with disabilities
  - Database to post your resume
- *gettinghired.com*
  - [www.gettinghired.com](http://www.gettinghired.com)
  - Internet based portal that connects: Job seekers with Disabilities, Committed Employers, Advocacy Organizations, and Service Providers

- *Equal Employment Opportunity Commission (EEOC)*
  - [www.eeoc.gov](http://www.eeoc.gov)
  - Provides information on enforcement concerning 'reasonable accommodation' and 'undue hardship' under the ADA.
- *Job Accommodation Network (JAN)*
  - <http://askjan.org/>
  - A free consulting service designed to increase the employability of people with disabilities by:
    - 1) providing individualized worksite accommodations solutions,
    - 2) providing technical assistance regarding the ADA and other disability related legislation, and
    - 3) educating callers about self-employment options.
- *National Business and Disability Council (NBDC)*
  - <https://www.viscardicenter.org/nbdc/>
  - Organization for companies that recruit people with disabilities
  - Section to post your resume
  - Search job listings from the NBDC member companies
- *National Organization for Disability: Campus-to-Careers*
  - <https://www.nod.org/innovation/campus-to-careers/>
  - <mailto:lingm@nod.org>
  - Seeks to connect talented college students and grads to top employers in the Boston area for both internship and employment opportunities
  - Receive training in work readiness skills
  - Connect with mentors
- *U.S. Department of Justice Americans with Disabilities Act Home Page*
  - <http://www.ada.gov/>
  - Information regarding the Americans with Disabilities Act

Sources for Job Seekers with Disabilities seeking employment:

**NOTE 1:** Visit our website often, for up-to-date job posting specific to disability, as well as organization/businesses, specifically interested in hiring persons with disabilities. (<https://www.iup.edu/disabilitysupport/employment-opportunities/>)



**NOTE 2:** On our website (<https://www.iup.edu/disabilitysupport/related-information/>), see things to consider when interviewing and when/if you should mention your disability, “Career Disability Disclosure for Persons with Disabilities.”

[https://www.iup.edu/disabilitysupport/files/disability\\_support/related\\_information/career-disability-disclosure-info-guide.pdf](https://www.iup.edu/disabilitysupport/files/disability_support/related_information/career-disability-disclosure-info-guide.pdf)

**NOTE 3:** Be sure that you are working with resources of the IUP Career and Professional Development Center.

- Attend their workshops
- Attend their job fairs (virtual and in-person)
- Enroll with HANDSHAKE, <https://www.iup.edu/career/finding-employment/job-search/find-your-dream-job-or-internship-at-handshake.html>

# PART IV – OTHER ON-CAMPUS SUPPORT SERVICES

## UNIVERSITY RESOURCES FOR STUDENTS ON THE AUTISM SPECTRUM

It can be difficult to know where to start with disability support at IUP when you are a student on the autism spectrum. This handbook has described the services and accommodations that are available to you through IUP's Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>).

First, you need to register for accommodations through the Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>), which is the designated university department for verifying and keeping documentation of disability and for providing accommodations for IUP students with disabilities. Then, we strongly recommend and encourage you to register for the support program that is offered by the Labyrinth Center for Autism Spectrum Support. More about the Labyrinth program follows:

### **Labyrinth Center for Autism Spectrum Support – 110 Stouffer Hall**

The Labyrinth Center provides a comprehensive and holistic approach to support IUP students with Autism Spectrum Diagnosis as they build relationships, gain independence, experience academic success, and graduate from IUP with the professional and personal skills needed to embark on a fulfilling life and career. The IUP Labyrinth model is based upon best practices in college programs for students with Autism Spectrum Diagnosis and is committed to providing consistent and comprehensive services led by experienced faculty and staff. The IUP Labyrinth model includes:

**Credit Bearing Curriculum:** You will take a required one-credit course each semester that you are registered at IUP that is dedicated to the skill sets necessary for building relationships, increasing independence, academic success, and professional and personal growth.

**Academic and Life Coaching:** You will meet weekly with an academic and life coach, who will help you with your current academic standing, course requirements, time management, residential concerns, communication issues, procedural questions, and any other related academic or social concerns.

**Supervised Study Sessions:** You will attend four hours of study in the Labyrinth Center per week that will be supervised by coaches and staff to provide support related to good study habits and productive use of designated study time.

**Peer and Faculty Mentoring:** You will initially be assigned a trained peer mentor to facilitate social understanding on the college campus. You will meet with your peer mentor for a minimum of one hour weekly. When you reach your junior year, a faculty mentor will be identified to support your career-specific need.

For accommodations concerns, contact your D<sup>2</sup>A<sup>2</sup> adviser, email [disability-support@iup.edu](mailto:disability-support@iup.edu), or call 724-357-4067 (M-F, 8-4:30).

For information about Labyrinth, phone: 724-357-2480, or contact the program director, Ms. Tamara Miller-Leeper, email: [tmleeper@iup.edu](mailto:tmleeper@iup.edu), phone: 724-357-2450.

## TUTORING

**The provision of tutoring is not a mandated accommodation for disability access within postsecondary education. D<sup>2</sup>A<sup>2</sup> does not provide tutoring.** Nevertheless, various tutoring resources, as well as supplemental instruction, are available at IUP

If you wish to receive tutoring, there are multiple sources throughout IUP.

- Check: <http://www.iup.edu/success/tutoring-schedules/>
- Check if the department offering the course, or a major's club, offers tutoring by speaking with your instructor, the department chairperson, or reviewing the department website.

If you feel that you require more tutoring time, or if tutoring for the subject in question is not offered through one of the above sites, we suggest that you speak to your instructor (for the class in which you need tutoring). The instructor may know of other tutors (e.g., upper-class students in the major who might be willing and available to provide some tutoring).

If you continue to have difficulty locating a tutor, see your D<sup>2</sup>A<sup>2</sup> adviser. Some D<sup>2</sup>A<sup>2</sup> advisers may feel comfortable assisting students with tutoring (depending on the topic/subject). Your D<sup>2</sup>A<sup>2</sup> adviser may also be able to assist you in your efforts to locate a tutor for yourself.

Ask your OVR counselor if there is funding support for tutoring if you are an OVR client. If so, such funds may make it easier for you to locate a willing tutor.

## WRITING CENTER

If you need help with essays, term papers, or writing in general, contact the writing tutors at IUP's **Kathleen Jones White Writing Center**. **The Writing Center** is in 203 Stabley Library, 724-357-3029, with both in-person and on-line writing support services. As well, their website ([www.iup.edu/writingcenter](http://www.iup.edu/writingcenter)) offers multiple writing resources.

When you attend your first session, be sure to specify whether you have a disability that affects writing. As much as possible, explain the areas in which you feel you need assistance. **Be sure to indicate that you want help with identifying errors as well as help with content development**, so that they can be prepared to give you the attention you need. Because this is a “walk-in” service, ask for the semester days/hours for the tutor with whom you feel the most comfortable with, and attempt to seek services during those days/hours.

If it would be useful, your D<sup>2</sup>A<sup>2</sup> adviser can contact the writing center to see which tutor would best match your needed learning strengths and functional limitations.

