

Student Handbook

ALPHA SCHOLARS

ABILENE CHRISTIAN UNIVERSITY
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INTRODUCTION

Abilene Christian University is committed to assisting student access to the University's academic, cultural, and recreational activities. The purpose of Alpha Scholars is to help students reduce barriers that might otherwise impede their success in higher education. This guidebook is designed to acquaint you with the Alpha Scholars program and the benefits and requirements.

Each student has a unique need for services. The Alpha staff takes great care to evaluate your needs and recommend services designed to address those needs. Services that are typically offered include tutoring in academic skills and specific subject areas, academic coaching, counseling for academic success, assistance in connecting with other campus resources like financial aid, career counseling and personal counseling. Students with documented disabilities may also receive assistance in securing appropriate classroom accommodations to help minimize the effect of their disabilities on their academic performance.

In short, empowering students to choose success is what Alpha Scholars is all about. It is our goal to provide the type of assistance that affords you, regardless of your background or disability, an equal opportunity to succeed in college-level studies. This mission fully embraces the overarching mission of Abilene Christian University, educating students for Christian service and leadership throughout the world. Participation in Alpha does not guarantee academic success; individual choices and abilities are still the primary elements in any individual's success. What we hope participation in Alpha will do is provide tools and/or incentives that will help equip you with what you need to realistically assess your strengths and make choices that will utilize those strengths in accomplishing your goals.

INFORMATION

What is Alpha Scholars?

Alpha Scholars is the office that provides support for students with disabilities at Abilene Christian University. We are committed to assist students with disabilities in acquiring appropriate academic, housing, and meal plan accommodations.

The types of accommodations facilitated by this office may include but are not limited to the following:

- Extended time on examinations (not unlimited time)
- A distraction-reduced environment for taking tests
- Note takers
- Ability to record lectures
- Preferential seating in the classroom
- Audiobooks
- Readers or Scribes (technology-based whenever possible)
- Sign language interpreter in class
- Large print material
- Use of assistive technology devices
- Classroom handouts in alternate form
- Ability to move about during class in a manner that does not disturb other class members
- Adjustments to meal plan or housing arrangements

The purpose of accommodations is to give students with disabilities an equal opportunity to overcome barriers and demonstrate their mastery of the college curriculum. Each student with a disability must provide documentation that indicates clearly what accommodations are appropriate in his or her individual circumstance. It is the student's responsibility to request specific accommodations and to follow the policies and procedures for acquiring those accommodations as specified in this handbook

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How can I be a part of Alpha?

In order to receive academic accommodations at Abilene Christian University, you must complete the following steps.

- Provide current documentation (no more than three years old) that specifies the following things:
 - The specific diagnosis of your disability according to DSM-IV or other recognized medical or psychological criteria.
 - The manner in which your disability was determined.
 - The specific accommodations you need in order to have an equal opportunity to demonstrate your mastery of curriculum material.
- Complete the online Application for Disability Accommodations. Academic and Housing/Meal Plan accommodations are requested through separate forms.
- Meet individually with the Director of Disabled Student Services or the Deputy ADA coordinator to review program policies and procedures.
- Meet with an Alpha staff member to coordinate services and accommodations (exams, notetaking, etc). Students approved for housing or meal plan accommodations will coordinate with residence life to discuss the implementation of the accommodation.
- Send accommodation sheets to the professors from whom you wish to receive accommodations.
- Follow all other procedures related to the specific accommodations you have requested. (Those procedures are explained later in this handbook.)
- For ACU Dallas students the process is the same but accommodations may look different depending on barriers and course format.

What accommodations can I get through Alpha?

What follows is a listing and a description of several specific accommodations available at ACU for students with disabilities. This list is neither comprehensive nor complete. Specific accommodations provided depend on individual need and documentation. Accommodation requests that are not supported by the individual's documentation, those that are deemed to create an undue burden on the university, or are considered a fundamental alteration in the nature of an academic program will be denied.

Adaptive Equipment and Software

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- Abilene Christian University provides adaptive equipment and software on an as available and limited basis to students whose documentation indicates the need of such equipment.
- In addition, the ACU Library houses several types of adaptive equipment.
- Training is required in order to use most of the adaptive equipment and software. Be sure to schedule training sessions with appropriate personnel early in the semester so that you will be able to use the equipment for projects as they come due during the semester.
- Individual students are responsible for acquiring any unusual equipment or software that is related to a specific disability. State Departments of Assistive and Rehabilitative Services may be willing to provide this type of equipment. Undergraduate students with disabilities often qualify for services, including scholarships, through programs offered by these departments.
- If you have a specific need for adaptive equipment or software, check with the Director of Alpha. Every attempt will be made to accommodate reasonable requests.
- Technologies are constantly evolving, so new options may be available each semester.

Note Takers / Copy of Notes

Students whose documentation indicates a need for assistance with taking notes in class will receive this accommodation from volunteer students enrolled in the same class as the student. Professors assist in identifying and referring volunteer note takers to Alpha. Students using this accommodation MUST a) be present in class, and b) take their own notes - the extra copy is a supplement. Alpha cannot guarantee the "quality" of peer notes, but can assist in improving the quality. A copy of these instructions is included in the Appendix C of this handbook.

Readers/Scribes

Visually impaired students or students with some types of reading or writing disabilities may request readers or scribes. Technology is used wherever possible to provide these types of accommodations. Computers that can read text aloud and respond to voice input are located in several places across campus. Students who need these accommodations on an ongoing basis are referred to the State Vocational Rehabilitation office for assistance in purchasing hardware and software to address their specific needs.

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Library Assistance

Contact the library research desk for additional library resources and support.

Special Accommodations

In some cases, there may be additional barriers present that create unique needs and/or challenges. For these situations, Alpha can create what are called special accommodations. These accommodations are specific to an individual and/or a specific course. Consult Alpha to explore a special accommodation request.

Exam Accommodations

The most common form of accommodation is extended time for exams. This typically applies to quizzes or other timed assessments. Quizzes and exams may be accommodated by the professor, if she/he prefers to do so. However, most faculty prefer to allow Alpha to proctor exams. Specific instructions for accommodated exams can be found in Appendix D of this handbook.

Housing and Meal Plan Accommodations

Alpha is responsible for evaluating whether to grant or deny requests for reasonable accommodation in University housing. In evaluating the request, Alpha staff will consult with the Office of Residence Life ("Residence Life"), and the ACU Medical & Counseling Center ("MACC") as necessary, to determine whether the requested accommodation is necessary and reasonable.

