



DISABILITY SUPPORT SERVICES

Policies and Procedures Handbook



MANCHESTER UNIVERSITY

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COLLEGE OF PHARMACY

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Handbook

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Section 1: Introduction

Purpose of Policies and Procedures

The Disability Support Services Policies and Procedures Handbook is designed to assist prospective students, current students, faculty and staff by providing procedures for assuring students with disabilities equal access to programs and services at Manchester University.

Manchester University Mission and Values Statements

Mission Statement

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive and compassionate lives that improve the human condition.

Values Statement

As a primarily undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:

- *Learning*, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive and principled lives;
 - *Faith*, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olan (repairing a broken world), and salam (peace);
 - *Service*, because committing self in service to others connects faith with action and abilities with convictions;
 - *Integrity*, because honesty and trust are the foundations of teaching and learning; enriching, enduring relationships, and strong communities;
 - *Diversity*, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
 - *Community*, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.
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Statement of Non-discrimination

Manchester University is committed to non-discrimination in campus life. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs.

Manchester University is committed to providing accessibility to and reasonable accommodations for its programs/courses for persons defined as having a disability under the Americans with Disabilities Act (ADA), Title II and the Rehabilitation Act, Section 504 and the ADA Amendment Act (ADAAA) of 2008.

Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the Disability Support Coordinator, 604 E. College Avenue, North Manchester, IN 46962, [260.982.5499 \(voice\)](tel:260.982.5499) or [260.901.8379 \(fax\)](tel:260.901.8379).

University Commitment and Support

Manchester University accepts students who are able to engage in college level studies and who meet the admission criteria. In accordance with its mission statement, Manchester University provides students who have documented disabilities with support services necessary to give them equal access to academic programs and participation in the total Manchester experience. Manchester provides academic experiences, physical facilities, and social opportunities promoting a total learning environment and whole person education within the University's academic regulations.

Disability Support Services (DSS)

DSS performs the following functions in meeting the University's obligations under the Rehabilitation Act and ADA:

- Provides guidelines to promote consistent application of the University's reasonable accommodation process;
- Maintains medical records related to a student's disability and student requests for accommodation;
- Consults with and assists students with disabilities, or persons assisting such students, when requested;
- Reviews student accommodation requests and consults with relevant departments when determining reasonable accommodations;
- Determines whether an individual is a qualified individual with a disability, whether the individual is "otherwise qualified" to participate in a service, program, or benefit of the University with or without reasonable accommodation, whether the individual is entitled to an accommodation, and, if so, the nature of the accommodation;
- Provides and coordinates the provision of reasonable accommodations;
- Serves as an advocate for students with disabilities to help ensure equal access to academic programs is made available

All students who make a request for an accommodation pursuant to these Guidelines will be given prompt consideration and advised properly of this process. Under the ADA, college applicants with disabilities must first:

- Satisfy the standards required by the university or college for all students. For example, if all students must have a certain high school GPA to be admitted, then the student with a disability must also meet the GPA requirement.
- Be able to perform the "essential academic and technical standards of the program with or without reasonable accommodations". For example, if students are required to take certain courses in order to meet the graduation requirements, then the student with the disability should be able to also meet those requirements, either without support, or with the appropriate educational supports, and academic accommodations.
- When provided with reasonable accommodations, be able to make "satisfactory progress" each semester. For example, the (online) catalog defines the grades that must be obtained in order to remain "qualified" without being on probation or suspension. If a student asks for and receives appropriate accommodations, those grades must also be maintained, regardless of the disability.

If a disabled person cannot fulfill an essential requirement of a program, the person is not "qualified" within the definition of this term. Section 504 is not intended to dilute the quality of education offered and contains no dictum that *essential* program requirements be modified or waived.

DSS works with students to determine the appropriate accommodations needed to ensure equal opportunity. Success in college is dependent upon many factors including ability, attitude, and willingness to

work hard. Access, not a guarantee of academic success, is the goal. The University does not have a specific program (i.e. special curriculum) uniquely designed for students with disabilities.

Accommodations will be provided to meet the needs of the individual student in a timely and effective manner, unless the accommodation would: (1) result in a fundamental alteration of a service, program, or activity; (2) result in a direct threat to the health or safety of the student or others that cannot be adequately reduced or eliminated by reasonable accommodation; and/or (3) result in an undue burden or hardship to the University.

Undue hardship is defined by the ADA as an action that is “excessively costly, extensive, substantial, disruptive, or that would fundamentally alter the nature or operation of the business.”

Association on Higher Education and Disabilities (AHEAD) Code of Ethics

AHEAD is an international, multicultural organization of professionals organized in 1977 to act as a resource to postsecondary disability service providers. The association sponsors workshops, conferences, printed materials, and other information to assist service providers in the delivery of services. In August 1997 AHEAD adopted a Code of Ethics as a guiding principle for delivery of services by AHEAD members.

As professionals, we are responsible for upholding, supporting and advancing these ideas whenever possible. Members agree to monitor themselves and their peers in accordance with this code, as it appears below.

- Postsecondary disability service providers are committed to facilitating the highest levels of education excellence and potential quality of life for postsecondary students with disabilities.
- Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student’s disability.
- Postsecondary disability service providers continually participate in professional activities and education opportunities designed to strengthen the personal, educational and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
- Postsecondary disability service providers carry out their responsibilities in accordance with all AHEAD professional standards and policy guideline for adult students with disabilities. When certified, licensed or affiliated with other professionals or organizations, they comply with those professional guidelines as well.
- Postsecondary disability service providers are actively engaged in supporting and clarifying all institutional, state, provincial and federal laws, policies and procedures applicable to the service delivery to students with disabilities. Compliance implies that professional will not condone or participate in any unethical or illegal acts discussed within these guidelines.

Section 2

Federal Law and Legal Precedents Related to College Students with Disabilities

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794) states: “no otherwise qualified individual with a disability in the United States... shall, solely by reason of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...”

The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs.

Title II of the Americans with Disabilities Act of 1990 and the ADA Amendment Act (ADAAA) of 2008 requires higher education institutions to provide auxiliary aids to qualified students who have disabilities so that “no handicapped student is denied the benefits of, excluded from participation, or otherwise subjected to discrimination under the education program or activity...because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

The ADAAA is a broad affirmation of Section 504 administrative regulations. Its application is not limited to federal recipients, however, and it is expressly actionable in federal court. ADAAA reinforced the provisions of the Rehabilitation Act and extended coverage to the private sector with the extension of access into all aspects of campus life, including communications and other privileges and advantages by requiring that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless such provisions place an undue hardship (defined as significantly difficult or expensive) upon the institution.

An **individual with a disability** is any person who (1) has a physical, sensory or mental impairment that substantially limits one or more of the major life activities (e.g., caring for one’s self, performing manual tasks, walking, seeing, learning, and/or working); (2) has a record of such impairment (has a history of, or has been classified as having a mental, sensory or physical impairment that substantially limits one or more major life activities); and/ or (3) is regarded as having such an impairment (is perceived by others in the University as being limited in performing certain life activities). In 2008 the Americans with Disabilities Amendment Act (ADAAA) passed. The Act retains the ADA’s basic definition of a disability but expanded the definition of ‘major life activities’ to include, but not be limited to:

caring for oneself	standing	hearing	learning
working	communicating	concentrating	lifting
walking	seeing	writing	sleeping
performing manual tasks	thinking	reading	interacting with others

Disabilities include, but are not limited to, blindness or visual impairments, cerebral palsy, deafness or hearing impairments, epilepsy or seizure disorders, orthopedic impairment, speech disorders, spinal cord or traumatic brain injury, specific learning disabilities, chronic illnesses like AIDS, arthritis, cancer, diabetes, multiple sclerosis, muscular dystrophy, psychiatric disabilities, or is a recovering alcoholic or rehabilitating drug addict. Also, any individual who has a relationship with or is a primary care giver for a person with a disability is protected from discrimination under the ADAAA.

An **individual with a disability** does not include someone who: (1) has a temporary disabling condition (e.g., broken leg); (2) is a current substance user/abuser; or, (3) poses an unreasonable danger to others which cannot be adequately reduced or eliminated by reasonable accommodation.

Confidentiality and Record Management

The Family Educational Rights and Privacy Act (FERPA) protect the privacy of student “education records.” (20 U.S.C. § 1232g; 34 CFR Part 99.3) FERPA provides legal and ethical standards that govern how campus personnel can communicate about a specific student among institution of higher education (IHE) staff, faculty, and administrators who are concerned about the welfare of the student or community. (20 U.S.C. § 1232g (b)(1)(A); 34 CFR § Part 99.31 (a)(1))

Records relating to students with disabilities are education records protected by FERPA. DSS maintains student disability records in the Office of the Director of Academic Support. All information obtained in the process of determining whether a student is a qualified individual under Section 504 of the ADA, and in determining effective accommodations for an individual, will be considered confidential and access will be limited to certain University administrative officials on a need-to-know basis. No information to identify a student with a disability will be made available to or discussed with other University personnel without the written consent of the student.

Qualified interpreters providing services for deaf students shall adhere to confidentiality in accordance with the Registry of Interpreters for the Deaf (RID) Code of Ethics.

To ensure confidentiality, all medical and/or psychological documentation should be addressed directly to the requesting Director of Academic Support and the envelope marked as “Confidential” by the sender.

Documentation will be kept for three (3) years after the last semester of attendance. After that time, it will be properly destroyed.

Rights and Responsibilities

Students Rights

Each student has the right to:

- Confidentiality of all information related to his/her disability
- Equal access to courses, programs, services, jobs, activities, and facilities available through the university
- Reasonable accommodations according to his/her disability
- Self-disclose and to seek accommodations
- Decline accommodations
- Contact DSS to discuss learning difficulties and academic accommodations

Student Responsibilities

Each student has the responsibility to:

- Disclose disability to the university when an accommodation is necessary
- Contact DSS for an appointment to discuss eligibility for services and support (each semester)
- Submit age-appropriate, comprehensive documentation of the disability and how it limits participation in courses, programs, activities and facilities
- Discuss academic accommodations with DSS
- Pick up academic accommodation letters (each semester)
- Personally present the accommodation letter to each instructor and ensure that each instructor receives the request for accommodations
- Work with each instructor to arrange and receive the academic accommodations indicated on the accommodation letter
- Make arrangements for exam accommodations in a timely manner

- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities
- Make and keep appointments for disability-related advising sessions. Notification must be given, when possible, of any need to cancel an appointment
- Meet and abide by the University's academic, conduct, and technical standards
- Abide by rules for behavior conduct set by the University (see Section 3)

Disability-related services and accommodations provide equal access to any college program for which a student is otherwise qualified. These services and accommodations are not special privileges. Misuse and abuse of disability-related services or accommodations is unacceptable. Should questions arise, the student will be advised on the appropriate use of services/accommodations and compliance will be expected. It is the student's responsibility to ask for clarification when uncertain of policies and procedures.

In cases of a student's refusal to abide by these responsibilities, the University reserves the right to withdraw services/accommodations. In such cases, written notification will be provided to the student by the Dean of Academic Affairs.

The student may appeal the decision in accordance with the University Grievance Procedure. The University has the right to amend these expectations at any time; students will be given reasonable notice of any such amendments. Questions may be directed to the Director of Academic Support and/or the Dean of Academic Affairs.

