



STUDENT WELCOME PACKET

ACCESSIBLE CAMPUS COMMUNITY
& EQUITABLE STUDENT SUPPORT

www.siu.edu/access



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Welcome Letter

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

Here at ACCESS we value the intersection of identities throughout the campus community and embrace the unique characteristics of diverse learners. Through community partnerships, academic accommodations and resources extended to students in need of accessibility, we assist hundreds of students with a variety of diagnoses as they pursue their academic disciplines. By focusing on the academic, social, and environmental components of accommodation, we pride ourselves on the inclusion of all students seeking to achieve their educational goals.

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

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

With Cougar Pride,



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



ACCESS Vision & Mission

Providing an Accessible Campus for All

ACCESS is dedicated to achieving and promoting an accessible campus community to ensure that students of all abilities receive appropriate accommodations and equal opportunity to be successful at SIUE. We accomplish this goal through a variety of efforts:

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

ACCESS operates as the bridge between the classroom and the stage on commencement day with a vision that students should not come to campus merely to attend, but to graduate. Every policy, procedure and resource implemented has been designed to promote self-advocacy and independence and remove the gatekeepers to access as much as possible, leveling the playing field for all students.

ACCESS Campus Cultural Goals

These goals are conceptualized as the ultimate "ends" we hope to achieve in educating the campus community (students, faculty, administrators, and guests) in the value of *accessibility over compliance*.

1. **Promote full social integration** by providing knowledge, awareness, and experience of inclusion and integration of people with disabilities as a foundational ethical principle of ACCESS.
2. **Position disability as a social justice issue** by raising awareness to historical and contemporary disability issues and providing learning opportunities to identify, articulate, and address inequities and injustices affecting the lives of people with disabilities.



3. **Position disability as diversity** by providing theoretical and practical contexts for thinking about disability as a component of human diversity and providing students with tools to critically examine social and cultural constructions of disability.

ACCESS Learning Objectives

These objectives are developed to adhere to the highest standards of academic excellence, while promoting full and equal participation by students with disabilities. Our aim is to develop and strengthen the knowledge and skills necessary for participation in professional development and educational opportunities beyond graduation.

Student Objectives:	Examples:	ACCESS Method:
Self-Determination	<ul style="list-style-type: none"> • Students choose to interact with us. • Students choose to self-disclose or not. • Students choose to use or not use accommodations. 	<ul style="list-style-type: none"> • Intake process initiated by student. • Students choose to return each semester to request services.
Interdependence	<ul style="list-style-type: none"> • Students collaborate with faculty, campus staff and ACCESS. • Students coordinate campus and community resources. 	<ul style="list-style-type: none"> • ACCESS recommends reasonable academic, co-curricular and housing related accommodations. • ACCESS provides referrals to campus and community resources.
Personal responsibility	<ul style="list-style-type: none"> • Students meet deadlines, follow policies and procedures. • Students inform ACCESS staff if one is unable to keep appointment(s). • Students are responsible for scheduling exams in accordance with ACCESS policies 	<ul style="list-style-type: none"> • ACCESS sets deadlines, policies, and procedures and expects students to meet/follow them. • ACCESS does not (typically) follow up if students miss appointments. • Students are held accountable for missed test scheduling deadlines.

Student Objectives:	Examples:	ACCESS Method:
Knowledge of rights and responsibilities	<ul style="list-style-type: none"> Students can articulate a working knowledge of the ADA. 	<ul style="list-style-type: none"> ACCESS covers ADA/504 when meeting with students. Appeals process explained to students. ACCESS staff discusses effective self-advocacy skills with students.
Reasoned thinking	<ul style="list-style-type: none"> Students express rationale/reasons for needing services and accommodations. If denied an accommodation, appeal is well-reasoned/convincing. 	<ul style="list-style-type: none"> ACCESS asks students to describe relationship between functional limitations and accommodation requests. If denied, ACCESS asks students to explain rationale for accommodations.
Understanding and respect for others	<ul style="list-style-type: none"> Students treat ACCESS staff, and others, with respect. 	<ul style="list-style-type: none"> ACCESS expects students to treat staff respectfully. ACCESS staff discusses effective self-advocacy skills with students.
Realistic self-appraisal and self-understanding	<ul style="list-style-type: none"> Students understand their strengths and weaknesses and plan accordingly. 	<ul style="list-style-type: none"> ACCESS Specialists discuss student strengths /weaknesses and their relationship to academic/career goals.
Ethical and strong sense of integrity	<ul style="list-style-type: none"> Students abide by campus codes of conduct. Students do not abuse accommodations. 	<ul style="list-style-type: none"> ACCESS closely monitors accommodated exams to ensure academic integrity. ACCESS holds students accountable to the campus code of conduct.

