Disability Resource Center

Division of Student Affairs
&
Enrollment Management

Health Services Building, Fourth Floor
815-753-1303

2016-2017
Dear Deans, Department Chairs, Faculty and Instructors,

I am writing to share information regarding services in the Disability Resource Center. Although transition still continues to be our all-too familiar buzz word, our dedication toward supporting students, staff and faculty remains steady. Our mission to create an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society, continues.

In the spirit of collaboration and information sharing, Murali Krishnamurthi, Vice Provost for Faculty Affairs, and Greg Long, Faculty Senate President, and I have drafted a FAQ sheet outlining students’ disability accommodations, see attached. Additionally, you will find our updated Exam Accommodation Request form and information explaining the schedule and options for exam acquisition and return. Our office hours for Fall 2016 will be 8:00 A.M.-4:30 P.M. We will remain open until 5:00 M-TH if a student has a late exam.

Please review the attached information and feel free to contact our office if you need clarification or would like to offer input. Don’t hesitate to contact us if you need assistance or additional information. We are also available to provide a brief overview of our services and/or explanation of accommodations for students, for department meetings or other gatherings as appropriate.

Sincerely,

Debra A. Miller

Debra A. Miller, MA, CRC
Director
Mission, Goals, Objectives

The mission of the Disability Resource Center (DRC) is to create an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society.

The goals and objectives of the Disability Resource Center are to:

- Promote and facilitate access through creative outreach and training, collaborative partnerships, innovative programs, and proactive solutions;
- Create inclusive environments by engaging and supporting the campus community in progressive system change;
- Increase the recruitment, transition, retention and graduation of students with disabilities;
- Consult regarding reducing barriers for persons with disabilities; and
- Ensure the effective delivery of accommodations.

Initiating Services

- Students with disabilities should contact the DRC to set up an initial conversation. Initial conversations are scheduled with the first available Access Consultant. The student and the Access Consultant will discuss barriers impacting the student’s educational experience at NIU and possible solutions. One solution may be academic accommodations.

- Definition of disability
  The DRC uses the definition of disability as stated in Section 504 of the Rehabilitation Act, the ADA of 1990, and the ADAAA of 2008. Students should come prepared to discuss how the disability limits one or more activities of daily living and how this impact has been historically addressed. If the student has recently acquired a disability and has not had disability-related educational services in the past, the student and the Access Consultant will review areas of concern and identify potential resources.

- Documentation
  Documentation varies depending on the nature of the disability, but usually includes information about what the disability is, how it was diagnosed, who made the diagnosis and when, and the history of how the disability has impacted the student’s educational experience. Students without documentation are welcome to schedule an initial conversation. The Access Consultant will discuss what kind of documentations may be helpful and how to arrange for them.

- Initial conversation
  Students are welcome to invite family members, significant others, or legal guardians to participate in the initial conversation. It is usually scheduled for 60 minutes. Students will review the DRC Policy and Procedures Manual during the initial conversation.

- After the Initial Conversation
  If academic accommodations are identified, a notification letter will be drafted to share with faculty. June 2016
IT must be accessible and faculty are responsible for ensuring compliance:

**Illinois Information Technology Accessibility Act**
Illinois demonstrates a proactive approach to web accessibility when it comes to state policy. It joins a handful of other states that have adopted their own “little 508s” that mimic the federal disability law, Section 508 of the Rehabilitation Act. Download the Whitepaper: 2016 Roadmap to Web Accessibility in Higher Education Section 508 requires federal agencies and departments to design websites, software, and digital products and services that are fully accessible to users with disabilities.

Illinois passed the Illinois Information Technology Accessibility Act (IITAA) to reflect the spirit of Section 508 at the state level. Illinois Information Technology Accessibility Act In 2007, Illinois state government passed Public Act 095-0307, the Illinois Information Technology Accessibility Act (IITAA). The law went into effect in 2008, and it applies to all IT procurement by the state thereafter. The IITAA charged the Illinois Department of Human Services to publish an official state guide on accessibility standards. These standards address the procurement, design, and testing of government IT products to ensure accessibility.