# PART V – REQUESTING MATERIALS FROM D<sup>2</sup>A<sup>2</sup> FILES, LOSS OF SERVICES & DISSATISFACTION WITH SERVICES

## REVIEW and OBTAINMENT of FILE MATERIAL

Students who have registered with D<sup>2</sup>A<sup>2</sup> may request to review their file. Such a request should be made at least **three school/working days prior** to when you would like to review your file. An appointment will be scheduled for you to visit the D<sup>2</sup>A<sup>2</sup>, where you will have the opportunity to review the contents of your file with a representative of D<sup>2</sup>A<sup>2</sup>, the director or designated faculty member, who will be present to answer any questions you might have about the contents.

Students may request to obtain photocopies of certain material in their D<sup>2</sup>A<sup>2</sup> folder (e.g., documentation of the disability, accommodation plan, etc.), depending upon who provided the information to D<sup>2</sup>A<sup>2</sup> initially. Such a request should be made in writing at **least three school/working days prior** to when you expect to pick-up the photocopies, have them faxed to you, or have them sent in the mail to you from D<sup>2</sup>A<sup>2</sup>.

Students may request that photocopies of certain material in their D<sup>2</sup>A<sup>2</sup> folder (e.g., documentation of the disability, accommodation plan, etc.) be sent to a third party, **such as a new school** the student is now attending or plans to attend. Such requests should be received in writing, signed by the student, and should explicitly indicate who you are giving D<sup>2</sup>A<sup>2</sup> permission to supply the material, including names, address, email, and fax number.

### NOTES:

- 1. It is NOT advisable to request copies of documentation for faculty members, even when they request such, for the following reason.** Typically, faculty members are not experts in reading documentation and there are often inclusions in documentation, which may not be applicable to the student's current academic experience. We **recommend** that, when an instructor wants further information about a student's disability, the student requests their D<sup>2</sup>A<sup>2</sup> adviser to synopsise the documentation. This will involve indicating functional limitations and appropriate Accommodations (and sometimes the diagnosis.)

## **2. Some documentation CANNOT be released to the student.**

When documentation has been provided by an external party (i.e., not hand carried or mailed in by the student), its release should be from the originator (e.g., OVR, psychologist, school district). D<sup>2</sup>A<sup>2</sup> must check with the originator to see if they allow release. Most often, D<sup>2</sup>A<sup>2</sup> will direct the student back to the originator. It MAY be more acceptable, in such cases, to release documentation to another professional party (e.g., another university's D<sup>2</sup>A<sup>2</sup>), but even that cannot be guaranteed, without seeking the approval of the originator.

## **LOSS of SERVICES**

Students who have requested services from D<sup>2</sup>A<sup>2</sup> (recipients) are expected to utilize those services in an appropriate manner or provide a notice of the inability to do so. Should appropriate utilization become problematic, the service provider, the student's D<sup>2</sup>A<sup>2</sup> adviser, and/or the Coordinator of D<sup>2</sup>A<sup>2</sup> will warn the student. If the problem continues, the D<sup>2</sup>A<sup>2</sup> Coordinator (or designee) will formally notify the student of the utilization problem and supply a solution and a stated timeline for service redemption in writing, by a mailed letter or via email.

***It is the IUP student's responsibility to check regularly their institutional (IUP) email account. If we have no other way of contacting you, we will contact you via your IUP email account. Contact the Helpdesk for Student Computing at 724-357-4000 for more information.***

Should problems continue beyond the stated timeline, the specific service or services may be withdrawn for at least the remainder of the semester.

The recipient may appeal this withdrawal of service first to the Director of The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup> and student Section 504 and ADA concerns). If the recipient fails to win the appeal at this level, he or she may take their appeal to the Office of the Vice-President for Student Affairs or Provosts office, depending upon the type of service loss (see the following section of this handbook entitled "Dissatisfaction with Services and Appeals"), and/or the director of Social Equity.

## **DISSATISFACTION with D<sup>2</sup>A<sup>2</sup> SERVICES & HOW TO APPEAL**

If you are unhappy/displeased with the services that you have received/are receiving from D<sup>2</sup>A<sup>2</sup>, you may voice your concerns following the procedures.

Step One - Schedule an appointment to present your complaint in person to your D<sup>2</sup>A<sup>2</sup> adviser. In most cases, the D<sup>2</sup>A<sup>2</sup> adviser will be able to reach a satisfactory settlement with you for your complaint. If, however, you are not satisfied with the decision of the D<sup>2</sup>A<sup>2</sup> adviser, you may appeal the decision further (Step Two).



Step Two - Schedule an appointment by emailing [disability-access@iup.edu](mailto:disability-access@iup.edu), or call 724.357.4067, to present your complaint to the Director of D<sup>2</sup>A<sup>2</sup>. In most cases, the Director will be able to reach a satisfactory settlement with you for your complaint. If, however, you are not satisfied with the decision of the Director, you may appeal the decision further (Step Three).



Step Three - If you are dissatisfied with the decision made by the Director, you may request that Ms. Elise Glenn Office of Social Equity, ADA and 504 Compliance Officer [B-17 Delaney Hall, 920 Grant Street, Indiana, PA 15705, email: [social-equity@iup.edu](mailto:social-equity@iup.edu), phone: (724) 357-3402] review the situation. This is the final step in the appeals process.

*The process from Step One to Step Three involves the student appellant, the D<sup>2</sup>A<sup>2</sup> adviser, the Director, and the ADA/504 Compliance Officer. The student should follow the same procedure for presenting the appeal as outlined in Step One above. The decision of the ADA/504 Compliance Officer may reverse, uphold, or modify the previous decisions or recommendations made at Steps One or Two.*

## **DISSATISFACTION with FACULTY PROVIDED ACCOMMODATIONS & SERVICES & HOW TO APPEAL**

If you are unhappy or displeased with the services or accommodations for disability that you have received, or are receiving, from an individual faculty member, you may voice your concerns using the following procedures:

Step One: If you feel comfortable, schedule a meeting with the faculty member to relay your concerns. Notify the D<sup>2</sup>A<sup>2</sup> adviser of the meeting, the reason, and the resolution, if any. If no resolution (or if you are unsure of how to approach the faculty member or uncomfortable in doing so), go to Step Two below.



Step Two: Discuss the situation with your D<sup>2</sup>A<sup>2</sup> adviser. Indicate clearly that you are dissatisfied. Be able to describe the attempts you made to personally and directly (beyond the “Dear Prof” memo) to request the use of

accommodations from the faculty member. Your D<sup>2</sup>A<sup>2</sup> adviser will then either, initiate contact with the faculty member, or proceed to Step Three below.



Step Three: Schedule an appointment to present your complaint to the Director of D<sup>2</sup>A<sup>2</sup> (email: disability-access@iup.edu, In most cases, the Director will be able to reach a satisfactory settlement of your complaint by working with the faculty member involved and his/her departmental chairperson. Should a resolution not occur at that stage, the D<sup>2</sup>A<sup>2</sup> Coordinator may approach the departmental chairperson, the associate dean at the college under which the disputed course is taught, or the dean (in that order). Should a resolution still not occur in your favor, you may proceed to step four below.



Step Four: At this stage, your appeal should be prepared in writing and sent to the Ms. Elise Glenn Office of Social Equity, ADA and 504 Compliance Officer [B-17 Delaney Hall, 920 Grant Street, Indiana, PA 15705, email: social-equity@iup.edu, phone: (724) 357-3402], requesting that Ms. Glenn review the situation.

