



ACADEMIC SUPPORT OFFICE HANDBOOK

I. INTRODUCTION

As part of the Reinhardt University community, the Academic Support Office is delighted to offer this guidebook to help navigate through the process of working with students with disabilities on campus.

Under the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008(ADAAA), and applicable provisions of Section 504 of the Vocational Rehabilitation Act of 1973, all students with or without disabilities are entitled to equal access to the programs and activities of RU. If a student believes that he/she has a disabling condition that may interfere with his/her ability to access and/or participate in the activities, coursework, testing and assessment, or other requirements of a course, he/she may be entitled to non-retroactive accommodations.

The assistance of all members of the Reinhardt University community in providing reasonable and appropriate accommodations for students with disabilities is necessary in order for these students to participate with full equal access. Consulting with a student on how he/she best learns, using available RU resources, and collaborating with the ASO advisors are just some examples of how the assistance of the community can be most effective.

This guide was created by the Academic Support Office to assist in building effective working relationships with students with disabilities at Reinhardt University. Please, direct any questions or concerns regarding disability needs and/or academic accommodations to the Academic Support Office; together we will work to meet these needs to the best of our ability for the benefit of all involved.

Office Location

George M. Lawson Academic Center
Room 36

Hours

8.00am- 5.00pm (Mon-Fri)

Contact

770-720-5567
AAA@reinhardt.edu

ASO Advisor

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II. DEFINITIONS

Title III, Section 202 of the Americans with Disabilities Act (ADA) of 1990 provides:

“No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of any public entity, or be subject to discrimination by any such entity.” Reinhardt University is deemed a public entity under the law.

Section 504 of the Vocational Rehabilitation Act of 1973 (Section 504), as amended provides: “No otherwise qualified, handicapped individual in the United States...shall solely, by reasons of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...”

Student: A person enrolled at Reinhardt University.

Student with a Qualifying Disability: A student determined to: 1. Have a physical or mental impairment that substantially limits one or more major life activities; or 2. Have a record of such impairment; or 3. Be regarded as having such an impairment.

Reasonable Accommodations: Those modifications to programs, policies, practices, procedures (including student testing/assessment) that enable a qualified student with a disability to have equal access to RU programs and services and which permit the student to demonstrate his/her knowledge and skill competitively. Final determinations of reasonable accommodations are made on a case-by-case basis by the ASO advisors in collaboration with the student. However, accommodations are not regarded as reasonable if they pose a great burden or undue hardship to RU and/or fundamentally alter the structure of the class requirements.

Accommodation Plan: A written plan that is developed by an ASO advisor and the student which details specific student entitlements in the form of modifications and/or accommodations to course testing, curriculum, or access to college programs. An accommodation plan may include different accommodations for different courses and/or programs.

Undue Hardship: Any excessively costly, extensive, or substantial modification that would fundamentally alter the nature and operation of RU programs/activities, interfere with the educational mission or purpose, and/or threaten the health/safety of the RU community.

Registration: A compilation of activities including: a student’s submission of disability documentation (see *Guidelines for Required Disability Documentation* for more information on documentation requirements) to the Academic Support Office, review of documentation by the ASO advisor, and an in-person intake interview with the student conducted by the ASO advisor. Registration is not considered complete until all of these activities have taken place.

III. WORKING WITH A STUDENT WITH A DISABILITY

Each student brings a unique set of strengths, interests, abilities, and experiences to college; a student with a disability is no exception. Revising our perceptions and attitudes toward a student with a disability is the first step in accommodating the student. **While a student with a disability may learn in a different way, his/her differences do not imply inferior capabilities.** It is vital to remember that similarities among all students are much more significant than their differences: they are all, first and foremost, students. That said, there is no need to dilute curriculum or to diminish course requirements for a student with a disability. RU does not make modifications that fundamentally alter the nature and content of a course. However, modifications in the way information is presented and in the way a student demonstrates his/her mastery of course content may be necessary. In addition, it is essential that all individuals within the RU community uphold the highest standards of character and respect for one another. Best practices in working with a student with a disability emphasize a focus on the student's individuality rather than the student's disability. Language that violates his/her right to privacy, discriminates against, or is otherwise viewed as harassment against a student with a disability may violate federal law and will not be tolerated. For more information about appropriate behavior and language when working with a student with a disability please contact the ASO.

