Student Ability Services (SAS)-Staff Training Manual

1. **Student Ability Services Mission Statement**

Honoring Ability with Equal Access & Opportunity

The mission of Student Ability Services is to ensure there can be equal access and opportunity for all students at the University of Wisconsin – River Falls. We do this by:

- Reviewing appropriate documentation
- Arranging for reasonable learning accommodations that best ensure students are able to utilize their inherent abilities to the fullest
- Utilizing protocols that allow for appropriate measures of independence
- Advocating for accessibility in the learning environment
- Supporting partnerships with students, faculty and staff
- Educating and creating awareness around disability issues

2. **Student Ability Services – Definitions & Abbreviations**

- **SAS** = Student Ability Services
- **Student** = someone who has a disability and is receiving services from the SAS office.
- **Accommodations** = are alternative circumstances SAS arranges for students with disabilities so they can have equal access and opportunity.
- **ESP** = Educational Support Plan – is the individualized plan that the SAS Office Coordinator creates to indicate what accommodations a given student can receive.

3. **The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal civil rights law. It defines a disability as any type of physical or psychological issue that substantially limits a person in a major area of life. This includes medical and mental health situations. Some things that are considered major areas of life are education, transportation, housing, and employment, seeing, hearing, walking, talking, breathing, etc…

ADA can give a person a legal right to have a better opportunity if a disability strongly prevents someone from accomplishing things in a major area of life. This kind of right is commonly referred to as an entitlement. The improved opportunity is usually a non-traditional way of attempting what they want to accomplish. It’s important to understand the purpose of this is not to ensure the person will become successful, it’s purely a matter of making sure there will be an adequate opportunity. Therefore, ADA is often said to create equal access and opportunity.
When a disability makes it very difficult for a student to work on a course, both the university and professor can be required to arrange a non-traditional method of working on the course. This kind of non-traditional method is called an academic accommodation. An example is that a recorded version of a textbook would be arranged for a blind student. In general, academic accommodations make sure a student can receive/use the information and attempt the activities that a course requires.

When a disability makes it substantially difficult to do something that’s not closely related to learning the non-traditional method that can be arranged is called a facility accommodation. Examples are disability parking spots, a single occupancy residential hall room for someone who requires awkward medical equipment to be readily available, or a special type of chair if chronic back pain makes the use of standard chairs unacceptable.

For any situation there will only be the kinds of accommodations that closely pertain to a currently limiting influence that’s directly caused by the disability. So a student who requires a special chair in classes would not receive recorded books as a convenient way to complete reading assignments while driving a car. Also, there’s always a salient effort to ensure each student can have maximum independence. Should a student who can’t read request a person to read textbooks out loud, the request would be denied and recorded books would be offered as a solution.

The state of Wisconsin expects professors to ensure there are effective accommodations if required for a student in their courses. Professors can choose to arrange the accommodations their self, but most of them don’t have enough time. Thus, the university created the Student Ability Services Office as a resource for busy professors. In essence, when you’re involved in arranging an accommodation for a student, you’re working for the professors, as much as for the student and university.

4. Confidentiality and Interacting with Students, Parents, and Faculty/Staff

FERPA Confidentiality

Working for the Student Ability Services (SAS) office means you will become somewhat familiar with the educational affairs of many students who obtain services from the office. The Family and Educational Rights Privacy Act (FERPA) is a federal law that grants confidential status to the educational matters of all students. Do not discuss anything about a student with other SAS staff members unless the discussion is necessary to perform an aspect of your job. Any records or notes about a student’s educational affairs should never be left someplace unattended.
Always use the students’ SAS # versus their name when discussing the students with someone else or writing a note. Never discuss anything you know about a student with anyone who does not work for the SAS office.

**Professor Confidentiality**

Staff members who work for the SAS may also become somewhat familiar with certain things regarding professors.

Staff members must grant professors complete confidentiality. Never talk to anyone about a professor unless the discussion is necessary to complete an aspect of your job.

**Confidentiality in the SAS**

If you have any questions about confidentiality please discuss your concerns or questions with the SAS Accommodations Coordinator or the SAS Office Coordinator.

Staff members are required to read and sign a confidentiality form when you first begin working for the SAS office within the Department of Student Affairs.

You will receive the form from the University Services Program Assistant for Student Affairs (UC 173) once you begin working in the office.