ACU will accept and consider requests for reasonable accommodation in University housing at any time. The individual making the request for accommodation should complete and provide the accommodation form to Alpha as soon as practicably possible before moving into University housing. Housing accommodations are assigned on the basis of need as determined by the current impact of your disability on your housing assignment. Some students may be asked to update the documentation they have submitted in support of an accommodation request to assure that we have current information about your needs.

Confidentiality and Release of Information

- Disability-related information for students at ACU is housed in the Alpha Scholars Office.
- Disability-related information is kept in individual and secured files storage digitally.
- Access to disability-related files is restricted to Alpha Scholars

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- professional staff and university officials with a “need to know” restriction.
- The “need to know” restriction does not permit university faculty access to disability-related files. According to guidelines established by the Association on Higher Education and Disability (AHEAD), faculty “need to know” is restricted to verification through the Alpha Scholar’s Office of a student’s claim to need accommodations. Students with disabilities, however, are encouraged to share information with their professors in order to clarify their specific needs and find creative ways to address those needs.
 - Disability-related information is released only with the student’s written permission or in accordance with FERPA.
 - A student may request to review the contents of his/her own file. This must be done with the program Director or other qualified staff member present. All information in student files is the property of Alpha.

Steps in Receiving Disability Accommodation

Submit an Application for Disability Accommodations. Following are general guidelines for notifying the university of a disability requiring accommodations. More specific documentation guidelines can be found in Appendix A, B and C.

1. If you are requesting academic support, you can reach out directly to the University Access Programs Director or the Associate Director of Academic Support Programs. Academic support is free and available to all ACU students. No application is needed to receive these services.
2. Provide the Disabled Student Services Office with documentation of your disability.
 - a. ACU follows the guidelines for documentation developed by the Association on Higher Education and Disability (AHEAD). These guidelines require documentation of a disability to:
 - i. demonstrate an impact on a major life activity,
 - ii. support the request for specific accommodations, and
 - iii. be the result of an in-depth assessment by a qualified professional.
 - b. In general, testing must be current (within three years), comprehensive, and include a specific diagnosis. Each accommodation recommended by the evaluator should include a rationale.
3. Schedule an appointment with the Director of Alpha or the Deputy ADA coordinator to discuss your specific barriers and needs.

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How to Request Specific Accommodations each Semester

1. Meet with the Director of Alpha or the Deputy ADA coordinator to coordinate any necessary accommodations for the new semester.
2. ACU Dallas students will meet with the ACU Dallas online. Wellness Manager
3. You are expected to discuss your specific needs with each professor. Email your accommodation letter to each of your faculty and discuss any specifics with them throughout the entire semester.

Services Available from Other Providers

Testing for Learning Disabilities

Students who need current assessment for a learning disability are referred to the Testing Clinic of the Psychology Department. There is a fee for this assessment. Students are responsible for payment of this fee.

Tutoring

Students with disabilities who need tutoring may receive this service free of charge through Excel Tutoring in the University Access Programs department or from some departments on campus. The department offers peer tutoring with tutors who are specifically trained to meet the needs of students with various types of disabilities. Excel tutoring focuses on helping students develop study skills that will lead to independence in accomplishing learning tasks while also providing content-based tutoring. Departmental tutors focus on helping students with specific content area information.

Coaching for Personal and Academic Development

Different types of coaching are available to students with disabilities from a variety of campus resource areas. Students who need help with choosing a major or selecting a career direction may be referred to the Center for Career and Academic Development. Alpha Scholars can offer advice in selecting classes each semester as well as academic and personal coaching. The ACU Counseling Center as well as the Marriage and Family Therapy Program provide other counseling services that could be helpful to students with disabilities. Fees may be associated with some of these services; however, all services through Alpha Scholars have no charges attached.

POLICIES AND PROCEDURES

Academic Accommodations

Students who are registered with Alpha are responsible for knowing and understanding these policies.

Guidelines for Documentation:

It is the responsibility of the student to provide information that verifies that the student's condition meets the definition of a disability as defined by applicable laws, which require that requests for services for students with disabilities be conserved on an individual case-by-case basis. Sources of information used for determining accommodations may include a student's self-report, direct observation and interaction with the student, and/or documentation from qualified evaluators or professionals.

Student Self-Report

Students should complete the online Accommodation Request Form that provides the student an opportunity to describe disabilities and accommodations they are hoping to receive. Students may supplement the Accommodation Request Form with an additional narrative including information about experiences related to specific disabilities, barriers faced, and/or previous accommodations.

Disability Documentation

Disability related documentation should provide information on the functional impact of the disability so that effective accommodations can be identified. Criteria for the source, scope, and content of documentation differ by disability type. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions. Common sources of documentation are health care providers, psychologists, diagnosticians, and/or information from a previous school (ARD documents, testing, IEPs). If a student believes they may have a disability but have never been tested, they can self-refer for testing utilizing the self-referral form Appendix B.

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Suggested Documented Elements:

1. Typed on letterhead, dated, and signed by a qualified professional
2. Diagnostic statement with any related diagnostic methodology (diagnostic criteria and/or procedures)
3. Functional limitations or symptoms
4. Severity and/or expected progression
5. Current medications and related side-effects
6. Current and/or past accommodations
7. Recommended accommodations AND rationale as to why each recommendation is related to the student's functional limitations

The ADA Compliance Officer at ACU will consider all relevant information provided in documentation. Documentation will be reviewed on an individual, case-by-case basis. If you have any questions about these documentation guidelines, please contact Alpha Scholars Program using any of the methods below:

Mail:

Alpha Scholars Program
ACU Box 29204
Abilene, TX 79699

Email: alpha@acu.edu

Fax: 325-674-6847

Documentation of ADD/ADHD

The Alpha Scholars Program is responsible for providing students with disabilities equal access to their education. To receive academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students at Abilene Christian University must provide documentation from an appropriately trained evaluator demonstrating a disability as defined by the federal legislation noted above.

Federal law requires that students with disabilities be considered on a case-by-case basis. The form included in Appendix A is adapted from documents developed by professionals from various organizations who serve students with Attention Deficit Hyperactivity Disorder (ADHD). This form is required of students who wish to receive accommodations for ADD/ADHD in the interest of assuring

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that documentation of ADHD (1) demonstrates an impact on a major life activity, (2) is appropriate to verify eligibility, and (3) supports the request for academic accommodations. By providing the information outlined in Appendix A, the evaluator will assist us in being able to serve the student effectively. The ADA Compliance Officer at ACU will make final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual student .