IV. CONFIDENTIALITY

Disability consultations include sensitive discussion and sharing of personal information. The ASO has a legal and ethical obligation to protect the privacy of a student seeking services. Information about services rendered is confidential, and disability records are not part of a student's academic or administrative records. Such records are considered confidential, protected health information, which is one reason why they are kept separate from academic records. While a student may always choose to disclose the nature of his/her disability to anyone at any time if he/she wishes to do so, the ASO advisor may not release any part of a student's documentation, diagnosis, nature of the disability, or accommodation plan without the student's informed and written consent. However, it must be noted that under the Family Educational Rights and Privacy Act (FERPA), certain administrators may be permitted access to this information on a need-to-know basis and in cases when appeals are made.

V. GUIDING PRINCIPLES

A. It is the student's responsibility to disclose his/her qualifying disability/disabilities and request accommodations. However, the ASO advisors, the faculty, and other relevant professionals cooperate in the implementation of compliance with the ADA and Section 504.

B. RU is not responsible for making accommodations for a student who has not registered with the ASO and/or has not requested a specific accommodation for the qualifying disability. Moreover, submission of incomplete documentation by a student in support of a request for an accommodation may result in denial or delay of accommodations being provided.

C. The disability services staff reserves the right to request and receive current disability documentation that supports a student's request for accommodations, academic adjustments, and/or auxiliary aids and services.

D. The disability services staff reserves the right to deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the student's documentation and/or information collected during the student's intake interview do not demonstrate that the request is warranted. Documentation or accommodations may also be refused if the student's requests are deemed to be academic adjustments and/or auxiliary aids and services that impose a fundamental alteration of an RU program/activity or those that pose an undue hardship to RU.

E. A student with a disability must follow established policies and procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services. These policies and procedures should be reviewed in detail with each student upon his/her registration with ASO (see *Required Forms and Letters* for sample procedure forms).

F. Once a student registers with ASO and provides supporting documentation, ASO will create letters disclosing a student's accommodation plan to his/her professors. It is then the responsibility of the student to deliver these letters to his/her professors. Faculty is only required to comply with assigned academic accommodations once they receive an accommodation letter. A student retains the right to choose not to share his/her accommodation letters with his/her professors and retains the right to determine which accommodations he/she would like to apply to each class.

G. Academic accommodations are not retroactive. A student with a disability has the right to forego requesting accommodations in any particular semester. However, accommodation requests made in a given semester after a student has been performing that semester without services will not make up for any poor academic work prior to the request. With or without accommodations, a student is responsible for his/her own academic performance.

H. Any student with or without a disability whose conduct poses a threat to the health and/or safety to the RU community will be reported immediately through the student conduct system.

VI. GUIDELINES FOR REQUIRED DISABILITY DOCUMENTATION

Formal documentation must be from a licensed medical and/or mental health provider and/or a qualified evaluator who is currently treating or who has assessed the student with a disability. Documentation should be current, generally no more than three years old. Documentation includes professional reports, such as: psychological evaluations, educational evaluations, neuropsychological exams, and/or physician reports and letters. 504 Plans and IEPs are acceptable only for provisional accommodation for just one year. Depending on the documentation provided, disability services staff may require further and/or more recent evaluative documents. In general, documentation should include at least the following:

A. Signed consent for release of medical and/or mental health records and information

B. Psycho-educational Assessment, IEP/504 plan, and/or a medical report from a licensed medical and/or mental health provider and/or qualified evaluator detailing learning or other disabilities

- C. The specific diagnosis or diagnoses constituting the disability/disabilities
- D. The medical and/or educational history related to the disability/disabilities
- E. The level of severity of the condition and anticipated changes to the condition, including any functional limitations and expected duration of the condition, etc., if applicable
- F. The date of the initial disability diagnosis and any changes in the condition since initial diagnosis
- G. Any current medications and treatment
- H. Recommended academic and/or non-academic accommodations

VII. EXAMPLES OF ACCOMMODATIONS

Extended testing time on quizzes/exams: A student whose accommodation plan includes extended time on quizzes/exams must notify his/her professors and the ASO at least 3 to 5 business days prior to the test date if they plan to utilize this accommodation. This accommodation can be implemented either in the student's classroom as prearranged with the professor, in an alternative location agreed upon by the professor and the ASO, or in the ASO proctored by office staff. However, in order to test in the ASO a student must complete a Test Accommodation form (see Form, under *Required Forms and Letters*) for each test for each professor. Because ASO has limited space, these forms serve as reservation tickets for the student to be scheduled on a first-come, first-served basis. If a student is late for his/her scheduled testing time, the lateness will be deducted from his/her total allotted testing time. If a student arrives late for the exam but has a valid, verifiable excuse, the office will attempt to accommodate the student's full extended time, but availability for this cannot be guaranteed. The student's professor will be informed in both instances.