Manchester University's Rights and Responsibilities

The University has the right to:

- Request age-appropriate, current diagnostic documentation that meets eligibility guidelines to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids and services
- Select effective accommodations, academic adjustments, and/or auxiliary aids and services in consultation with the student and on a case-by-case basis
- Refuse a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation fails to verify the need for the student's request, if the documentation is not valid or current, or if the documentation is not provided in advance of the need
- Refuse to provide an accommodations, auxiliary aid, and/or academic adjustment that is inappropriate or unreasonable in such a manner as to 1) pose a direct threat to the health and safety of others; 2) constitute an alteration to an essential element of a course or program; or 3) pose an undue financial or administrative burden to the University
- Maintain Manchester University's academic and institutional standards

The University has the responsibility to:

- Provide information regarding policies and procedures that is reasonably available in accessible formats
- Determine reasonable and effective accommodations, academic adjustments, and/or auxiliary aids and services in collaboration with the student
- Prepare and provide the accommodation letter for the student in a timely manner
- Provide or arrange for accommodations, academic adjustments, and/or auxiliary aids and services so the student has an equal opportunity to participate in courses, programs, activities, and services
- Maintain appropriate confidentiality of records and communication regarding student disability

- Communicate and serve as a liaison (when needed) with faculty, staff and students
- Collaborate with the faculty and the student to provide appropriate advising and support

Faculty members have the right to:

- Request in writing from DSS notification of a student's eligibility for accommodation
- Contact DSS to clarify student requests for accommodations, academic adjustments, and/or auxiliary aids and services
- Maintain the University's academic and institutional standards

Faculty members have the responsibility to:

- Provide reasonable accommodations, academic adjustments, and/or auxiliary aids and services in a timely manner according to the information provided in the accommodation letter
- Consider the student's disability and their access to the class materials, method of exam, and online learning materials
- Meet with students who have provided written notification of their disability via the accommodation letter and have made a direct request for accommodation, to establish the means of providing reasonable accommodations, academic adjustments, and/or auxiliary aids and services
- Discuss emergency evacuation procedures with students who may need assistance
- Contact DSS to request clarification or support with accommodations
- Submit exams to the Administrative Assistant in the Success Center at least 24 hours prior to the administration of the exam
- Maintain the confidentiality of information regarding disability issues
- Respect the student's right to privacy and do not identify him/her to the class or discuss disability matters in public settings
- Refer to DSS those students who request accommodations but have not met with DSS staff to determine eligibility for disability-related support and services
- Include a disability syllabus statement to ensure all students are aware of DSS services

The University is Not Responsible for:

- Identifying students with disabilities
- Evaluating students with disabilities
- Providing services of a personal nature (attendants, tutors, individually prescribed devices)
- Changing or altering the fundamental nature of a program

Legal Disclaimer

Manchester University's Disabilities Support Services Policy and Procedure Handbook is a living document subject to change due to ongoing judicial decisions. These policies and procedures are not a contract; rather, they serve as guidelines, designed to be used by faculty, staff, prospective and enrolled students, and others involved in the University's services and programs in assessing proper procedure and accommodations. This document will be reviewed periodically so that the policies and procedures reflect the continuing Office of Civil Rights (OCR) opinions and judicial rulings.

Compliance Links

Department of Justice: www.justice.gov

The Disability Rights Section works to achieve equal opportunity for people with disabilities in the United States by implementing the American with Disabilities Act (ADA).

U.S. Department of Education - Office of Civil Rights: www.ed.gov/offices/OCR

The Office for Civil Rights works to ensure equal access to education throughout the nation through enforcement of civil rights. OCR works to resolve complaints of discrimination.

Section 3: General Student Information

The Difference between High School and College Disability Services

College is different from high school in a number of ways. College students have more choices, more “free” time, and more personal responsibility for the decisions they make. Successful students use resources and services on campus, ask for help, learn to manage their time, attend classes, take notes and use effective study skills. Successful students are motivated, have a desire to learn, learn to balance their social life with their academic responsibilities and strive to be successful. College students are responsible for their academic success.

Self-Advocacy Skills

Self Advocacy is an important skill to learn for college. Colleges and universities are restricted from seeking out students with disabilities due to privacy laws. Students are solely responsible for their choices and, thus, need to have good problem solving, self-advocacy, decision making, and communication skills.

Support systems are available in college (e.g., academic advising, course-specific tutoring at study tables, assistance in the Writing Center, counseling services, health services, career assessment and services) but the student must seek those out, ask for help, and follow through. Suggestions for developing self-advocacy skills:

1. Prior to coming to college, you did not need to share information about your disability because the school and your parents took care of that for you. Once you leave high school, accommodations are only provided if you disclose your disability and request accommodations.

College students with disabilities must decide whether to disclose their disability to faculty and staff. Students who choose to disclose their disability do so to provide information about 1) how the disability impacts their ability to learn and perform effectively, and 2) the environment, supports, and services needed to access, participate in, and excel in their courses, studies and college life.

Helpful information can be found at “The Why, When, What and How of Disclosure” webpage at www.postsecondarychoices.org

2. Know your rights and responsibilities. Educate yourself through the college website and government information about your rights and responsibilities in postsecondary education. The U. S. Department of Education offers a pamphlet – “Students With Disabilities Preparing For Postsecondary Education: Know Your Rights and Responsibilities” on their website www.ed.gov
3. Know yourself and your disability: You need to know exactly what you need and be able to convey that to instructors and staff in a way they will understand. Don’t assume they know information, take responsibility for sharing information with others.
4. Know where you need to go for assistance – success is not achieved alone. Seek out the resources on campus that will assist you in becoming successful.
5. Take action – see DSS to discuss your needs and rehearse what you need to say to your instructors. An accommodation letter will be provided however it is up to you to discuss the needs stated in the letter with your instructors.
6. The student retains the responsibility for mastering the content of his/her courses. Students are expected to take responsibility for moving toward greater independence and to fully participate in decisions regarding their participation at the University.

Students with documented disabilities are encouraged to contact the Director of Academic Support/DSS at 260.982.5076 to schedule an appointment. It is the student’s responsibility, not the University’s, to initiate contact. Students requesting reasonable accommodations are required to self-disclose and provide

documentation of the disability from an appropriate, licensed professional, which must address the current functional limitation(s), their prognosis, and recommendation(s) of appropriate accommodations. Once eligibility has been established, reasonable accommodations will be provided on a course-by-course basis. Students work collaboratively with DSS and faculty to determine which accommodations will best meet their needs.

The accommodation review process in college focuses on the functional impact of the disability, not the diagnostic label. Having a particular disability does not automatically entitle you to a specific accommodation. Students should not assume that accommodations provided in high school or while in attendance at other colleges will be provided at Manchester University. Accommodations are provided on a case-by-case basis and must be consistent with the University's academic goals and standards. A student's request, documentation, and past educational experiences will be taken into consideration when determining appropriate, reasonable accommodations.

Documentation stating that a student has a disability does not guarantee accommodations and services. Final determination of appropriate, reasonable accommodations will be determined by DSS in accordance with the mandates of the Rehabilitation Act and the Americans with Disabilities Act, as well as the Office for Civil Rights in the U.S. Department of Education rulings related to these two laws.

Manchester University reserves the right to select among effective and appropriate adjustments that will provide the student with a disability equal access to its programs. Academic adjustments implemented depend on the disability of the students. It is important for the student with a disability to understand that academic adjustments will in no way lower or waive essential requirements of an academic program.

Students are responsible for meeting with the Director of Academic Support/DSS at the beginning of each semester to determine appropriate, reasonable accommodations for their courses. Students will be provided with accommodation letters for their instructors. If at any time during the semester a student believes they are not being successful in a course, they should make an appointment with DSS for academic coaching and advising. Assistance with study skills, time management, and test-taking strategies will be provided and continued support offered to help improve the student's success in class. It is the student's responsibility to schedule and keep appointments to address areas in which they need assistance.

Student Conduct

There is a key distinction between conduct violations in high school and in college. In high school students with disabilities are protected by manifestation determination which must be considered for suspension and expulsion if a behavioral concern is being considered. In college, manifestation determination is not recognized. Having a disability does not override unacceptable behavior. The university's standards are set by the conduct code.

Students who violate criminal law or the university's code of conduct (e.g., by selling drugs, carrying weapons, or committing acts of violence, plagiarism, or cheating) may be disciplined by college officials.

In addition to disciplinary dismissal, some students with disabilities may be placed on probation or disqualified from attending Manchester University for failure to meet grade or other academic requirements. All students are held to the same standards for achievement.

Students are responsible for being informed of the conduct and academic standards set by the university. This information is available in the online version of the Catalog and in the online MC Source, the official handbook of the University. Members of the university community are responsible for understanding and abiding by the information, guidelines and policies found in these resource materials. All students, including those with disabilities, must abide by the academic and conduct policies of the university.

Section 4: Documentation Guidelines for Requesting Accommodations

Disability Support Services (DSS) requires current documentation of all disabilities for which accommodations are requested. All documentation must be provided in a timely manner. Insufficient information will delay the accommodation process.

All documentation is confidential and should be submitted to:

**Disability Support Coordinator
Manchester University
604 E. College Avenue
North Manchester, IN 46962
FAX: 260.901.8379**

These documentation guidelines describe information that is required to validate (1) the existence of a disability, (2) the impact of the disability on the individual's educational performance, and (3) the need for accommodations. The university reserves the right to request additional documentation necessary to determine and arrange reasonable and appropriate accommodations. Students will also be asked to complete a questionnaire specific to their disability.

Under the ADAAA and Section 504 of the Rehabilitation Act, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. To establish that the individual is covered under the ADAAA, documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that the documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

PART I: Qualified Professional Must Diagnose and Evaluate Disabilities

“Professionals conducting assessments, rendering diagnoses, offering clinical judgments specific to the test taker about physical disabilities or chronic health conditions and/or making recommendations for accommodations must be qualified to do so. It is essential that professional qualifications include both (1) comprehensive training and relevant expertise in the specialty and (2) appropriate licensure/certification. Qualified health care providers or evaluators are defined as those licensed or certified individuals who evaluate and diagnose physical disabilities or chronic health conditions. These individuals include medical doctors, surgeons, chiropractors, optometrists, audiologists, physical therapists, speech therapists, neuropsychologists and other relevantly trained health care professionals qualified to make such diagnoses. The health care provider who writes the report should have personally evaluated or examined the test taker. Documentation may be provided from more than one source when a clinical team approach employing a variety of professionals has been used.” (Adapted from Educational Testing Service – ETS Bulletin Supplement for Test Takers with Disabilities or Health-related Needs) <http://www.ets.org>

ADHD/ADD

ADHD/ADD is considered a medical or clinical diagnosis. Recommended practitioners qualified to make a diagnosis include: neurologists, psychiatrists, licensed clinical or education psychologist, family physicians, or a combination of such professionals.

Asperger's Syndrome

Asperger Syndrome is a neurobiological disorder that is part of a group of conditions called autism spectrum disorders. Diagnosing Asperger's Syndrome can be very difficult. Diagnosis includes a comprehensive assessment conducted by a team of qualified professionals experienced with autism and other pervasive developmental disorders (PDD). Individuals qualified to make a diagnosis include a developmental pediatrician (if child is young), a neurologist, psychologist, psychiatrist and a speech/language clinician.

Blind and Low Vision

Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals or persons who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as traction and fusion difficulties.

Deaf and Impaired Hearing

Physicians, including otorhinolaryngologists and otologists, are qualified to provide diagnosis and treatment of hearing disorders.

Learning Disability

A qualified professional to diagnosis a learning disability include: licensed psychologists, learning disability specialists, educational therapists, and diagnosticians in the public schools

Physical Disabilities and Chronic Conditions

Health-related disabilities are conditions affecting one or more of the body's systems. These include the respiratory, immunological, neurological, and circulatory systems. Students affected by health-related disabilities differ from those with other disabilities because their conditions are not static. As the condition changes, so too may the need for accommodations.

There are many types of health-related disabilities, which vary significantly in their effects and symptoms. Below is a non-exhaustive list of some of the more common medical conditions.

Arthritis	Diabetes Mellitus	Neuromuscular Disorders
Cardiovascular Conditions	HIV/AIDS	Seizure Disorders
Cerebral Palsy	Lyme Disease	Sickle Cell
Chemical Dependency	Lupus Erythematosus	Traumatic Brain Injury (TBI)
Chronic Fatigue Disorders	Multiple Sclerosis	

Any physical disability or chronic condition is considered to be in the medical domain and requires the expertise of a physician, neurologist, physiatrist (rehabilitation specialist), internist, endocrinologist, immunologist, cardiologist, gastroenterologist, oncologist, hematologist, nephrologist, infectious disease specialist, or medical specialist with experience and expertise in the area for which accommodations are being requested.

DSS requires a clear documentation of the diagnosis and its likely impact on academic work, including attendance and other foreseeable complications.

Psychiatric/Psychological Disorders

A diagnosis by a licensed mental health professional including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrist, and neurologist is required. The documentation should discuss the likely impact of the disability and prescribed medications on college-level academics, group involvement, and stress tolerance.

Rehabilitated Drug Addiction/Alcoholism

Professionals who are qualified for diagnosing, treating, and providing documentation for individuals who have been rehabilitated for drug addiction or are under treatment for alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists and licensed mental health professional or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists.

PART II: DOCUMENTATION GUIDELINES FOR ALL DISABILITIES

A diagnosis by a qualified profession is required (see PART I). The diagnostician may not be a relative.