The documentation must reflect the following:

- A. The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so. The diagnosing professional cannot be related to the student.
- B. All parts of the form must be completed as thoroughly as possible. Inadequate information, incomplete answers, and/or illegible handwriting may delay the eligibility review process by necessitating follow-up contact for clarification.
- C. The healthcare professional should attach any reports providing additional related information (e.g., psychoeducational testing, neuropsychological test results). If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of this form. Please do not provide case notes or rating scales without a narrative that explains the results, recommendations, and functional limitations of the subject.
- D. After completing this form, mail or fax it to the Alpha Scholars Program. The information you provide will be kept in the student's confidential file in the Alpha Scholars Program. Our address is ACU Box 29204, Abilene, TX 79699. Our fax number is 325-674-6847.

Housing and Meal Plan Accommodations

Requesting a Housing Accommodation

An individual with a disability must complete the Housing and Meal Plan Accommodations form to request a reasonable accommodation. The form is located on both the Alpha Scholars and Residence Life websites. If the individual requires assistance in completing the Request Form because of his/her disability, Alpha will provide assistance in completing the form.

- A. ACU will accept and consider requests for reasonable accommodation in University housing at any time. The individual making the request for accommodation should complete and provide the accommodation form to Alpha as soon as practicably possible before moving into University housing. However, if the request for accommodation is made fewer than 30 days before housing assignments are finalized, ACU cannot guarantee that it will be able to meet the individual's accommodation needs during the first semester or term of occupancy. To obtain the dates for housing assignment finalization, you can contact reslife@acu.edu for more information.
- B. If the need for the accommodation arises when an individual already resides in University housing, he/she should contact Alpha and complete the accommodation form as soon as practicably possible. ACU cannot guarantee that it will be able to meet the accommodation needs during the semester or term in which the request is received.
- C. Absent exceptional circumstances, the University will attempt to provide a written response to a reasonable accommodation request within fourteen (14) business days of receiving the information described in paragraph 2 below.
- D. Requests will be logged.
- E. Students needing housing accommodations must renew their requests each year. Deadlines for requests must be received within 30 days of housing assignment finalization. You can contact reslife@acu.edu to receive clarification about relevant deadlines. Housing accommodations are assigned on the basis of need as determined by the current impact of your disability on your housing assignment. Some students may be asked to update the documentation they have submitted in support of an accommodation request to assure that we have current information about your needs.

Information that May Be Requested for Housing-Related Reasonable Accommodation Requests

1. Obvious Disability: If the individual's disability and the necessity for the accommodation are obvious (e.g. an individual with a physical disability using a wheelchair needs an accessible room), the individual need only explain what type of accommodation she is requesting. No verification of disability and/or necessity is required under these circumstances.
2. Non-Obvious Disability/Necessity
 1. If the disability is obvious but the need for the accommodation is not obvious, the University may require the individual to submit documentation (following [Housing and Meal Plan Accommodation Third Party Documentation Guidelines](#)- Appendix F) and designate a healthcare provider or other professional who can verify that the requested accommodation is necessary to provide the individual full access to the benefits University housing.
 2. If the disability and necessity for the accommodation are not obvious, Alpha will require the individual to submit documentation following the guidelines in Appendix F and designate a healthcare provider or other professional (e.g., a physician, optometrist, psychiatrist, psychologist, physician's assistant, nurse practitioner, or nurse), who can verify that the individual has a disability and that the requested accommodation is necessary to provide the individual full access to the benefits University housing.

The student may submit documentation when they complete the accommodation form. Alpha staff will utilize the third-party verification to determine if the accommodation is necessary because of a disability to provide the individual an equal opportunity to use and enjoy University housing.

If the third party provides documentation without sufficient information for Alpha to determine whether an accommodation is necessary, Alpha staff will inform the individual in writing of the verification's insufficiency and may request additional information, including speaking directly with the individual supplying the third-party verification, within seven (7) business days of receiving the verification.

The individual making the request for accommodation must cooperate with Alpha in a timely manner in providing all information needed to determine whether the requested accommodation is necessary.

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Determination of Reasonableness

1. Alpha may deny the requested accommodation if it is unreasonable. Alpha shall consult with Residence Life to determine if implementing the requested accommodation is reasonable.
2. An accommodation is unreasonable if it: (1) imposes an undue financial and/or administrative burden; (2) fundamentally alters university housing policies; (3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including University property; and/or (4) is otherwise unreasonable to the operation of the University.

Approval of Accommodation

If Alpha determines a requested accommodation is necessary and is not unreasonable, Alpha will contact the individual via their ACU email address within seven (7) business days of its determination. Alpha will also notify Residence Life. A meeting with Residence Life and/or Alpha may be necessary to discuss the implementation of the accommodation.

Denial of Accommodation/Appeal

1. If Alpha determines a requested accommodation is necessary but unreasonable, Alpha will contact the individual via their ACU email address within seven (7) business days of its determination and engage in an interactive process with the individual to determine if there are alternative accommodations that might effectively meet the individual's disability-related needs.
2. If the individual is unwilling to accept any alternative accommodation offered by Alpha or there are no alternative accommodations available, Alpha will provide a verbal explanation and written notification to the individual of the denial, the reasons for the denial, the right to appeal the decision, and the procedures for that appeals process. The notification shall be in writing and made within seven (7) business days of the notification from the individual of his/her unwillingness to accept any of the alternative accommodations offered or the determination that there are no alternative accommodations available.
3. All appeals are reviewed by the Abilene Christian University ADA

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Compliance Officer. If the appeal is denied, ACU's ADA/Section 504 Compliance Officer shall provide written notification of the denial to the individual and a written explanation with all of the reasons for the denial.

4. An individual may also use the grievance procedure provided on page 17.

Alpha Academic Student Services

Exam Accommodations

Alpha facilitates test accommodations in cooperation with classroom instructors. In order to receive accommodations, you must have registered with the DSS Office and you must complete a specific request for each test you wish to take with accommodations.

At the beginning of each semester, you will receive (via email) an accommodations approval letter. You must forward this email to any of the faculty from whom you wish to receive accommodations. You should also discuss your need with each professor.