Student Objectives:	Examples:	ACCESS Method:
Effective Communication	<ul style="list-style-type: none"> Students effectively communicate needs to ACCESS staff and faculty in methods appropriate to their ability level, including orally and in writing. 	<ul style="list-style-type: none"> ACCESS attempts to model strong communication skills in all communications. ACCESS staff discusses effective self-advocacy skills with students.
Life-balanced	<ul style="list-style-type: none"> Students demonstrate the ability to work, study, and play in a balanced way. 	<ul style="list-style-type: none"> ACCESS staff attempt to model a balanced lifestyle. ACCESS staff discusses balance with students.
Effective consumer	<ul style="list-style-type: none"> Students understand their rights as a consumer and tactfully negotiate their accommodations with others. 	<ul style="list-style-type: none"> ACCESS staff ensures students understand their rights and responsibilities as a person with a disability.

Understanding the Americans with Disabilities Act

What is the Americans with Disabilities Act?

The Americans with Disabilities Act is a law, passed in 1990 and amended in 2008, that **prohibits discrimination against individuals with disabilities in the public sphere**. This includes schools, places of employment (that employ more than 15 individuals), public transportation, and anywhere else that is open to the public, even if it is a privately owned location (e.g., a private school, hotel, restaurant, or gym). All locations that the public can visit need to be accessible to individuals with disabilities and accommodations need to be given when necessary.

Who is covered by the Americans with Disabilities Act?

Anyone with a **disability that substantially limits one or more major life activity** is covered by the ADA, even though the definition of “substantially limits” is not specified. Major life activities can range from breathing and seeing to being able to use the bathroom independently and working. The general rule of thumb is that a major life activity is something that contributes to the proper functioning of the human body (seeing, sleeping, hearing, talking, moving, etc.) or the proper functioning of internal organs. The 2008 amendments to the ADA expanded major life activities to include self-care, the ability to perform manual tasks, learning, thinking, and working, among others.

The ADA also protects people who have a **record or history of having a substantially limiting impairment, who are viewed as having a disability even when they do not**. If someone is “regarded as” having a disability and can prove that they’ve been discriminated against because of this perception, they are entitled to protections under the ADA. For example, someone who has a large, visible scar on their face, despite not having any limited functionality, may be perceived as having a disability and not hired for a position in which they regularly interact with the public.

How does the Americans with Disabilities Act protect me at college?

In both Title II (Public Services) and Title III (Public Accommodations and Services Operated by Private Entities), the ADA prohibits discrimination based on disability.

Specifically, within Title II, it states in Section 12132 that “Subject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity,” where a public entity is “(A) any State or local government; (B) any department, agency, special purpose district, or other instrumentality of a State or States or local government; and (C) the National Railroad Passenger Corporation, and any commuter authority (as defined in section 24102(4) of title 49).” Public colleges and universities are covered by Title II.

In Title III, Section 12182, it states, “No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or



accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation.” The previous section (12181) details that this applies to “a nursery, elementary, secondary, undergraduate, or postgraduate private school, or other place of education.” Private colleges and universities are covered by Title III.

Colleges and universities run by religious organizations are not covered by the ADA.

What is Section 504 of the Rehabilitation Act of 1973?

