Title: Benedictine University Disability Accommodation Policy for Faculty, Staff and Students

Policy Reference: Faculty, Staff and Student Handbooks

I. Background

Title III of the Americans with Disabilities Act of 1990 (ADA) prohibits private universities from discriminating on the basis of physical or mental disability. Under the ADA, and section 504 of the Rehabilitation Act, students with disabilities are entitled to an equal opportunity to benefit from all the services of a university and to use campus facilities. 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. Failure to provide a qualified disabled person a reasonable modification for his or her disabilities resulting in a denial of a program benefit is discriminatory and prohibited by law.

II. Policy Statement

Benedictine University does not discriminate on the basis of disability in any of its educational services, programs or activities. The University makes reasonable modifications to its policies, practices, and academic requirements: when modifications are necessary to avoid discrimination on the basis of disability and to ensure that qualified disabled persons can effectively participate in its educational programs, services or activities; unless the modification would fundamentally alter the nature of the service, program or activity, or would result in undue financial or administrative burdens to the University. The University accommodates qualified disabled persons with temporary as well as long-term disabilities and provides auxiliary education aids for those with sensory, manual, speaking, or learning disabilities. Benedictine University does not provide accommodations without appropriate documentation.

III. Process Statement

Each student with a disability who seeks accommodation and services from the University must self-identify through the Student Success Center and initiate a request for accommodations. The student must provide timely and appropriate documentation of his/her disabilities to support the request. The student's request and accompanying documentation will be reviewed by the Accommodations Review Team (ART). If the University concludes that the student is a qualified disabled person, the University will meet with the student to communicate the specific accommodations that have been approved to accommodate the student's disability. If the student disputes the University's modification to accommodate his or her disability, or if the University concludes that the student is not a qualified disabled person, the student may appeal the decision to the Vice President of Student Life. The University will keep all information pertaining to a student's disability confidential and will disclose such information only to the extent necessary to effectively implement the modification and as required or permitted by law.
IV. Definitions

- **Accommodations Review Team (ART):** The group of individuals responsible for reviewing student accommodation requests and accompanying documentation. The Accommodations Review Team is comprised of the Coordinator of Special Services, the Associate Dean for Student Life and faculty with expertise in educational, psychological, and physical disabilities.

- **Appropriate Documentation of Disability:** Current evaluation report containing test results from a properly licensed clinician documenting the disability and supporting the accommodation request. Disability specific documentation is set forth in the Student Success Center’s *Policy to Request Accommodation*. Documentation that is more than three (3) years old may not be considered.

- **Disability:** A learning, psychological, or physical impairment that substantially limits one or more of the major life activities of an individual.

- **Fundamental Alteration:** A modification that alters the essential nature of the activity, operation, or service provided.

- **Qualified Disabled Person:** A person with a disability who meets the academic and technical standards required for admission to or participation in the education program or activity.

- **Reasonable Modification:** Modification of policies, practices, and academic requirements that do not fundamentally alter a program and which do not impose an undue burden on the University or any member of the University.

- **Reasonable Accommodation:** A modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact. *(Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act)*

- **Student Academic Accommodation Approval (SAAA) form:** The document that identifies the specific, approved academic accommodations for the faculty.

- **Student Success Center (SSC):** The University’s office responsible for the administration of the accommodations process under this policy.

- **Undue Financial, Logistical, or Administrative burden:** A burden requiring significant expense or logistical or administrative difficulty for the University.

V. Process for Academic Accommodations

a. Each student with a disability affecting the learning process, the taking of examinations or participation in any program, service or activity of Benedictine University and who seeks accommodation and services from the University must provide timely and appropriate
documentation of his/her disabilities to the Coordinator of Special Services in the Student Success Center to determine what accommodations, if any, may be appropriate for the disability.

b. If a student fails to provide appropriate documentation in support of his or her request for an accommodation within 60 days of making the request, the Coordinator of Special Services shall notify the student that his or her request for an accommodation has been placed in abeyance.

c. Documentation to determine qualification for accommodation and appropriate accommodations shall be reviewed by the ART. The ART has the authority to approve, deny or modify the student's request based upon the documentation provided and whether the request would fundamentally alter the nature of the service, course/program, or activity or would result in undue financial or administrative burden.

d. If an accommodation is denied at the initial stage, the Coordinator of Special Services, with advice from the ART, may request additional documentation for a student to qualify for an accommodation. The ART will review the new or additional documentation once it is provided and may amend its initial determination.