**Interacting with Students, Parents, and Faculty/Staff**

Be polite and courteous toward anyone who comes into or calls the SAS office. This naturally applies to students, parents, faculty, and staff.

Make an effort to become familiar with the names of people you frequently encounter in the office and greet them in a friendly manner.

Be positive and smile. Let people know that you are here to help them.

It’s also important to frequently ask students if their accommodations are going well, and if they have any concerns about them. This can help to resolve little problems before they become major issues.

**Special Considerations**

If a student or professor asks for something that you don’t think the SAS office can perform, NEVER SAY, “We don’t do that,” instead ask them to wait and double check with another SAS staff member then direct them to the appropriate campus individual/department.
Never explain how the SAS office works to a reporter from the media, a parent, or a prospective student unless given special permission by an SAS staff member. Instead, please direct these people who ask those types of questions to the appropriate SAS staff.

**Background Checks & Release of Information**

If anyone comes into the SAS asking to do a background check or requesting personnel information for governmental purposes, please refer those individuals to the Human Resources Department to resolve the situation.

**5. Disclosing & Documenting a Disability**

Students must self-disclose to UWRF that they have a disability if they want to seek an option for accommodations. A convenient way to do this at UWRF is using the Self-Disclosure Form that is available and provided at the SAS office or on the SAS website.

It is against the law to ask an individual student, “Do you have a disability?” So information about SAS and the self-disclosure process is presented to all students in a variety of ways. Students who make such a self-disclosure also have to submit a letter from a qualified expert about their personal circumstance to verify there is a disability that requires accommodation. This letter is usually called “Documentation.” Also, this requirement can greatly delay the potential to receive accommodations as doctors are very busy, and getting the letter can take considerable time. Often the doctor’s initial letter is not sufficient, so a second letter may be needed to fully verify the need for accommodation.

At the point a need for accommodation has been fully indicated, a formal Educational Support Plan (ESP) is written to describe the specific accommodation allowed for that student. (e.g.) Each student is only allowed the kinds of accommodations that closely fit their disability situation. Professors need to know that a student should be allowed various types of accommodation.

Therefore, the student receives what’s called “Accommodation Notification Memos” from SAS on SAS stationary that identifies the accommodation(s) a student may have. They give these memos to professors in the courses where they want an accommodation. The memos recommend that professors do not immediately begin to arrange the accommodations, but that they should wait until the students outwardly request distinct episodes of accommodation. When a student does request an accommodation professors can either arrange it their-selves or refer the student to SAS where it will be arranged on the professors’ behalf.

**Types of Disabilities**

- Asperger’s Spectrum Disorders
• Hearing Disabilities
• Vision Disabilities
• Learning Disabilities
• ADHD
• Physical, Mobility, and Health Disabilities
• Psychological, Neurological, and other Mental Health Disabilities

Services Offered

*Academic Accommodations* – Modifications to traditional academic procedures that will ensure students with disabilities have equal opportunity and access in education. These students still have to perform the same essential course work as their classmates.

*Support* – Is provided by office staff to both the students and their professors.

*Advocacy* – the office helps students deal with issues that seem to involve discrimination. If it seems students need this kind of support, then please ensure they get a meeting with either the SAS Office Coordinator or Director of Residence-Life.

Special Considerations

If someone asks you a question about something that you do not know the answers to, be honest, and tell the person you don’t know and that you’ll inquire with the proper SAS staff member to find out.

Remind people that the answers to nearly all questions can be found on related forms, handouts, or the SAS website, and refer the person to the SAS Office Coordinator if necessary.

Accommodation Notification Memos are supplied to **NEW students** by the SAS Office Coordinator and to **CONTINUING students** by the SAS Accommodations Coordinator at the beginning of each semester for disability students.

6. **What Happens Before a Student Can Receive Accommodations**

Before a student can receive accommodations through the SAS Office, he/she must meet with the SAS Office Coordinator to make sure that the student’s documentation supports their need to receive a specific type of accommodation(s). If the student’s documentation supports their receiving such an accommodation, then the following steps must be taken:

• The student must take a letter from SAS called a, “Accommodation Notification Memo,” to each professor that the student wishes to be aware of his/her need for an accommodation. The letter further explains why the student needs a particular type of accommodation under the Americans with Disabilities Act (ADA).
• Once these steps have been completed, then the student can fill out the appropriate accommodation request form relevant to the accommodations they are eligible to receive. They may then start the process of receiving those accommodations.