Section 504 of the Rehabilitation Act of 1973 states, “No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of his or her disability, be excluded from the participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” It goes on to explicitly say that this applies to “a college, university, or other postsecondary institution, or a public system of higher education.” Essentially, if an agency, institution, or entity accepts federal financial assistance, or accepts students who receive federal financial aid, it is prohibited from discriminating against anyone based on their disability.

Does Section 504 define “disability” the same way as the ADA?

Yes. Section 7(20) of Section 504 defines an individual with a disability as “any person who has a disability as defined in Section 3 of the Americans with Disabilities Act of 1990.”

How have my rights changed since high school?

If a college or university meets ADA and/or Section 504 guidelines, it does have certain legal responsibilities to its students who are disabled. It is not, however, accountable for as much as your high school was. K–12 schools are legally responsible for their students’ education. While working with a student and their parents, they must adhere to the law. They must pledge to identify and evaluate a student’s disabilities and then follow up with the relevant medical, educational, and auxiliary support. In college, the process is more of a call and response between the student, who makes the request, and the school, who answers the request.

Do I have to disclose my disability to my college?

No, **you are not legally required to disclose your disability to your school**; it is voluntary. However, if you do not disclose your disability, your school does not have to provide you with any disability services, including proper housing accommodations, special technological support, or extra time on tests. If your disability requires such accommodations, it is in your best interest to provide your college with documentation from a medical professional that explains your disability. As it is illegal for colleges to discriminate against you based on your disability, it is usually best to share information about your condition with your college sooner rather than later to ensure that you receive the accommodations that you require.

If you choose to do so, you must provide your college with documentation from a medical professional that explains your disability. If there is a disability office or coordinator, this should be your first point of contact. If there is no designated office, you will want to turn to either the dean of students or your academic advisor. They will either be able to help you themselves or point you in the right direction. Instead of disclosing your disability to a particular professor but not others (which could be misconstrued as you asking for an unfair advantage in one class but not others), talk to the disability office or the dean so that they can disclose your disability to all of your professors at once. This will prevent miscommunications later on in your college career, as your disability will be officially documented.

When you meet with a disability coordinator, bring all relevant documents with you. This includes recent medical evaluations and your high school IEP. Be able to explain what accommodations you need (living in accessible housing, needing to take tests in a reduced distraction environment, help taking notes during classes, etc.) and how these accommodations will help with your specific disability. Your school may request specific documentation or additional documentation to what you've already shown (a treatment plan from within a certain time period, note from an M.D., etc.). You must bring the necessary proof to be given accommodations.

This is in stark contrast to what was required of you in high school. While your high school was tasked with identifying and evaluating your condition for you, in college, you are totally responsible.

If you choose not to disclose your disability and forego accommodations, you may not claim discrimination or invoke protections under the law. A student with an undisclosed disability may fail a math class that is required for a particular major. The student cannot, after the fact, claim that their disability hindered their ability to pass the class and request that the failed class be removed from their transcript and that they be allowed to continue in the major. A student who does not disclose their disability is assumed not to have a disability.

Likewise, a student who does disclose their disability and receives accommodations but still does not pass a particular class cannot blame their disability for the failure and expect to be allowed to continue in the major. Students must be given an equal opportunity to try, but if, even with accommodations, the student is not qualified, the school is within its rights to issue failing grades, bar admittance from programs, or refuse admittance.

Can my college refuse my request for accommodations?

Yes, your college can refuse your accommodation request for a few reasons:

- If providing the accommodation would put an excessive financial and/or administrative burden on the institution
- If providing the accommodation would change the nature of an academic program or the school's curriculum, including giving you an unfair advantage over other students, lowering academic standards, and significantly altering what is required of you to complete a class or program
- If the accommodation requested is of a personal nature; colleges are not required to provide students with disabilities with personal care attendants, personal readers, or personal devices

If the school refuses to provide you with the specific accommodation you requested, it will likely suggest an alternative accommodation that accomplishes the same purpose. While the school is obligated to provide you with equal access to education to the maximum extent possible, you are not required to accept any offered accommodations.

What happens if I feel I am being discriminated against on the basis of my disability?

