



PROCEDURES

Individuals with disabilities are expected to follow the established admissions requirements, including those for the placement assessment. After completing the College's admission application and prior to completing the placement assessment (ACCUPLACER), students *needing accommodations for the assessment* should provide proper documentation to DSS. The DSS office will determine appropriate accommodations and advise testing personnel in writing.

The College has established guidelines for assessment placement, including required minimum scores and the number of times a student may retake the assessment during a particular time period. All policies regarding the College's assessment process will be applied to all students, regardless of ability.

Individuals who have been successfully admitted to the College and who have received appropriate assessment placement scores may begin requesting accommodations as a student. Newly admitted or returning students seeking accommodations should contact the Office of Disability Support Services on the campus where they will be attending. Students enrolled in courses taught using the distance learning platform should contact the Office of Disability Support Services on their local campus. Students requesting accommodations should follow the general guidelines described below:

- 1) Individuals should contact their local Office of Disability Support Services to schedule an intake conference. The purpose of the intake conference is for students or potential students to formally request accommodations.

- 2) When scheduling the appointment, DSS staff should provide students with documentation guidelines and direct the student to bring the appropriate documentation and completed College forms with them to the conference. Individuals who require interpretive services are recommended to make requests at least 30 days in advance to ensure accommodation. Requests made less than 30 days in advance cannot be guaranteed.



- 3) At the time of the conference, students who have not completed the Disability Support Services Intake form should do so. Additionally, DSS should clarify with students the course for which they are seeking accommodation. Some students may elect to only request accommodations in certain courses based upon their disability. Documentation of this request should be included in the DSS Registration and Intake Form.
- 4) Students should submit appropriate documentation and completed College forms to DSS staff. DSS has the right to verify all submitted documentation.
- 5) As part of the intake conference, students should be asked to share information about their disability and what accommodations they believe would be appropriate. The DSS representative may make additional suggestions to assist those individuals who have trouble identifying their needs.
- 6) As part of the discussion, the conference should cover the various aspects of college life including reading, writing, note-taking, math, tutoring, testing, transitioning, becoming an active member of the campus community, as well as discussion regarding available campus resources and services (e.g. student activities, library services, career services, financial aid, etc.).
- 7) At the conclusion of the conference, students should be informed that accommodations are based upon their requests, the professional documentation, and the College's evaluation of information. The student should be informed that the Office of Disability Support Services will make the final determination of appropriate and reasonable accommodations after the intake conference is completed and after the student has provided all the necessary documentation.
- 8) Students should also be informed that once their documentation has been reviewed, they will be notified via their Ivy Tech email account regarding the status of their accommodation request.
- 9) In the event a student's email account has not been created, a letter may be sent through the U.S. Postal Service to their home address listed on their application for admission. In either case, only information about the status of their request for



accommodation and the type of accommodation should appear in communication with students. Under no circumstance should a student's condition or diagnosis be listed or described in the communication.

Though Martin University's endeavor to work with the student with regards to reasonable accommodations sought, the reasonable accommodation may not necessarily be exactly what the student requests. Reasonable accommodations will take into account the needs of the student requesting accommodation, fairness toward other students, and the standards of Martin University while fully complying with applicable laws. All students are required to meet all academic and technical standards with or without.

DOCUMENTATION REQUIREMENTS FOR ACCOMMODATIONS

A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. The disability should be clearly documented with information confirming that the student is substantially limited by the impairment and that a need exists for the accommodation. Listed below are some examples of disabilities:

- Attention Deficit Disorder
- Cancer
- Chronic Asthma
- Vision Impairment
- Diabetes
- Physical disabilities
- Seizure Disorder
- Severe Allergies
- Deafness
- Temporary disabilities

Evidence must be presented that the disability is significantly interfering with the student's academic performance. Each accommodation is individualized to the particular student, as supported by the student's documentation.

All students must meet and follow all Martin University rules, Student Handbook, Course Catalogs, and Technical Standards, with or without approved accommodations. The University will make such modifications to its academic requirements as are necessary to ensure that such



requirements do not discriminate, on the basis of disability, against a qualified student with a disability. The Student Success Center maintains the student's Plan of Action, which also contains the [Self-Identification statement](#), [Disability Services Student Intake Form](#), [Request for Accommodations 1/31](#) and the [Verification of Disability form](#), [Modification Form](#) (click the links).

Academic requirements that the University can demonstrate are essential to the instruction being pursued by such students or to any directly related licensing or accreditation requirement will not be regarded as discriminatory.