7. Accommodations for Students with Disabilities

Considerations

We will equip you with as much information as possible however:

• Always ask the SAS Accommodations Coordinator or the SAS Office Coordinator if you have any questions involving the SAS office.

• Help students help themselves.

Overview of Accommodations

Before students can have accommodations they must (1) complete the documentation process, (2) sign an Educational Support Plan, and (3) sign Agreement Forms about how the various accommodations they may arrange through the SAS office.

At the beginning of each semester, NEW students meet with the SAS Office Coordinator and CONTINUING students meet with the SAS Accommodations Coordinator; to verify there is agreement about the kinds of accommodations listed on their ESP.

At this time they also receive their Accommodation Notification Memos to give their professors.

Types of Accommodations

Lecture Notes Accommodations

Examples: handwritten copies of lecture notes from classmate or copies of the professor notes.

Alternative Text Accommodations - any non-routine version of information that involves print.

Examples: could be an audio recording, braille version of a book, or a printed transcript of a movie soundtrack

Test Accommodations
Examples: extra time, test read aloud, a distraction reduction location

**SAS Student Manager’s Responsibilities**

- **Lecture Notes Accommodations**
  - Handling lecture note forms (will be covered separately)
  - Scanning copies of the Note Takers’ lecture notes.

- **Alternative Text Accommodations**
  - Handling text adjustment forms (will be covered separately)
  - Distributing alternative text materials to students.

- **Test Accommodations**
  - Handling testing forms (will be covered separately)
  - Direct students to SAS Manager of Testing to take tests, direct professors where to drop-off exams, and direct professor’s to SAS Manager of Testing to pick-up exams.

**The Process of Arranging and Scanning – Lecture Notes**

- **Scanning Lecture Notes**
  - Note-takers will come into the office to have their notebooks scanned.
  - Use the copy machine and code for SAS to scan the notes.
    - SAS staff members should check that:
      - Note Taker has signed-in
      - Notes are written in ink
      - There is a one inch margin surrounding the notes
      - Header at the top of each page including:
        - Date
        - Three digit course number and course title
        - Note Taker’s initials
        - Student’s folder number
        - All pages are numbered (pg. 1 of 4, pg. 2 of 4, etc.)
  - Upload scanned notes into the respective course folder on Falcon File for the student with the Folder # indicated on the header of the notes.

**Instructions – Alternative Text**

- **Kurzweil Program Distribution**
  - Students will come into the office to get their Kurzweil materials.
  - Direct those individuals to SAS Student-Text Manager. If the SAS Student-Text Manager is not here, then direct them to the SAS Accommodations Coordinator.
Instructions – Testing

- SAS - Testing Center
  - Students will come into the SAS office stating, “I’m here to take my test.”
  - Direct those students to the SAS Accommodations Coordinator. If the SAS Accommodations Coordinator is not there, then direct them the appropriate SAS staff member.
  - Professors will come into the SAS office to drop-off an exam(s); direct them to put the exam into the “Locked Test Drop Box.”
  - Professors may come into the SAS seeking to pick-up an exam; direct them to the SAS Accommodations Coordinator for assistance. If the SAS Accommodations Coordinator isn’t available direct them to the appropriate SAS staff member.

Things to Remember!

- Do not speak to professors for students.
- Always refer to the students’ “option” to have accommodations, never call it a “right” or “entitlement.”
- When speaking to a member of the office or writing a note about a particular student; use the student’s Folder # vs. the student’s name.
- SAS staff members should not explain how SAS works to parents or prospective students. Refer them to the SAS Office Coordinator. If necessary, take down their contact information and pass it on to the SAS Office Coordinator.
- All of this is not about doing nice things for nice people. This is about laws that the university and professors need to follow.

8. Receiving and Handling Forms

Considerations

Each staff must also know how to effectively receive every type of form someone delivers to the office. This involves making sure the forms are properly filled out. (This is another reason you must understand why the forms are necessary and how they should be used.)

- If a form hasn’t been completely filled out, immediately tell the person turning it in to fill-in the missing information before that person leaves.
- When necessary, remind students to use ink for filling out the forms.
- Every office form has a section on the back side where the staff who received the form must sign and date it, so the office knows exactly when the form was delivered.
- Staff should never write anyplace on the front side (unless helping an accommodated student to fill out the form).
- Place the completed form in the appropriate holding area within the office.
• Do not leave forms in any other locations, especially not in a staff member’s mailbox.
• If you are uncertain about what to do with a form or where a form should be placed, ask another staff.