Documentation serves as the foundation that legitimizes a student's appropriate accommodations. Recommended documentation includes the following:

- Name, title and professional credentials (license number) of the qualified professional evaluator clearly stated in the documentation.
- Documentation on letterhead, typed, dated, signed and otherwise legible.
- Documentation for eligibility should be current, preferably within the last three years. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations.)
- A clear statement of the disability, including the DSM-IV diagnosis with a summary of present symptoms supporting the diagnosis.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores. (See specific guidelines for learning disabilities, psychiatric disabilities, and ADD/ADHD) below:
- Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were. Further assessment by an appropriate professional may be required if coexisting disabling conditions are indicated. The student and the ADA/504 Coordinator – Director of Academic Support collaboratively determine appropriate accommodations.

Learning Disabilities:

Students applying for services and accommodations on the basis of a learning disability are required to submit a comprehensive psychoeducational assessment performed by a licensed psychologist. In accordance with guidelines developed by AHEAD, the psychoeducational assessment should contain:

- **Aptitude:** A complete intellectual assessment with all sub-tests and standard scores reported.
- **Academic Achievement:** A comprehensive academic achievement battery with all sub-tests and standard scores reported for those sub-tests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
- **Information Processing:** Specific areas of information processing (e.g., short and long-term memory, sequential memory, auditory and visual processing, processing speed, executive functioning, and motor ability.)
- **Conclusions:** The report should conclude with a clinical summary which brings the supported judgment of the person conducting the assessment to bear in stating a diagnosis and suggesting accommodations which would be appropriate to the relative learning deficits and strengths of the student.

Psychiatric Disabilities:

In accordance with guidelines developed by AHEAD, students with psychiatric disabilities are required to submit documentation completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition with the report addressing the following criteria:

- DSM-IV diagnosis; psychological test used to make the diagnosis and all scores to support the diagnosis;
- Medications, possible side effects and compliance with the medication plan; and
- Therapeutic interventions and compliance with such to ensure that accommodations do not jeopardize successful therapeutic interventions.

AD/HD:

Students applying for services and accommodations on the basis of AD/HD are required to submit a comprehensive report of a psycho educational assessment completed by a psychiatrist, licensed psychologist, or licensed medical doctor who has experience diagnosing and treating this condition. This report must address the following criteria:

- DSM-IV diagnosis and a description of supporting past and present symptoms;
- narrative summary of assessment procedures, including all scores used to make the diagnosis;
- description of present symptoms, fluctuating conditions, and prognosis;
- medication needs and side effects of how the medication will affect the student's academic performance; and
- recommendations for reasonable accommodation.

Direct Threat to Health and Safety of Others

The ADA provides that, based upon an individualized assessment which relies on current medical evidence or on the best available objective evidence, institutions of higher learning may determine that an individual poses a significant risk to the health and safety of others which cannot be eliminated or reduced to an acceptable level by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. This assessment must be objective and rational.

Essential requirements may include safety qualifications, but those qualifications must be appropriate to the relevant circumstances and based upon actual risks, rather than on speculation, stereotypes and generalizations about the disabling condition.

PART III: IMPAIRMENT AND DISABILITY ASSESSMENT

To help us make this determination, we need a written detailed assessment of the student’s disability (See Part I) to document a student’s request for accommodations and disability-related services. This information must be provided by a qualified licensed mental health professional.

Impairment Assessment

- A. What is the diagnosis/impairment?

- B. When was the initial diagnosis made? Please provide a brief history which includes onset, consistency, pervasiveness and severity of the disability.

- C. Is the patient/student currently under your care?

- D. When did you last see the patient/student?

- E. Is the impairment temporary (<6 months) or persistent?

- F. How does the current functional limitation presented by the student in an academic environment?

Major Life Activities Assessment

Please check any of the major life activities listed below effected as a result of the disability; indicate level of limitation using the following scale:

1- Negligible	2-Moderate	3-Substantial	
____ caring for oneself	____ standing	____ hearing	____ learning
____ working	____ communicating	____ concentrating	____ lifting
____ interacting with others	____ seeing	____ writing	____ sleeping
____ performing manual tasks	____ thinking	____ reading	____ walking

____ *other* major life activities impacted by the disability: please identify, indicate level of limitation and explain as appropriate:

Based on the major life activities affected by the impairment, are there any specific reasonable accommodations and/or instructional strategies within the context of the college environment that you suggest for this student?

Physician Signature and Information

Physician’s Name: _____ Date: _____

Physician’s Signature: _____

Address: _____

Specialty: _____ License/Cert. #: _____ State: _____

Phone: _____ Fax: _____

Provisional (Short-Term) Accommodations:

Provisional (short-term) accommodations may be authorized for one term only if it appears appropriate to allow time to gather the required documentation. Some of the reasons for this may be based on instructor concerns, academic performance, outdated documentation.

Temporary Impairments

From time to time students who do not have disabilities might benefit from some of the services that DSS coordinates. While temporary impairments are not covered under ADAAA, the university recognizes that students with temporarily disabling conditions that are the result of injuries, surgery or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities.

In order to receive accommodations for a temporary disability, the student must submit documentation to DSS 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.

DSS and Manchester University do not provide personal assistance to students with temporary disabilities such as building-to-building transportation or the transport of books or other personal items. Wheelchairs, scooters, crutches and other mobility devices are considered personal devices and are not provided by the university.

Section 5: Disability Support, Accommodations and Adjustments

Academic Support Services

Manchester University offers comprehensive support resources and services for all students. Students with disabilities are advised to use the resources and services available on campus. Students are able to receive assistance with:

- Time management
- Reading techniques
- Note taking strategies
- Study skills
- Test taking strategies
- Avoiding plagiarism
- Academic load parameters

Tutoring

Students with disabilities may find a need for course-specific tutors. Free tutoring is available in most content areas for all students through study tables offered by the Success Center. Students requesting tutoring should check the study table schedule found on the front counter of the Success Center. If a study table is not available for a course the student may complete a tutor request form. Efforts will be made to hire and schedule a tutor for this course-specific study table. This process usually takes 5-10 days so students should be proactive early in the semester to make such requests. Tutoring services not provided to all students are considered a personal service and are not mandated by law.

Writing Center

Students are encouraged to meet with trained writing consultants in the Success Center for help with improving their writing skills. Writing consultants help students with brainstorming, formulating a thesis, and developing ideas, and assist with identifying issues of style and mechanics.

Library Assistance

For general library assistance, students may contact the reference desk at the Funderberg Library. The library staff is available to help students with reasonable requests. Students needing services, beyond what is reasonable for library staff, should speak with DSS to make requests known.

Academic Accommodations

The ADA does not require universities to lower academic standards or fundamentally alter the nature of the programs provided. Students with disabilities are expected to meet the same degree requirements and competencies as any other student.

The following are examples of academic accommodations which, in appropriate cases, would preserve essential academic programs while minimizing the effect of a documented disability upon a student's performance. These examples are not intended to be appropriate in all cases; each student's needs are assessed on an individual basis. Although DSS assists students with disabilities, it is the student's responsibility to take initiative and remain actively involved in the accommodation process.

Examples of accommodations available based on documented need:

- ADA compliant accessible rooms, restrooms, and meeting spaces in residence halls
- Alternate format materials, i.e., large print, audio, electronic
- Academic support "coaching"
- Access to and support with assistive technology, i.e., speech to text software, screen readers, etc. (see list below)
- Sign language interpreters and/or remote video interpreting (VRI) and/or real-time captioning (CART)

Accommodations for exams available based on documented need:

- Extended time
- Exams proctored in a distraction-reduced setting
- Reader for exams
- Scribe for exams
- Accessible computers in the Success Center
- Alternate format for exam materials
- Assistance with note-taking in class

Testing Guidelines

Students with disabilities wishing to take exams in the Success Center must make arrangements to do so at least 48 hours in advance of the day of the exam. Exams may be scheduled by speaking with Sandy Bendsen at the front counter of the Success Center. Students must inform the instructor at least 48 hours prior to test administration of the intent to test in the Success Center. Instructors have the option of providing the student's reasonable accommodations or they may provide a copy of the exam to DSS in the Success Center.

Absenteeism

Class attendance requirements are determined by individual faculty members. With appropriate documentation, the student may request that DSS complete an Attendance Issue Letter indicating that the student's disability may result in occasional absences. Attendance Issue Letters cannot be written for classes already missed; services are NOT retroactive. Providing an Attendance Issue Letter to instructors does not give the student permission to miss classes, the letter only serves to inform instructors of a disability related chronic health condition. The student is responsible for notifying the instructor of a disability related absence as soon as possible. Medical documentation related to the specific absence is important. An instructor may request a meeting with the student and DSS at any point if issues arise. The instructor will determine if absences become excessive and may recommend that the student withdraw from the class. Attendance flexibility cannot be taken for granted; communication with DSS and course instructors is the responsibility of the student.

Alternate Formatted Texts

Students who need taped books must purchase the textbook (proof of purchase will be required) and contact the publishing company for the audio version of the book.

Students can also set up their own membership on the Learning Ally website at <http://www.learningally.org>. If the textbook is unavailable through the Learning Ally website, you may bring the hard copy of your textbook to the Success Center and use the scanner. Students can create an audio file of the text for later use.

Distance Learning - Online Courses

Students requesting academic accommodations for online courses must notify DSS prior to the beginning of the semester or summer session. DSS will prepare and provide academic accommodation letters for the student to give to their instructors. Students need to be proactive in making these arrangements and in speaking with their instructors in a timely manner. Accommodations are not retroactive. Accommodations are in place only after the student presents the accommodation letter to their instructors and discuss arrangements to be made. It is the student's responsibility to make contact with DSS and to inform their instructor.

Internships, Clinical Experiences, Student Teaching, Field Trips, etc.

Students and instructors should plan ahead regarding accommodations for off campus internships, practicums, clinical experiences, and student teaching. DSS is available to assist students and instructors in determining the university's responsibility regarding off campus accommodations. It is recommended that the student and instructor discuss the situation with the site coordinator prior to the start of the semester. Students with disabilities need to sign a release of information form so that college personnel can discuss issues related to the student's disability; DSS and MU instructors may not disclose the student's disability without the student's written permission. Students are advised to schedule an appointment with Career and Professional Development during their first year to discuss internship experiences.

Accommodations for Graduate School Entrance and Licensing Exams

Most graduate schools require some type of entrance exam. Many licensed professions also use a standardized exam to test for basic competencies within the profession. If you will be registering to take such an exam, you may be eligible for testing accommodations depending upon the nature of your disability. The determination of such accommodations is not made by DSS, however they can assist you in the application process. You are advised to start the process early as it may take up to, or longer than, eight weeks for a decision to be made. Individual licensing boards or organizations typically administer the licensing exams and can be contracted for information on test accommodation.

Below is information specific to many of the pre-professional and graduate school entrance exams.

The Graduate Record Exam (GRE) General and Subject tests are required by many academic programs (Masters and Doctoral degrees). Students wishing to use accommodations on the GRE® must meet Educational Testing Service (ETS) disability documentation requirements.

Praxis® Series of exams are for students majoring in education. Students must meet Educational Testing Service (ETS) disability documentation requirements.

LSAT® is the required law school admissions test. Students must meet the Law School Admissions Council (LSAC) disability documentation requirements.

MCAT® – medical college admissions test – students must meet Association of American Medical Colleges (AAMC) disability documentation requirements.

Each standardized test has their own accommodation process and may require different documentation for accommodations. Students should review the appropriate websites for specific requirements. Please note that documentation required to register with DSS may be distinctly different than the documentation that is required by the testing organization. Receiving accommodations in college does not guarantee the student will receive accommodations on entrance and licensing exams.

Interpreting Services

Interpreters are not college employees. The university contracts for interpreters who specialize in these services. The university reserves the right to approve interpreters assigned to students. Supplemental interpreting (co-curricular events required for class and part of the grade) will also be covered. If for some reason there is any dissatisfaction with the assigned interpreter(s), the student should contact the Disability Support Coordinator.

The university reserves the right to determine the type of interpreting service used to support the student's learning and understanding. American Sign Language (ASL) Interpreting, Remote Video Interpreting (VRI) and/or Captioning (CART) may be used in combination.

Students needing interpreting services must provide the Disability Support Coordinator with a copy of the course schedule at least 4 weeks prior to the beginning of a new semester, to

ensure that services are available. Failure to meet this deadline may result in a delay of interpreting services being provided.