Distraction-reduced environment/alternate location for quizzes/exams testing: A student whose accommodation plan includes taking quizzes/exams in a separate location must notify his/her professors in advance and inform the ASO at least 3 to 5 business days prior to the test date. The student must complete a Test Accommodations Form (see Form, under *Required Forms and Letters*) for each test for each professor. Because the ASO has limited space, these completed forms serve as reservation tickets, and the student will then be scheduled on a first-come, first-served basis. If a student is late for a scheduled testing time, whether or not the student has a verifiable excuse, the student's reserved space can no longer be guaranteed, and the student's professor will be informed.

Use of a computer for quizzes/exams:

A student whose accommodation plan includes access to a computer for quizzes and/or exams, and who wishes to reserve a space in the ASO, must notify the Office at least five business days prior to the test date. The student must complete a Test Accommodations Form (see Form E, under *Required Forms and Letters*) for each test for each professor. Because the ASO has limited space, these completed forms serve as reservation tickets, and the student will then be scheduled on a first-come, first-served basis. If a student is late for a scheduled testing time, whether or not the student has a verifiable excuse, the student's reserved space can no longer be guaranteed, and the student's professor will be informed.

Copies of Class Notes If a student with a disability is eligible for and requests copies of class notes, volunteer student note-takers can be recruited in one of the following ways:

A. The student is encouraged to speak to each of his/her professors in an effort to obtain his/her notes. Often a professor is willing to make his/her own notes available directly to a student or will post his/her notes on Blackboard.

B. The student is encouraged to ask someone he/she knows if he/she would be willing to share his/her notes on a regular basis.

C. The student can contact the professor of the class to request his/her assistance in finding a note-taker. An announcement to the class is normally the first step in finding volunteers. Either the student or the professor may make this announcement indicating that there is a need for a person willing to serve as a note-taker.

D. A professor may be able to identify specific students who perform more successfully than others and/or who appear to take productive notes. The student is encouraged to explore this method of recruitment to also help in identifying potential support for studying course material.

Professors are also strongly encouraged to provide their own notes whenever possible. Student note-takers are encouraged to type their notes and email them after each class directly to ASO, to be made available to the student. If notes cannot be typed, note-takers are encouraged to either scan or email their notes or make copies of their notes and hand deliver them.

The ASO highly encourages direct communication between the student needing notes, and the professor. A professor is only obligated to comply with recruitment assistance or providing his/her own notes upon receiving a student's accommodation letter (see Form, under *Required Forms and Letters*).

Scribe Services & Reader Services:

If a student is eligible for and requires a scribe or a reader at any time, whether in the classroom, for an exam, or otherwise, this request must be made at least seven calendar days in advance in order to identify and place a scribe or a reader with the student. Late notification may result in a delay in receiving this accommodation.

Textbooks, Publications, or Class Materials in Alternate Formats:

A. Books, publications and/or class materials may be available in large print, audio format or in Braille upon advance request. A student who requires his/her textbooks in alternate audio format (electronic file or CD) as an accommodation can obtain these materials by either registering with Learning Ally or The student may also contact the ASO for further assistance with this process.

B. A student who desires assistance procuring books or other class materials in alternate formats must complete a Request for Alternate Format Form (see Form D, under *Required Forms and Letters*) from the ASO and return it at least 21 calendar days prior to the start of each semester. Late notification will result in a delay in the acquisition of books and/or other materials in alternate formats.

Assistive Technology

Assistive technology software is available for use by a student with a disability at the ASO. This software includes: Verbose (text-to-speech), Inspiration, Read and Write Gold (text-to-speech), Dragon Naturally Speaking.

Service Animals: In accordance with the ADA, service animals are permitted in RU facilities. Examples of the functions of service animals include but are not limited to: guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. Therapy or companion animals are not service animals and are not covered under the ADA. To work on campus, a service animal must be specifically trained to perform a service function. RU reserves the right to receive documentation regarding the service animal's credentials and health. Furthermore, the animal should wear a harness, cape, identification tag, or other gear that readily identifies its working status. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

Special Housing: A student who requires modifications to his/her room or needs special housing arrangements should contact the Office of Residence Life (770-720-5539) as well as the ASO advisor and must provide the relevant documentation to support the requests for accessible housing accommodations. The student is encouraged to begin requesting accommodation arrangements for his/her room as soon as possible upon deciding to reside in the RU dormitory. All students are assigned to rooms, but single rooms will be considered on a case-by-case basis for a student with a disability and/or medical-related needs and will likely incur additional housing costs. For information pertaining to housing costs, facilities, amenities, and/or housing policies, etc., please contact the Office of Residence Life, 770-720-5539.