On the IITAA website, they indicate that these rules “were designed to align with existing and proposed Federal standards as closely as possible, and will be updated when the new Section 508 standards are released.”

**Who Needs Access to Illinois IT?** The IITAA defines exactly what kinds of disabilities need to be accommodated for state IT. Universal web design must include: People with limited or no vision. People who have limited to no hearing. People with mild to severe speech impairments. People with limited reach, strength, or dexterity. Accommodations for these types of disabilities include adding closed captions to videos, providing a transcript for audio files, making sure websites are navigable by keyboard, adding alt text to images and graphs, including downloadable text-only or accessible PDF versions of web content, and more.

**Who Must Comply with the IITAA?** All agencies, departments, and divisions of the state executive branch. All agencies, departments, and divisions of the state legislative branch. All agencies, departments, and divisions of the state judicial branch. Constitutional offices, **Public universities**. Note that the IITAA does not apply to municipal governments, K-12 schools, community colleges, or private organizations.

**Does Illinois Require Closed Captioning for Online Videos?** Yes, the IITAA requires state-run organizations to include text equivalents for their online multimedia files. The exact wording of the universal design standards: All video and multimedia that contain essential auditory information shall be open or closed captioned when provided to the public and/or required to be viewed by employees. Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent. For an electronic copy of this and for more information, please click:

http://www.3playmedia.com/2015/12/15/illinois-state-web-accessibility-laws/

For a summary of why automatic YouTube captions are not ADA compliant:

http://www.automaticsync.com/captionsync/youtube-automatic-captions/
MEMORANDUM

DATE: December 11, 2015

TO: All Faculty, Staff and GAs

FROM: Vernese Edghill-Walden, Ph.D.,
Senior Associate Vice President for Academic Diversity and
Chief Diversity Officer

Cathy Doederlein,
Chair, Presidential Commission on Persons with Disabilities (PCPD)

RE: Accommodations for Students with Disabilities

Creating an inclusive and accommodating environment for all of our students is a vital part of retention. We thank you for your efforts in creating this type of environment for your students by including the accessibility statement in your syllabus.

We write this memo to share some resources that you can use in order to supplement an inclusive and accommodating environment at NIU. One such resource is disability videos, created by NIU students under the supervision and direction of Professors Laura Vazquez and Greg Long. We urge you to review them and discuss them with colleagues. Sharing links to these videos via your syllabus or Blackboard could introduce students to the potential issues a fellow student might face, while also making them aware of our Disability Resource Center (DRC). One such video is “Without An Interpreter.”

Another resource is the Disability and Accessibility Tutorial. The PCPD and the Disability Resource Center encourage the use of this tutorial as a way to familiarize yourself with topics related to disability. And remember that all NIU internet pages feature a link at the bottom to our Accessibility Portal, with even more resources to consider.

The Centralized Disability Fund is an important benefit now available to both employees and students. Announced and started in July 2015, this fund ensures that accommodation needs can be honored financially. Approved costs of more than $1,000.00 for employees and $500.00 for students can be requested from the CDA fund to implement the requested accommodation.

Please do not hesitate contact the PCPD at PCPD@niu.edu to ask questions, offer feedback, or if you have any concerns.

Thank you again for your commitment to our students.
Northern Illinois University

Disability Resource Center
4th Floor Health Services Building

Frequently Asked Questions by Faculty about Students’ Disability Accommodations

Listed below are responses to some of the frequently asked questions about students’ disability accommodations. These are not meant to be comprehensive or exhaustive, and meant to be brief responses to commonly asked questions. For other questions and clarifications, please contact drc@niu.edu.

1. Who is responsible for determining students’ disability accommodations?

The Disability Resource Center has been designated by the University to determine appropriate disability accommodations for NIU students in consultation with several entities. Decisions for accommodations are based on the student’s clarification about specific needs and limitations as well as past history; documentation as needed from a qualified care provider; and assessment of the student’s functional limitations.

2. A student has asked for accommodations. How can a faculty know that the student truly has a disability and needs accommodations?

Faculty (generic term used here for all those who teach or perform related duties) may ask a student to provide a Letter of Accommodation (LOA) verifying that the student has registered with the Disability Resource Center. Such students, if registered, will be given an LOA within 48 hours of requesting one. Due to confidentiality requirements, the specifics of a disability cannot be disclosed to anyone without the student’s consent.