Note Taking Services

Various options exist for receiving assistance with note taking. Options include:

- Request a classmate share a copy of his/her notes. DSS will assist with making a copy of these notes.
- Ask the instructor if he/she is willing to share a copy of their notes. When possible, students should ask for access to these notes prior to class. Students may then print the notes and use them during class.
- Use carbon paper to have a classmate make a copy of their notes. Carbon paper is available from DSS.
- Students may request to record class lectures using approved technology – a digital recorder or a LiveScribe Smart Pen™. Students may borrow this technology through the Success Center.
- Other options may be made available, if deemed necessary.

Notes will not be made available if the student is absent unless the absence is documented as being related to the disability. Students are expected to attend class so they receive firsthand information provided by the instructor. Notes are meant to provide a record of information received during class sessions in which the student attended.

Recording Class Lectures and Discussions

Students who desire to audio and/or video record class lectures and discussions must first solicit approval from their instructor. Student with disabilities should initiate this process through DSS. When appropriate this request can be included in the academic adjustment letters provided for instructors. Class lecture content is the property of the instructor and should be treated like copyrighted material. Students are prohibited from sharing and/or forwarding recordings to other students. Recorded class lectures should never be posted or shared on social network sites. Students approved for this accommodation will be required to sign the Student Agreement for Recording Lectures form.

Academic Adjustments

Course Substitution/Waiver Requests

MU will make reasonable modifications to its academic requirements, if necessary to comply with legal requirements, ensuring that such requirements do not discriminate or have the effect of discriminating on the basis of a student's known and adequately documented disability. Requested modification should not alter essential elements of the program, licensing requirements or result in undue financial or administrative burdens.

The decision regarding whether the substitution is reasonable lies with Academic Affairs. Academic Affairs and the departments involved will determine if an appropriate substitution is possible. Students should meet with DSS to discuss the need for making a course substitution request. DSS will provide necessary documentation and related information to Academic Affairs.

Making a course substitution request does not guarantee a course substitution. Other means to accommodate the student's needs may be provided by the university.

The student must be aware of the possibility that a transfer institution may not accept the course substitution. Recognizing that course substitutions vary from university to university, MU cannot be held liable for course substitutions not accepted elsewhere.

Full-Time Status with Reduced Course Load

Disability related requests for full-time status with reduced course load should be processed through DSS at least six weeks prior to the start of the semester. The decision regarding whether the substitution is reasonable lies with Academic Affairs and the Registrar. Academic Affairs and the Registrar will determine if such a request is possible. Students should meet with DSS to discuss the need for making this request. DSS will provide necessary documentation and related information to Academic Affairs and the Registrar.

The university will consider a reduced course load request submitted by a student on a semester-by-semester basis. The university considers 12 hours to be full-time status but recognizes that a student (due to a documented disability) may need to take fewer than 12 hours.

The Registrar will meet with the student and evaluate the impact of the disability and demands of the class schedule. Impact and consequences of a reduced course load will be explained to the student (financial aid/scholarship coverage, etc.). If approved, the modified credit load will apply for the requested semester. If the student drops below the minimum credit load during the semester, the student will lose full-time status.

It is the student's responsibility to fully investigate the impact of a reduced course load upon financial aid, scholarships, insurance coverage, court ordered child support, etc.

If approval is denied, the student may appeal the decision in writing through the grievance process.

Accommodations for Study Abroad Experiences

Students wishing to participate in study abroad experiences are advised to consult with the Director of International Studies and Academic Enrichment and DSS at least one year in advance of the date you wish to travel. Disclosure of a disability enables the Study Abroad Office to assist you in finding a program that is right for you.

Students who are eligible for accommodations at Manchester University may also be eligible for overseas accommodation depending upon the country they visit. Students not registered with DSS who are interested in requesting accommodations abroad must submit documentation supporting their request and register with DSS before leaving to study abroad.

Levels of accessibility vary from country to country. It is important to be aware of the cultural differences about disabilities and the types of accommodations available in the host country. The United States is a leader in providing equal access for persons with disabilities. Other countries and international universities may not have the same level of access available.

Examples of accommodations that may not be available or may be different include:

- Cities with cobblestone streets and pavements that are not wheelchair accessible
- Older buildings that may not have wheelchair accessible entrances or elevators
- Extended testing time and distraction-reduced testing environments may not be available

Keep in mind that while abroad, you may need accommodations or assistance that you may not typically need in the United States. Research the types of accommodations available in your host country and institution and plan accordingly in order to minimize barriers and enhance participation and enjoyment while abroad. Be prepared to be flexible and open to different ways of accommodating your disability.

Auxiliary Aids

Auxiliary aids are defined as educational equipment, services or adaptive equipment which assists the student participating in the educational program. These do not include individually prescribed devices/equipment, personal attendants or any other service or device of a personal nature.

DSS may assist students with the request of auxiliary aids. The university will work cooperatively with referring agencies (Vocational Rehabilitation, Easter Seals, etc.) regarding recommendations for auxiliary aids and their provision. In some cases, the referring agency will fund and/or provide the aids.

The university is not responsible for adapting personal equipment or loaned equipment for accessibility. It is recommended that students check on technology requirements for course access prior to taking the course.

Requests for auxiliary aids should be made at least six weeks in advance of the semester. The university will make a good-faith effort in attempting to reasonably accommodate students until the auxiliary aid(s) are in

place. Procuring, installing, and preparing equipment, software, etc. is a time-consuming process. Last minute or late requests for auxiliary aids may result in a delay of these resources being made available for students.

Assistive Technology

Assistive technology is available through the Success Center and DSS. The university offers various types of technology for use by students with disabilities. In some cases, limited equipment is available for checkout for a period of one semester. This allows students with the opportunity to “borrow” the technology to determine whether they wish to purchase their own equipment. Students are required to sign the equipment loan request form and are financially responsible for loss or damage incurred while in their possession. If the equipment is not returned or not returned in the same condition their student account will be charged. This equipment is for on-campus use. Exceptions would apply to off-campus clinical/internship or off-site course requirements.

Types of assistive technology available (in the Success Center) include:

- Digital Recorders (may be checked-out for one semester)
- DRAGON Naturally Speaking™ Software
- Franklin Merriam-Webster’s Collegiate Speaking Dictionary™
- Franklin Speaking Language Master™
- LiveScribe Smart Pens™ (may be checked-out for one semester)

Students who wish to record class lectures and discussions must first solicit approval from their instructor. Student with disabilities should initiate this process through DSS. When appropriate this request can be included in the academic adjustment letters provided for instructors. Class lecture content is the property of the instructor and should be treated like copyrighted material. Students are prohibited from sharing and/or forwarding recordings to other students. Recorded class lectures should never be posted or shared on social network sites. Students approved for this accommodation will be required to sign the Student Agreement for Recording Lectures form.

Food Allergies and Special Dietary Requests

Students with special dietary needs due to severe food allergies should schedule an appointment with DSS to discuss their needs. DSS will discuss the restrictions with the student and the Director of Chartwells’ Food Service. Diet requirements will be adjusted as outlined by the student’s physician as noted on the Severe Food Allergy Documentation Form.

Chronic Medical Conditions

Chronic medical conditions (disabilities) covered by legislation include (but are not limited to) AIDS, cancer, diabetes, epilepsy, multiple sclerosis, muscular dystrophy and spinal cord injuries.

Accommodations and Adjustments for Students with Mobility Concerns

Classroom Accessibility

Students with mobility impairment limitations may request that their classes be assigned to main floor classrooms. Requests should be made 4-6 weeks prior to the beginning of the each semester. Requests will be honored when possible and appropriate (i.e., lab courses may not be able to be reassigned to another classroom).

Students should work with instructors to address access barriers within the classroom. Students using wheelchairs, scooters, crutches or other orthopedic equipment, blind students, and students using a service animal should be seated in one of the first two rows in an area close to the classroom door. Students who use a

wheelchair or a scooter will need adequate floor space around them so they can move about and park without blocking the flow of traffic. Students who are able to walk short distances may prefer to get out of their wheelchair/scooter. Courses taught in laboratory settings may require some modification for wheelchair users. If the need arises for special desks or tables students and instructors can contact DSS to discuss options.

Access and Travel Time

Access and timely travel are major concerns for students with mobility impairments. Students must use routes to move between classes and across campus that do not present barriers (stairs, curbs, crowded walkways and heavy doors). These concerns and inclement weather may contribute to lateness. Students should speak with their instructors and DSS if lateness becomes an ongoing problem.

When possible, class schedules should be planned to minimize travel time, distance between classes, and provide ample time between classes.

Mobility Devices

In accordance with the Americans with Disabilities Amendments Act and subsequent regulations, mobility devices used by individuals with disabilities are generally permitted in all facilities and programs, as described below.

Definitions:

- “Wheelchair” is defined as “a manually-operated or power-driven device designed primarily for use by an individual with a mobility disability for the main purpose of indoor or of both indoor and outdoor locomotion.” A wheelchair may be manually operated or power-driven. This includes mobility scooters.
- Individuals who use manually-powered mobility aids (walkers, crutches, canes, etc.) all allowed in all areas open to pedestrians.
- A “mobility disability” includes a wide range of disabilities, including circulatory and respiratory disabilities that make walking difficult or impossible.
- An “Other Power-Driven Mobility Device (OPDMD)” is defined as any mobility device powered by batteries, fuel, or other engines – whether or not designed primarily for use by individuals with mobility disabilities – that is used by individuals with mobility disabilities for the purpose of locomotion. Included in the OPDMD category are: golf carts, electronic personal assistance mobility devices (EPAMD) - (e.g. Segway® PT) and any mobility device designed to operate in areas without defined pedestrian routes, but that is not a wheelchair.

Use of Wheelchairs and OPDMDs

Manchester University will permit individuals with mobility disabilities to use single-user OPDMDs as long as operation of the mobility device is in accordance with legitimate safety requirements, including operation at a safe speed, and care in observation of pedestrians. Manchester University prohibits the use of fuel driven engines inside buildings as fumes have been deemed a direct threat to others. The University is not responsible for the upkeep of these devices or for damaged or stolen mobility devices.

As needed and on an individual basis, the university will determine additional appropriate use of OPDMD’s based upon assessment factors that include the type, size, weight, dimensions, and speed of the device, the campus’ volume of pedestrian traffic (which varies at different times of the day, week, month, or year), the location of a program, service or activity and whether the use of the OPDMD creates a substantial risk of serious harm to the immediate environment or natural or cultural resources.

Mobility Device Parking

Parked mobility devices in parking lots must display a valid parking permit. Parking is allowed only in specific areas and on hard, paved surfaces (e.g. asphalt, concrete, and brick). Mobility devices are prohibited from parking on soft surfaces such as landscaping and unpaved surfaces.

Mobility devices are prohibited from blocking entrances to buildings, stairways, handicap ramps, or main thoroughfares. Likewise, mobility devices are prohibited from parking on sidewalks in any way that blocks or restricts pedestrian traffic.

Safe Operation of Mobility Devices

Personal mobility devices should not be operated in a manner that may endanger its operator, other individuals, or damage University property. Mobility device operators (OPDMDs and manually operated) shall follow these “common courtesy” rules:

- All devices must travel in the direction of the flow of traffic and obey campus traffic regulations and signs
- Pedestrians always have the right of way on campus sidewalks; therefore, operators must always yield to pedestrians
- Operators must drive at an appropriate speed according to existing conditions
- OPDMD operators shall use the mobility device as it is intended. Operating the device in an acrobatic or stunt manner is prohibited. OPDMDs may not be used on stairs, ramps, railings, vegetation, benches, tables, planters or other surface not intended for vehicular use.

Service and Assistance Animals

The University recognizes the value and need of service animals to assist some students with disabilities. The ADA defines service animals as:

“any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.”

Under the ADA, service and assistance animals must be harnessed, leashed, or tethered, unless these devices interfere with the service/assistance animal’s work or the individual’s disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

Manchester University reserves the right to ask that the animal undergo additional training or be removed if it does not fit the description or if it has become disruptive. For example, a properly trained service/assistance animal will remain at its owner’s feet. It does not run freely, bark or growl, bite or jump on people, or urinate or defecate inside buildings. An animal that engages in such behavior has not been successfully trained to function as a service/assistance animal in public settings.

The good health of the animal is the responsibility of the owner. If the animal is in ill health (bowel/bladder control problems, fleas, etc.) the owner may be asked to remove it from the university. The university requires all service animals to be up-to-date on their inoculations. Proof of the currency of these immunizations must be on file with DSS each year.