e. A student may appeal to the Vice President of Student Life for any of the following reasons:
   - The student wishes to appeal the ART's decision without providing additional information.
   - The ART concludes that the student is not a qualified disabled person.
   - A qualified disabled person believes that the University has failed to offer a reasonable accommodation for his/her disabilities.

f. If the ART concludes that the student is a qualified disabled person, the Coordinator of Special Services will promptly confer with the student to communicate the specific accommodations that have been approved for that student and to provide the student with instructions as to his/her responsibilities in the accommodations process.

g. If more than one accommodation is possible to address a particular issue (e.g. note taker or recorded lectures), the University may select the one least burdensome to the University.

h. Approved accommodations will be in effect for the time period determined by the ART.

i. A student may seek a modification of his/her accommodations at a later date, provided that he/she submits new documentation to the ART supporting the modification. The ART will review the request for modification and additional documentation to determine whether a modification of the student's accommodations is merited.

j. Faculty will be notified of a student’s approved accommodations through the Student Academic Accommodation Approval (SAAA) form, which is prepared by the Student Success Center. (See Appendix.)

k. It is the student's responsibility to notify faculty of approved accommodations by presenting them with the SAAA form. Faculty are not obligated to provide any accommodations in the absence of the SAAA form. Accommodations take effect when the SAAA form is signed by the faculty member. Accommodations will not be applied retroactively.

l. When a testing accommodation is approved, the faculty member shall be notified by the student at least 72 hours in advance of the test (or quiz) via the Test Condition Form.

m. If a student does not provide his/her instructor with 72 hours advance notice, then the testing accommodation will be at the discretion of the instructor.

n. The SSC shall ensure that students who are granted a testing accommodation at the SSC are properly monitored so that academic integrity is not compromised by such an
accommodation.

o. If a faculty member thinks an approved accommodation is not reasonable in that it constitutes a fundamental alteration of the course or program requirements or is an undue administrative burden, he/she shall follow the process delineated in section VI of this policy, “Resolution in Case of a Disagreement.” (See appendix for guidance determining whether an accommodation constitutes a fundamental alteration of a course/program requirement.)

p. The accommodations originally approved by the ART shall be in effect during the appeals process delineated in section VI, “Resolution in Case of a Disagreement”.

q. All University employees are responsible for implementing reasonable accommodations within their areas of responsibility.

r. All University employees will keep all information pertaining to a student’s or applicant’s disability confidential and will disclose such information only to the extent necessary to effectively implement the accommodation or as required or permitted by law.

VI. Resolution in Case of a Disagreement

If a faculty member thinks that an accommodation approved by the ART is not reasonable, the following process will be used to resolve the issue as expeditiously as possible:

1. The faculty member will meet with his/her department chair or assistant department chair to discuss the matter. If, after meeting with the chair or assistant chair, the faculty member thinks the approved accommodation is reasonable, then he/she will sign the SAAA form and return it to the SSC. At this point the issue is resolved.

2. If, after meeting with the chair or assistant chair, the faculty member still thinks the approved accommodation is not reasonable, then the faculty member will modify the SAAA form (as he/she deems appropriate) and provide a rationale for denial or modification of the approved accommodation. If the faculty member thinks an accommodation constitutes a fundamental alteration of course/program requirements, then in the rationale he/she must identify the essential course/program requirement that would be lowered or compromised if the accommodation were granted. Likewise, if the faculty member thinks the accommodation would impose an undue administrative burden, then he/she should clearly articulate the reasons for arriving at this conclusion. The faculty member and the chair (or assistant chair) will then both sign the SAAA form and return it to the SSC along with all documentation related to the deliberation process (see appendix).

3. Before meeting with the faculty member, the SSC will meet with the student to determine whether the student is willing to accept the accommodations offered by the faculty member or if he/she wishes to appeal. At this meeting, the student will be informed of the faculty member’s decision and rationale. If the student accepts the accommodations offered by the faculty member, the student’s acceptance shall be documented. At this point, the issue is resolved.

4. If the student wishes to appeal, then the faculty member and the SSC will discuss the points of disagreement in an attempt to resolve the issue. If they are able to come to agreement and the student accepts the accommodations offered, then student acceptance of the modified (or denied) accommodations should be documented. At this point, the issue is resolved.