3. Are providing accommodations legally required or are they optional?

Providing accommodations are a legally mandated requirement of the University according to federal ADA guidelines. Accommodations must occur in all courses unless the accommodations alter the fundamental objectives of the course. If a faculty member believes an accommodation alters the course objectives, then he or she should contact the student’s Access Consultant at the Disability Resource Center. The Access Consultant will work with the faculty and the student to determine whether an accommodation can occur in a course and in what format.

4. What if I use various media and technology in my course such as showing a video in class or posting lectures on Blackboard?

Illinois law requires public institutions to provide access for students with disabilities. Please refer to the Illinois Information Technology Accessibility Act page in this packet for detailed information.

5. Do accommodations give an unfair advantage to students with disabilities?

When accommodations are objectively based upon the documented evidence of functional limitations due to a disability, they simply compensate for the limitation, and therefore are not advantageous.
Accommodations are employed to level the playing field so the students with disabilities have full access to lectures, books and to sharing what they have learned. Accommodations are not designed to provide students with disabilities an advantage or ensure success. Students with disabilities, just like other students, are responsible for their own success.

### 6. What obligations do faculty have to honor requests for disability accommodations that are made late in the academic semester?

The DRC continuously reviews documentation and registering with the office is a process that may take several days to weeks. Reasons why a student may appear to have registered late with the office include: medical offices’ delay in sending appropriate documentation and recent discovery and diagnosis of a previously unknown disability. Whatever the reason, students may make requests for accommodations at any time during the semester or their academic career, and all faculty are therefore required to honor them upon receiving the Letter of Accommodation. However, faculty are not required to provide accommodations retroactively for prior assignments, exams, etc., before receiving the Letter of Accommodation from the student.

### 7. Can faculty call the DRC to speak with an Access Consultant about a specific student with a disability?

Faculty should feel comfortable contacting Access Consultants at the DRC to discuss students’ disability accommodation issues. Access Consultants are able to provide insight, guidance, and possible solutions to disability accommodation needs in the classroom. DRC Access Consultants often converse with faculty about complex accommodation situations and they are excellent resources for help in understanding policies, accommodations, or how to help a student. That said, unless the student in question has signed a release of information, Access Consultants are not able to discuss with faculty the nature of that student’s disability.

### 8. What recourse do faculty have if they disagree about student’s requests for accommodations?

While registered students’ requests for accommodations have been verified and are supported by the DRC, some students may occasionally ask for unreasonable accommodations which are not authorized by the DRC. To clarify any confusion, faculty should first contact their student’s Access Consultant. If further attention to the issue is required, the Director of the DRC is also available to discuss any concerns.

### 9. Are faculty required to lower the standards of a required assignment because a student has a disability?

All NIU students, including those registered with the DRC, are expected to perform the essential functions of the course. Work performed by students with disabilities should be equivalent to their peers’ and should be graded according to the same standards.

At times, a student registered with the DRC may ask for additional accommodations that are above and beyond what has been specifically mandated or approved. In other cases, an Access Consultant may contact a faculty directly to discuss a student’s request to modify an assignment. In these circumstances, collaboration between the DRC Access Consultant, the student and the faculty will reveal how best to assist this student. Such situations are never cut and dry; faculty should contact a DRC Access Consultant whenever they are unsure about approved accommodations.
10. What are some faculty responsibilities/best practices with respect to students’ disability accommodations?
   
a. Include a statement in the course syllabi about disability accommodation. A sample statement can be found at: http://www.niu.edu/disability/accessibility_statement/index.shtml

b. Announce at the beginning of the semester in class that students with disability accommodations can meet with the faculty member confidentially at the end of the class or in the office to share the Letter of Accommodation from DRC or to discuss accommodation needs.

c. Know that students’ disability accommodations are confidential information and cannot be disclosed to anyone without student’s consent or discussed in class. The Letter of Accommodation should not be placed in student’s files in the department or college offices.

d. Check http://www.niu.edu/accessibility/ for best practices on disabilities and accessibilities.

