

Disability Services



Policy and Procedures



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MARTIN UNIVERSITY DISABILITY SERVICES

MISSION STATEMENT

Martin University's Mission is to provide excellence in educating and developing Adult Students in an inclusive, supportive and healthy collegiate environment. As part of that mission, we are committed to ensuring that individuals with disabilities are provided full access to our university, our education programs, and the additional services that we provide. Martin University's Disability Services department ensures that accommodations are provided as needed.

The Martin University Student Success Center (SSC), serves as a designated area within the University where students will receive Disability Resources that provides accommodations and assistance to students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

To fulfill ADA Compliance, the Director of Student Success (DSS) or the Student Success Coordinator will make sure the SSC is adequately staffed and supplied to make sure quality academic programming can be delivered and disability services rendered, such as:

- One on one *PEER TUTORING*. A student needing specific assistance or accommodations can work with a Peer Tutor, which is a Martin student who has knowledge of a specific class and requirements.
- ATB/Accuplacer testing for new students administered by certified tested proctors. Accommodations will be made for students with disabilities, as needed. SSC must be notified of what those specific accommodations are prior to student(s) testing so that materials needed can be gathered in the time scheduled for testing.
- Specific academic programming and resources such as technical relevant (s): *ELECTRONIC READERS*: Microsoft text, Jaws, Dragon, ETC...
- Assigned computer workstation(s) for sight-impaired users.



- Dolby Fidelio (closed captioning) for hearing impaired users.
- Headphones
- Cengage, online textbook services have the ability to be available for students to accommodate, as needed.
- Available in person/online assistance with a Martin Faculty Member or SSC staff member upon the Student Success Academic Schedule
- SSC staff, work-study students, and volunteers are also available for academic and virtual assistance.
- Make appointments with SSC staff through all forms of communications: SSC staff, emails, and phone calls.
- Define and describe the procedures for obtaining resources, services and accommodations.
- Monitor accommodation efforts.
- Possess, update, and follow a clear set of rules and regulations of policies and procedures of the Martin University Disability Resource Center.

CONFIDENTIALITY

The disclosure of a disability and the need for accommodations is an extremely sensitive subject requiring utmost confidentiality. Discussion between the student and faculty member should be protected. Further, Students are ensured equal opportunity in the teaching environment to consume knowledge and to be fairly tested on course material(s) that will largely depend on positive attitudes from all parties.

Keep in mind that students do not have to reveal a specific diagnosis, but they must do so in our office and provide substantial documentation of the condition.

Legal Responsibility to Provide Anonymity



It is very important, unless the student decides otherwise, that he or she not be identified as a person with a disability to other faculty, staff, or classmates. For students with obvious disabilities, like wheelchair users, disclosure of the disability cannot be avoided; but students with learning disabilities and/or psychiatric/psychological disabilities are often very sensitive about being identified as a student with a disability. Therefore, it is very important that students are not “singling out”.

DO'S AND DON'TS

- **DO NOT** ask a student about information regarding accommodation issues when other students are in the classroom. For example, simply asking a student whether or not they have received a scribe for note taking is still unacceptable. You are still considered to be revealing confidential information about one of your students to the rest of the class.
- **DO** feel free to email a student with a disability if you have any questions or concerns. This is the quickest, most confidential, and efficient way of contacting a student.
- **DO NOT** reveal any information to any parents or acquaintances of a student with a disability, even if they sound concerned. ***Once a student is 18 years of age, they are provided with the same protection of confidentiality*** as with any other adult. Written Releases of Information are required for you to provide any information regarding a student, including academic progress or disability status.
- **DO** feel free to ask students about how you can better meet their needs and address their concerns.

PLAN OF ACTION

ADA COMPLIANCE STATEMENT FOR STUDENTS ACCOMMODATIONS

The Student Success Center (SSC) has been designated to coordinate the University's overall compliance with the ADA, and Section 504 of the Rehabilitation Act, as they apply to students. To meet the needs of students with disabilities, future plans of making other adaptations or modifications that help to enable a student to participate in the college's programs, services, and activities with providing auxiliary aids and services by offering assistive technology, such as screen readers, modified keyboards and mice, as well as, aids to interpret the materials.



Depending on the accommodation these modifications may be necessary for effective communication.

ETHICS OF DISABILITY SERVICES

The Student Success Coordinator, as part of the Student Success Center will lead the development of effective, efficient, and consistent of DSS services throughout the College and monitor all campus DSS activities to assure compliance with College policies and procedures, and the Americans with Disabilities Act, the ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973. Additionally, the Student Success Coordinator will conduct meetings, composed of DSS and non-DSS personnel as appropriate.

Guidelines provided for DSS staff:

- Promote student learning and development
- Prescribe and practice ethical behavior
- Recruit, select, supervise and develop others in the organization
- Coordinate human resources
- Apply effective practices in educational processes
- Communicate effectively
- Advocate for needs of students with disabilities

Disability Services will develop strategies for compliance, coordinate the University's accommodations by processing a continual updated clear set of policies and procedures with defining and describing the procedures for obtaining services and accommodations for students and monitor implementation efforts. Our team will also handle inquiries about compliance and investigates complaints relating to student accommodations and service requests.

DISABILITY SERVICES PROVIDED

DSS staff will advocate and work in collaboration with students, faculty, staff, and external agencies to provide appropriate and reasonable accommodations to qualified students that promote student learning and academic success. Some of the services that may be provided to a student through DSS include:

- Meeting with students face to face and online to determine

Disclaimer: This form is subject to the rules and regulations of Martin University as it pertains to ADA compliance.



eligibility to receive services. Identification must be provided.

- Review and verify appropriate documentation to support requests for accommodations.
- Plan, implement, and communicate reasonable accommodations with students, faculty, and staff, as appropriate.
- Maintain an accurate and up-to-date listing of external resources and agencies for student referrals.
- Maintain appropriate records and confidentiality.
- Identify, make recommendations, and purchase appropriate equipment and software that support the mission of DSS, [Budget](#) (Click the Link).
- Comply with standards from the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

THE PROCESSES AND PROCEDURES

STUDENTS REQUEST FOR ACCOMMODATIONS

The University works diligently to accommodate students with disabilities. Requests for accommodations are evaluated on an individual basis. Students with disabilities who wish to be provided with accommodations should make such requests and provide all necessary paperwork ***well before the time for which he or she is seeking accommodation***. However, if a student has previously received accommodations from another University or from a previous organization or institution does not guarantee that the same accommodations will be available in each environment, setting, or testing time period. Below is an example of a partial list of common accommodations at the college level:

- Priority registration
- Exam modifications (i.e., extended time on tests, readers, scribes, proctors)
- Testing in a room with limited distractions
- Interpreters
- Textbooks in an alternate format course substitution



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 ADAA 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.