Students who require the regular use of service or assistance animals must contact DSS and provide appropriate documentation prior to bringing the animal to campus. DSS will collaborate with the Director of Safety, Residential Life, and the Dean of Academic Affairs to inform them of this request.

Handicap Parking for Motor Vehicles

Accessible parking is available in various locations on campus. Only those vehicles with state issued disabled plates or hang tags can park in ADA designated parking spaces. MU students are required to have a MU parking permit mounted in their window.

Personal Attendants

Manchester University is not responsible for locating, hiring or coordinating schedules or financial arrangements for personal care attendants (PCAs). The university recognizes that in some cases, PCAs are necessary in the classroom (per documentation.) Their sole purpose is to be a care giver/service provider to the student. PCAs are expected to follow all college policies, regulations, etc. All PCAs are required to undergo a background check prior to working on campus.

Students utilizing a PCA must work closely with DSS and their instructors to make this process seamless and non-intrusive to the classroom teaching/learning environment. PCAs are expected to remain in the hallway during class time unless DSS has approved in-class assistance and has communicated this to the instructor.

PCAs are not to act on behalf of the student with instructors/students/staff unless the need is related to the student's disability/medical condition. If the PCA fails to abide by this agreed upon role, the university reserves the right to limit the PCA's presence on campus. Attendants participating in class is limited to assisting the student's accessibility and if needed, medical well-being. If the student requires out-of-class testing, the student needs to follow the procedure for scheduling exams with DSS. The PCA may be present (if documentation supports the request) during a test but the DSS proctor must administer the exam.

While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, managing textbooks/class materials, etc., should have a personal PCA. Requesting such services from non-trained individuals on campus could pose a threat to those providing assistance and the individual with the disability. The university cannot assume the liability risk.

When necessary a PCA will be housed with the student they accompany to campus. Manchester University does not pay for PCAs, and it is the student's responsibility to pay the full room and board fee for each day of residency that the assistant attends. All PCAs are expected to abide by the Residence Life Agreements that students follow. A person serving as a PCA who violates these agreements may be asked to leave campus.

Emergency Response and Evacuation Assistance

Students with disabilities should take responsibility for their own safety and prepare for an emergency ahead of time. Steps students with disabilities should follow include, but are limited to, are:

- Familiarize yourself with the classrooms, your residence halls, the library, student union, and all of campus facilities to locate exits, exit routes, stairways, elevators, and telephones
- Identify individuals in advance who will assist you in leaving the building or in getting to appropriate shelter
- Speak with your instructors, academic advisor, residence life assistants and hall director, and other students and staff on campus to let them know how to best assist you in the event of an emergency

Since elevators must not be used during fire emergencies, students unable to maneuver the stairs safely should go to the nearest stairwell and wait for rescue personnel who are specially trained in the safe, proper evacuation of persons with disabilities. Care should be given so that the disabled student does not block the stairwell for others to safely evacuate from the building.

Students whose disabilities, chronic medical conditions, or temporary injuries may interfere with their ability to evacuate their classrooms, residence halls and/or other university housing/buildings unassisted in the event of an emergency or evacuation, are advised to complete an Emergency Evacuation Assistance Form available through DSS. This information will be shared with Manchester's Department of Safety, Office of Residence Life and the North Manchester Fire Department and Police Department.

Students with evacuation assistance needs are advised to contact Manchester's Department of Safety at (260) 982.5999, for individual emergency preparedness and planning consultation. Additionally, students are advised to learn the evacuation plans and routes for their residential, academic classrooms and other campus buildings.

Individuals with disabilities may be at greater risk during evacuations. Self-awareness and preparedness affords individuals the best chance for a safe evacuation.

Housing and Residence Life

On-campus residence life contributes to student growth and development beyond the classroom. Residential communities develop support networks, creative programs, social activities, and cultural diversity. Residence Life and DSS work with one another on disability-related issues. Students needing special housing accommodations should contact DSS to begin the process of making a housing request. Disability guidelines must be followed so appropriate accommodations can be made. It is important that students needing special housing accommodations meet deadlines for housing applications and apply for housing as early as possible. Advanced planning allows sufficient time for consideration and implementation of the accommodations being requested.

Needing a quiet place to study is not a valid reason to request a housing accommodation. There are many places on campus where students are able to study in a quiet environment (the Success Center, Funderburg Library, Petersine Chapel, and rooms in the Science Center and Academic Center).

Section 6: Campus Resource Information

Campus resources located in the Success Center on the second floor of the College Union include:

- **Academic Support**
- **Career and Professional Development**
- **Writing Center**

Phone: 260.982.5888

Academic year Success Center hours: Monday – Thursday: 8 a.m. – 10 p.m.
Friday: 8 a.m. – 10 p.m.
Sunday: 5 p.m. – 10 p.m.

Academic year Success Center staff hours: Monday – Friday: 8 a.m. – 5 p.m.

Academic Support

Supporting you, connecting you, helping you – Academic Support is your connection to success!

The Academic Support staff offers an array of comprehensive, student-centered services designed to help students develop the skills and strategies essential for academic achievement at Manchester University. All services are provided at no additional cost to the student.

- One-on-one academic coaching to help students improve their ability to be successful in a specific course
- Tutorial support at course-specific study tables
- Workshops to build academic success (time management, study skills, note-taking, testing-taking strategies, and how to avoid plagiarism)
- Assistive technology
- Support services for students with disabilities

Career and Professional Development

Success after college means planning today. Careers Services is dedicated to helping students explore their options, decide on career goals and get the experience and skills necessary to make those goals a reality.

Whether you're still deciding on a major or deciding how to get the career you want, career planning starts from your first day on campus.

- Career profiles for major and career decisions
- Résumé reviews and mock interviews
- Internships and job shadowing
- Connections with employers
- Graduate school assistance

Writing Center

Learning-based one-on-one writing conferences with trained consultants help students to not only complete an assignment, but to think independently, write critically, and implement strategies that will help them to produce effective future writing assignments.

The Writing Center helps writers with brainstorming, formulating a thesis, and developing ideas, along with identifying issues of style and mechanics.

- Walk-in writing conferences
- Trained student writing consultants
- Writing across academic disciplines
- Empowering all writers

Campus resources located on the main floor of Calvin Ulrey Hall

- **Counseling Services**
- **Health Services**

Phone: 260.982.5306

Academic year hours: Monday – Friday: 8 a.m. – 5 p.m.

Counseling Services

College is typically a time of exploration, growth and change. It can also be a time of struggle, frustration, stress and distress.

Counseling Services seeks to help students succeed at Manchester University by providing free, confidential support services and resources on such topics as:

- Transition challenges
- Relationship issues
- Test anxiety
- Depression

Overall wellness is a major factor in college success. Health Services offers professional, timely, effective and confidential care for each student. Visits with the nurse are available for illness, injury, wellness and preventive care.

- Wellness programs
- Health education
- Illness and injury care
- Health programming

Campus Ministry is located in the Petersine Chapel

Phone: 260.982.5243

With roots in the Church of the Brethren, Manchester University is committed to sustaining a community of faith, learning, and service. Religious life on campus is facilitated by the Campus Pastor, Campus Interfaith Board (a student board), and the Religious Life Committee (composed of faculty, staff and students).

The Religious Life program includes activities such as weekly ecumenical chapel services, Praise Jam, discussion groups and other small group opportunities, Bible studies, service projects, retreats, dialogues and guest speakers.

Academic Advising

Academic advising in college is not exactly like your experience with counseling in high school. The main goal of advising in college is your academic success and preparation for your future career. Your advisor is committed to that goal. However, you are responsible for your education. It is the student's responsibility to learn the requirements that must be met to achieve the academic goal.

Students are in charge of the relationship they have with their academic advisor. It is up to students to use the advisor's services. Contact your advisor whenever you have questions, concerns, or just need advice or want to talk.

Campus Safety – 260.982.5999

The safety and security of the Manchester University community and their guests are a primary concern of the University and a principal responsibility of the Department of Safety. Full-time staff consists of the director, five officers and a receptionist. A fully-trained, uniformed officer is on duty 24 hours a day, seven days a week, supplemented by student cadets.

Officers patrol the campus and are charged with the enforcement of federal, state and local laws, as well as University policies and regulations. To this end, campus officers maintain close working relationships with the North Manchester Police Department and other agencies. Officers are also available to assist the campus community by providing escorts, assisting with disabled vehicles, providing a lost and found repository and conducting safety training.

Department of Campus Safety Services

- Safety Escorts
- Vehicle Jumpstarts and Unlocks
- Training and Education Programs
 - Identity Theft
 - Self Defense
 - Fire Safety
 - Fire Extinguisher Training
 - Building Escape Training
 - Violent Intruder Training
 - Theft Prevention
 - Bicycle Safety and Registration
 - Vehicle Safety
 - Vehicle Emergencies

Section 7: Conflict Resolution Grievance Procedure

Conformance to Law

This policy for the provision of services to students with disabilities shall be applied in conformance with current law. In the event of any conflict with local, state, or federal law, the relevant legal requirements will supersede the provisions of these policies which are in conflict with the amended or new legal requirements. Any policy related terms which are not herein defined shall be defined by the relevant law or regulation adopted pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Students who are concerned with any decision or academic adjustment (accommodation) provided may file a grievance. Manchester University has established internal grievance guidelines providing for the prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, the ADA of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

Individuals who believe they have been discriminated against on the basis of disability by Manchester University may file complaints by filing an Academic Grievance (internal resolution process) or by filing a Section 504 Complaint (external process). The University administration encourages students with a grievance to use the informal (internal) resolution process before the formal (external) one. Most concerns can be resolved in a timely manner using the informal (internal) resolution process.

Informal (Internal) Resolution

The Informal Resolution process is designed to reach an understanding of the situation and to resolve the differences in an informal and cooperative manner.

1. Complaints should be addressed to Disability Support Coordinator, who has been designated to coordinate the ADA compliance efforts.
2. The Disability Support Coordinator shall maintain the files and records relating to student disability complaints filed.
3. A complaint should be filed in writing and shall contain the contact information of the person filing, and briefly describe the nature of the complaint and the alleged violation of the regulations. All complaints must be signed by the complainant.
4. A complaint should be filed within thirty (30) days after the complainant becomes aware of the alleged violation. Complaints received later than thirty (30) days after the complainant became aware of the alleged violation will be dismissed as untimely.
5. An investigation, as may be appropriate, will follow the filing of a complaint. The investigation shall be conducted by the Disability Support Coordinator. These rules contemplate a prompt and informal, but thorough, investigation which affords the complainant, the subject of the complaint an opportunity to submit documents and information relevant to the consideration of and resolution of the complaint.
6. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Disability Support Coordinator and a copy forwarded to the complainant no later than fifteen (15) working days after receipt of the complaint.
7. The complainant or the affected department or business unit can request reconsideration of the resolution if he/she is dissatisfied with the resolution. Requests for reconsideration should be made within seven (7) days of receipt of the resolution involving students to the Vice President and Dean of Academic Affairs. The Vice President and Dean of Academic Affairs will respond to the appeal with fourteen (14) days. This time may be extended when the complaint involves multiple issues.

Any student who files a grievance which is found to be intentionally dishonest or willfully disregards the truth will be subject to disciplinary action.

The University prohibits retaliation against any student for filing, or participating in, a grievance under this process.

Formal (External) Resolution

Students with grievances, or complaints against the University based upon violations of Section 504 or the ADAAA also have the right to file a complaint with a designated federal agency.

For information on how to file 504 complaints with the appropriate agency, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Disability Rights Section - NYAV
Washington, D.C. 20530

www.ada.gov

(800) 514-0301 (voice)

(800) 514-0383 (TTY)

This policy for the provision of services to students with disabilities shall be applied in conformance with current law. In the event of any conflict with local, state, or federal law, the relevant legal requirements will supersede the provisions of these policies which are in conflict with the amended or new legal requirements. Any policy related terms which are not herein defined shall be defined by the relevant law or regulation adopted pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Section 8: Forms

- I. Release of Information
 - a. University Entities
 - b. Professional Care Providers and Agency Service Providers
- II. Request for Academic Accommodations
- III. Student Agreement for Recording Lectures and Seminars
- IV. Student Agreement for Maintaining Confidentiality of Instructor Notes
- V. Assistive Technology Equipment Loan Request
- VI. Severe Food Allergy Documentation Form
- VII. Serious Medical Condition/Disability Special Housing Accommodation Request
- VIII. Evacuation Assistance Registration Form



Services for Students with Disabilities
Release of Information Form

Name _____ Student ID# _____

I give my permission for the Academic Support staff to discuss and/or release information regarding my case with the following offices and/or individuals when necessary or appropriate. Please list specific name(s) of person(s) information may be shared with in each office/position on campus.