You have three options for each test:

1. Choose not to utilize test accommodations for a particular test or class and take the test with the regular class.
2. Arrange with the instructor to take the test with accommodations under his or her supervision. The faculty have the right to require you to take the accommodated exam with them – though they usually prefer to use Alpha to proctor accommodated exams.
3. Take the test with Alpha and follow the proper procedures for scheduling your test (See Appendix D).

Options 2 and 3 require that you coordinate accommodations with the Testing Specialist each semester. Students who wish to receive accommodations for exams must also notify Alpha in advance for each exam. If you do not notify the specialist that you have an exam (or do not give sufficient notice, described below), you are indicating that you wish to take the exam unaccommodated. Students who fail to notify Alpha according to the requirements described below should plan to take their exam unaccommodated.

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Signing up for Exams

1. **For exams** during the semester, Alpha requires 5 days advance notice. This rule applies to changes to schedules as well.
2. **For final exams**, Alpha requires 2 weeks advanced notice (14 days prior to "Dead Day").
3. Students *must* take exams at the same time that the exam is proctored in the classroom. Exceptions to this may include...
 - a. Overlap of exams due to extended time and/or chapel
 - b. Classroom exams proctored after normal Alpha hours of operation.
4. All exams must be completed during Alpha hours of operation. M-F, 8am - 5pm. Final exams will be extended into evening hours.
5. Student may notify Alpha of upcoming exams in two ways...
 - a. Visit the Alpha's Testing Center for assistance with booking exams
 - b. Book the exam online at alphatesting.youcanbook.me
6. Students must notify the coordinator directly by email alphatesting@groupmail.acu.edu or phone at (325) 674-2667 of changes in exam time
7. If student is *eligible* for a reader, computer, scribe or private room these must be requested at the time of sign-up

Conduct During Exams in Alpha

1. Students must be on time for their exams. If a student is more than 15 minutes late the exam will be returned to the instructor.
2. The only items allowed in the testing room are approved exam materials and water in a clear bottle. Students must put away all bags, hats, and electronic devices, and store them in the main testing office.
3. Students must supply their own exam materials, just as would be expected in class. (This includes scantrons, calculators, pencils, etc.)
4. All exams will be monitored by proctors and/or cameras.
5. Students found cheating will be required to surrender the exam and any other materials used during the exam and the instructor will be notified.
6. Students must complete their exams within their approved testing time.
7. Student will be seated according to the discretion of the testing specialist.
8. Students who wish to use a calculator owned by Alpha (if approved by faculty) must leave an ID or cell phone with the specialist.
9. Readers may not provide any form of feedback during an exam.

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10. If a student's exam is not in Alpha's Testing Center at the scheduled time, Alpha will provide the student with a receipt showing they appeared on time for the appropriate exam. Alpha will work with the student and instructor to obtain and/or reschedule the exam.

Notetaking Accommodations

Notetaking assistance is a common accommodation used by students with a variety of disabilities, such as visual impairments, hearing impairments, writing impairments, or processing auditory information in an efficient manner. Depending on the content and format of a class, a variety of different accommodations (or combination of accommodations) can be applied to assist the student with a disability.

The student is responsible to learn independently (take their own set of notes), and to demonstrate mastery of material independently. A student with a disability may, however, require assistance in capturing outlines and lectures in written format. The following guidelines may be apropos...

1. Copies of Presentation Slides/Overheads – Many instructors post outlines or presentation slides on course websites. If these are detailed enough to summarize the lecture content (and in an accessible format), a student may not need additional notetaking assistance.
2. Digital Photographs of Displayed Material – Instructors may prefer to allow students needing assistance to take digital photographs of screens, blackboards, or whiteboards.
3. Copies of Teachers Notes – Instructors may, at their discretion, choose to share their personal lecture notes or lecture outline as a notetaking assistance tool. It is not reasonable for a student to demand these notes – it is, however, reasonable for a student to request them.
4. Copies of Notes from another Student – When presentation outlines are not available or much of the information discussed is verbal, a copy of another student's notes may be needed as an accommodation.
 - a. The student may know another student in the course and arrange to get copies of those notes.
 - b. The student may request that the instructor request whether a student would be willing to share notes with a student that needs assistance.

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- c. If the instructor is not able to find a volunteer, she/he should contact Alpha to arrange for a tutor or volunteer to attend class to take notes
5. Students who are absent or do not take notes independently should not expect to receive notes from a peer.

Recording Lectures Accommodations

Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide auxiliary aids and services to students with documented disabilities and not deny equal access to the institution's programs, courses and activities. For a variety of reasons, some students are not able to take adequate notes during class. Audio recorders are a legitimate auxiliary aid to supplement or substitute note taking for some students with disabilities.

Students should seek the permission of their instructor before using any recording devices to record lectures, discussions, etc. If such permission is granted, neither the resulting recordings nor any form of copies of transcripts of the recordings may be used for any other purpose than as a replacement for notes taken in class.

Lectures are considered the intellectual property of the instructor. Students who share recordings (or post recordings online) are in violation of the academic integrity provision of the Student Code of Conduct, and may face sanctions up to and including dismissal from the university. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law. Appendix E outlines the guidelines for recording lectures.

A note about classes that involve self-disclosure from students: In some cases, instructors may object to the use of an audio-recording device in classes (or portions of classes) that involve personal discussion and self-disclosure by students, fearing that audio recorders will inhibit the free exchange of information and potentially violate students' right to privacy. However, because the use of a recording device is necessary as a substitute for note-taking by the accommodated student, it would be unfair to require the accommodated student to stop recording while allowing other students to continue taking notes. Therefore:

- At the discretion of the instructor both note-taking and audio-recording may

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be prohibited during classes or portions of classes which involve personal discussion and self-disclosure.

- As an alternative in such cases, the accommodated student may need to be provided with copies of notes made by a designated note taker. Such notes should refer only to principles, theories, and techniques demonstrated within the context of those discussions, and not to specific content or personal details that may have been shared in such a forum.

Appeals Process for Disability-Related Requests

In situations where the student does not agree with a decision made in light of a disability, there are specific processes that apply. For appeals that are not directly related to disability (change of grade, exceptions to university policy, etc.), the student should refer to the Abilene Christian University Student Handbook.