You have options if you feel that you are being illegally discriminated against:

- File an appeal or complaint with your school through the ACCESS office or with the dean of students; it is in your best interest to appeal or complain as soon as possible after the discriminatory event.
- Your complaint should include your name and contact information; the name and contact information of the offending individual, business, or organization; a description of the discriminatory act; the dates of the offense; copies of supporting documents; and information about how you wish to be communicated with in the future.

Both the ADA and Section 504 prevent your institution from retaliating against you if you file an appeal, complaint, or lawsuit. This would constitute a new form of discrimination and is illegal. If you feel that there have been consequences from your institution after filing, you may have grounds for another complaint.

Other Frequently Asked Questions

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

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

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

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

Do you have a list of accommodations?

No, our accommodation process is individualized and is based on an interactive discussion with the student and a review of relevant documentation. For information on what types of documentation is needed in the evaluation process, please review our documentation guidelines.

When do my accommodations officially start?

Your accommodations are active from the moment they have been approved by our office. Please be aware, accommodations approved through our office are **not** retroactive. Therefore, it is to your advantage to register and/or make your request for accommodations before the start of the semester. Additionally, depending on the accommodation, some may take longer to produce due to the nature of the resource (i.e. tests must be scheduled in accordance with the 72-hour policy, alternative textbooks can take up to two weeks, etc.). Please take this into consideration and plan accordingly to request accommodations as early as possible.

Do you provide housing accommodations?

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



What if I add or drop a class?

If you add or drop a class, you must update ACCESS as soon as possible. Please keep in mind that notifying ACCESS is not the same as changing your schedule with the Registrar's Office. It is your responsibility to report any changes to your schedule to both offices. This enables our office to ensure you are receiving accommodations only in the classes for which you are enrolled. To change your schedule, please use the add/drop form. For more information, inquire at the Service Center.

Do you provide accommodations for English Language Learners?

International students with disabilities are provided equal educational opportunities under the Americans with Disabilities Act (ADA), which is the law that defines disabilities and the general principles that guide accommodations. Under the ADA, international students who have disabilities are entitled to general accommodations in school, such as wheelchair access to school facilities, service and support animals and personal devices (e.g., hearing aids) to help overcome a disability.

For testing accommodations, this is also true. There are many diagnoses for which extended time may be approved or assistance such as a reader or scribe may be warranted. However, language proficiency is not sufficient rationale for accommodations to be extended through ACCESS. ADA Accommodations are not to lower expectations but to level the playing field for students with disabilities. If you are an international student and have appropriate documentation justifying the need for accommodation under the ADA, please proceed through the intake and accommodation process.

International students who have questions or concerns about academic issues may review resources on the [Office of International Affairs website](#). International students may also request an appointment with the International Student Program Advisor for additional academic and campus resources by contacting: isss@siue.edu.



Intake Checklist

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

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

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

Next Steps:

After receiving your application through the Accommodate Public Request page, give us 24-48 hours to review your submission materials and contact you to schedule an appointment with an ACCESS staff member to discuss your accommodations. Remember, your accommodations are not solidified until you are approved by an ACCESS staff member, which may require follow up discussion and/or the review of relevant medical documentation. Once accommodations are approved, accommodation letters will be forwarded to you and your course instructors for the semester. These letters do not disclose any information about you other than that you are registered with our office, and what accommodations you are eligible to receive.

Semester Request

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

Receiving Documentation:

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



Documentation Guidelines for Accommodation Request

Purpose of this memo

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

Credentials

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

Diagnostic Statement

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

Functional Limitations

1. Based upon this student's condition, please describe any functional limitations he/she has in performing a major life activity. A *current functional limitation* is a substantial impairment in an individual's ability to function with respect to the condition, manner, or duration of a required major life activity. Examples of a *major life activity* are as follows: walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.
2. If the student is taking medication for this condition, how might this medication impact the student? Please include information about what medications are being taken by the student.

Recommendations and Rationale

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

Confidentiality

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

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

ACCESS

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



Testing Accommodations

Proctoring of in-person exams with disability-related accommodations is available through the ACCESS Testing Center. Depending upon the student's disability, testing accommodations may include but not be limited to the use of appropriate extended time, a distraction-reduced environment, computers, assistive technology, and/or adaptive equipment, and in very limited situations where technology is unable to be used, a reader or a scribe.