11. What if the faculty member’s department does not have the funds to provide the necessary disability accommodations for a student?

   The faculty member’s department may be able to seek assistance through the Centralized Disability Accommodations Fund. For further information on this fund, please check: http://www.niu.edu/provost/CDAF/index.shtml.

12. If a student needed disability accommodations and is also an employee, who should that student contact? DRC or HRS?

   If the student who is also an employee needs disability accommodations for course-related purposes then that student should contact DRC. Graduate Assistants who need disability accommodations as part of their academic duties should also contact DRC. Employees who need disability accommodations as part of their employment should contact Human Resource Services.

13. Who can faculty contact if they have any questions or need additional information about disability accommodations?

   Faculty can contact an Access Consultant in the DRC at our main office at 815-753-1303, email at drc@niu.edu or visit us at the 4th floor of the Health Services Building.

June 2016
Helping faculty find the balance: Communicating with students with disabilities

By Lisa M. Meeks, Ph.D., and Neera R. Jain, M.S., C.R.C.

Last month's Coalition Corner discussed possible consequences when students with disabilities lack effective communication skills, but what happens when the fault lies with faculty communication? To avoid situations that adversely affect students, communication around disability matters requires clarity and understanding of basic principles. Disability services providers can assist their faculty through training and written guidance. Here are our top four strategies for improving faculty and administrator communication.

Make a statement

The most effective method of modeling appropriate communication about disability services is to include a DS-vetted statement in the syllabus for all courses. The statement should convey information about the appropriate office with which to discuss accommodations. It should also have the effect of dissuading extensive disclosure of disability to faculty that can be the root of many misunderstandings.

The following example is adapted from our book The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Medical Education:

[University] is committed to providing equal access to students with documented disabilities. To ensure access to this class (and your program) please contact [DS] to engage in a confidential discussion about accommodations for the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with [DS] at the start of their program. More information can be obtained at [website, email, phone].

Build an understanding of DS

Faculty must have, at a minimum, basic knowledge about the DS office. They should be able to direct students to the responsible DS officer in a welcoming manner. Any referral should also be followed up in writing, via email, to reiterate the referral and create a paper trail. It is beneficial to copy the DS provider on these communications to provide a warm handover. Finally, faculty should in no way discourage students from disclosing a disability or seeking accommodations.

Maintain confidentiality

When students provide formal or informal information about their disability or approved accommodations, faculty must keep this information confidential — similar to how they would treat a patient. Information about students should not be shared, and proper security protocols for storing student letters of accommodation should be followed. DS offices should develop guidelines to clarify expectations for storage, handling, sharing and disposal of disability-related information.

Maintain appropriate boundaries

Upon hearing that a student has a disability, many faculty ask questions out of genuine concern. However, good intentions should never trump the need to respect the student's privacy and autonomy. Therefore, it is very important for faculty and administrators to maintain a professional tone in communication and avoid blurring the lines between their role as an educator and their identity as a health care provider. Focusing communication on the approved accommodations and educational goals, instead of details about the student's disability, will help to maintain this boundary.

About the Authors

Lisa M. Meeks, Ph.D., is an assistant professor of medicine and director of medical student disability services at the University of California, San Francisco School of Medicine.

Neera R. Jain, M.S., C.R.C., is a disability consultant at UCSF.
Incorporate universal design in your strategies

By Joan Hope, Ph.D., Editor

Loren O'Connor, Ph.D., assistant vice chancellor, Office of Accessible Education and Counseling Services at Brandman University, and Alex Price, M.A., disability services coordinator at Brandman, explained during a presentation in Sri Lanka how Universal Design for Instruction can benefit a broad range of learners, including students with disabilities. Consider sharing their information with faculty members or new staff members at your institution to give them an overview of UDI.

UDI strategies prevent the need for “retrofitting” teaching methods when a student in a class discloses a disability, they said. Because individuals learn in unique ways, the curriculum should provide:

✓ Multiple means of representation to give learners various ways of acquiring information and knowledge.
✓ Multiple means of expression to provide learners alternative for demonstrating what they know.
✓ Multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.