Determination of Accommodations

The ADA and other regulations require the university to consider requests for accommodation related to disability on a case-by-case basis. If a student requests an accommodation that is not approved, and wishes to appeal that decision, the student (not the parent) may appeal *in the following order...*

1. Ask the Deputy ADA Coordinator to reconsider – any additional documentation supporting the request should be submitted, along with additional information related to performance, precedent, and conditions relating to the disability.
2. Ask for a review by the ADA Compliance Officer – the Deputy ADA Coordinator will forward all documentation related to the student's disability and the review committee findings to the ADA Compliance Officer, where the final decision will be made.
3. If the accommodation requested presents a potential fundamental alteration, a committee will review the request. The ADA Compliance Officer will convene an ad hoc committee to review all pertinent documentation and review the request for accommodations.

Appropriate Delivery of Accommodations

If a student believes that an accommodation is not being delivered in an effective manner, the student may wish to appeal the delivery of the accommodation. The student (not the parent) may appeal *in the following order...*

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1. Discuss failure of delivery with faculty teaching the course – the most common way these conflicts are managed is with this first step.
2. Contact the Deputy ADA Coordinator in Alpha – the coordinator will work with the student to try to find more effective delivery of the requested accommodation.
3. Notify the ADA Compliance Officer - the compliance officer will determine whether there has been a failure to accommodate, and negotiate between the student and faculty to find an acceptable delivery method.
4. Ask for a review by the Provost's office – the ADA Compliance Officer will forward all documentation related to the student's disability and findings to the Provost's office, where the final decision will be made.

Academic Exceptions

Some students wish to appeal for changes in course requirements and/or degree plan requirements. If a student (not the parent) wishes to appeal the course requirements or the degree-plan requirements, she/he must follow the process described in the Abilene Christian University Student Handbook.

1. Request the exception with the faculty member (in the case of a course exception) or degree plan advisor (in the case of a degree plan exception).
2. Appeal to the Dean of the college responsible for the course or the degree plan
3. Appeal to the Provost's office – a student may request that her/his disability documentation be reviewed at this level, in which case the ADA Compliance Officer will forward all documentation related to the student's disability and findings to the Provost's office, where the final decision will be made.

Process Guidelines

- It is not appropriate or effective to appeal to campus offices outside the processes described above. While other offices may try to help, this avenue can ultimately result in further delays in reaching a final decision.
- The Provost's Office serves as the final decision center for all academic issues on Abilene Christian University campus.

A student with questions about her/his rights through these appeals processes can consult with the compliance officer.

Other Information About Higher Education and Disabilities

The following information summarizes the current statutes that guide organizations in accommodating students with disabilities.

Federal Laws

Student Responsibilities

- The student must identify himself or herself as an individual with a disability as defined by law.
- The student must document the presence of the disability.
- The student must express a need for and/or ask for specific accommodations in order for academic adjustment(s) to be provided in a timely and appropriate manner.
- Accommodations and/or academic adjustments are only required if there is not an “undue burden” on the university to provide such.

University Responsibilities

- The university will verify the existence of a disability through direct observation of documentation from qualified sources.
- The university is expected to provide reasonable accommodations specific to the disability unless doing so places an “undue burden” on the institution or represents a “fundamental change” in the courses or degree plans.

The doctor, therapist, or provider is welcome to provide suggestions for accommodations per their medical perspective. However, a provider’s letter with a diagnosis and a recommendation does not automatically guarantee an accommodation of choice. Alpha staff review provider recommendations, but make accommodation decisions based upon the interactive process with the student, and based on Section 504 of the Rehabilitation Act, the ADA and its amendments, and the Fair Housing Act as they apply to higher education institutions; and in accordance with their institutional knowledge of opportunities provided to all.

Summary of Section 504 of the Rehabilitation Act

In 1973, Congress passed the Rehabilitation Act (Public Law 93-112). This act guarantees civil rights for Americans with disabilities. The law is grounded in the due process clause of the Fifth Amendment and the equal protection clause of the Fourteenth Amendment. Section 504 is that section of the Rehabilitation Act

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that specifically refers to post-secondary and vocational educational services.

Section 504 states that colleges and universities are expected to make reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against animals for students with disabilities that may require the use of a trained assistance animal. The United States Department of Education Office of Civil Rights is the primary office of enforcement for Section 504.

Summary of The Americans with Disabilities Act (ADA)

ADA broadens the definition of physical and program accessibility and by regulation defines appropriate accommodations.

The ADA charges students with the responsibility to make their need for accommodations known and to meet the instructor's expectations in class participation, performance, and work standards. In the classroom, the ADA establishes an expectation that the instructor will adapt the course presentation to address the student's disabling condition. For example, an instructor who teaches through lecture only may allow hearing-impaired students to use note takers and/or interpreters. The ADA and 504 are not designed to ensure equal results but are designed to ensure equal opportunities for access to educational experiences.

ADA specifies remedies for persons who experience discrimination based on disability. If you believe you have experienced discrimination, contact Disabled Student Services or the University Provost's Office for information regarding remedies. The United States Department of Justice, Civil Rights Division is the primary office of enforcement for ADA.

University and Community Resources

Medical Clinic

Health care is made available to all students at ACU in the MACCC. A staff doctor and nurses are available to assist with medications and other areas of concern. The Medical and Counseling Care Center (MACCC) is located at the northwest entrance of the Royce & Pam Money Student Recreation and Wellness Center, next door to the Teague Special Events Center. For appointments or further information, call 325-674-2626.

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Counseling Center

Counseling services are available to all ACU students through the Medical and Counseling Care Center (MACCC). The MACCC is located at the northwest entrance of the Royce & Pam Money Student Recreation and Wellness Center, next door to the Teague Special Events Center. Fees may apply to some services. To contact the MACCC, call 325-674-2626.

Housing

Students with special housing needs should make those requests according to the process outlined on page 10. Specially equipped dormitory space is available on a limited basis. To contact the Housing Office, call 325-674-2067.

Transportation

The city of Abilene provides bus transportation to the campus during business hours. The City Link system provides a specially equipped van for people with disabilities. For information and schedules call 676-6287. The ACU Police Department can assist with parking information and other issues regarding use of motor vehicles on campus. To contact the ACU Police Office, call 325-674-2305.

Cultural and Recreational Opportunities

Cultural, recreational, and sports opportunities abound at ACU, and students with disabilities may participate in a wide range of extracurricular activities. Disabled Student Services personnel will assist in helping to secure arrangements to accommodate special needs on an individual basis.