VIII: DISTANCE LEARNING

RU has a variety of online courses available that allow a student to receive class credit without having to participate in a full face-to-face class environment. Each student's accommodation plan will be evaluated in relation to online courses on a case-by-case basis and may require additional advocacy with the professors of these courses. However, it is the responsibility of the student to request accommodations.

IX. STUDY ABROAD

A student studying abroad through RU programs and who is entitled to accommodations must submit an Accommodation Request Form (see Form A, under *Required Forms and Letters*) at least 30 calendar days prior to the beginning of the program. Please note that based on the destination of each abroad program, certain accommodations or services may not have guaranteed availability. If a student is accepted to study abroad through a program outside RU, the student must contact that program's coordinator to discuss the procedure and requirements for obtaining academic accommodations abroad, as they may differ from those at RU. All questions regarding accommodations for a student with a disability while abroad should be directed to the ASO advisor.

X. Temporary Disabilities:

The Academic Support Office recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities may include, but are not limited to: broken limbs, hand injuries, or short term impairments following surgery or medical treatments.

Documentation Requirements: To receive accommodations for a temporary disability, the student must submit documentation to the ASO indicating the type of disability, severity, limitations, prognosis, and estimated duration of the disabling condition. It is also helpful to know any adverse side effects caused by medication and recommendations for accommodations. The documentation should be recent enough to identify current limitations. Additional documentation may be requested to verify the need for continued services after the estimated duration of the condition has expired.

The student has to call and set-up an appointment with the first available ASO advisor to review the available documentation of the temporary disability and discuss possible accommodation needs. The ASO advisor will advise the student if any additional documentation will be required prior to setting up accommodations, as well as share information on potential resources.

Potential Accommodations for Temporary Disabilities: Academic accommodations are approved on a case-by-case basis. Examples of accommodations which may be available for a temporary arm, hand, or upper extremity injury may include:

- Scribe for exams
- Note-taking assistance
- Audio recorder for lectures
- Extended testing time
- Computer for essay exams

XI. THE ROLE OF FACULTY

A. In an effort to reach all students early on in the semester and make sure that they are aware they can obtain services for qualifying disabilities, all RU College professors are asked to add the following statement to their syllabi:

Under the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of RU. If you believe that you have a qualifying disability that may interfere with your ability to access and/or participate in the activities, coursework, testing and assessment, or other requirements of a course or program, you may be entitled to non-retroactive accommodations. For more information, please, contact the ASO directly at 770-720-5567, AAA@reinhardt.edu, or visit the ASO website. **Please note that you will not be able to receive accommodations at RU unless you register with the ASO.**

B. It is essential for faculty to identify and establish standards for courses and academic programs that foster an accessible learning environment for all RU students.

C. Faculty is expected to evaluate all students on the basis of their academic performance regardless of a disability. If a faculty member questions whether a student might be a qualified candidate for disability services, he/she should contact the ASO and/or encourage the student in question to take advantage of all resources on campus that may be of help, including ASO services. Ultimately, however, it is the responsibility of the student to refer

himself/herself to the ASO for further assistance and evaluation of accommodations. A student is under no obligation to disclose to a faculty member his/her diagnosis or the nature of his/her disability or condition. However, a faculty member is under no obligation to provide any accommodation to a student who claims to have a qualifying disability but has not yet registered with the ASO.

D. Faculty must provide classroom modifications/accommodations and cooperate with the provision of testing accommodations in accordance with each formal accommodation plan received from a given student with a disability at RU. Accommodation plans that are not formally issued by and lack a dated signature from the ASO advisor are not considered valid. Any student attempting to obtain accommodations without formally registering with disability services staff must be directed to contact the ASO for an appointment.

E. Faculty is strongly encouraged to request assistance from the ASO advisors if requested accommodations are unclear and/or appear to be unreasonable. The ASO advisors are available to speak with any professor and/or meet together in person. In addition, the ASO advisors conduct regular training for faculty on policies and procedures related to all students with disabilities.