5. If the faculty member and the SSC are not able to come to agreement, or if the faculty member and SSC agree but the student does not accept the proposed modification to the
accommodations approved by the ART, then the Coordinator of Special Services shall notify and submit all relevant documentation to the Associate Provost for Academic Operations, who will take the matter to the Dean’s Council for consideration. The Dean’s Council, after consultation with the Coordinator of Special Services, the faculty member, or the student (as needed), will make a determination on whether the accommodations approved by the ART are reasonable, and will communicate their decision – along with their rationale – to the faculty member, the student, and the Coordinator of Special Services. If the student and the faculty member accept the decision of the Dean’s Council, then the issue is resolved.

6. If the student or the faculty member wish to appeal the decision of the Dean’s Council, either one may appeal to the Provost and Vice President for Academic Affairs. After careful consideration of all the factors related to the matter, and consultation with appropriate personnel on campus, the Provost will make the final decision on whether the accommodations approved by the ART are reasonable and will communicate the decision and the rationale to the faculty member, the student, and the Coordinator of Special Services. At this point the issue is resolved.

At every point in this appeals process, when the accommodations approved by the ART are denied or modified, the rationale for doing so shall be carefully articulated in writing and communicated to the student and the Coordinator of Special Services.

Contacts:

- Jennifer Golminas, Coordinator of Special Services, Student Success Center (630) 829-6512
- Jon Miller, Associate Dean of Student Life (630) 829-6515
- Marco Masini, Vice President of Student Life (630)-829-6006
- David Sonnenberger, Associate Provost for Academic Operations (630)-829-6538
- Maria de la Camara, Provost and Vice President for Academic Affairs (630)-829-6241
- Nancy Stoecker, Vice President of Compliance and Mesa Operations (630) 829-6402

Additional Resources:

- Policy to Request Accommodation
- Faculty Handbook
- Student Handbook

Appendix:

- Determining Whether an Accommodation Constitutes a Fundamental Alteration of a Course or Program Requirement

Date of Issuance: September 5, 2011
Last Revised: April 28, 2015
Department Responsible: Student Life
Appendix: Determining Whether an Accommodation Constitutes a Fundamental Alteration of a Course or Program Requirement

There may be times when a faculty member thinks an approved accommodation may constitute a fundamental alteration of the course and/or program. To determine whether an accommodation "fundamentally" alters a course or program a faculty member should do the following:

1. Identify the essential academic and/or technical requirements of the course/program, namely, course/program requirements that go to the very nature of the subject matter or are of paramount importance in achieving the course/program objectives.
2. Articulate specific requirements that the faculty member believes are fundamental to teaching the course/program (this takes academic freedom into consideration).
3. Identify the unique qualities of the course/program in relation to its overall objectives and any program in which the course is required.
4. Engage in "reasoned deliberation" as to whether granting the accommodation would "fundamentally" alter a course/program requirement.
5. Determine whether there are any viable options for the student to satisfy the fundamental requirements of the course/program using alternate methods accessible to the students.

Questions to consider in the deliberation process:

1. Why is the requirement that the instructor believes would be lowered (or compromised) important to the course/program?
2. Is the requirement the only way to achieve the desired academic/technical objective?
3. Will the accommodation lower (or compromise) the academic or technical standards of the course/program?
4. Can a different method be used by the student to achieve the desired academic/technical requirement? If not, why not?

By answering the above questions and documenting the process, faculty members can establish that they have thoughtfully evaluated the accommodation and the course/program requirements in their deliberation process. All documentation related to the deliberation process should be submitted to the Coordinator of Special Services in the Student Success Center.

It is important to keep in mind that failure to provide a reasonable accommodation to a student with a documented disability is a violation of law that can, among other things, jeopardize the institution's federal financial aid. That being said, it should also be noted that disability laws require students with disabilities to meet the essential academic and technical requirements of the course or program in which they are enrolled.

(Used with permission, and adapted, from the policy "Determining Fundamental Alteration of Course/Program" at Southeast Community College in Lincoln, Nebraska. April 7, 2015)
Policy to Request Accommodation

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

Four Steps to Request Accommodations:

1. Student self identifies to the Coordinator of Special Services, located in Room 015 A, part of the Student Success Center in Krasa Center.