Admission

Students with disabilities are considered for admission to ACU on the same basis as all other applicants and must meet the same academic standards. The ACU Admissions Office takes into consideration a variety of factors in making decisions regarding admission. Students who believe that their academic records do not accurately reflect their ability to do college work should personally contact the Office of Admissions, ACU Box 29000, Abilene, TX 79699-9000, (915) 674-2650.

Orientation

When students make their needs known, Alpha Scholars representatives meet with them during the University's regular summer orientation sessions to answer questions. Staff members may also help students plan their course schedules,

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taking into consideration their individual needs.

All students who participate in Alpha Scholars must attend an orientation session with their Alpha advisor at the beginning of each semester. Students who do not attend one of these sessions may not be eligible for services.

Success versus Access

Accommodations are not determined to ensure **success** (as is the law for K-12 institutions). Higher Education disability laws ensure **equal access** to the same features/programs/facilities as all other students. ACU wants *all* students to succeed, but at the Higher Education level, success is up to the student.

Reasonable accommodations, by their nature, are designed to **increase inclusion** for a student with a disability so that they have access to the same opportunities as their peers. Reasonable accommodations are not intended to **excuse** the responsibilities or expectations ACU holds for all students

You can be a Successful College Student!

Students with special challenges sometimes fear that they may not be able to meet the demands of college level work. By developing good study strategies and taking advantage of the assistance offered, most of these students are able to achieve success. Here are some general rules that can help you as you adjust to studying in college.

- Develop a regular study schedule and stick to it.
- Study in a distraction-reduced environment.
- If long-term concentration is difficult, study in short segments.
- Learn about your preferred learning style and use that information to help you study smarter.
- When having problems memorizing material, use a variety of memory strategies and techniques.
- Learn to overlearn!
- Before each test, read each chapter thoroughly!
- When reading a text, be an active reader!
- Skim the chapter briefly to learn what it is generally about.
- Turn chapter headings into questions. This will give you a focus when you read the chapter.

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- While reading, write down questions and answers about each section.
- In classrooms, sit in the front and middle section of the class.
- Develop a working relationship with your professors.
- If you have access to a lap top computer and you are a good typist, use it to take notes in class.
- Learn to quiz yourself prior to tests.
- Make a habit of planning your study time in advance. Allow 2 hours of study time for each hour you spend in class.
- Use your between-class hours for studying.
- When planning long-term projects, break tasks down into smaller steps.
- Watch out for procrastination!
- Organize your class materials.
- Don't skip classes.
- When writing papers, meet with your professor to clarify assignments or hand in rough drafts to be evaluated; also have someone else help you proofread your papers.
- Accept that you may have to study longer and harder than other students.
- Make time to relax.

Contact Alpha

You may contact the staff directly or by email. You may also call the office at 325-674-2667 or 325-674-2699 between 8:00 am and 5:00 pm to be directed to any of the available staff.

Members of the professional staff of Alpha Scholars are available from 8 a.m. until 5 p.m. on weekdays to help make your experience at Abilene Christian University accessible and successful. Peer tutors are available during regular hours of operation and weekday evenings until 10 p.m. by request.

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Appendix A – Documentation of Attention Deficit Disorder

The Alpha Scholars Program is responsible for providing students with disabilities equal access to their education. To receive academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students at Abilene Christian University must provide documentation from an appropriately trained evaluator demonstrating a disability as defined by the federal legislation noted above.

Federal law requires that students with disabilities be considered on a case-by- case basis. The form included in Appendix A is adapted from documents developed by professionals from various organizations who serve students with Attention Deficit Hyperactivity Disorder (ADHD). This form can be utilized by students who wish to receive accommodations for ADD/ADHD in the interest of assuring that documentation of ADHD (1) demonstrates an impact on a major life activity, (2) is appropriate to verify eligibility, and (3) supports the request for academic accommodations. By providing the information outlined in Appendix A, the evaluator will assist us in being able to serve the student effectively. The ADA Compliance Officer at ACU will make final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual student.

The documentation must reflect the following:

- A. The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so. The diagnosing professional cannot be related to the student.
- B. All parts of the form must be completed as thoroughly as possible. Inadequate information, incomplete answers, and/or illegible handwriting may delay the eligibility review process by necessitating follow-up contact for clarification
- C. The healthcare professional should attach any reports providing additional related information (e.g., psychoeducational testing, neuropsychological test results). If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of this form. Please do not provide case notes or rating scales without a narrative that explains the results, recommendations, and functional limitations of the subject.
- D. After completing this form, mail or fax it to the Alpha Scholars Program. The information you provide will be kept in the student's confidential file in the Alpha Scholars Program. Our address is ACU Box 29204, Abilene, TX 79699. Our fax number is 325-674-6847.

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Date: _____

Patient Name: _____ Birthdate: _____

1. Date of first contact with this individual: _____
2. Date of last contact with this individual: _____
3. DSM-IV Diagnosis:
 - 314.00 ADHD, Predominately Inattentive
 - 314.01 ADHD, Predominately Hyperactive-Impulsive
 - 314.01 ADHD, Combined Type
 - 314.90 ADHD, Not otherwise specified
4. Level of severity:
 - Mild
 - Moderate
 - Severe
5. How did you arrive at your diagnosis? Please check all the apply:
 - Behavioral observations
 - Developmental history
 - Educational history
 - Medical history
 - Structured or unstructured conical interview with individual
 - Interviews with other persons
 - Rating scales
 - Neuropsychological testing (dates of testing): _____
 - Other (please specify): _____
6. Functional limitations: Please check the level of limitation you believe your patient experiences in the college environment as a result of his or her disability:
0 = Not a problem 1 = Mild 2 = Moderate 3 = Severe
 - Caring for oneself Talking Hearing
 - Breathing Seeing Walking
 - Lifting/Carrying Sitting Performing manual tasks
 - Eating Social interaction Sleeping

Learning Skills:

 - Reading Writing Reasoning
 - Math Calculation Processing Speed Memorizing
 - Concentrating Listening Other: _____
7. Please check all ADHD symptoms listed in the DSM-IV that the student currently exhibits:

Inattention:

 - Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
 - Often has difficulty sustaining attention in tasks or play activities

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- Often does not seem to listen when spoken to directly
- Often does not follow through on instructions and details to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- Often has difficulty organizing tasks and activities
- Often avoids, dislikes, or is reluctant to engage in tasks (such as homework, schoolwork)
- Often loses things necessary for tasks and activities (e.g. school assignments, pencils, books, tools, etc.)
- Often distracted by extraneous stimuli
- Often forgetful in daily activities

Hyperactivity:

- Often fidgets with hands or feet or squirms in seat
- Often leaves (or greatly feels the need to leave) seat in classroom or other situations where remaining seated is expected
- Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- Often has difficulty playing or engaging in leisure activities that are more sedate
- Often “on the go” or often acts as if “driven by a motor”
- Often talks excessively

Impulsivity:

- Often blurts out answers before questions have been completed
- Often has difficulty waiting in turn
- Often interrupts or intrudes on others (e.g. butts into conversations or games)

8. Please describe any currently prescribed medications, including dosage, frequency, adverse side effects, and effectiveness of medication.