The advantages of UDI include that:

✓ Fundamental design changes to the course can enhance the learning experience for all students.
✓ Providing flexible solutions to learning challenges makes for better overall learning.

And UDI isn’t just helpful for students with disabilities. For example, consider these challenges and the solutions that can solve them:

✓ A noisy environment: Captioning.
✓ Second language issues: Clear and simple language and navigational mechanisms.
✓ Computer system limitations: Text alternatives for the content and color alternatives.
✓ Injury: Hands-free technology.
✓ Face-paced lifestyle: Audio output.

Examples of UD include:

In instruction

✓ A statement on a syllabus that invites students to meet with the instructor to discuss learning needs.
✓ Multiple delivery methods that motivate and engage all learners.
✓ Flexible curriculum that is accessible to all learners.
✓ Examples that appeal to students with a variety of characteristics with respect to race, ethnicity, gender, age and interest.
✓ Regular, accessible, and effective interactions between students and the instructor.
✓ Allowing students to turn in parts of a large project for feedback before the final project is due.
✓ Class outlines and notes on an accessible website.
✓ Faculty awareness of process and resources for disability-related accommodations.

For assessment

✓ Regular assessment of student progress using multiple accessible methods and tools, and adjust ment of instruction accordingly.
✓ Clear expectations. Faculty should keep academic standards consistent for all students including those who require accommodations.
✓ Multiple ways to demonstrate knowledge. Faculty can assess group and cooperative performance, as well as individual achievement.
✓ Minimized time constraints when appropriate by announcing assignments well in advance of due dates.

In services

✓ Staff awareness of resources and procedures for providing disability-related accommodations.
✓ Pictures in publications and on websites that include people with diverse characteristics with respect to race, age, gender and disability.
✓ A statement in publications about how to request special assistance.
✓ Printed publications available in alternate formats (e.g., electronic, large print, Braille).

In information technology

✓ Captioned videos.
✓ Alternative text for graphic images.
✓ Procurement policies and procedures that promote the purchase of accessible products.
✓ Standards for the Universal Design of websites.
✓ Software and websites that are compatible with assistive technology.
✓ Computers that are placed on adjustable-height tables.

In physical spaces

✓ Part of a service counter at an accessible height.
✓ Clear directional signs with large, high-contrast print.
✓ Restrooms, classrooms and other facilities that are accessible to individuals with mobility challenges.
✓ Furniture and fixtures in classrooms that are adjustable in height and allow arrangements for different learning activities and student groupings.
✓ Emergency instructions that are clear, visible, and address the needs of individuals with sensory and mobility impairments.
✓ Walking surfaces that are nonslip.
Universal Design for Learning

These modules are posted on the department webpage: niu.edu/facdev/programs/archiveslist

**UDL Part 1: Multiple Means of Engagement** – 2/23/16
Contemporary classrooms include a more diverse mix of students than ever before. 21st century students bring a wide variety of interests, skills and expectations to the classroom. Are you looking for new ways to connect with students and engage them in your classes? Have you wondered about techniques for motivating students in your classes? During the first session of the new 3-part online series we will introduce the concepts of Universal Design for Learning, which focus on designing instruction that is usable by all students.

http://www.niu.edu/facdev/programs/archives/20160223.shtml

**UDL Part 2: Multiple Means of Representation** – 3/24/16
Contemporary classrooms include a more diverse mix of students than ever before. 21st century students bring a wide variety of interests, skills and expectations to the classroom. Are you looking for new ways to connect with students by diversifying how you present material in your classes? Have you wondered about techniques for reaching more of your students using a range of multimedia applications? During the second session of the new 3-part online series, we will continue our discussion of the concepts of Universal Design for Learning, which focus on designing instruction that is usable by all students. Strategies for devising multiple ways of representing content will be discussed.

http://www.niu.edu/facdev/programs/archives/20160324.shtml

**UDL Part 3: Multiple Means of Action and Expression** – 4/26/16
Contemporary classrooms include a more diverse mix of students than ever before. 21st century students bring a wide variety of interests, skills and expectations to the classroom. Are you looking for new ways to connect with students by diversifying how you design activities and resources for your classes? Have you wondered about techniques for reaching more of your students using a range of strategies? During the third session of the new 3-part online series, we will continue our discussion of the concepts of Universal Design for Learning, which focus on designing instruction that is usable by all students. Strategies for providing multiple ways for learners to organize, plan and perform course activities, as well as express their ideas, will be discussed.