*Include in this written appeal all the facts relating to your original complaint, your reason for bringing the appeal, and the outcome you desire. The Director of D<sup>2</sup>A<sup>2</sup> will also submit information about the original decision on the complaint. Ms. Glenn may consult with both parties to the complaint before arriving at a decision on the appeal.*



## PART VI – ONLINE COURSES & ACCOMMODATIONS

Some students with disabilities feel that studying online will be the solution to their accommodation needs. You may be considering online study for the same reasons. Be aware that studying online may create the need for a completely different set of accommodations. Enroll in an online course after carefully considering the requirements of the study and your strengths and weaknesses.

### Is online learning for me?

Ask yourself these questions:

- ***How well do I manage my time?*** The independent nature of online study requires a firm grasp on the ability to manage your time. You will be required to set a regular study schedule, keep track of assignments and due dates, as well as participate in online discussions. This may be more difficult without regular, in-person reminders from an instructor. This requires discipline to ensure that you do not forget the course in your day-to-day activities.
- ***Does my disability affect my ability to process and comprehend written information?*** For individuals with certain disabilities, managing the content, directions and discussion in an online course becomes increasingly difficult. Often, online course information is transmitted through written material on the study's web site. The instructor will not be immediately available to deliver the information verbally or to provide clarification for any misunderstood concepts or assignments.
- ***Will I need to utilize assistive technology to complete this course?*** For you, the use of assistive technology may be necessary. This can pose a challenge if some aspects of the online course management system are not compatible with the assistive technology you are using. We recommend that you view IUP's website concerning Moodle (<https://www.iup.edu/itsupportcenter/get-support/academic-services/moodle/getting-started-with-moodle-for-students.html>) and Desire2Learn (<https://www.iup.edu/itsupportcenter/get-support/academic-services/d2l/student-resources/index.html>) the two course management systems most commonly be used for online courses at IUP. You will also review IUP's website for Distance Education [www.iup.edu/distance](http://www.iup.edu/distance)
- You may also want to contact IUP's IT Support Center to request access to a sample online course prior to registering for online courses. Try to use your assistive technology with the sample course to identify any challenges that you will encounter while engaged in online study.

- ***How comfortable am I with computers and technology?*** It is important to be aware of your current comfort level with technology and computers. Are you a digital native? Alternatively, are you a digital immigrant? Digital natives are those students who have grown up with computers, are quite agile in manipulating the technology and are comfortable using all forms of technology. Digital immigrants did not grow up using technology. For many digital immigrants, technology's widespread use came after they had entered adulthood. The technology is more difficult for immigrants to navigate and appears to be more mysterious. Accessing all course information and instruction in an online format may be more intimidating and stressful than engaging in guided independent study. Knowing your comfort level with computers and technology will allow you to determine whether online study is for you.
- ***What do I expect of the online study?*** It is important to be aware of your expectations of the online study. What kind of interaction are you expecting from the instructor? Are you expecting a lot of personal interaction or a little? Do you think that you will have a lot of writing to do or not as much? What information are you basing your expectations on? Find out as much as possible about the format of the online study, the expectations the instructors, and what you need to do to complete the course successfully. The more information you learn about the study prior to enrolling and beginning the study, the better you can determine if online study is for you.

## **Online accommodations**

Online study may create the need for accommodations that are different from those needed for traditional, in-class study.

Determining which accommodations, you wish to request is a unique process. Base your request on a review of the functional limitations of your disability. Areas of difficulty associated with an online class (depending on the nature of your functional limitations) may be:

- Comprehending written instructions
- Participating in online discussions
- Viewing and/or hearing online video postings
- Hearing online audio postings
- Managing your time to complete assignments
- Others unique to your situation

**All accommodations are determined on a case-by-case basis with the information you provide to the disability representative and the accommodations you have requested.**

While the **most requested accommodation is extended time for online tests or quizzes**, students do request other accommodations, based on their needs and the study requirements that may be unique to an online course.

Just as with traditional, on-campus classes, **you SHOULD request that D<sup>2</sup>A<sup>2</sup> forward (EMAIL) your “Dear Instructor” letter** to your online instructors.

If you would like assistance in determining what accommodations to request, please contact your D<sup>2</sup>A<sup>2</sup> adviser.

*Adapted with permission from materials provided by Empire State College - State University of New York, Disability Services, and modified by Todd Van Wieren/Catherine Dugan, D<sup>2</sup>A<sup>2</sup> - IUP*

**For a self-evaluation of readiness for online learning, see Appendix G**

## PART VII – EXTERNAL AGENCIES

### OFFICE of VOCATIONAL REHABILITATION (OVR)

The Pennsylvania **Office of Vocational Rehabilitation** (OVR) is a state agency that assists people with disabilities to prepare for, obtain, and keep jobs. Assistance may include diagnostic services; vocational evaluations; vocational counseling, guidance, and restoration services; and/or training and job placement (including college tuition grants), etc.

If you have a disability and have not already contacted OVR for an intake interview, we strongly urge you to call the OVR office nearest your home for more information:

<https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>  
<https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/OVR-Office-Directory.aspx>

An intake interview will begin to help establish your eligibility for OVR services. *(Note: The availability and provision of services may tie to your level of disability and your financial assets, as well as OVR funding levels. Still, OVR involvement is worth exploring.)*

If accepted for OVR services, you will have a “home” counselor, and a counselor to meet with you while you are here on IUP’s campus (her name is Carol Nelsen). She usually spends one day each week in IUP’s D<sup>2</sup>A<sup>2</sup> department during the fall/spring semesters, and you may reach her at 800-762-4223 (OVR’s Johnstown office) or [cnelsen@pa.gov](mailto:cnelsen@pa.gov).

(If you are not a Pennsylvania resident, you will need to contact your home state’s vocational rehabilitation office/division.)

#### **OVR Client Assistance Program**

If you are dissatisfied with your OVR services, you can request information about the *Client Assistance Program* (CAP) from your OVR counselor. CAP is a program that exists to handle issues such as appeals concerning OVR services.  
<http://www.equalemployment.org>

## **BUREAU of BLINDNESS & VISUAL SERVICES (BVS)**

The Pennsylvania Bureau of Blindness & Visual Services (like OVR) exists to meet the access, education, and employment needs of persons who are blind or who have other visual impairments. Services related to higher education include but are not limited to funding, equipment, cane travel orientation, and guidance. Further information about BVS can obtained at:

<https://www.dli.pa.gov/Individuals/Disability-Services/bbvs/Pages/default.aspx>

## **THE OFFICE for the DEAF and HARD-OF-HEARING (ODHH)**

The Pennsylvania Office for the Deaf and Hard-of-Hearing (like OVR) exists to meet the access, education, and employment needs of persons who are deaf or hard-of-hearing. Services related to higher education include but are not limited to funding, equipment, and guidance. Further information about ODHH can obtained at:

<https://www.dli.pa.gov/Individuals/Disability-Services/odhh/Pages/default.aspx>

## **PART VIII – Some Useful Survival Skills**

Take charge of the situation and ask for help. Here are some tips for success:

1. Your commitment to college must be deep and genuine. It must be a high priority in your life.
2. Start early to seek career counseling so your choice will be compatible with your strengths, and you can plan how to reach your long-range goals.
3. Use your family as a support system. Some family members are readers, typists, or sounding boards.
4. Approach instructors before classes to ask about what kinds of tests are given, how many papers are required, the grading criteria, class size, number and size of texts, and extra help from teaching assistants.
5. Take fewer classes each semester and balance easy classes with more difficult ones. Plan for the possibility of taking more years to finish your degree.
6. Use compensatory techniques such as tape recorders, alternate texts, auditing classes before registration, taking a library tour, consolidating class locations, and purchasing texts in advance.
7. Deal with writing problems early, as writing demands are heavy.
8. Do as much as you can to understand your own disability.
9. Organize your time and allow lots of extra study time.
10. Meet with your instructors and counselors on a weekly basis even if it is just to say "hello".
11. Document your actions if there are problems with classes, instructors, etc.
12. Prepare to be an ongoing self-advocate.