• Forms are color coded as follows:
  o Orange: All Self-Disclosure Forms are orange.
  o White: All Collaborative Documentation Forms are white.
  o Lavender: All Testing Forms are lavender.
  o Blue: All Note Taker Application are blue.
  o Green: All Text Forms are green.

• If additional copies of these forms need to be made the originals can be found in a “Master Copies” file in the SAS file cabinet.
• All agreement forms and accommodation forms are also found on the SAS website.
• The front-side of the forms are reserved for student and professor to write on, whereas office staff only write on the back-side of the forms.

Receiving Self-Disclosure and/or Collaborative Forms

Student brings **Self-Disclosure and/or Collaborative Form** into the office.

Verify student has completely filled out the front and back sides of the form(s).

SAS staff member must fill out the **Office Use Only** on the back-side of the Self-disclosure form.
Place the form(s) in the SAS Office Coordinator’s **Mailbox**, or give the form(s) to the SAS Accommodations Coordinator to take care of.
Self-Disclosure Form

Student Ability Services (Ability Services)

By request, this information is available in an audio recording, enlarged print, or Braille. It’s also available through the Student Ability Services website at:  [http://www.uwrf.edu/Housing/DisabilityServices.cfm](http://www.uwrf.edu/Housing/DisabilityServices.cfm)

1. Students who want to request accommodation for a disability should fill out each side and submit this form to the address at the bottom. Anyone who hasn’t applied or been accepted to attend UWRF can use the procedure described in #3 (below) to learn more about the ways UWRF addresses a disability issue.

2. Federal law governs these matters. Thus, before accommodation will be arranged, a formal process will be used to consider your request. An important part of the process is that you’re expected to submit a written summary about the disability issue. The summary is called documentation. It should be written by an appropriate expert and confirm there’s a substantial reason for accommodation. This process can occur quickly or take considerable time. To prevent or reduce unnecessary delays, visit the Disability Service website to learn more about this process and the kinds of information your documentation should contain.

3. Make an appointment to meet with Mark Johnson at the Ability Services office (715-425-4555). If possible send your documentation in advance or bring it with. The office doesn’t routinely contact people who submit this form or send documentation, unless they’ve also asked a question (see #6 on reverse side). If you develop any questions or concerns after submitting this form please contact Mark Johnson.

4. The personal information that Ability Services receives is confidential under a federal law called the Family and Educational Rights Privacy Act. It’s put in a locked file cabinet and professors don’t see it.

5. The Ability Service’s website (address in bold, above) has a “grievance process” to formally express dissatisfaction and/or request resolution for any kind of disability related issue. A student may also contact the U.S. Office of Civil Rights at any time.

I (print name)_________________________ voluntarily inform Ability Services that I consider myself to have a disability. I grant the Ability Services office permission to focus on this matter, to receive personal information about me, and to start a confidential file. If it appears I may be involved in a dangerous circumstance, information from my Ability Services file may be released to appropriate authorities who are reasonably attempting to promote safer circumstances.

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Return form to:  University of Wisconsin-River Falls, Ability Services, B-3 Hathorn Hall, 410 Third Street, River Falls, WI 54022.  Fax: 715-425-0698  Phone: 715-425-4555
Self-Disclosure Form

Your name (please print) ____________________________

1. Please check the following circumstance that most accurately describes your situation:
   □ I have not been accepted to attend UWRF, but want to learn about the ways accommodations occur.
   □ I’ve been accepted to attend UWRF but haven’t started classes. My approximate start date is ________.
   □ I’m already a student at UWRF.

2. If you want accommodations for classes, what is your major or the main type of courses you’ll be taking?

3. What kind of disability issue(s) do you consider yourself to have?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Describe the types of accommodations you want at UWRF (use more paper if needed).
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
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5. Please list any questions that you may have about these matters (use more paper if needed).
   ______________________________________________________
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_________________________________________  ________________________
Student’s signature                        Date

Printed name of whomever assisted student wt form  ______________________  Signature  ______________________  Date

Office Use Only ➔ Date this form was received _________ Received by __________
Was documentation received with this form?  no  yes (identify) ______________________

G:\Ability Services Forms\Office Coordinator Forms\Case Management\Self Disclosure Form 5-9-12.doc
Directions: The student completes this side, then asks a licensed expert to complete the reverse side.