Please check with the DSS for the following:

- (1) If you are declaring a new major or adding or changing a program of study or
- (2) to determine if documentation is necessary for any updated accommodation requests. Please be aware that Technical Standards may apply to a new program or major.

All students are responsible for providing adequate documentation. Martin University is not required to conduct or pay for an evaluation to document a disability or need for an academic adjustment. Martin University does not provide any evaluations or documentation for disabilities. ***Documentation from an outside independent (non-Martin University) licensed professional must be provided to the Student Success Center. Students are responsible for all funding to pay for appropriate professional documentation.***

Students are expected to provide the documentation well before the time for which the accommodations are sought. A student will not automatically be provided with accommodations based on a diagnosis alone. Medical records and requests for accommodations will be kept confidential except where disclosure is necessary to provide reasonable accommodation. The Coordinator and staff will ensure efforts to help ensure; accessible classes, use of assistive technology, (when available), examination administration in cooperation with the instructor, as well as other services deemed necessary to support their needs.

REQUIRED DOCUMENTATION:

1. Students who request accommodations and provide documentation to the Student Success Center must use a qualified licensed professional with the ability to diagnose the specific



disability that is independent of Martin University; therefore, ***the following cannot be utilized: faculty or staff member whether full-time, part-time, adjunct, extension faculty or preceptor.***

This is to avoid a conflict of interest in the dual role of providing services at the University. This policy for documentation provided by the licensed professional is for the following, but not limited to:

- A) the student's use in helping support, whether the request for accommodation under the ADA, Section 504 Rehab Act of 1973, or the ADA should be granted;
- B) the purpose of updating documentation or adding accommodation recommendations;
- C) documentation for extenuating circumstances related to Disability Services.

Documentation should be current adult based. ***Individualized Education Program (IEP), Section 504 plan, and/or a prior history of accommodations are not necessarily sufficient documentation for*** since different demands are required and the nature of a disability may have changed due to maturation.

2. Be on professional letterhead with an address and telephone number.
3. Original signature of professional with listed degree and specialty.
4. Dated.
5. Assessment data must be included. Comprehensively and clearly define the impact of the disability on the student's functioning in daily life. Clearly define the limitations imposed and the support data verifying the impact of the condition. Single sub-tests or checklists are not acceptable as a sole source of documented data. Standard or scaled scores from all tests and sub-tests must be included in your diagnostic report.
6. Recommendations for accommodations should be listed with support diagnostic information. Documentation must be specific in listing practical and written exam based accommodations, if appropriate.



Documentation of specific disability and accommodation needed from students designated professional must be submitted before necessary accommodation not already offered by Martin University to ensure this, institutions may need to alter policies, practices, and methods to accommodate students. For example: including allowing service animals in facilities or rescheduling classes to an accessible location. Disability Services will review the documentation provided and will meet with the student and others, as needed, to determine the appropriate academic adjustment and/or auxiliary aids and services for the student. Students will be notified, in a timely manner, of all specific adjustments or services that have been agreed to and of any denial of requests adjustments or services and the reason(s) for any denial.

MODIFICATIONS OF ACADEMIC PROGRAM

If a student requests an accommodation that would modify or eliminate a requirement of the student's academic course/program before a decision is made on whether the accommodation can be provided to the student. Disability Services will consult with one or more faculty members, administrators, and/or adjuncts, who teach that academic course/program in questioning (below) of how important it is for the request in modification(s).

1. Would the modification requirement that is requested essential to the particular academic course/program for the student?
2. With changing or waiving the requirement, either lower academic standards or require substantial course/program alteration?
3. Has the individual requested the accommodation has demonstrated a need for the accommodation?
4. Are there any other reasonable alternatives to the requirements that are applicable to the individual student?

DETERMINATION OF SERVICES

An evaluation to determine if the student meets the criteria, as disabled, under federal law. The DSS team will determine if the student's disability/physical or mental impairment substantially limits a major life activity. After conferring, the appropriate faculty members/ administrators or Disability Services will consider the information provided and determine.

Being consistent with the recommendations of the faculty members/administrators and doctors of whether the requested accommodation should be provided to the student making the request, and



if not, an appropriate alternative exists that can be offered to the student. The Disability Services professional(s) will notify the student by phone, mail and/or email, with the determination decision which will include the supporting bases. If the student is dissatisfied with the determination, he/she may file a grievance for consideration by the Grievance Committee by following the Standard Grievance Policy.