Student's Initials	Name/Title
<input type="checkbox"/> Admissions office	_____
<input type="checkbox"/> Registrar's office	_____
<input type="checkbox"/> Health Center	_____
<input type="checkbox"/> Student Experience	_____
<input type="checkbox"/> Counseling Services	_____
<input type="checkbox"/> Career Services	_____
<input type="checkbox"/> Campus Security	_____
<input type="checkbox"/> Academic resources	_____
<input type="checkbox"/> Financial Aid Office	_____
<input type="checkbox"/> Residence Life	_____
<input type="checkbox"/> Current semester professors	_____

Example

Parents/guardians (first and last name of each parent/guardian/relative)

Parent: _____

Parent: _____

Other: _____ (indicate relationship)

_____ (indicate relationship)

Professional agencies/contacts off-campus (list first and last name of person, title, name of agency)

Topics that may not be discussed:

Student signature _____ Date _____

Witnessed by: _____ Date _____

*This permission is good for four years from the date listed above by the student.
Student may rescind this permission at any time in writing.*



Disability Support Services

Consent for Release of Information Authorization
From Professional Care Providers and Agency Service Providers

Student's Name: Student ID Number: Academic Year:

I, request and authorize Manchester University's Disability Support Services (DSS) Office to release certain confidential information to:

NAME:

ORGANIZATION:

ADDRESS:

Purpose of disclosure:

Example

Material to be released:

My signature indicates I have read this form and/or have had it read to me. I know what information is to be disclosed and am aware of all consequences related to disclosure of the material.

I am able to revoke this consent (in writing) at any time. This consent form is valid through my graduation date or date of departure from Manchester University.

It is the student's responsibility to make their emergency evacuation needs known to instructors, academic advisor, Disability Support Services (DSS), and Manchester's Department of Safety.

Student Signature Date

Witness' Signature Date



Services for Students with Disabilities
REQUEST FOR ACCOMMODATIONS

Name _____ Semester _____ Academic _____ Year _____
MU Box # _____ Phone # (_____) Text _____ MU e-mail _____
_____@spartans.manchester.edu Academic Advisor _____

Documentation of my disability is on file in the office of the Director of Academic Support Services. I participated in the review of my course schedule and helped to determine the accommodations I need for this semester.

I am requesting the following accommodations/support services for the semester named above:

Initials:

- _____ Extended time for exams (up to _____% more time)
_____ Distraction reduced environment exams
_____ Exams read to me
_____ Scribe for exams
_____ Ability to audio record lectures – using digital recorder or Smart Recorder
_____ A copy of class notes and/or powerpoint slides from the instructor to class
_____ Assistance with note taking; I will work with instructor to identify a competent note taker
_____ A note taker in class (with a copy of the notes provided)
_____ Sign language interpreter(s), real time captioning (CART) and/or video remote interpreting (VRI)
_____ Closed captioning (_____ me)
_____ Allowances for missed work on in-class work and exams (unless use of spell-check or use of a dictionary is permitted)
_____ Modifications for due dates if student has more than one major paper or project due the same week (in more than one class). Student will discuss due date adjustments with his/her instructors at least one week in advance of the actual due date. Cannot be requested retroactive to due date
_____ Alternate format materials, i.e., large print, Braille, audio, electronic
_____ Access to and support with assistive technology (specific type needed: _____)
_____ Use of a calculator unless intent of the exam is to test the student's calculation skills
_____ Course-specific academic support "coaching" by appointment
_____ other _____
_____ other _____

Notes:

My class schedule for the above named semester is:

Table with 3 columns: Class & Code (Ex: HIST 101A), Instructor (Ex: KATinsley), Time & Days (Ex: 11:00 MTRF). Multiple rows for class entries.

Major: _____ Minor: _____ Elem. Ed _____ Sec Ed _____ Area _____

It is your responsibility to speak with your instructors to implement these accommodations
If you make changes in your schedule, contact Bonnie immediately at 5076 or bsoconnell@manchester.edu.

Student's Signature

Date

DSS Staff Initials Date



Services for Students with Disabilities/Chronic Medical Conditions Student Agreement for Recording Lectures and Seminars

Students with sensory or manual disabilities may require use of a recording device as a reasonable accommodation. Students must notify the instructor of the course or section prior to recording.

As a student approved to record lectures, you are responsible for using the recorded material appropriately. Your signature below indicates that you have read and agreed to the following policy. In addition, due to academic integrity issues relating to the course itself and due to an instructor's potential copyright in the lectures, qualified students with disabilities must sign this agreement prior to using a recording device in class. If you are found in violation of this agreement, you are subject to disciplinary action.

- I understand that the recorded material is for personal use only as an accommodation for a disability.
- I understand that I do not allow anyone else to use the recorded material without the written permission of my instructor.
- I agree to turn off the recorder at the request of my instructor when personal or sensitive information is discussed that is not relevant to an assignment or exam.
- I agree to dispose of all records at the conclusion of the semester.
- I understand that the instructor can inform the class that lectures are being recorded without discussing the reason for the action.
- I understand that instructors have the right to view this policy agreement if requested.
- I understand that recorded lectures may never be used in any way against an instructor or student.
- I understand that information in the recorded lecture is protected under federal copyright laws.
- I understand that the recorded lecture may not be posted on social network sites or on the Internet.
- I understand that the recorded lecture may not be published or quoted without the written consent of the instructor.

Student's Name _____ Student ID Number _____ Academic Year _____

Student's Signature _____ Date _____



**Services for Students with Disabilities/Chronic Medical Conditions
Student Agreement for Maintaining Confidentiality of Instructor Notes**

Students with sensory or manual disabilities may request copies of lecture notes and/or a copy of powerpoint notes as a reasonable accommodation.

As a student approved to receive these notes, you are responsible for using the material appropriately. Your signature below indicates that you have read and agreed to the following policy. In addition, due to academic integrity issues relating to the course itself and to protect instructor potential copyright in the lectures, qualified students with disabilities must agree in writing. If you are found in violation of this agreement, you are subject to disciplinary action.

Example

I understand that the notes I am receiving from my instructor are privileged information. As such, I agree that the notes will be for my use only. I will NOT share these notes with others or provide copies of these notes to anyone. I also understand that if I do share these notes I will no longer be able to have the notes from the instructor.

Student's Name _____ Student ID Number _____ Academic Year _____

Student's Signature _____ Date _____



Services for Students with Disabilities/Chronic Medical Conditions
Student Agreement for Assistive Technology Equipment Loan Request

Assistive Technology

Assistive technology is available on a limited time basis through the Success Center and DSS. The university maintains various types of technology for use by students with disabilities. In some cases, equipment is available for checkout for a period of one semester. This allows the student to "try" the technology to determine whether they wish to purchase their own equipment. Students are required to sign the equipment checkout form and are financially responsible for any damage incurred while in their possession. This equipment is for on-campus use. Exceptions would apply to off-campus clinical/internship or off-site course requirements.

Types of assistive technology available for check-out from the Success Center include:

- Digital Recorders - may be checked out for 1 semester
Wizcom Reading PensTS - may be checked out for 1 semester
LiveScribe Smart Pens - may be checked out for 1 semester

Students are responsible for using the equipment appropriately. Your signature below indicates that you have read and agreed to the following policy:

- I understand that the borrowed assistive technology equipment is for my use only as an accommodation for my disability.
I understand that I am financially responsible for any damage to or loss of equipment incurred the borrowed equipment is in my possession.

Student's Name Student ID Number Academic Year

Student's Signature Date

OFFICE USE

Item: Model/Inventory #: Return Date:

- Condition of equipment/additional items:

Item: Model/Inventory #: Return Date:

- Condition of equipment/additional items:

Item: Model/Inventory #: Return Date:

- Condition of equipment and additional items:



Services for Students with Disabilities/Chronic Medical Conditions
Severe Food Allergy Documentation Form

To be completed by the student's treating physician for allergies. All items are required. Please print legibly. This form may not be completed by a relative of the student.

Please complete the form below to assist Disability Support Services and Chartwells' Food Service in determining appropriate and reasonable disability accommodations.

Student's Name _____ DOB: _____ Date: _____

Diagnosis, History, and Current Status

Date of initial allergy diagnosis: _____

- What triggers the student's severe allergy?
What symptoms does the student exhibit in reaction to the severe allergy?
Date of last office visit for this condition:
Procedures/assessments used to diagnose this student's condition: (attach copies of assessment results used in making/confirming diagnosis)

Check the foods that have caused an allergic reaction:

- Peanuts, Peanut or nut butter, Peanut or nut oils, Fish/shellfish, Soy products, Tree nuts (walnuts, almonds, pecans, etc.), Eggs, Milk

Please list any others:

How many times has the student had a reaction? Never Once More than once, explain:

When was the last reaction? _____

Are the food allergy reactions: staying the same getting worse getting better
Severity of the condition: mild moderate severe

- Student is compliant with medical treatment for this condition:

	Rarely	Sometimes	Often	Unknown
--	---------------	------------------	--------------	----------------
- Does this student take prescription medication for this condition?
If yes, which medications? _____

	Yes	No
--	------------	-----------
- Has the student been prescribed an Epi-Pen?

	Yes	No
--	------------	-----------
- If yes, do you recommend the Epi-Pen is carried with the student at all times?

	Yes	No
--	------------	-----------
- Has this student been treated in an emergency room for this condition within the last year?

	Yes	No
--	------------	-----------
- Has this student been hospitalized for this condition within the last year?

	Yes	No
--	------------	-----------
- Does the student also have asthma?

	Yes	No
--	------------	-----------

Limitations Caused by Condition

- Describe how the allergy limits the student’s day-to-day activities (i.e., breathing, eating, etc.).

- With what frequency does this student experience the above limitation(s)?

	Rarely	Occasionally	Frequently
--	---------------	---------------------	-------------------
- Describe any substantial equipment prescribed for this student’s home or school environment.

Recommendations for health-care management of this condition:

Recommended accommodation(s) (must be clearly linked to the limitations described above):

Physician Signature and Information

Physician’s Name: _____ Date: _____
 Physician’s Signature: _____
 Address: _____
 Specialty: _____ License/Cert. #: _____ State: _____
 Phone: _____ Fax: _____



Serious Medical Condition/Disability Special Housing Accommodation Requests

There is a difference between *housing accommodations* and *housing preferences*.

- *Housing preferences* for certain types of housing (a specific residence hall, suite/or a shared double) do not require documentation of a disability or serious medical condition. Current students are able to make requests for specific housing preferences during the spring of each year; incoming students may make these requests during the Summer Orientation. Students with housing preference requests do not complete the forms below.
- Reasonable *housing accommodations* are considered and approved on a student-by-student basis dependent upon the medical information provided in the documentation of a disability.

There are limited housing spaces available for accommodations and priority will be given to individuals who are eligible to receive accommodations under Section 504 of the Rehabilitation Act or the American with Disabilities Act (Amended Act).

Special Needs Housing Accommodations are intended for individuals with a medical disability which substantially limits their ability function daily in a residence hall environment. For example, individuals experiencing vision, physical and hearing impairment, neurological impairments, chronic life threatening systemic disabilities such as cancer, HIV, or Epstein Barr and/or traumatic brain injuries may be eligible for academic and physical accommodations.

Special needs housing requires advanced planning and documentation. Students wishing to apply for housing accommodations must complete the appropriate forms available at the bottom of this page.

All disabilities and medical history pertaining to the disability must be documented by a licensed and board certified provider with competence and expertise in the area of diagnosis. If allergies or asthma form the basis of a special housing request, full medical documentation will be required. Those students whose conditions are substantially limiting to a major life activity must provide detailed medical documentation to show why the condition qualified as a disability.

Students with documented disabilities or serious medical conditions who are requesting housing accommodations should meet with the Director of Academic Support/Disability Support Services. This office is in the Success Center on the second floor of the Jo Young Switzer Center. Students currently attending Manchester University must meet the housing application deadline set by Residence Life. That means, all housing accommodation requests must be on file with the Director of Academic Support/Disability Support Services on/before this deadline. Members of the incoming class are required to have all documentation and the housing accommodation request form submitted on/before the last Friday in July of the year of enrollment.