Student’s name (please print) ____________________________

1. Please explain the history of the issue that you consider to be a disability: the initial difficulties it created, professional services and accommodations you received, and how any of those things changed over time.

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To the licensed expert: The arrangement of accommodation can be costly to an institution and disrupt the dependable routines that busy professors rely on to manage their work. Thus, by legal precedence, before accommodation is arranged a student is expected to submit adequate documentation from an appropriate expert to confirm a substantial need. The information should be formatted for a layperson’s comprehension. If you believe the following student needs accommodation, please send summaries from recent and/or obsolete evaluations and explain the following matters. This information will have confidential status under federal law (FERPA); unless an imminent risk is apparent only the student and disability-office staff will have access.

Student’s name (reverse side) __________________________________________

1. Please describe your credentials and training for the issue of concern (some clinicians attach a vitae).

2. How long have you served the student? _________________ Date of your last evaluation? __________

3. What is the student’s current diagnosis? If multiple diagnoses, please list all that pertain to this matter.

4. What diagnostic methods were used to evaluate the student?

5. Please list the current symptoms, their magnitude, frequency, and provide any important numerical data.

6. Please explain how the situation will substantially limit the student’s functioning in relation to important aspects or tasks that are required for college, then recommend the types of accommodations that are needed.

My signature, below, indicates I concur with what the student has indicated on the reverse side, and that I consider the difficulties it describes are clinically significant circumstances.

Clinician’s name (please print) __________________________________ Phone # _______________

Professional title ___________________________ Professional license # _______________

Agency ___________________________ Address __________________________

Signature ___________________________ Date ______________

Please send this form as soon as possible. Alternatively, the student may receive and submit this form to UWRF.

Fax: 715-425-0698 (fax machine is located in an adequately secure area).

Address: University of Wisconsin-River Falls, Ability Services, 410 South Third Street, River Falls, WI 54022.

Thank you for your valuable time on this. Mark Johnson, Office Coordinator, 715-425-4555, mark.r.johnson@uwrw.edu

G:\ Ability Services\Forms\Office Coordinator Documentation\Collaborative Doc Form 4-6-12.doc
Receiving Agreement Forms

Student brings Agreement Form into the office.

Verify student has completely filled out the front-side of the form.

SAS staff member must fill out the Office Use Only Box on the back-side of the form.

Place the form(s) in SAS Office Coordinator’s Mailbox, or give the form(s) to the SAS Accommodations Coordinator to take care of.
Lecture Notes Agreement
Student Ability Services

Feel free to request the following information in an audio recording, Braille, enlarged print, etc.,
To have a Lecture Notes Agreement you should be enrolled in a course and have a current Educational Support Plan that allows this type of accommodation. Professors may provide copies of their own notes, or they might ask you to get copies of notes from Ability Service. Any notes that come from Ability Service will be scanned copies of a classmate’s hand written notes. The classmate will be called a “Note Taker” and won’t need to know that you’re the person who receives the notes. The scanned notes will be put into an electronic folder. You will have special access to the folder via the Internet.

Directions for starting copies of lecture notes:
1. Fill out the top box of a Note Taker Application (available in the Academic Success Center).
2. Give a copy of your Accommodation Notification Memo to the professor. (If you don’t understand this or need a copy of the memo, contact Mark Johnson, 715-425-4555, or mark.r.johnson@uwrf.edu)
3. Tell the professor that you do want copies of notes. If the professor offers you copies of his or her notes, make adequate plans to receive those notes. You can then throw away the Note Taker Application.
4. If the professor doesn’t offer you copies of notes, give the Note Taker Application to the professor and ask the professor to recruit a Note Taker (a classmate who will provide the notes). Alternatively, you may recruit a classmate yourself, in which case you should give the Note Taker Application to the classmate.
5. Within three days after completing step number 4 (above) you should expect to receive an email from Ability Services. It will explain where and how you can obtain the scanned copies of notes via the Internet. The notes should continue to be available via the Internet on a routine basis until the course ends.
6. Notes from Monday-Thursday classes should be available within 24 hours. Notes from Friday classes should be available on the following Monday. The notes should be of high quality and on time. If you’re not sure the notes are good enough ask the professor to examine the notes.
7. The staff of Ability Services can’t effectively monitor your copies of lecture notes. They don’t know what was said in the lectures, or when the lectures occur. Please notify Ability Services about any problem with your notes. A staff will definitely try to fix the problem. However, after trying to correct a problem the staff usually can’t tell if it worked (the staff still won’t know what is said in the lectures or when they occur). If you’ve reported a problem but it’s not fixed within 3 days please report it again.
8. Usually copies of notes are not intended to be a substitute for class attendance. Professors often have considerable authority to assign lower grades when students are absent from class.
9. Copies of lecture notes are for your use only; you should not share the notes with other students.
10. If the above procedures won’t work with your disability, notify the coordinator of Ability Service.