XII. GRIEVANCE PROCEDURE FOR STUDENTS WITH DISABILITIES

RU has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the ADA and Section 504 of the VRA, as amended (29 U.S.C. 794). Section 504 states, in part, that

"no otherwise qualified handicapped [sic] individual ... shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance ... "

The ASO has been designated to coordinate Section 504/ADA compliance efforts involving students. All complaints should be directed to the ASO Director.

A. The complaint should be filed in writing, containing the name, address, and RU email and phone number of the person filing it. A description of the alleged 504/ADA violation with sufficient details must be provided.

B. The complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation.

C. When appropriate, an investigation will follow the filing of the complaint. The Associate Vice President for Student Affairs, and/or his/her designee, will conduct a thorough investigation, affording all interested persons and their representatives an opportunity to submit evidence relevant to the complaint.

D. Accommodations (if any) recommended by the ASO established by the student's documentation, will continue while the complaint is under investigation and pending.

E. A written determination as to the validity of the complaint and a description of the resolution will be issued by the Associate Vice President for Student Affairs or his/her

designee and a copy forwarded to the complainant no later than seven calendar days after resolution.

F. The Section ASO director will maintain records relating to the complaints filed.

G. The complainant can request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. The request for reconsideration must be made within seven calendar days to the Associate Dean for Student Affairs.

H. If the complainant chooses to pursue other methods of resolution, such as filing a Section 504 or ADA complaint with the responsible federal department or agency, they retain the right to a prompt and equitable resolution of the complaint filed with RU.

I. In the event that a student files a formal complaint with an entity outside of RU, the Associate Vice President for Student Affairs must be notified in writing and given a copy of the complaint prior to any investigation on campus.

XIII. REQUIRED FORMS AND LETTERS

Sample Accommodations Letter (Form B, sample on page 12)

At the beginning of every semester the ASO creates hard-copy of accommodations letters made out to each of the student's individual professors. The student is informed via email when these letters are ready to be picked up from the ASO, to be distributed by the student to each of his/her own professors. It is the student's responsibility to notify his/her professors of accommodation plans, as ASO advisors do not routinely send accommodation letters directly to professors.

Note-Taker Recruitment Instructions for Professors (Form C, sample on page 13)

A student who receives note-taker services as one of his/her accommodations will be briefed on the process of recruiting a note-taker and given a Note-Taker Recruitment Instructions sheet for Professors along with each of his/her accommodation letters. These instructions guide professors through the process of assisting the student in identifying a strong note-taker for the duration of the academic semester.

Request for Alternate Format Form (Form D, sample on page 14)

A student who needs books or other class materials in alternate format must complete a Request for Alternate Format Form from the ASO and return it at least 21 calendar days prior to the start of each semester. Late notification will result in a delay in the acquisition of books and/or other materials in alternative format.

Test Accommodations Form (Form E, sample on page 15)

In order to test in the ASO, a student must complete a Test Accommodations Form for each test, for each professor. Because ASO has limited space, these completed forms serve as reservation tickets, and the student will then be scheduled on a first-come, first-served basis.

Documentation Request Form (Form G, sample on page 16)

Release of information Form/FERPA (Form H on page 17)

The ASO advisor may not release any part of a student's documentation, diagnosis, nature of the disability accommodation plan or educational records without the student's informed and written consent. In order to provide written consent, a student must complete the Authorization for the Release of Protected Information Form.

Academic Support Office Faculty Accommodation Notification

Date:

Faculty:

Course:

Student:

RU ID#:

This student has documentation of a disability. The following accommodations are approved:

Accommodations are required under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose is to provide the student with an environment to obtain information and demonstrate mastery of information being tested by minimizing or eliminating the impact of the disability. **If any of the above academic adjustments results in a fundamental alteration of this course, please contact Academic Support Office.**

All information regarding a disability is confidential. Each student is encouraged to explain why an accommodation is needed; however, the student has the option not to disclose the specific disability.

Academic Support Office
7707205567
AAA@reinhardt.edu

Student

Instructions for Recruiting a Volunteer Note-Taker

Dear Professor,

The Academic Support Office (ASO) staff requests your help in soliciting a student in your class to serve as a volunteer note-taker this semester for a student with a disability. A student with a disability needing this service is instructed to seek out a note-taker in one of the following ways:

A. The student is encouraged to speak to his/her instructors in an effort to obtain professor's notes. Often a professor is willing to make his/her own notes available directly to the student or will post their notes on Blackboard. However, if the professor cannot provide his/her own notes, one of the following recruitment options will be necessary.