2. The Request for Accommodations Form is completed.

3. Student provides a current (within 3 years) evaluation report (testing results) and documentation for

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4. Evaluation report (testing results) and documentation are sent to the Coordinator of Special Services. Along with the Coordinator, the documents are reviewed for appropriateness and subsequent determination of accommodations by the Accommodations Review Team without knowledge of private information.

5. Once an accommodation request is approved, the student will be notified by the Coordinator and Student Approved Academic Accommodations forms are provided to the student for each class.

6. If the request is denied, the student will be provided guidance on either providing more information or toward on-campus support services. The student may also appeal the Committee’s decision through the Associate Dean of Student Life.
Documentation of Disabilities

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

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

An assessment for ADD/ADHD must include the following:

1. Interviews and questionnaires which permit the student to describe current concerns and past problems;

2. Observation of the student's behavior;

3. Complete developmental, educational, and medical histories;

4. Diagnosis, date of diagnosis, and specification of the current DSM criteria on which the diagnosis was based;

5. Results of cognitive tests;

6. An evaluation of the effectiveness of past and current medications prescribed for relief of ADD/ADHD symptoms;

7. A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and

8. Recommendations about areas in which academic accommodations may be needed.

9. Title, professional credentials, and contact information of the licensed clinician.
Documentation of Disabilities

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

Learning Disabilities Documentation: Testing must be comprehensive and appropriately current, within 3 years. It is not acceptable to administer only one test in making a diagnosis. Minimally, the domains to be addressed must include, but not be limited to, the following:

1. Aptitude: All subtests, scaled, and standards scored must be included.

2. Achievement: The student’s current levels in functioning in reading, mathematics, and written language must be addressed (standard scores).

   Additional formal and informal tests such as timed and untimed administration and a writing sample are recommended to corroborate underachievement in specific academic areas.

3. Information processing: Specific areas of information processing (for example, short- and long-term memory, reasoning, listening, sequential memory, auditory and visual processing, and processing speed) must be assessed (standard scores). Use of subtests from the Wechsler Adult Intelligence Scale – Revised and/or the cognitive report of the Woodcock-Johnson Psycho-Educational Test Battery – Revised are acceptable. Additional testing designed to corroborate the existence of processing disorders as identified by Wechsler or the Woodcock-Johnson are recommended.

4. A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and

5. Recommendations about areas in which academic accommodations may be needed.

6. Title, professional credentials, and contact information of the licensed clinician.
Documentation of Disabilities

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

**Physical Disability Documentation:** Records must indicate the nature, type, and degree of physical disability and in some cases, the expected duration of the disability, with specific recommendation for accommodation(s) and rationale from an appropriate medical professional.

Documentation of a physical disability must include:

1. Current verification of the diagnosis;
2. Manifestations/ effects and level of severity of the condition;
3. Information concerning any prescribed medication, and its effect on the student;
4. An assessment of functional limitations in an academic setting; and
5. Recommendations about areas in which academic accommodations may be needed.
6. Title, professional credentials, and contact information of the licensed clinician.
Documentation of Disabilities

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

**Psychological Disability Documentation:** Diagnosis of psychological disabilities should be made by a licensed professional. Documentation must be comprehensive and be appropriately current, within 3 years.

An assessment for a psychological disability must include the following:

1. Interviews and questionnaires which permit the student to describe current concerns and past problems;

2. Complete developmental, educational, and medical histories;

3. Observations of the student’s behavior;

4. Diagnosis, date of diagnosis, and specification of the current DSM criteria on which the diagnosis was based;

5. Information concerning any prescribed medication, including that used by the student during the assessment process, and its effect on the student;

6. Approximate duration of the disorder;

7. A summary of findings. If a student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings; and

8. Recommendations about areas in which academic accommodations may be needed.

9. Title, professional credentials, and contact information of the licensed clinician.
CONFIDENTIAL
STUDENT ACADEMIC ACCOMMODATION APPROVAL (SAAA)
Term: Fall Year: 2015

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

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The above named student has requested and has been approved for the following academic accommodation(s):

SAMPLE

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For the Student: Your signature below indicates that you understand that it is your responsibility to initiate all accommodations in a timely manner and according to the established procedures of the Student Success Center.