I (please print your name) ________________________________, Falcon # ____________, have had sufficient opportunity to ask questions and receive adequate answers about the above procedures and conditions. My signature, below, indicates I understand and agree to the procedures and conditions.
Student’s signature __________________________________________ Date ____________________
Lecture Notes Agreement

↓ This Box For Office Use Only ↓

| Date this form was received at the Ability Services |             |
| Manner in which the form arrived                 |             |
| Printed name of SAS staff who received form       |             |
| Signature of SAS staff                            |             |

Date ___________________
Accommodated Test Agreement Form

Test Accommodation Agreement
Student Ability Services

By request, this information is available in an alternative format, such as an audio recording, Braille, etc. To have a Test Accommodation Agreement you should be an enrolled student with a current Educational Support Plan that lists this type of accommodation. It takes effective planning before each accommodated test can occur. It’s your responsibility to begin the planning process by using the following protocols, starting with protocol #1 (below). Protocols 2 - 9 should be finished 5 days before the test date, or 2 weeks in advance if it’s a final exam.

1. Give the professor a copy of your Accommodation Notification Memo. Contact Mark Johnson if you don’t understand this or need a copy of the memo (715-425-4555, mark.r.johnson@uwrf.edu).

2. For each test make advanced decisions regarding whether or not you want accommodation.

3. To request accommodation, fill out the top part of an Accommodated Test Scheduling Form (available at Academic Success Center, 105 Dave Library). Use a separate form for each test. Bring the form to the professor. Tell the professor you want the accommodation. The professor can arrange the accommodated test with or without involving the Test Center. Make plans for the test with the professor. If starting the test at the regularly schedule time will cause you to miss an important part of a class, ask the professor for an alternative starting time; put the alternative time on the test scheduling form.

4. If it seems the professor wants plans that will prevent adequate accommodation, discuss it with the professor and notify Jeff Milliren (715-425-3531, jeff.milliren-work@uwrf.edu).

5. If the professor wants you to take the test at the Test Center, ask the professor to sign the test scheduling form. Then you should quickly bring the form to the Academic Success Center.

6. For any question about a test at the Test Center contact Jeff Milliren.

7. Arriving late to start a test at the Test Center can reduce the amount of time you’ll have on the test. After waiting 15 minutes the Test Center staff may leave and the test is then cancelled. You can ask the professor to reschedule the test, but potentially the professor may refuse. If the professor agrees, you may be expected to reschedule the test with a new test scheduling form.

8. When the above protocols aren’t used the Test Center may be unable to make dependable plans fast enough. If that happens you should talk to the professor about rescheduling the test. If the professor refuses you may have to take the test in the classroom at the regular time, without accommodation, or potentially the professor could assign you a failing grade on the test.

9. The Test Center routinely expects: a.) Each test will have a pre-planned date, starting time, and ending time; b.) It starts the same date and time as in the classroom; c.) Notes, books, and electronic devices won’t be used; d.) Only the test and necessary writing materials are allowed near the writing surface; e.) You stay in the room and don’t access personal possessions until the test ends; f.) The test session is video recorded and monitored by a Test Center staff; g.) Potentially a professor can change these conditions, but should explain the changes on the test scheduling form.

10. Reasonable changes to the above protocols are possible if your documentation sufficiently indicates why they are necessary, and they changes are listed on your Educational Support Plan.

11. The professors may be notified of any unusual circumstances during the test, including questionable behavior. For suspicious behavior the professor may request a formal review of the matter.