9. Are there any other psychological or physical disorders you have diagnosed for this individual?

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10. Please state specific recommendations AND the rationale as to why each recommendation is relevant to the student's functional limitations

Provider Name (Print): _____

Provider Signature: _____

License or Certification #: _____

Address: _____

Phone: _____

FAX: _____

Please return to:

Alpha Scholars Program
Abilene Christian University
ACU Box 29204
Abilene, TX 79699

or

FAX: 325-674-6847

Appendix B – Self-Referral for Evaluation

The ACU psychology clinic can provide students with psychoeducational assessments to diagnose indications of ADD/AHDH, learning disabilities, dyslexia, and other learning or psychological disabilities. The clinic charges a nominal fee in comparison to other testing centers. If you would like to visit the clinic, please fill out this form and take it to the Psychology Clinic, McKenzie Hall, Lower level 3-D.

To: ACU Psychology Clinic

Subject: Referral for Evaluation

Student Name: _____ Banner ID: _____

Student Email: _____ Phone #: _____

The student reports the following difficulties in academic work:

Difficulty with reading/writing

Difficulty with math

Difficulty staying focused or on-task

Extreme test anxiety

History of learning difficulties

Permission to Release Evaluation Results

I hereby request that ACU Psychology Clinic release to the Alpha Scholars program the results and evaluation of the battery of tests I am taking.

Student Signature

Date

ACU Psychology Clinic
McKenzie Hall
1st Floor, 3-D
Office: 325-674-4826

Alpha Scholars Program
Administration Building
1st Floor, 124
Office: 325-674-2699

Appendix C – Note Taking Agreement

Note Taking assistance is a common accommodation used by students with a variety of disabilities, such as visual impairments, hearing impairments, writing impairments, or processing auditory information in an efficient manner. Depending on the content and format of a class, a variety of different accommodations (or combination of accommodations) can be applied to assist the student with a disability.

The student is responsible to learn independently, and to demonstrate mastery of material independently. A student with a disability may, however, require assistance in capturing outlines and lectures in written format.

What We Believe About Note Taking:

1. Note taking is a skill that is learned over time and takes practice to master.
2. Note taking is critical to the learning process.
3. Note taking is **supplemental** and **cannot** replace being present in class.
4. Notes - both style and content - are individual and vary from person to person.

By signing below, you are agreeing to:

1. Attempt to take notes **each** class period, either handwritten or on a computer.
2. Review your notes after class to fill in any gaps, clarify any unclear handwriting, finish incomplete sentences, correct misspellings, etc.
3. Meet with your professor regularly to review your notes, verify you got the most pertinent information, and discuss ways to improve.
4. Use any note taking assistance (from professor, classmates, recording) to supplement your own notes.
5. Connect with Alpha if any concerns should arise pertaining to note-taking whether individual concerns or concerns with note taking assistance from professors and/or classmates.

Student Signature: _____

Date: _____

Signing this form is not dependent on receiving note-taking accommodations.

Appendix D – Exam Accommodation Instructions

Testing Instructions for Extended Time:

Below you will find step-by-step instructions for how to schedule an exam through Alpha. Please make sure you read them thoroughly and reach out to me with any questions that you may have about the process.

1. You will click on this link- <https://alphatesting.youcanbook.me/> to schedule the time that you will be taking your test.
2. Click on the day and start time for your exam.
3. Once you have selected the date and time, fill in the needed information and click "Confirm Booking." You should get a confirmation email once you have booked your test.
4. Arrive in Admin 118 (first floor, center) on time for your test. Bring any supplies necessary for your exam (scantrons, pencil, etc.)

Guidelines:

- You must schedule your exam at the time of your class unless your accommodations would overlap with another class.
- Any special accommodations needed must be requested upon booking.
- You cannot schedule an accommodated exam with less than 5 days notice.
- Tests may be scheduled to begin on Monday - Thursday, from 8:00 AM to 2:30 PM, and on Friday, from 8:00 AM to 2:30 PM.
- If you are not testing in Alpha, but still want to use your accommodations, please meet with your professor ahead of time.
- We recommend scheduling all of your exams once you receive your syllabi so that you do not forget to schedule them later on in the semester.
- Special test accommodations, like a reader, scribe, or private room, should be requested at the time of booking.

Appendix E – Recording Lecture Agreement

Name: _____

Banner ID: _____

Email Address: _____

Section 504 of the Rehabilitation Act of 1973 (Nondiscrimination on the basis of a disability), 104.44 (b) and subpart E, states: "A student with a qualifying disability which adversely affects his/her ability to take or read notes may be permitted to audio-record class lectures as a form of reasonable academic accommodations. A recipient to which this subpart applies (ACU), may not impose upon students with disabilities other rules such as the prohibition of tape or digital recorders in classrooms that have the effect of limiting participation of students with disabilities in the recipient's (ACU) education program or activity.

For the purpose of this agreement, a recording shall consist of an audio application recorded on devices including but not limited to, audio recorders, cell phones, mp3 players, computers or other handheld devices that record sound.

Conditions of agreement:

1. The student must notify the professor of the course of their intent to use this accommodation prior to recording any material.
2. Recordings of class lectures are only for the student's personal use in study and preparation related to class.
3. Lectures recorded for this reason may not be shared with other people without the written consent of the professor. Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by the student named above.
4. Information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted. The recording may not be reproduced, or uploaded to publicly or privately accessible web environments.
5. The student may not use the recorded lectures in any way against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity.
6. The student must delete all recorded class lectures once they are no longer needed for academic work or the course is completed.
7. The student must comply with professors' requests to stop recording during discussions, demonstrations, guest speakers, or other situations of a sensitive nature that do not contain information affecting course competencies or grades.
8. Failure to comply with the conditions of this agreement or public distribution of such materials may constitute copy right infringement in violation of federal or state law, and University policy. Violation of this agreement is subject to disciplinary action according to the Student Code of Conduct.