Students must apply for accommodations each year. Even if you have had special needs housing accommodations in the past, you must submit updated documentation and meet with the Director of Academic Support/Disability Support Services each spring. Accommodations are not guaranteed to carry over from one year to the next. These documented requests may also be reviewed by the Director of Counseling Services, the Director of Health Services, the Director of Residential Life and/or the Vice President for Student Development before the request is acted upon.

Students will be notified if they have been approved or denied for housing accommodations within two weeks of the deadline date(s). The decision will be based on the medical necessity of the accommodation. If an accommodation is not granted, students may appeal the decision to the Vice President for Student Development.



Serious Medical Condition/Disability Housing Accommodation Request Form

To be completed by the student making the request.

Student Information (Please print legibly)

Name: _____ Date of Birth: _____ Student ID Number: _____

Home Address (if incoming student): _____

Campus Address (if current student): _____

Home phone: (____) _____ Cell phone: (____) _____

Academic Status (for upcoming academic year): _____ First Year _____ Junior _____ Fifth Year
_____ Sophomore _____ Senior

Accommodation Information

Please answer the following questions. If you need additional space or prefer to type your answers, please attach this form.

1. Current Housing Situation: _____

2. Reason(s) for Housing Accommodation Request:

3. Date requesting special housing accommodations: _____ Academic year _____

4. What housing accommodations are you requesting?
____ Single room
____ First floor room for physical access
____ Wheelchair accessible room and restroom
____ Strobe light (visual warning) alarm
____ Service or Assistance Animal (as per Service/Assistance Animal Policy)
____ Other: _____

Please answer the following questions if you have a service or an assistance animal.

- | | | |
|--|-----|----|
| 1. My service animal is a dog | YES | NO |
| 2. My assistance animal is a miniature horse | YES | NO |
| 3. My service animal is required because of my disability | YES | NO |
| 4. My service animal has received special training to perform tasks and provide assistance | YES | NO |
| 5. My service/assistance animal is current with all required vaccinations | YES | NO |
| 6. List tasks/work your service/assistance animal is trained to perform: | | |

Task/work: _____

Task/work: _____ Task/work: _____

Task/work: _____

PLEASE NOTE: Disability documentation is required to consider a request to have a service or an assistance animal reside on campus as a housing accommodation.



Disability Provider Information Form Housing Documentation

You are being asked to provide documentation of a serious medical condition/disability for your client _____ . Please complete the form below and attach the appropriate supplemental documentation. Thank you in advance for your support and cooperation in this matter.

Practitioner Name/Title _____ Date _____
Address _____
Specialty/qualifications to make diagnosis _____
Date of last appointment _____

To be eligible for services your client must have a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities – Amended Act. These laws define a person with a disability as one who (1) has a physical or mental impairment which substantially limits one or more major life activities, or (2) has a record of such an impairment, or (3) is regarded as having such an impairment. “Major life activities” are functions such as walking, seeing, hearing, speaking, breathing, learning, caring for one’s self, performing manual tasks, reaching, reading, standing, lifting, sleeping, thinking, working, sitting, writing, concentrating, interacting with others.

PART I: DOCUMENTATION GUIDELINES

A diagnosis by a licensed mental health professional, a psychologist, psychiatrist or neurologist is required under ADA/Section 504 guidelines. The diagnostician must not be a family member of the student.

Documentation serves as the foundation that legitimizes a student’s appropriate accommodations. Recommended documentation includes the following:

- Name, title and professional credentials (license number) of the qualified professional evaluator clearly stated in the documentation.
- Documentation on letterhead, typed, dated, signed and otherwise legible.
- Documentation for eligibility should be current, preferably within the last three years. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations.)
- A clear statement of the disability, including the DSM-IV diagnosis with a summary of present symptoms supporting the diagnosis.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores.
- Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

- Specific recommendations for accommodations in the learning environment and rationale for each accommodation. Also, if applicable, must include any record of prior accommodations and an indication of how beneficial the accommodations were. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. The student and the ADA/504 Coordinator collaboratively determine appropriate accommodations.

PART II: IMPAIRMENT AND DISABILITY ASSESSMENT

To help us make this determination, we need a written detailed assessment of the student’s disability (See Part I) to document a student’s request for accommodations and disability-related services provided by a qualified licensed mental health professional:

Please respond to the following items:

Impairment Assessment

- A. What is the diagnosis/impairment?

- B. When was the initial diagnosis made?

- C. Is the patient/student currently under your care?

- D. When did you last see the patient/student?

- E. Is the impairment temporary (<6 months) or persistent?

Major Life Activities Assessment

Please check any of the major life activities listed below effected as a result of the disability. Please indicate level of limitation using the following scale:

1- Negligible	2-Moderate	3-Substantial
____caring for oneself	____hearing	____speaking
____breathing	____standing	____working
____reaching	____lifting	____sitting
____walking	____seeing	____writing
____performing manual tasks	____sleeping	____learning
____reading	____thinking	____eating
____interacting with others	____bending	____the operation of a major bodily function

____*Other* major life activities impacted by the disability: please identify, indicate level of limitation and explain as appropriate.

1. Please explain how each functional limitation will specifically affect your client's ability to live in the residence hall.
2. Based on the major life activities affected by the impairment, what specific reasonable accommodations within the context of the college environment do you suggest for this student? Please discuss the rationale for each suggested accommodation relating it to a specific functional limitation.
3. Please identify alternatives to meet the documented need if the first request cannot be met.
4. Please discuss the impact on your client's disability if the accommodation cannot be met.
5. Additional comments:

Signature of specialist

Date

Please return the completed form and supplemental documentation to:

Audrey Hampshire

Director of Academic Support/Disability Support Services

Manchester University
604 East College Avenue
North Manchester, IN 46962
260.982.5076

Fax: 260-901-8311

anhampshire@manchester.edu

www.manchester.edu



Services for Students with Disabilities/Chronic Medical Conditions
Disability Evacuation Assistance Registration Form

Students whose disabilities, chronic medical conditions, or temporary injuries may interfere with their ability to evacuate their classrooms, residence halls and/or other university housing/buildings unassisted in the event of an emergency or evacuation, are advised to notify Disability Support Services (DSS) by completing this form. This information will be shared with Manchester's Department of Safety, Office of Residence Life and the North Manchester Fire Department and Police Department.

Students with evacuation assistance needs are advised to contact Manchester's Department of Safety at (260) 982.5999, for individual emergency preparedness and planning consultation. Additionally, students are advised to learn the evacuation plans and routes for their residential, academic classrooms and other campus buildings.

Individuals with disabilities may be at greater risk during evacuations. Self-awareness and preparedness affords individuals the best chance for a safe evacuation.

Student Name: _____ Student ID Number: _____ Academic Year: _____
Current semester residence hall: _____ Room Number: __
Cell phone number: _____
_____ Campus e-mail address: _

Type of Disability/Chronic Medical Condition:

- Visual impairment
Blind
Hard-of-Hearing
Deaf
Physical/Mobility
Psychological
Seizure Disorder/Epilepsy
Asperger Syndrome
Other: _____

Please check all that apply:

- I am not able to hear alarms at all times (due to sleep disorder, loss of hearing or deafness)
I am not able to independently get in and out of bed
I am not able to independently transfer in and out of my wheelchair
I have a service or assistance animal
I am not able to use stairs independently
I am able to navigate a limited number of steps/stairs
o Specify general number tolerable: _____

Do you have medical equipment that is required for daily use? YES NO
Type of equipment used: _____
I do NOT require assistance with emergency evacuation

It is the student's responsibility to make their emergency evacuation needs known to instructors, academic advisor, Disability Support Services (DSS), and Manchester's Department of Safety.

Student Signature _____ Date _____
Witness' Signature _____ Date _____

Section 9: Disability Resources

Glossary

Accommodations: adjustments made in learning. Alternative ways to access information and show what a student learned. Accommodations requested must be based on the student's functional limitations.

ADA: Americans with Disabilities Act of 1990: A Civil Rights Law for adults that extends the protections of Section 504 of the Rehabilitation Act of 1973 to private schools and businesses.

Alternate Format: changing the print material into a different style to allow the student access to that information. Example: textbook to Braille or enlarged print.

Alternate Test Format: Changing the presentation of a test to allow the disabled student to convey his or her knowledge. Example: printed to Braille or oral tests.

Books on Tape: audio versions of textbooks and other printed material for the visually impaired. Most books-on-tape are obtained through the Readings for the Blind and Dyslexic.

Closed Caption: word-for-word text version of the spoken of visual media (television, movies, etc.) dialogue that allows the text to be viewed on a screen.

Degree of Hearing Loss: the extent that hearing is impaired to categorize from mild to profound.

Disability: A sensory, physical, cognitive, or psychological difference resulting in functional limitations that cause significant problems with learning and/or work.

Disability Support Services (DSS): Office on campus providing services and accommodations for students with disabilities.

- The Director of Academic Support at Manchester University oversees these services. Students with documented disabilities and/or serious medical conditions should schedule an appointment with the Director of Academic Support in the Success Center (on the second floor of the Union).

Distraction-reduced Environment: a testing environment in which distractions are minimized

Documentation: Information obtained from a qualified professional, which must contain specific information concerning the diagnosis of the disability.

Due Process: Legal procedures that determine if a law is being followed. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

FAFSA: Free Application for Federal Student Aid. This is the required application to receive federal grants, loans, and financial aid. Students (not the university) are required to complete and file the application.

Functional Limitation: Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work.

Learning Disability: A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school. Types of learning disabilities include:

- Auditory Processing Disorder – difficulty comprehending information
- Dyscalculia – difficulty calculating numbers or grasping mathematical concepts
- Dysgraphia – involves problems with handwriting

- Dyslexia – difficulty with reading and writing
- Dyspraxia – difficulty with motor tasks including either large movements or small movements

Psycho-Educational Report: Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

Reader: someone who reads tests or other written information to a disabled student.

Reasonable Accommodation: a request for assistance in the academic environment within an appropriate timeframe.

Scribe: a person who writes responses to test items for a disabled student.

Self-Advocacy: The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

Section 504 (of the Rehabilitation Act of 1973): protects students from discrimination based upon their disability status. A student qualifies as disabled under the definition of Section 504 if he or she:

- Has a mental or physical impairment, a record of impairment, or is regarded as having such an impairment; and
- Is substantially limited in his or her major life activities that include abilities such as (but not limited to) self-care, breathing, walking, seeing, performing schoolwork, speaking, and learning.

Student Code of Conduct: Defines expected behavior of a college student and the consequences of misbehavior. Colleges/universities have both policy and procedures about expected behavior. This information is usually found in the college catalog and student handbook. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students.

Transition: Refers to the process of leaving high school and adjusting to college life.

TTY (Text Telephone)/ TDD (Telecommunications Device for the Deaf): a telecommunications device (specifically telephone and computer) for the deaf. This telecommunications device allows a deaf person to type messages back and forth instead of talking and listening.

“Undue Burden”: defined as “significant difficulty or expense.”

Verification: The written proof that a disability exists. It must be signed by a doctor or professional in the area of specialty needed to assess the specific disability.

Visual Acuity: the measure of how clearly a person sees. Normal visual acuity based on the Snellen chart is 20/20.

Disability-Related Resources

Americans with Disabilities Act

ADA Information Line

1-800-514-0301 (voice), 1-800-514-0383 (TDD)

www.usdoj.gov/crt/ada/adahom1.htm

The Americans with Disabilities Act prohibits discrimination and ensures equal opportunity for persons with disabilities in employment and education. State and local government services, public accommodations, commercial facilities, and transportation.

DO-IT (Disabilities, Opportunities, Internetworking, and Technology)

University of Washington

Box 354842

Seattle, WA 98195-4842

206-685-DOIT (3648) (voice/TTY), 888-972-DOIT (3648) (voice/TTY)

doit@uw.edu

www.uw.edu/doit/

DO-IT serves to increase the successful participation of individuals with disabilities in challenging academic programs. Primary funding for DO-IT is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education. DO-IT is a collaboration of UW Information Technology and the Colleges of Engineering and Education at the University of Washington. DO-IT offers free publications and newsletters. DO-IT has a comprehensive list of online disability-related resources.

Association on Higher Education and Disability (AHEAD)

107 Commerce Center Drive, Suite 204

Huntersville, NC 28078

(704) 947-7779 (voice/TDD)

<http://www.ahead.org>

AHEAD is committed to full participation of persons with disabilities in postsecondary education.