http://www.niu.edu/facdev/programs/archives/20160426.shtml

For more information, please contact:

Jason Rhode, Ph.D.
Director, Faculty Development and Instructional Design Center
Northern Illinois University
email: jrhode@niu.edu | phone: 815.753.2475 | web: niu.edu/facdev
MOOC (Massive Open Online Course)

In conjunction with Faculty Development and Instructional Design, Greg Long developed a massive open online course (MOOC) called “Perspectives on Disability” that was offered in 2014 with the assistance of our center. It was designed to raise awareness and increase knowledge about disability, available at [http://facdev.niu.edu/podmooc](http://facdev.niu.edu/podmooc)

It is still open for enrollment, as a self-paced course, for anyone who might be interested. This might be something that some of your staff and/or student workers might find of interest also. The videos within the course are also available on YouTube at [https://www.youtube.com/channel/UCh_II-3baVtdMuJJuNqufEg](https://www.youtube.com/channel/UCh_II-3baVtdMuJJuNqufEg)

This award-winning MOOC was highlighted in the NIU Today in the following articles:

“NIU professor crafts disability MOOC”, July 9, 2013

“NIU online courses awarded for excellence in design”, September 22, 2014
**DRC EXAM ACCOMMODATIONS FORM**

Disability Resource Center  
Health Services Building 4th floor, #400  
Phone: 815-753-1303  
Email: drc_exam@niu.edu  
Fax: 815-753-9570

COMPLETED FORM MUST BE RETURNED IN PERSON TO THE DRC OFFICE  
**BY STUDENT ONLY, NOT THE INSTRUCTOR**

**TO BE COMPLETED BY STUDENT:** Must be filled out, signed by your instructor and submitted to the DRC office at least **2 business days (48 hours) prior** to scheduled exams, except midterms/binals which must be submitted at least **5 business days** before scheduled exams, i.e., Monday--->Monday.

*Note: Any change from published test date & time must be approved and emailed to the DRC by the instructor PRIOR TO SCHEDULING WITH THE DRC. Exam scheduling will conform as closely as possible to the student’s official class schedule and not at the student’s convenience.*

**COMPLETE ALL INFORMATION:**

<table>
<thead>
<tr>
<th>Student______________________________</th>
<th>Instructor_____________________________</th>
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<tbody>
<tr>
<td>Phone #______________________________</td>
<td>Course/Section____________________</td>
</tr>
<tr>
<td>ZID _________________________________</td>
<td>Access Consultant_____________________</td>
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ACCOMMODATIONS (Verified by DRC staff/_________) (initials)

<table>
<thead>
<tr>
<th>Environment</th>
<th>Alternative Format</th>
<th>Assistive Technology/Equipment</th>
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<tbody>
<tr>
<td>___ Extended Time</td>
<td>Audio – <strong>Choose One:</strong></td>
<td>___ Flash Drive</td>
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<tr>
<td>___ 1.5 ___2.0 ___3.0</td>
<td>___ Recorded Exam</td>
<td>___ Braille Writer</td>
</tr>
<tr>
<td>___ Low Distraction</td>
<td>___ JAWS</td>
<td>___ Computer</td>
</tr>
<tr>
<td>___ Break</td>
<td>___ Text Aloud</td>
<td>___ Calculator</td>
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<tr>
<td>___ Other ____________</td>
<td>___ Live Reader</td>
<td>___ CCTV</td>
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<tr>
<td></td>
<td>___ Live Scribe</td>
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<tr>
<td></td>
<td>___ Scribe for scantron</td>
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Per the DRC Accommodation Procedures Manual, if a student is more than 15 minutes late to a scheduled exam start time, he/she will need to contact the course instructor in order to reschedule the exam and a new EXAM ACCOMMODATIONS FORM will need to be completed.