*Adapted from information for students with learning disabilities: "The Keystone" (newsletter of the Wadsworth College Success Series)*

# **PART IX – Scholarships, Aid, and Resources**

## **Sources for Scholarships and Possible Aid:**

HEATH Clearinghouse on Postsecondary Education and Disability  
[www.HEATH.gwu.edu](http://www.HEATH.gwu.edu)

Office of Disability Employment Policy  
[www.dol.gov/odep](http://www.dol.gov/odep)

Pennsylvania Office of Vocational Rehabilitation (PA)  
<https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>

Pennsylvania Bureau for Blindness and Visual Services  
<https://www.dli.pa.gov/Individuals/Disability-Services/bbvs/Pages/default.aspx>

Pennsylvania Office for the Deaf and Hard-of-Hearing  
<https://www.dli.pa.gov/Individuals/Disability-Services/odhh/Pages/default.aspx>

## **Scholarships for Students with Disabilities**

On our website (<https://www.iup.edu/disabilitysupport/scholarships/>), we maintain a regularly updated list of information about possible scholarship opportunities for students with disabilities. Students are also encouraged to explore funding options through state-funded vocational rehabilitation offices (in Pennsylvania, students can contact the Office of Vocational Rehabilitation and related resources). The listing is not meant to be an endorsement of any of the scholarships.

## PART X – Abbreviated Directory

### The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>)

Stouffer Hall 246  
724-357-4067

Dr. Catherine Dugan, Director/Chairperson  
[cmdugan@iup.edu](mailto:cmdugan@iup.edu)

Dr. Todd Van Wieren, Assistant Director, Audio/Alternate Book Coordinator  
[toddvw@iup.edu](mailto:toddvw@iup.edu)

Ms. Billie Pape-Starcher, Department Secretary/Accommodated Testing Coordinator  
[pape@iup.edu](mailto:pape@iup.edu)

Ms. Taylor Dallas, D<sup>2</sup>A<sup>2</sup> Adviser  
[T.N.Dallas@iup.edu](mailto:T.N.Dallas@iup.edu)

Mr. Carlos Garcia, D<sup>2</sup>A<sup>2</sup> Adviser  
[C.E.Garcia@iup.edu](mailto:C.E.Garcia@iup.edu)

Ms. Kayla Mikesell, D<sup>2</sup>A<sup>2</sup> Adviser (Fall 2022)  
[K.M.Mikesell@iup.edu](mailto:K.M.Mikesell@iup.edu)

Ms. Ashlyn Mundy, D<sup>2</sup>A<sup>2</sup> Adviser  
[A.D.Mundy@iup.edu](mailto:A.D.Mundy@iup.edu)

Mr. Bennett Nesley, D<sup>2</sup>A<sup>2</sup> Adviser (Fall 2022)  
[B.Nesley@iup.edu](mailto:B.Nesley@iup.edu)

Ms. Pia St. Pierre, Note-Taking Coordinator, D<sup>2</sup>A<sup>2</sup> Adviser  
[P.E.StPierre@iup.edu](mailto:P.E.StPierre@iup.edu)

Ms. Monet Wade, D<sup>2</sup>A<sup>2</sup> Adviser  
[M.C.Wade@iup.edu](mailto:M.C.Wade@iup.edu)

### Academic and Selected Service Offices

**Academic Success Center/Office of Student Advocate**  
Ms. Megan McCue, Assistant Director/Student Advocate

Stabley 202  
724-357-4070

**Arts and Humanities, (College of)**  
Dr. Curtis Scheib, Dean  
Dr. David Ferguson, Assistant Dean

MCELH 201  
724-357-2397  
724-357-6488

Dr. Heide Witthöft, Dean's Associate

724-357-6456



**Business (Eberly College of)**

Dr. Prashanth Bharadwaj, Interim Dean  
Dr. Amy Cook, Assistant Dean for Administration

ECB 401/ECB 421  
724-357-7889  
724-357-3215

**Career & Professional Development Center**

Dr. Tammy Manko, Director  
Ms. Kelsey Thompson, Assistant Director

B20 Stabley Library  
724-357-2235

STF 104

**Education and Communications (College of)**

Dr. Sue Rieg, Interim Dean  
Ms. Nicole Dunmire, Dean's Associate for Academic Admin.  
Dr. Holly Travis, Dean's Associate for Teacher Prep.

724- 357-2480  
724- 357-2485  
724- 357-2485

**Financial Aid**

Ms. Tiffany Potts, Director

Clark Hall 200  
724-357-2218

**Health and Human Services (College of)**

Dr. Sylvia S. Gaiko, Dean  
Dr. Jonathon Cooper, Dean's Associate/Academic Affairs

ZIN 216  
724-357-2555

**Health and Well-Being (Rhonda H. Luckey Center for)**

Suites, Maple East  
724-357-9355  
724-357-2621

**Counseling Center**

Dr. Jessica Miller, Chairperson  
Ms. Susan Graham, Case Manager

**Health Services**

Ms. Melissa Dick, Nurse Director

724-357-2550

**Health and Wellness Promotion**

Ms. Sara Dillon, Assistant Director

724-357-4799

**The Haven Project**

Dr. Jessica Miller, Project Director

724-357-3947

Ms. Jessica McCroskey, Sexual Violence Prevention Educator

**Student Wellness and Engagement**

Ms. Ann Sesti, Director

724-357-1264

**Housing Residential Living and Dining**

Ms. Valeri Baroni, Director, Housing and Dining Ms.  
Jennie Trimble-Faught, Asst. Dir, Occupancy

RUDDOCK G-37  
724-357-2696

**Military and Veterans Resource Center**

Dr. Cory Shay, Director

G-60 Sts Maple E  
724-357-3008

**Multicultural Student Leadership and Engagement** ELKIN 128  
Mr. Theo Turner, Director 724-357-2598

**Natural Sciences and Mathematics (John J and Char  
Kopchik College of)** WEY 305  
Dr. Steven Hovan, Interim Dean 724-357-2609  
Dr. Dan Burkett, Dean's Associate

**Speech, Language, and Hearing Clinic** DAV 263  
Ms. Erin Clark, Director 724-357-2451

**Undergraduate Studies and Student Success** Stabley B-14  
Dr. Luke Faust, Director 724-357-5935

**University College** Stabley B01  
Mrs. Hillary Stitt, Assistant Director 724-357-2215

**Withdrawals (Individual Course)**  
Via MyIUP portal, consult with department or college

**Withdrawals (Undergraduate Total University)** Stabley 202  
Student Success Advocate, ASC@IUP 724-357-4070

**Writing Center** Stabley 203  
Dr. Dana Driscoll, Director 724-357-3029

**Division of Student Affairs**

**Office of the Vice President for Student Affairs** Sutton 211-216  
Dr. Thomas Segar, Vice-President 724-357-4040

# APPENDIX A –

## Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

**U.S. Department of Education**

Arne Duncan  
*Secretary*

**Office for Civil Rights**

Russlynn Ali  
*Assistant Secretary*

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Revised September 2007. Revised September 2011.