B. The student can contact the instructor of the class to request his/her assistance in finding a note-taker. An announcement to the class is normally the first step in finding volunteers this way. The instructor will make this announcement, indicating that there is a need for a person willing to serve as a note-taker. It is necessary to recruit at least two/three note-takers in the class. One should be the major note-taker while the remaining two act as back up in case the major note-taker is not able to make it to class.

C. A professor may be able to identify specific students who perform more successfully than others and/or who appear to take productive notes.

D. The student is encouraged to ask someone he/she knows if he/she would be willing to share his/her notes on a regular basis.

Never at any time should the identity or disability of this student be disclosed in any way to the class or the volunteer note-taker. Should a student select from options A through C, we ask that you please help us identify an interested student by making an announcement to your class. To assist you with the announcement, we have included the following suggested script:

“I have been asked to find a volunteer note-taker for another student in this class for the remainder of the semester. Note-takers are responsible for attending class, taking clear notes, and having these notes available for the student as soon after each class as possible. If you are interested, please see me after class.”

All note-takers are encouraged to either type and email their notes, scan and email their notes or make copies of their notes and hand deliver them. On a final note, It is important to let the note-takers know that they get \$30 per class for which they take notes at the end of the semester.

Please do not hesitate to contact me if you have any questions and concerns.

Thank you,

Adetunji Adesesan

Director

Academic Support Office

T: 770.720.5567, Email:AAA@reinhardt.edu

ACADEMIC SUPPORT OFFICE

REQUEST FORM FOR BOOKS IN ALTERNATE FORMAT

Date		RU #		Email	
Name				Semester	

Title	Author	Edition	Publisher/Year	ISBN#	Preferred Format

Your Comments: _____

Please Note: By signing this form you understand this is your request for accommodation, and it your responsibility to purchase your own books, pick up your books, purchase your own player or software required to access your books in alternate format.

Student Signature: _____ **Date:** _____

ACADEMIC SUPPORT OFFICE

Test Accommodations Form

Step 1 Student: Negotiate a date and time for the test with your instructor (5 business days ahead).

Step 2 Student: Inform ASO of agreed test date and time to reserve your testing space.

Step 3 Faculty: Complete this form and send or bring it to ASO with the test.

STUDENT complete: _____

Name: _____ RU ID#: _____

Course: _____ Faculty: _____ Day/Time of class: _____

REQUESTED Test Date: _____ Requested Test Time: _____

FACULTY Complete: _____

Approved Test Time: _____ Approved Test Date: _____ Time allowed to test in class: _____

May the student write on the test? Yes No

Comments/Special Instructions:

Faculty will provide test with this attached form to ASO office:

Hand Deliver Fax (call to confirm receipt) Email (call to confirm receipt)

When completed, the test will be:

Delivered by ASO to Department Left at ASO to be picked up by faculty

Faculty Signature: _____ Date: _____ Phone#: _____

E-Mail Address: _____

Materials allowed for the test:

- | | |
|--|---|
| <input type="checkbox"/> Scantron | <input type="checkbox"/> Dictionary |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Scratch Paper (return with test) |
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Diagrams |
| <input type="checkbox"/> Formulas/Tables | <input type="checkbox"/> Notes/Data Sheet |
| <input type="checkbox"/> Book (<i>specify</i>) | <input type="checkbox"/> Spell Check/Grammar Assistance |

Other: _____

ASO Office Use Only

Test proctored by: _____ Date/Time: _____

Test returned to: _____ Location: _____ Date/Time: _____

ACADEMIC SUPPORT OFFICE
Documentation Request for Medical Condition

I, *(print name)* _____, am requesting accommodations from Reinhardt University, Academic Support Office for a medical condition/disability. Appropriate accommodations are based on the nature of the disability and the academic environment. Please provide the information below.

Date : _____ Student Signature: _____ ID#: _____

1. Primary Diagnosis: _____

2. Secondary Diagnosis: _____

Date of onset: _____ Date of last visit: _____ Frequency of office visits: _____

3. Describe the functional/physical limitations that affect this student's ability to conduct major life activities.

4. Describe any functional limitations in this student's cognitive abilities due to the medical condition. Also provide any recommended compensatory strategies.

Limitation:	Recommendation:
_____	_____
_____	_____
_____	_____

5. Describe frequency of episodes if known.

6. Medication prescribed and expected side effects that can interfere with cognition and performance in an academic environment.

Medication:	Side Effects:
_____	_____
_____	_____
_____	_____

(Please print)

Provider name: _____ Title: _____ License #: _____

Address: _____

Phone: _____ Fax: _____

Provider Signature: _____ Date: _____