I (please print name) ___________________________________________ Falcon id. # ___________ have had sufficient opportunity to ask questions and receive adequate answers about the above protocols. I understand and agree to them. I have received a copy of this agreement.

Student’s signature _______________________________ Date _______________
Test Accommodation Agreement

This Box For Office Use Only

Date this form was received from the student ____________
Manner in which the form arrived ________________________________
Printed name of SAS staff who received form _______________________
Signature of SAS staff ___________________________ Date ____________
Text Accommodation Agreement
Student Ability Services (Ability Services)

Feel free to request assistance on the use of this form. By request the following information is available in alternative formats, such as an audio recording, Braille, enlarged print, etc.

A text accommodation involves printed information. It’s for students who have an Educational Support Plan that lists this type of accommodation. For a reading issue it could be an audiobook, or enlarged print, or Braille. For a hearing issue it could be a transcript from the soundtrack of a video. Other types of text accommodation may also be arranged when needed. It can take up to four weeks to arrange a text accommodation. Thus, students who will need the accommodation should plan ahead. Use of the following protocols can ensure the accommodation may be prepared as quickly as possible.

1.) After registering for a course contact Ability Services as soon as possible. Ask for both a copy of your “Accommodation Notification Memo” and some “Text Accommodation Request Forms.”

2.) Give a copy of the memo to the professor who will teach the course. If the accommodation is for a reading issue, ask the professor for a list of every printed material that will be used for the course. If the accommodation is for a hearing issue, ask for a list of all the audio media that will be used. Quickly notify the Ability Services office if a professor seems unprepared or reluctant to provide this type of information.

4.) Use the list from the professor to determine the accommodation you will need, then fill out and sign as many Text Accommodation Request Forms as necessary.

5.) If the original material has a copyright, when signing the request forms you are agreeing to: a.) only use the accommodation for educational purposes; b.) not share it with anyone or make another copy of it; c.) return it once the course ends; and, d.) if the publisher wants to know, Ability Services may tell the publisher your initials and Falcon ID #, your birthdate, the name of the professor and course, and that a disability creates the need for this accommodation. WI state law (Act 124) can require Ability Services to work under these conditions when the staff make an accommodated version of a copyrighted material.

6.) Submit the completed forms to the Ability Services office as soon as possible. There may then be a four weeks delay before the accommodation will be ready. This is why you should quickly start this process after registering for a course. When the accommodation is ready you will be notified. If you don’t come to get it in a timely manner the office may assume you no longer want the accommodation. Should that happen, the Ability Services staff may want to discuss that matter with you before they begin to arrange another text accommodation.

7.) Each time you get a text accommodation you’ll be asked to sign a confirmation that you received it.

8.) Except for number 5 (above) the above protocols may be changed for individual students, if it’s necessary to create “equal access and opportunity.”

9.) You should immediately notify Ability Services of any problem related to a text accommodation, including trouble with any software or equipment.

10.) Any equipment or software that Ability Services provides you must be returned in a timely way and in appropriate condition, or you agree to pay a reasonable replacement charge. If you’ve been notified of such a charge but haven’t paid it within three weeks a hold can be placed on your ability to: a.) register for additional courses; b.) obtain additional textbooks from the Textbook Services Library; and, c.) obtain copies of your transcript or have it sent someplace.

I (please print your name) _______________ , Falcon ID # ____________, indicate I’ve had sufficient opportunity to ask questions about the matters described above and received adequate answers. My signature (below) indicates I understand them and agree to them.

Student’s signature ___________________________ Date ____________

---
Text Accommodation Agreement

↓ This Box For Office Use Only ↓

Date this form was received at Ability Services ______________
Manner in which the form arrived _________________________________

Printed name of SAS staff who received form _______________________
Signature of SAS staff __________________ Date ______________
Receiving Accommodation Request Forms

Student brings \textbf{Accommodation Request Form} into the office.

Verify the student has completely filled out the front of the form.

Staff must fill out the \textbf{Receiving Log} on the back side of the form.

If there seems to be any problems or concerns about the students \textbf{Accommodation Request Form} leave a note in the \textbf{Communication Log} on the back side of the form for the appropriate SAS Student Manager.

File the form in the respective \textbf{Hanging Wall Slot for Incoming Forms} in the main office.
Accommodated Test Scheduling Form

for scheduling a test at the Testing Center.