Student Signature Date

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

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

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

Instructor signature Date

Assist/Department chair signature Date

Special Services Coordinator Date

THANK YOU FOR YOUR ASSISTANCE. IF YOU HAVE ANY QUESTIONS ABOUT SPECIAL SERVICES OR ACCOMMODATIONS, REFER TO THE BACK OF THIS PAGE OR CALL JENNIFER GOLMINAS AT 830-829-6512, OR VISIT THE STUDENT SUCCESS CENTER IN KRASA 015.
EXPLANATION OF COMMON ACCOMMODATIONS

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

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

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

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

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

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

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

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

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

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Instructor signature Date
Instructions for Testing Accommodations:

After having received notification of granted accommodations of extended time and quiet test environment, the student needs to reserve specific time for an individualized testing room.

The Student will:

1. Secure a Test Condition Form from the Student Success Center.
2. Complete the form, with the professor paying special attention to item 4.
3. Provide one copy of the form to the instructor.
4. Maintain one copy of the form and return the other form to the Student Success Center to reserve testing room with the office assistant.

The Instructor will:

1. Maintain one copy of the Test Condition Form.
2. Deliver the exam to the Student Success Center.
3. Retrieve the exam at the conclusion of the examination period.

The Student Success Center Staff will:

1. Maintain the exam in a secure location until the student is present for the exam.
2. Proctor and time the Exam situation, paying special attention to item 4 that describes materials and equipment that the student may use during the exam.
3. Notify instructor when exam is completed.
4. Maintain the completed exam in a secure location until the instructor retrieves it.
Benedictine University
Student Success Center

Test Condition Form
(This form is only for students who are eligible for testing accommodations through the SSC.)

STUDENT RESPONSIBILITY: Discuss your testing conditions with the professor, and give her/him this form. Make your test room reservations with the Student Success Center (SSC) at least 72 hours in advance.

PROFESSOR RESPONSIBILITY: Please complete this form and place it and the exam into a sealed envelope. Please pay special attention to Condition 4: Materials and equipment. Please deliver the sealed envelope to the SSC at least 24 hours in advance of the scheduled exam date. If you email the exam you must email BOTH Jennifer Golminas (jgolminas@ben.edu) and Marilyn Cermak (mcermak@ben.edu).

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<th>Student’s Name: (Please print clearly)</th>
<th>ID#:</th>
<th>Phone# and e-mail:</th>
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TEST CONDITION

1. Exam date (Student reserves with the Student Success Center):

2. This student’s SSC Approved time extension: □ Time and a half □ Double Time

3. Exam START and END time:

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<th>Time of actual START time:</th>
<th>Time student will START exam:</th>
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<tbody>
<tr>
<td>Time of actual END time:</td>
<td>Time student will END exam:</td>
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4. Materials and Equipment:
The student may use the following: (Please note that if specific instructions are not written in here such as calculator, open book, notes, etc., we cannot allow the student these materials during exam. Please make sure to be as specific as possible for your student.)

NOTE TO PROFESSOR:
The professor arranges for delivery and pick up of exam. The SSC staff will notify you of completion of the exam and appreciates your cooperation.

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

COURSE NUMBER & TITLE:

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<th>Professor’s name (please print clearly):</th>
<th>Phone ext. &amp; e-mail:</th>
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| Professor’s signature: | Date: | Student’s Signature: | Date: |

White copy – Student returns to the Student Success Center Yellow copy – Instructor copy

Rev 09/01/2010
INSTRUCTIONS FOR SCHEDULING EXAMS
FOR NIGHT CLASSES

Prior to scheduling the exam time, we need to know the following:

1) Can you take the test at any time on the same day? Can you take the test on a different day?

2) How long is the test time, during the entire class time or a portion of the class time?

3) Will you take the test at the beginning of class or after a lecture?

4) Will you need to return to class afterward?

5) If starting before the rest of the class, does the instructor need you to stay at the Student Success Center, in case he/she thinks you will share the questions with other students? If that is the case, then we will make your test time overlap with the start time of the class and you will need to stay in SSC even if you complete your test early.

Please discuss these questions with your instructor. If you are starting at an earlier time or on a different day, please make sure that the instructor has signed your Test Condition Form stating that he/she allows the change in time that is different from the rest of the class. If you have any questions, please contact the Student Success Center at 630-829-6340. Thank you.
Acceptable Use of Electronic Device in the Classroom Contract

**Student Name (PRINT)**

**Student ID #**

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

**Student:**

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

**Instructor:**

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

**Student Success Center:**

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

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<th>Student Signature</th>
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<tr>
<td>Instructor Signature</td>
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<td>Coordinator of Special Services Signature</td>
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