**U.S. Department of Education  
Office for Civil Rights  
Washington, D.C. 20202**

*September 2011*

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate because of disability.

OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.\*/[/](#)

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.



The following questions and answers provide more specific information to help you succeed.

**As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

**May a postsecondary school deny my admission because I have a disability?**

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Do I have to inform a postsecondary school that I have a disability?**

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

**What academic adjustments must a postsecondary school provide?**

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

**If I want an academic adjustment, what must I do?**

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

### **When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

### **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

### **Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational

rehabilitation agency at <http://rsa.ed.gov> by clicking on “Info about RSA,” then “People and Offices,” and then “State Agencies/ Contacts.”

### **Once the school has received the necessary documentation from me, what should I expect?**

To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

### **What if the academic adjustment we identified is not working?**

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

### **May a postsecondary school charge me for providing an academic adjustment?**

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

### **What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school’s compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school’s grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education’s Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

**To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at :**

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100

Phone: 1-800-421-3481

TDD: 1- 877-521-2172

Email: [ocr@ed.gov](mailto:ocr@ed.gov)

Web site: [www.ed.gov/ocr](http://www.ed.gov/ocr)

*\*/You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.*

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or **order online** at <http://edpubs.gov>.

This publication is also available on the Department's Web site at <http://www.ed.gov/ocr/transition.html>. Any updates to this publication will be available on this website.

On request, this publication can be made available in alternate formats, such as Braille, large print. Or computer diskette. For more information, you may contact the Department's Alternate Format Center at 202- 260-0852 or 202-260-0818. If you use TDD, call 1-800-877-8339.

# APPENDIX B – Documenting Disability

## VERIFYING YOUR DISABILITY

We have established these requirements because non-standard tests and incomplete or outdated assessment reports may make it difficult for us to determine appropriate accommodations.

**ATTENTION DEFICIT HYPERACTIVITY DISORDER.** A physician or clinical psychologist must make a diagnosis of Attention Deficit Hyperactivity Disorder.

- If you have already been diagnosed as having Attention Deficit Disorder, please have the professional who diagnosed you send us information regarding the diagnosis, how the diagnosis was made, how it affects you academically, and what accommodations are recommended at the college setting. You may choose to use the “Documentation of Disability Form” (available in our department, or on our website under “Forms”) to verify ADHD.
- If you suspect that you have undiagnosed Attention Deficit Disorder, we recommend that you take all the following tests: the Wechsler Adult Intelligence Scale, the Wechsler Memory Scale, and appropriate subtests from the Achievement Battery of the Woodcock-Johnson Psycho-Educational Test Battery (to show the effects of possible A.D.D. on your academic achievement). If these test lead to a diagnosis, please follow the instructions in the previous step.

**LEARNING DISABILITIES.** To verify your learning disability, please send us records of a psycho-educational evaluation completed by a qualified professional – a licensed educational or clinical psychologist, educational therapist, learning disabilities specialist, or speech and language pathologist. Your verification must fulfill the following requirements:

- Your evaluator must have used widely recognized tests, standardized for adult populations. These should assess your cognitive processing as well as your academic achievement.
- ✓ For cognitive processing, we recommend the Wechsler Adult Intelligence Scale or the Woodcock-Johnson Test of Cognitive Abilities. For academic achievement, we recommend the corresponding Wechsler Individual Achievement Test or Woodcock Johnson Test of Achievement.
- Specific test scores, along with any write-up or narrative test report that done in conjunction with your diagnostic testing must be included in your documentation.
- The assessment should have been completed no more than three years before the date of your application.

**TRAUMATIC BRAIN INJURY.** To verify disabilities related to a brain injury, documentation such as described for a learning disability is useful.

**DEAFNESS OR HARD OF HEARING.** To verify the extent of your hearing loss, please have your physician or audiologist send us a copy of a recent (within the last two years) audiogram.



**LEGAL BLINDNESS OR VISUAL IMPAIRMENT.** To verify your legal blindness or other visual impairment, please have your ophthalmologist or optometrist send us a copy of your most recent eye examination results. In general, to be eligible for services from D<sup>2</sup>A<sup>2</sup>, students who use corrective lenses must have a corrected vision of not less than 20/200. If you do not meet this requirement but have a visual impairment that significantly affects your academic performance, please contact our department.

**MOBILITY IMPAIRMENT, SPEECH IMPAIRMENT, CHRONIC ILLNESS, PSYCHOLOGICAL DISORDER, OR OTHER DISABILITY NOT LISTED ABOVE.** Please have your physician or other appropriate professional send us a short letter of verification with information regarding the diagnosis, how it was made, how it affects you academically, and what accommodations are recommended at the college setting. You may choose to use the “Documentation of Disability Form” (available in our department, or on our website under “Forms”) to verify your disability.

**Note:** If you are admitted to IUP, we may ask you to have further testing done if this testing is necessary for the planning and provision of appropriate accommodations and services.

If you have questions, please contact:

The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>)

201 Pratt Drive, Room 216

Indiana, PA 15705-1087

(724) 357-4067

(724) 357-2889 (FAX)

## GUIDELINES FOR PSYCHOEDUCATIONAL EVALUATION

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*Our goal in requesting a psycho-educational evaluation is twofold: a) to obtain documentation of a specific Learning Disability and, b) to develop appropriate accommodations that will best serve our students. Therefore, while an older or incomplete evaluation may document a disability, it does not clarify the need for appropriate accommodation. Similarly, reevaluations, which merely restate previous test results, do not provide clarification of current needs. Please do NOT send IEP's or NORA's, nor do we wish to have more than one adult assessment.*

### 1. Evaluations must have been performed within the last three (3) years.

A specific learning disability must be stated within the documentation submitted. If another diagnosis is applicable, such as Attention Deficit (Hyperactivity) Disorder, it should be stated. Please state the DSM-IV axis and code number when available.

2. Evaluations should include measurements of **broad cognitive functioning**, demonstrated on individually administered intelligence tests, including subtest scores. Suggested evaluation tools include the Wechsler Adult Scales or Woodcock Johnson.

3. **Specific cognitive processing strengths, weaknesses and deficits** should be discussed. Clear documentation of deficit areas is necessary for IUP to provide the appropriate accommodations. Please discuss the following processing areas:

- a) Visual spatial abilities
- b) Memory (auditory and visual; short- and long-term)
- c) Fine motor/dexterity (speed/sequence of motor patterns)
- d) Executive functions (verbal and nonverbal reasoning)
- e) Selective attention/perception (auditory and visual)

4. **Specific achievement deficits** relative to potential must be documented. Suggested evaluation tools include the Wechsler Scales or Woodcock Johnson Batteries. Assessment results must be provided across the following areas:

- a) Written language
- b) Reading (decoding and comprehension) - Please indicate the student's ability to comprehend long reading passages (i.e., those which are typical on college exams).
- c) Mathematics (applied (word problems) and calculations)

5. **Oral language skills** should be assessed and discussed. This department is interested to know if a student's learning disability or psychological disorder is impacting oral language and/or if a separate speech disorder is present. Please indicate if foreign language is a specific problem area.