I understand and will abide by the above procedures:

---

Student’s signature          DATE
TO BE COMPLETED BY INSTRUCTOR – COMPLETED FORMS MUST BE RETURNED BY
STUDENT NOT COURSE INSTRUCTOR so testing appointment can be scheduled.

Instructor (print) __________________________________________

Instructor’s signature _______________________________________

Office Location ____________________________________________

Contact # (In case of questions during exam) ____________________________

Instructor’s email: __________________________________________

☐ I have received a copy of student’s Letter of Accommodation _______ (Instructor’s initials)

Exam Date ________ Approved Start Time _______ In-Class Test Duration__________

If student’s exam date/time overlaps another class time due to extension of time, course
instructor may provide written permission with alternate date/time:

Alternate date/time: __________________________________________

Can student leave DRC office when exam is done? Yes ____ No____

Scantron: Yes ☐ No ☐ Bluebook: Yes ☐ No ☐

Scratch Paper: Yes ☐ No ☐ Calculator: Yes ☐ No ☐

Special Instructions (open book, notes, etc.?):
____________________________________________________________________________

EXAM Acquisition and Return Options: Please note that if a student requires their exam to be in an
alternative format, an electronic copy of the exam may be requested.

_____ Hand deliver exam to DRC _____Email: drc_exam@niu.edu _____Fax: 753-9570 to DRC

_____ DRC to pick up from departments on scheduled day from: Building & Office # _____________
Choose pick up day and either AM or PM**: Monday Wednesday Friday A.M. P.M.

**NOTE- Exams must be provided to DRC at least 48 working hours in advance of scheduled exam for preparation,
adaption and scheduling purposes, except midterms and finals which must be provided at least 5 working days in
advance of scheduled exams. Exams that are received with less than the required amount of time may be
rescheduled for the student to take the exam once the materials have been adapted, as needed.

POST-EXAM RETURN: DRC may require up to 48 business hours after student completes exam
before it is ready for delivery, pick up or mail. Please choose one:

_____ DRC to deliver completed exam to departments on scheduled day (see attached).

_____ Course instructor or department representative to pick up from DRC (marked as HOLD)

_____ DRC is authorized by course instructor to return exam through Campus Mail Service (relieving
DRC of any responsibility for the exam once it enters the Campus Mail System. Also, this is NOT an option during final exams).

FOR DRC USE ONLY

Exam delivered. Received by: ____________________________/Date: _______________

Exam picked up by: ____________________________/Date: _______________

Exam placed in Campus Mail. Date: ____________________________ 6-’16
Dear XXX,

XXX has registered with the NIU Disability Resource Center (DRC) and is entitled to the identified accommodations below. To ensure compliance with federal and state laws, such as the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, NIU has designated the DRC as the department responsible for ensuring that student requests for accommodations are implemented.

Students are required to present this letter of accommodation to their instructors in courses where they plan to use their accommodations. Accommodations are not active in the classroom until this letter has been given to the instructor and a discussion has commenced regarding the implementation of the accommodations. Further, accommodations are not retroactive and cannot, without the instructor’s approval, be applied to previous work.

Accommodations are influenced by the design and delivery of course instruction. The accommodations listed below may need to be adjusted based on course design, content, and/or delivery**. DRC staff are available to students and faculty to consult regarding the implementation of accommodations. To consult with a staff member, please contact the DRC during University business hours at: drc@niu.edu or call 815-753-1303.

XXX has participated in an interactive process and is entitled to the following accommodations:

<table>
<thead>
<tr>
<th>Classroom Accommodations</th>
<th>Exam Accommodations</th>
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</table>

Signature DRC Staff _________________________ Student Signature: __________________________
DRC Staff:              Student Name: XXX
Date: January 5, 2016      Date: January 5, 2016

* Confidential: All information in this letter is confidential. All discussions and dealings with the student about their disability status and accommodations should be conducted privately, and in a manner that preserves the student’s rights to confidentiality.

**Some accommodations may need to be individualized for each course and each student. DRC staff members strongly encourage students and faculty members to set up an appointment to discuss how each accommodation will be implemented in the class setting. For example, if a student receives an accommodation of exceptions to absentee/tardiness policies, how will that accommodation be implemented and evaluated?