I agree to respect the privacy and protect the integrity of the lecture I record.

I understand that a violation of this agreement will subject me to discipline under the Student Code of Conduct.

Print Name: _____

Signature: _____

Date: _____

Appendix F – Housing and Meal Plan Accommodation Third Party Documentation Guidelines

Housing / Meal Plan Accommodation Medical Provider Form

STUDENT (please sign this form before providing it to your provider to complete):

By signing below, I consent to allowing my health care provider to share any information relevant to my need for a housing and/or meal plan accommodation, as shown on this form, with *(personnel from the Alpha Scholars office)* for the next 60 days.

Name (print)

Signature

Date

Medical Provider Instructions: The learning environment and residential living are central to the ACU experience, particularly for first and second year students who are required to live in our residence halls. It should be noted that living within the community and learning to share space and be considerate of others is part of that learning experience. We evaluate requests for exceptions carefully. The student named above is requesting specific housing arrangements as a reasonable accommodation at Abilene Christian University (ACU). To determine whether this student is eligible and to understand the need for accommodation(s), the Alpha Scholars Office is requesting documentation. Please write a letter answering all of the following questions and return this completed form along with the supporting letter by email to alpha@acu.edu or fax to 325-674-6847.

1. How long has the student been under your care?
2. What is the student's medical condition(s)?
3. How does this medical condition(s) impact or limit this individual?
4. Are this individual's major life activities impacted or limited by the medical condition(s)?
 - a. "Major life activity" is non-exhaustively defined as "performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working."
 - b. **If so, please list the major life activities and how.**
5. Are these limitations substantial in comparison to most people in the general population?
6. What type of housing assignment is needed based on this student's medical needs (e.g. single room, access to kitchen, etc.)?
7. Would this specific housing arrangement alleviate/ameliorate the specific symptoms the individual is experiencing? If yes, how? (Please be specific in explaining how each housing request is a medical necessity.)
8. If this housing configuration is not available, what may be other alternatives to meet the student's needs?

This section must be completed for this form to be valid:

Medical Provider Name: _____

Title: _____ Specialty: _____

Office Address: _____

Phone Number: _____

License/Certification # and State of License: _____

Signature: _____ Date: _____

Any questions or concerns should be directed toward the Alpha Scholars Office at alpha@acu.edu or 325-674-2667.

Meal Plan Accommodations based on a Medical Condition

Abilene Christian University is committed to supporting students with disabilities with reasonable meal plan accommodations to provide equal access to the University's dining plan and facility. The American with Disabilities Act (ADA) defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities. The three factors influencing a determination of substantial limitation are

1. the nature and severity of the impairment,
2. the duration or expected duration of the impairment, and
3. whether the impairment is characterized as permanent or long-term.

The University has deemed it mandatory for all students living in residence halls to be on a meal plan for the following reasons: convenience, nutrition, and to promote campus community. Seventy-five percent of all universities across the country also have mandatory meal plans for students living on campus. Occasionally, students have special needs based on documented health conditions, such as those resulting in certain dietary restrictions, which may necessitate accommodations to the meal plan.

Abilene Christian University and Chartwell's Higher Education Dining Services offer many dining options capable of accommodating different dietary needs, including student specific meal preparation for allergies, in addition to a wide array of healthy eating choices. We encourage students to meet with Chartwell's on-campus dietitian first to inquire about all the dining options before pursuing a meal plan accommodation. A complete exemption from participation in the meal plan is rare and will only be considered when needs cannot be accommodated by Chartwell's.

Students must complete and submit a Meal Plan Accommodation Request Form to Alpha Scholars.

This form provides our office with reliable documentation that the student has a disability. Documentation must also show that the requested accommodation is necessary to provide them with equal access to the University's meal plan and/or facility; in addition, there must be an identifiable relationship between the requested accommodation and the disability. The treating health care provider completing the form must specialize in a field consistent with the diagnosis, as well as be familiar with the student's disability and the necessity for the requested accommodation. To avoid any conflict of interest, a non-family healthcare provider must provide documentation.

PLEASE NOTE

Dietary accommodations will not be granted based on personal choice. Chartwell's Higher Education Dining offers vegan, vegetarian, and gluten-free menu options. Additional follow-up may be necessary to sufficiently identify appropriate accommodations.

Meal Plan accommodations are NOT retroactive and financial refunds will not be granted for current or past semesters. Once the semester begins, all approved meal plan accommodations will be applied to the following semester.

Meal Plan Accommodation Request Form

TO BE COMPLETED BY STUDENT

Student name	Grad year
Cell phone	ID number
Email	

YES	NO	
		Do you already receive Disability Services Accommodations? Accommodations requested for: fall spring
		Is this request related to a temporary condition or impairment? If yes, please indicate the expected duration of illness or disability:
		Do you work with a licensed dietitian? Yes, please name
		Are you currently admitted to Abilene Christian University?

Disability Services

<p>What is your documented disability or medical condition?</p> <p>Please provide an explanation with examples of how your disabling condition impacts your ability to participate in a meal plan.</p>
--

Meal Plans

Please check any modifications to the meal plan you believe are necessary to accommodate your disability/medical condition.

- Gluten Free
- Diet for Gastrointestinal
- Dairy Free Diseases (e.g., Crohn's)
- Vegetarian
- Diets for Diabetes
- Vegan
- Low Glycemic Diet
- Other

Application Checklist

- I read and understand the Documentation Guidelines for Requesting a Meal-Plan Accommodation.
- I sent my health care professional(s) the Disability Documentation form for Medical Professionals.
- I have included documentation of my disability –OR–
- I have already submitted documentation of my disability –OR–
- I will be submitting disability medical documentation from my health care provider shortly.

By my signature below, I state that the above information and statements are true. I give my consent for the Meal Plan Accommodation Committee to contact any of my medical professional(s), identified in my medical documentation, for additional information as needed to assess my requested accommodations. This acts as a release of content form for all parties involved in determining accommodations.

Student Signature _____	Date _____
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If applicable and not already provided above, please provide a list of foods that must be avoided (categories, and/or foods that are acceptable (categories)