6. **Social-emotional status** should be assessed and discussed. Formal assessment instruments and/or clinical interviews are appropriate. The college experience is typically quite stressful for students who have learning or attention deficit disorders. To best serve our students, we need to know about their personality characteristics, psychological welfare, self-esteem, and stress level.

7. Utilization of assessment instruments with **age-appropriate norms** is required. All standardized measures must be represented by standard scores, or percentile ranks based on age-appropriate, published norms.

8. **Specific accommodations**, appropriate to the diagnosis, should be offered. These accommodations may include, but are not limited to: part-time enrollment; substitution of required courses; alternate examination formats, including extended time, isolated exam administration, oral exam administration, or other formats deemed appropriate to the student's specific learning disability or psychological disorder; aids or assistance with reading, writing, note-taking, test-taking, proofreading and transcription or typing; disability related counseling; priority registration, and; liaison with faculty, staff and community agencies.

9. **Comments and questions** regarding these guidelines may be directed to D<sup>2</sup>A<sup>2</sup> at the address above.

10. **Note:** We reserve the right to request additional documentation and to determine appropriate accommodations based upon documentation, your request, and our professional experience.

# APPENDIX C (“Green Sheet”)– COMPLETE THIS EACH SEMESTER D<sup>2</sup>A<sup>2</sup> Service Request for Fall 2022

Received in Department: \_\_\_\_\_ (date stamp)

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

**Please complete the following so that we can make our services to you as helpful and efficient as possible.**

Name: \_\_\_\_\_ Banner ID: @ \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Permanent Phone: \_\_\_\_\_ Cell Phone/Work Phone: \_\_\_\_\_

IUP Email Address: \_\_\_\_\_

**Please note that correspondence for recorded books and note taking will be done ONLY through IUP email.**

Local Address for next semester (if known): \_\_\_\_\_

**For the upcoming Fall semester, please indicate which of the following services you would like:**

1. **Dear Professor Letters sent.** Yes \_\_\_ No \_\_\_

If yes, specify which classes:

**NOTE: The nature of your disability is NOT disclosed on the memo; only the accommodations are listed. Check (yes) below if we have permission to disclose your disability to instructors. Yes \_\_\_ No \_\_\_  
Be assured that a “NO” answer will in no way affect your letters or service.**

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

1. **Does your accommodation plan state that you should receive note takers?** Yes \_\_\_ No \_\_\_ Uncertain \_\_\_

**If so, do you need to have note takers assigned for this semester?** Yes \_\_\_ No \_\_\_

Specify in **which classes** you desire note takers.

**\*\* Please do NOT simply write all \*\***

**If you change your schedule, it is your responsibility to notify the note taking coordinator immediately so that they may notify volunteers already in place and request new volunteers.**

**Understand we will be giving the note taker your contact information. Please check (yes) below if we have permission to disclose your name to the note taker.**

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

**Please turn over**

**If you are not registered with Learning Ally, it is important to schedule an appointment with your D<sup>2</sup>A<sup>2</sup> adviser as soon as possible to have your books recorded. D<sup>2</sup>A<sup>2</sup> is unable to record books without a completed recorded book form.**

**3. Do you need alternate text this semester?**

**Yes \_\_\_ No \_\_\_**

Are you registered with Learning Ally? Yes \_\_\_ No \_\_\_  
Uncertain \_\_\_

**4. Do you need to have classes moved? (physical concerns/inaccessible building) Yes \_\_\_ No \_\_\_**

Please specify which classes:

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Signature \_\_\_\_\_

# APPENDIX D

**The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>)**  
**216 Pratt Hall – IUP**  
**Indiana, PA 15705**  
**(724) 357-4067 (V/TD)**

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Date:

Subject: Provision of Disability Accommodations

To:

From: Dr. Catherine Dugan                      Dr. Todd Van Wieren  
Director/Chairperson                      Assistant Director

\_\_\_\_\_, who is enrolled in your \_\_\_\_\_ class, is a student with a documented disability, served by **The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>)**. The following accommodations assist the student in overcoming a specific aspect of a course which places her or him at a competitive disadvantage due to a disability. The accommodations are meant to ensure that a student's academic work reflects achievement and not the disability. They are not meant to give the student an unfair advantage over the other students. The accommodations used vary each semester, depending upon course content and style.

This form is sent to instructors at the student's request. Although accommodations are non-negotiable, details about how the accommodations will be provided are generally arranged between the faculty member and the student. If you need assistance arranging appropriate accommodations, please contact us. **We do encourage students to approach you to arrange specific accommodations, particularly exam/quiz accommodations. Nevertheless, do feel free to approach the student yourself, to inquire about their intent to use accommodations.** (Of course, please **do not** discuss accommodations with the student in front of the entire class.)

**Please direct any questions** concerning the student and the accommodations to the student or **to the student's D<sup>2</sup>A<sup>2</sup> adviser**, within D<sup>2</sup>A<sup>2</sup>, by calling (724) 357-4067, or emailing disability-access@iup.edu.

## ACCOMMODATIONS:

*The following are normally considered reasonable accommodations to which a university student is entitled. A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. [Information within the parentheses designates the party responsible for providing or arranging the accommodation on behalf of the student.]*

- Priority/early registration (student & D<sup>2</sup>A<sup>2</sup>)
- Alternate format (audio) textbooks and handouts (student & D<sup>2</sup>A<sup>2</sup>)
- Recording lectures (student)
- Note takers (D<sup>2</sup>A<sup>2</sup> & professor)
- Sign language interpreter (D<sup>2</sup>A<sup>2</sup>)
- Instructor facing class – remain in student's eyesight range (professor)
- Captioned audio-visual materials (D<sup>2</sup>A<sup>2</sup> & professor; D<sup>2</sup>A<sup>2</sup>)
- Advanced viewing of audio-visual materials (student, professor or D<sup>2</sup>A<sup>2</sup>)
- Priority seating in class (e.g., allow student to sit near the front) (student & professor)
- In-class aid/assistant for: (D<sup>2</sup>A<sup>2</sup>)
- Physically accessible classroom (i.e., may require room-scheduling changes) (professor, D<sup>2</sup>A<sup>2</sup>)
- Accessible classroom desk/seat: \_\_\_\_\_ (D<sup>2</sup>A<sup>2</sup>)
- Accommodations for exams, quizzes & assessments (at D<sup>2</sup>A<sup>2</sup>, or, if it is in a separate room with no interruptions, at the professor's location, i.e., it is not okay to have a student start early or be allowed to run late, when other students

are in the same room taking the exam):

- Extended time (professor or D<sup>2</sup>A<sup>2</sup>) [Extended time is time-and-a-half to double time, using the class period time, exam time or final exam time, or the quiz time afforded other students, as the base from which the extended time is calculated; it is not based on average time to take the exam. Extended time must be afforded for on-line as well as in class exams and quizzes.]
- Word processor/computer (professor or D<sup>2</sup>A<sup>2</sup>)
- Isolated/quiet environment (professor or D<sup>2</sup>A<sup>2</sup>)
- Reader (professor or D<sup>2</sup>A<sup>2</sup>)
- Transcriber (professor or D<sup>2</sup>A<sup>2</sup> for essay Exams)
- Sign language interpreter (D<sup>2</sup>A<sup>2</sup>)
- Other:

**Other:**

*OTHER RECOMMENDED ACCOMMODATIONS or SERVICES:*

The following are recommended accommodations that are sometimes afforded university students with disabilities, but which are open for discussion and consideration depending on the nature of the course's content or requirements. (Note: When deciding whether to allow the accommodation below, please consider: is it not to be allowed because memorization, for example, is essential, OR is it because of past practice? Is the goal the act of memorizing or spelling or is the real goal to be able to apply the information.)