Indiana Assistive Technology Act (INDATA)

4740 Kingsway Drive

Indianapolis, IN 46205

(317) 466-2013 (phone), 888-466-1314

<http://www.eastersealstech.com/>

This project coordinated by Easter Seals Crossroads provides information and access to assistive technology, at no charge, for Hoosiers with disabilities. These statewide services are derived through the Indiana Assistive Technology Act (INDATA) state/federal grant and include: device demonstrations, device loans, recycled computers, reutilized assistive technology equipment, alternative financing resources, etc.

The Job Accommodations Network (JAN)

PO Box 6080

Morgantown, WV 26506-6080

(800) 526-7234 - voice/TTY in the US or (800) ADA-WORK – voice/TTY in the US

(304) 293-7186 – voice/TTY Worldwide

<http://janweb.icdi.wvu.edu>

JAN represents the most comprehensive resource for job accommodations available. JAN provides information on job accommodations and information on the Americans with Disability Act.

The National Dissemination Center for Children with Disabilities (NICHCY)

P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 – voice/TTY
<http://www.nichey.org>

NICHEY provides information in areas related to: specific disabilities, special disability organizations, professional associations, education rights, transitions to adult life, etc.

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH)

The George Washington University
HEATH Resource Center
2121 K Street, NW Suite 220
Washington, DC 20037
(800) 544-3284, (202) 973-0904 – voice/TTY
<http://www.heath.gwu.edu>

HEATH is a center for information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities for individuals with disabilities.

National Association for Rare Disorders (NORD)

55 Kenosia Avenue
PO Box 1968
Danbury, CT 06813-1968
(800) 999-6673 (voice), (203) 744-0100 (voice), (203) 797-9590 – TTY
<http://www.rarediseases.org>

NORD is a unique federation (not a government agency) of voluntary health organizations dedicated to helping people with rare “orphan” diseases and assisting the organizations that serve them. It is a non-profit, voluntary health agency that exists to serve rare-disease patients and their families.

Vocational Rehabilitation Services (VRS)

Contact the VRS office nearest you to discuss the application and eligibility process. To locate the office nearest you refer to the VRS Statewide Location Map at <http://www.in.gov/fssa>

Vocational Rehabilitation Services (VRS), a program of the Bureau of Rehabilitation Services, provides quality individualized services to enhance and support people with disabilities to prepare for and obtain or retain employment. Students with disabilities are encouraged to schedule an appointment with a VRS Counselor to discuss assistance with financial, textbooks, etc.

Learning Disabilities Organizations

Learning Disabilities Association of America (LDA)

4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515 (voice), (412) 344-0224 (voice)
<http://www.ldaamerica.org>

LDA is a national, non-profit volunteer organization advocating for individuals with learning disabilities. LDA is devoted to defining and finding solutions for the broad spectrum of learning disabilities.

National Center for Learning Disabilities (NCLD)

381 Park Avenue South Suite 1401
New York, NY 10016
(888) 575-7373 (voice), (212) 545-7510 (voice)
<http://www.ld.org>

NCLD works to increase public awareness and understanding of learning disabilities.

International Dyslexia Association (IDA)

Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286-2044 USA
(410) 296-0232 (voice)
<http://www.interdys.org>

IDA is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. IDA provides a comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge.

Medical and Psychiatric Disabilities Organizations**American Diabetes Association**

1701 North Beauregard Street
Alexandria, VA 22311
800-DIABETES (800-342-2382)
<http://diabetes.orgg>

American Diabetes Association offers a comprehensive information, publications, and resources on diabetes

National Diabetes Education Program (NDEP)

<http://ndep.nih.gov>

U.S. Department of Health and Human Services provides educational materials, publications, and resources on the prevention of diabetes and medical information for those living with diabetes.

Autism Society of America (ASA)

7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3067
(800) 3autism (328-8476), (301) 657-0881 (voice)
<http://www.autism-society.org>

The Autism Society, a leading source of information and referral on autism, works to promote lifelong access and opportunity for all individuals within the autism spectrum and their families.

Brain Injury Association of America (BIAA)

8201 Greensboro Drive, Suite 611
McLean, VA 22102
(703) 761-0750 (voice)
<http://biausa.org>

The mission of the Brain Injury Association of America (BIAA) is to advance brain injury prevention, research, treatment and education and works to improve the quality of life for all people affected by brain injury.

United Cerebral Palsy Association, Incorporated (UCP)

1660 L Street, NW, Suite 700

Washington, DC 20036

(800) 872-5827 (voice), (202) 776-0406 (voice), (202) 973-7197 (TTY)

<http://www.ucp.org>

UCP provides a wealth of resource materials to assist with and advance the independence, productivity and full citizenship of people with cerebral palsy and other disabilities.

Epilepsy Foundation of American (EFA)

4351 Garden City Drive

Landover, MD 20785-7223

(800) 332-4050 – National Epilepsy Library

www.epilepsyfoundation.org

EFA's mission is to work for children and adults affected by seizures through research, education, advocacy and service. EFA's Epilepsy Library is available to health professionals and the general public.

National Alliance for the Mentally Ill (NAMI)

Colonial Place Three

2107 Wilson Blvd., Suite 300

Arlington, VA 22201-3042

(703) 524-7600 (voice), (703) 515-7227 (TTY)

<http://www.nami.org>

NAMI is a nonprofit, grassroots, self-help, support/advocacy organization of consumers, families, and friends of people with severe mental illnesses, such as schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, etc. NAMI works to achieve equitable services and treatment for people living with severe mental illnesses.

National Institute on Mental Health (NIMH)

<http://www.nimh.nih.gov>

NIMH provides a wealth of information and resources on the following topics: anxiety disorders (Generalized Anxiety Disorder, Obsessive-Compulsive Disorder [OCD], Panic Disorder, Post-Traumatic Stress Disorder [PTSD], Social Phobia [Social Anxiety Disorder], Bipolar Disorder [Manic-Depressive Illness], Borderline Personality Disorder, Eating Disorders, and Schizophrenia.

National Mental Health Association (NMHA)

2001 N. Beauregard Street, 12th Floor

Alexandria, VA 22311

(800) 969-NMHA (6642), (703) 684-7722 (voice) Main Switchboard, (800) 433-5959 (TTY)

<http://www.nmha.org>

NMHA works to improve the mental health of all Americans, especially those with mental disorders, through advocacy, education, research and service.

National Chronic Pain Outreach Association, Incorporated (NCPOA)

P.O. Box 274

Millboro, VA 24460

(540) 862-9437 (voice)

<http://www.chronicpain.org>

NCPOA works to lessen the suffering of people with chronic pain by educating pain sufferers, health care professionals, and the public about chronic pain and its management.

Spina Bifida Association of America (SBAA)

4590 MacArthur Blvd., NW, Suite 250
Washington, DC 20007-4226
(800) 621-3141 (voice), (202) 944-3285 (voice)
<http://www.sbaa.org>

Provides bi-monthly newsletters, legislative updates, publications, scholarship fund, etc.

Tourette Syndrome Association, Incorporated (TSA)

42-40 Bell Blvd.
Bayside, NY 11361-2820
(718) 224-2999 (voice)
<http://www.tsa-usa.org>

Mission is to identify the cause of, find the cure for this disorder. TSA disseminates educational materials; coordinates support services to help people and their families cope with the problems that occur with TS; funds research to find the cause of and cure for TS, and work find improved medications and treatments.

Attention Deficit Disorders Organizations**Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)**

8181 Professional Place, Suite 150
Landover, MD 20785
National Resource Center on AD/HD
(800) 233-4050
(301) 306-7070 (voice)
<http://www.chadd.org>
<http://www.help4adhd.org>

Provides publications on research advances, medications and treatment of AD/HD, and educational resources.

Attention Deficit Disorder Association (ADDA)

P.O. Box 543
Pottstown, PA 19464
(484) 945-2101 (voice)
www.adda.org

Provides information, resources, and networking opportunities to adults with AD/HD and to professionals working with them.

Asperger's Syndrome Organizations**Autism Society**

4340 East-West Hwy, Suite 350
Bethesda, MD 20814
(800) 328-8476 (voice)
www.autism-society.org

Provides information on symptoms, diagnosis, causes on Asperger's Syndrome.

OASIS@MAAP – The Online Asperger Syndrome Information and Support Center

P.O. Box 524
Crown Point, IN 46308
(219) 662-1311 (phone)
<http://www.aspersyndrome.org/>

Vision Impairment Organizations

American Council of the Blind (ACB)

1155 15th Street, NW, Suite 1004
Washington, DC 20005
(800) 424-8666 (voice), (202)467-5081 (voice)
<http://www.acb.org>

ACB strives to improve the well-being of all blind and visually impaired people by serving as a representative national organization of these populations. ACB works to improve educational and rehabilitation facilities and opportunities and provides many resources and education programs to build awareness.

American Foundation for the Blind (AFB)

11 Penn Plaza, Suite 300
New York, NY 10001
(212) 502-7600 (voice)
<http://www.afb.org>

AFB is a one-stop information and referral resource for people who are blind or visually impaired. It is the leading publisher of professional materials on blindness and low vision.

The League for the Blind and Disabled

(Counties served: Adams, Allen, DeKalb, Huntington, Jay, Kosciusko, LaGrange, Noble, Steuben, Wells and Whitley)
5821 S. Anthony Blvd.
Fort Wayne, IN 46816
(260) 441-0551 (voice/TTY), 800-889-3443 (voice/TTY)
(260) 440-3013 (video phone)
<http://www.the-league.org>

The League for the Blind and Disabled provides information and referral services, adaptive equipment services, Braille production services (statewide) and support programs for the visually impaired/blind.

Recordings for the Blind and Dyslexic (RFB&D)

20 Roszel Road
Princeton NJ 08540
(866) 732-3585 (voice), (800) 221-4792 member services
<http://www.rfbd.org>

RFB&D is an organization that serves all people with "print disabilities" by providing recorded textbooks and other school related materials to individuals who cannot read standard print because of a disability.

The Library of Congress (books on tapes)

101 Independence Avenue, S.E.
Washington, D.C. 20540
(202) 707-5000
<http://www.loc.gov>

Speech/Hearing Impairment Organizations

American Speech-Language-Hearing Association (ASHA)

10801 Rockville Pike
Rockville, MD 20852
(800) 498-2071
<http://www.asha.org>

ASHA's mission is to ensure that all people with speech, language, and hearing disorders have access to quality services to help them communicate effectively.

American Association of the Deaf-Blind (AADB)

8630 Fenton Street, Suite 121
Silver Spring, MD 20910-4500
(301) 495-4403 (voice), (301) 495-4402 (TTY)
<http://www.aadb.org>

AADB endeavors to enable deaf-blind persons to achieve their maximum potential through increased independence, productivity and integration into the community.

DeafLink (Northeast Indiana)

(Counties served: Adams, Allen, DeKalb, Huntington, Jay, Kosciusko, LaGrange, Noble, Steuben, Wells and Whitley)
5821 S. Anthony Blvd.
Fort Wayne, IN 46816
(260) 441-0551 (voice/TTY), 800-889-3443 (voice/TTY)
(260) 440-3013 (video phone)
<http://www.the-league.org>

National Association of the Deaf (NAD)

814 Thayer Avenue Suite 250
Silver Spring, MD 20910-4500
(301) 587-1788 (voice), (301) 587-1789 (TTY)
<http://www.nad.org>

NAD is the oldest and largest constituency organization safeguarding the accessibility and civil rights of deaf and hard of hearing Americans in education, employment, health care, and telecommunications.

Registry of Interpreters for the Deaf (RID)

333 Commerce Street
Alexandria, VA 22314
(703) 838-0030 (voice), (703) 838-0459 (TTY)
<http://www.rid.org>

RID promotes the professions of interpreting and transliterating American Sign Language (ASL) and English. RID provides information on speakers, workshops, and classes on deaf-related topics.

Study Abroad Resources for Students with Disabilities

Access-Able Travel Service

<http://accessable.com>

Mobility International

Mobility International USA (MIUSA)

<http://www.miusa.org>

Transitions Abroad

Provides a wealth of information, articles on disability travel, tourism resources for people with disabilities, organizations for disability travel, and disability travel web sites.

<http://transitionsabroad.com>

National Clearinghouse on Disability and Exchange (NCDE)

The NCDE, sponsored by the U.S. Department of State provide information about finding adaptive equipment and/or sign language interpreters overseas.

<http://www.miusa.org/ncde>

Society for Accessible Travel & Hospitality (SATH)

Provides travel information to assist people with disabilities.

<http://www.sath.org>