Scheduling a Test:

Tests may be scheduled online through the [Student Accommodate Portal](https://siue-accommodate.symplicity.com/students/) found at <https://siue-accommodate.symplicity.com/students/>. Once the request is received through Accommodate, a notification will be sent to both you (the student) and the instructor with a request for them to approve the scheduled date and submit instructions for the exam.

Once your scheduled test has been approved, you will take the exam at the scheduled time in our ACCESS Testing Center in the Student Success Center, Room 1270. For more detailed instructions on how to schedule an exam, please refer to the ACCESSING ACCOMMODATE PowerPoint module located on our website.

72-Hour Policy

Tests must be scheduled three business days (i.e. Monday – Friday before 4:30 pm) ahead of the test time. This policy will be strictly enforced.

- You may receive assistance scheduling exams during ACCESS's regular business hours (8:00 a.m.- 4:30 p.m. Monday-Friday) either by visiting in-person or by calling (618) 650-3726.
- The Accommodate online test-scheduling portal is available 24/7
 - please note any exams scheduled after business hours will not be reviewed until the following day.
- If you fail to provide ACCESS with three business days' notice of your exam, the only options will be to either
 - Take the exam in class with the professor without the benefit of your accommodations, or
 - Ask the instructor if they will permit you to reschedule the exam for a time that meets our 72-hour policy.
- In order to avoid missing the 72-hour exam scheduling period, we advise you to schedule all of your tests for the semester in advance.

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



Cheating/Academic Dishonesty

Accessible Campus Community & Equitable Student Support (ACCESS) has a zero-tolerance policy regarding cheating during tests and/or exams. If a student is caught cheating during an exam:

- The exam will be stopped and collected. The student will not be allowed to finish.
- The instructor and the Dean of Students will be notified.
- The Provost and Vice-Chancellor for Academic Affairs may be notified as a Student Academic Code violation.

To ensure that there is no perception of cheating, follow these basic precautions:

- Bring only what you need to the testing area.
- Turn in all smart phones, cell phones, smart watches, or electronic storage devices to the proctor.
- Leave heavy coats or jackets with the proctor.
- Keep all test materials on top of the desk or table.
- If you are allowed to use materials, make sure they are verified on the test request prior to beginning the exam.
- Don't wear clothing that is extremely baggy or with many pockets and avoid reaching in or out of any pockets or beneath the desk.
- Never take any test materials outside of the exam area.

For a full list of [Testing Center Guidelines](#), please visit the ACCESS website.

Note Taker Agreements and Instructions

Note-takers are students enrolled in your same class who will be contacted via email to volunteer their notes. Please note, this accommodation should not be viewed as a substitute for attending class.

You may retrieve your notes from the Accommodate student portal under the "Notetaker Network" tab. Volunteer note takers have 48 hours to upload their notes from a recent class period, and you should receive a notification when new notes have been uploaded. Please let us know if you are having issues with retrieving or with the quality of your notes. If we are aware of specific problems, we can work with your note taker to correct the problems.

Requesting Books in Alternative Formats

If you are eligible to receive your textbooks in an alternative format as an accommodation, you must complete the Alternative Format Textbook Agreement. Select the appropriate format based on the approved accommodation to access your assigned readings. The following digital formats are available: e-book, PDF, doc, RTF, txt, Daisy and mp3*. These files may be placed on your personal e-reader, tablet,



or computer or you may receive a Kindle on loan from ACCESS for the semester.

The form also includes an agreement which must be signed stating that you understand that these are copyrighted works and cannot be shared with other parties under any circumstances.

** File type is determined based upon the device utilized.*

Conversion of Textbooks and Turn-Around Time

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

Requesting Materials for the Semester

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

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

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

FERPA Consent Form

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

FERPA Consent to Release Student Information

Name: _____ **Student ID: #800** _____

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

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

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

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

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

Signature: _____ **Date:** _____