- Exams, quizzes & assessments* – at D<sup>2</sup>A<sup>2</sup>, or if it is in a separate room with no interruptions, at the professor's location (i.e., it is not okay to have a student start early or be allowed to run late, when other students are in the same room taking the exam):
  - Use of calculator (student)
  - If possible, allow student to bring formula to exam/assessment, and grade on application rather than memorization (student)
  - Use of spelling and grammar checking device (student)
  - If possible, do not penalize spelling/grammar mistakes (professor)
  - If possible, allow interpretation of questions/items for vocabulary clarification and simplification of complex sentence structure (professor or D<sup>2</sup>A<sup>2</sup>)
  - If possible, allow oral exams/assessments with professor, in place of written format (professor)
  - If possible, allow papers/projects, in place of written exams/assessments (professor)
  - If possible, allow essay format exams/assessments, in place of objective format (professor)
  - If possible, allow objective format exams/assessments, in place of essay format (professor)
  - Other:
  
- If possible, conduct lectures via use of chalkboard, overheads, PowerPoint, etc., to ensure understanding of the lectures' main important points and/or structure (professor)
  
- Other:

*ADDITIONAL INFORMATION:*

*Student should meet regularly with their D<sup>2</sup>A<sup>2</sup> advisor, for assistance with disability services and accommodations.*

# APPENDIX E – COMPLETE ONE FOR EACH TEST

## TEST REQUEST FORM

**Department for Disability Access & Advising (D<sup>2</sup>A<sup>2</sup>)**  
Room 246 Stouffer Hall 724-357-4067

Date received by D<sup>2</sup>A<sup>2</sup>

- Submit this form at least **3 work/school days** (not including the test day) prior to the requested testing date.
- For **finals**, submit this form at least **1 week** prior to the requested testing date.  
*(Failure to submit a request as noted above may lead to not receiving an accommodated test.)*

**D<sup>2</sup>A<sup>2</sup> operating hours are 8:00 am to 4:30 pm, Monday – Friday**

*(If you must take a test outside of these hours, please make special arrangements with D<sup>2</sup>A<sup>2</sup> to do so.)*

Student's Name: \_\_\_\_\_ Banner ID: @\_\_\_\_\_

Student's Phone #: \_\_\_\_\_ Student's Email: \_\_\_\_\_

Professor's Name (first & last): \_\_\_\_\_ Professor's Phone #: \_\_\_\_\_

Professor's Email: \_\_\_\_\_ Class: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ (ex. PSYC 101-001)

**Date & Time you wish to take the test at D<sup>2</sup>A<sup>2</sup>:**

*(Be sure to take into consideration your extended time when choosing a start time.)*

- 1st choice:  Mon  Tues  Wed  Thur  Fri Month: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_
- 2nd choice:  Mon  Tues  Wed  Thur  Fri Month: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**What type of non-standard testing will you require?**

- Extended Time
- Reader
- Transcribed
- Computer Use

**Other/special instructions or needs?** *(e.g., proctor typing on their laptop during the test would be distracting)*

- We will make every effort to have a 1:1 student-proctor ratio, depending upon scheduling demand.
- In some circumstances, a proctor may move between two side-by-side rooms, with an open doorway between them.
- There will be a low-distraction testing environment in all cases.
- During **finals**, several students may share a proctor in a larger space. (Finals test request forms due 5 work days, not incl. test day, in advance)
- Read and/or transcribed tests are 1:1.
- During a test, alert your proctor immediately if there is a concern. Ask the proctor to alert our office immediately, so that they can address the issue before the test concludes.
- Submit test request forms at least **3 work/school days** (not including the test day) prior to the requested testing date.

**Professor's info must be fully completed on the back**

| To be completed ONLY by D <sup>2</sup> A <sup>2</sup> personnel |                              |
|---|------------------------------|
| Assigned Test Number:   | Assigned Testing Room:       |
| Sent Out Proctor Email Request:                                 | Entered on Testing Calendar: |
| Assigned Proctor:   | Received Test:               |
| Sent Email Confirmation to Professor, Student & Proctor:        | Test Delivered:              |

**This side of the form must be fully completed by the PROFESSOR  
prior to the STUDENT turning it into D<sup>2</sup>A<sup>2</sup>**

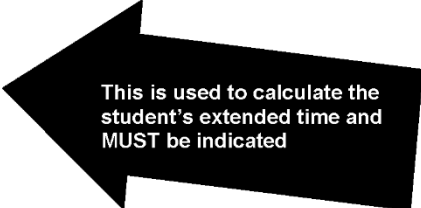
Dear Professor:

- As you complete this form, please note the student's scheduling DEADLINES (front side).
- Return the completed form to the **STUDENT**, who will then turn the form into D<sup>2</sup>A<sup>2</sup>.
- In case of a delay, or a time crunch, you may scan the completed form and email it to [dss-test@iup.edu](mailto:dss-test@iup.edu)

**Professor's Department Location:** \_\_\_\_\_  
*(If the completed test is to be delivered back to you by D<sup>2</sup>A<sup>2</sup>, this is the location where it will be hand delivered.)*

**Department Phone #:** \_\_\_\_\_ **Alternate Faculty Phone #:** \_\_\_\_\_  
*(e.g., your cell phone # – To be used only in case we need to contact you directly if important questions or issues arise during testing.)*

**NORMAL time allotted to complete test:** \_\_\_\_\_



**Please indicate how the test will be provided to D<sup>2</sup>A<sup>2</sup>:**

- On D2L or Computer
- Hand delivered by professor
- Emailed as attachment to [dss-test@iup.edu](mailto:dss-test@iup.edu)
- Faxed to D<sup>2</sup>A<sup>2</sup> at 724-357-2889
- D<sup>2</sup>A<sup>2</sup> to pick-up test \*

\* Date test should be picked-up: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_

*(If D<sup>2</sup>A<sup>2</sup> is to pick-up the test, we will do so at the professor's departmental office from the secretary. If the student is taking the test in the A.M., the test will have to be picked-up by the afternoon before the testing date. If the student is taking the test in the P.M., the test will have to be picked-up by the morning of the testing date.)*

**Check here if YOU want to pick-up the completed test from D<sup>2</sup>A<sup>2</sup>**

*(If not checked, by default D<sup>2</sup>A<sup>2</sup> will hand deliver it back to your departmental secretary.)*

**Professor's Special Instructions:** *Note any additional resources allowed (e.g., use of calculator, notes, open book, etc.). (If no special instructions are included, by default D<sup>2</sup>A<sup>2</sup> will only allow the student a writing utensil during testing.)*

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**Professor's Signature:** \_\_\_\_\_

*(By signing this form, you are authorizing approval for the student's requested test times on the front side of this form.)*



# APPENDIX F –

## DO EACH SEMESTER IF USING ALTERNATE TEXT

### ALTERNATE TEXT REQUEST FORM

DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_ Banner ID: \_\_\_\_\_

IUP EMAIL: \_\_\_\_\_ Phone: \_\_\_\_\_

Does your laptop have a disc drive? \* \_\_\_\_\_

\*CDs are provided free of charge to distribute your alternate text. However, if your laptop does not have a disc drive, you will need to drop off a flash drive (**LABELED WITH YOUR NAME**) at D<sup>2</sup>A<sup>2</sup>. Please indicate to a student worker or staff member that the flash drive is for alternate text.

**The attached “Policy for Use of Alternate Text Formats”  
MUST BE SIGNED in order to receive your alternate text.**

#### **To obtain your textbook information, follow the directions listed**

**below:** **Step 1:** Log into MyIUP.

**Step 2:** Click the “Academics” tab and scroll down, looking on the left side, until you come across the “Course Registration and Textbooks” section.

**Step 3:** Select “Print Your Booklist.” This will take you to another screen and prompt you to select the current semester.

**Step 4:** After selecting the current semester and submitting your selection, click “Get Booklist.” This screen will list the author’s name in bold, the title of the textbook, the title of the course, and the ISBN (this number will start with 978). Please make sure to include the ISBN of each textbook to ensure that you receive the correct alternate text.

#### **Fill out all the information below for your required books that you would like to receive in alternate text format.**

1. TITLE: \_\_\_\_\_ Author: \_\_\_\_\_

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

CLASS (include section): \_\_\_\_\_ Publisher: \_\_\_\_\_

2. TITLE: \_\_\_\_\_ Author: \_\_\_\_\_

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

CLASS (include section): \_\_\_\_\_ Publisher: \_\_\_\_\_

3. TITLE: \_\_\_\_\_ Author: \_\_\_\_\_

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

CLASS (include section): \_\_\_\_\_ Publisher: \_\_\_\_\_

## **POLICY FOR USE OF ALTERNATE TEXT FORMATS**

- I. I certify that I have a diagnosed disability or condition, which permits me access to alternate text formats (CDs, PDF files, cassette tapes, etc.).
- II. I certify that I have purchased a copy of any textbook for which I am also receiving in an alternate text format.
- III. I understand that this alternate format is exclusively for my own use.
  - a. I will not share the alternate format with anyone else.
  - b. I will not make any copies of the alternate format.
  - c. I will not post the alternate format or make it available online.
- IV. I understand that violating this contract constitutes a violation of the Copyright Law of the United States of America, as amended (17 U.S.C. Sec. 101 et seq.).
- V. I understand that violating this contract constitutes a violation of Indiana University of Pennsylvania's Academic Integrity Policy and Procedures, specifically Section II, Number 8:
  - a. "...violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed."
- VI. I understand that failure to abide by this agreement may lead to judicial and/or civil legal proceedings.

I, \_\_\_\_\_, have read the above and agree to the terms and conditions.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# APPENDIX G -

## Student Self-Evaluation for Online Learning

**We want you to be successful in your online courses. Students sometimes assume online courses will be less work because there is no class to attend; this perception is far from the truth. Please consider the following before enrolling in an online course:**

- To succeed at an online course, you must be **self-- disciplined and organized**.
- In a writing course, the **time commitment is amplified** – not only will you be completing writing assignments, but discussion with peers will happen in writing, communication with your instructor will occur in writing, and responses to readings will happen in writing.
- Taking an online course can be **isolating**. We all learn differently, and it's important to think about what kind of learner you are. Are you someone who learns better by going to class and interacting in a physical space with your peers and teacher? If so, you might do better in a face-- to--face classroom.
- Not all online courses use the same processes for communication and assignment submission. While some may use D2L, others might use Moodle or a Wiki; while some instructors conference via Skype, others prefer to conference on the phone. You must be prepared to **adapt to the teaching style, course-- management, and software requirements** of individual instructors. Success in a previous online course does not mean automatic success in another online course.

**If you can answer "yes" to *all the following questions*, you are probably well prepared to take an online at IUP. When answering these questions, be honest with yourself so you have the best chance at success. The convenience of your course schedule alone is not a good reason to take an online course.**

### **Prior Experience and Organization**

- ↓ Were you successful in the pre--requisite or the course that preceded the one you are considering taking online? (for instance, you earned an A or B in XXXX101 and are now considering taking XXXX202 online)
- ↓ Are you self-- motivated and self-- disciplined?
- ↓ Do you use a planner to keep track of tasks; do you write assignments in your planner when you receive a syllabus, so you can see all your coursework in one place?

### **Commitment and Discipline**

- ↓ Do you consistently finish projects and assignments when they are due?
- ↓ Do you have the self-- discipline and the flexibility in your schedule to spend 10 ---12 hours per week on each online course you take?
- ↓ Will you follow a routine and check your course email and discussion forums daily?
- ↓ Do you work well in a team; will you respond to group members and contribute your part of a group assignment by the deadline?

### **Problem Solving**

- ↓ Do you seek help and find solutions when problems arise?
- ↓ Are you persistent in your requests for information and assistance?
- ↓ Do you seek information from a variety of sources and not just one person or office?
- ↓ Do you tend to think through challenges and problems in order to devise a solution?

## **Technology**

- 1. Do you have access to a reliable computer and Internet connection?
- 2. Do you have the time and patience to learn to navigate unfamiliar web sites and learn to use software that may be new to you?
- 3. Will you feel comfortable with the process of downloading, uploading and/or installing software?

## **Learning Style**

- 1. Are you able to follow written instructions independently, without having a teacher in--person explain them to you? Can you make sense of those directions independently?
- 2. Are you willing and able to communicate with your instructor and classmates almost completely through writing?
- 3. Do you have the patience to watch an online instructional video instead of interacting with a teacher in--person?

# APPENDIX H – “Meal for Ill” Dining Pass



## **“MEAL FOR THE ILL” Dining Pass**

IUP Office of Housing, Residential Living, & Dining



Name of Ill Student: \_\_\_\_\_ IUP Address: \_\_\_\_\_

ID#: @ \_\_\_\_\_ 16-Digit ABA Number: \_\_\_\_\_

Name of Student picking up meal at FOLGER: \_\_\_\_\_

Circle Meal:      Breakfast      Lunch      Dinner

Reason for meal request: \_\_\_\_\_

Residence Hall Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE TO ILL STUDENT: This form will serve as the authorization for the use of your dining meal plan. DO NOT give your I-Card to the student picking up your meal. The I-Card will be confiscated by the Dining Staff.

Dining menu for Folger <http://iup.campusdish.com/Commerce/Catalog/Menus.aspx?LocationId=8453>

Please place your menu selections on the back of this form.

NOTE TO STUDENT PICKING UP THE MEAL: Please present this form to the dining staff member “checker”.



**Original Concept, Content and Design:**  
*Dr. Catherine Dugan, Dr. Christine Sadoski*

**Update of Material:**  
*Dr. Catherine Dugan (2022-2023)*