Student completes this section

Directions for student: Feel free to request assistance on the use of this form. You’re expected to follow the conditions listed on the Test Accommodation Agreement; if needed ask for a copy of the agreement. 1.) Fill out this top section. 2.) Ask the professor to sign the bottom section. 3.) Bring the completed form to the Academic Success Center about 5 days before the test date, or 2 weeks before a final exam. To ensure the professor can be confident about using the Testing Center a video recording may be made of your test taking session. By signing this form you agree to have your test session recorded; contact Mark Johnson if you don’t agree (715-425-4555).

Name (please print) ________________________________ Email or phone # ________________________________

Course Name ________________________________ Course Number ________________________________ Section ________________________________

Professor’s Name ________________________________ Days the class meets ________________________________ Class Time ________________________________

Check the accommodations listed on your ESP that you want for this test: □ _____% Extended time (fill in blank)

☐ Distraction reducing location ☐ Test reading assistance ☐ Word processor ☐ Writing assistance

☐ Other (explain) ________________________________

TEST DATE ____________ TEST STARTING TIME ____________

I realize the Testing Center staff must inform professors about any unusual circumstances that occur during a test.

Student’s Signature ________________________________ Date of Signature ________________________________

Professor completes this section

If you believe accommodation will change an essential aspect of the test or course, contact Mark Johnson at Disability Services (715-425-4555). A test at the Testing Center is usually video recorded and may be handled and monitored by trained student-staff; the staff document their involvement on the back of this form. The staff can’t totally prevent unsanctioned conduct or unilaterally terminate a questionable test taking session. However, the staff will confront, document, and notify you of any unusual circumstance. Unless you indicate otherwise (#3, below) it’s expected there won’t be use of notes, books, or other material aids during the test. Adequate scheduling of the test at the Test Center can’t occur until this completed form is received by Jeff Milliren (715-425-3531); you should ask the accommodated student to deliver the completed form to the Academic Success Center.

1. If you don’t agree with the testing date and time that the student has indicated above, please cross it out, discuss the expected date and time with student, then indicate and initial the changes next to the wrong date/time.

2. How much time will the student’s classmates have for this test? ________________________________

3. Other test-taking conditions you are allowing ________________________________

4. How do you want the Testing Center to obtain a copy of your test?

☐ I’ll deliver it myself to Academic Success Center (105 Davee Library) on: date ________ time ________.

☐ Email me to make a plan so that a Disability Services staff will come to pick up a copy of my test.

The finished test will be returned to you in your office or your departmental mailbox; someone must sign a receipt.

Professor’s Signature ________________________________ Date ________ Office Location ________ Phone ________

For completed test only: Person who received the returned test (professor, or reliable person acting on professor’s behalf):

Signature ________________________________ Your location ________________________________ Date ________ Thank you!!
Form Receiving Log

Date this form was received by ASC Office __________ time it arrived __________.

How did the form arrive? __________

Printed name of staff who completed this box ___________ Signature ___________ Date ___________.

Place this form in the appropriate location for newly received Test Adjustment Request Forms.

Communication Log

(Staff: summarize important circumstances, then date and initial your entry.)

Incoming Test Transport Plan

- Professor will deliver test to ASC: Expected date __________ time __________
- ASC to pick up test from professor: Date __________ time __________ place __________

Outgoing Test Transport Plan

- Professor will pickup the test: Expected date __________ time __________
- Staff will deliver test to professor Office __________ Depart. mailbox __________

How Test Got to Test Center

□ Professor delivered: Staff sign/date __________
□ Staff picked up: Staff sign/date __________

Test Conducting Plan

Test date __________ Location reserved: __________

Accommodation plan: % extended time distraction reducing proctor reading transcribing word processor other __________

Do “other test taking conditions” (# 3 on front) seem to unreasonably change the accommodations? Yes No

Test start time __________ Amount of time for classmates __________ Additional time allowed __________ Test end time __________

Test proctoring staff #1 __________ time starts monitoring __________ time stops monitoring __________
Test proctoring staff #2 __________ time starts monitoring __________ time stops monitoring __________

Test Occurring Log

Test occurred: date __________ location __________ start time __________ end time __________

Accommodation actually used: distraction reducing: room or headphones? proctor reading transcribing word processor other __________

Proctoring staff #1 __________ time on __________ time off __________ Staff sign/date __________
Proctoring staff #2 __________ time on __________ time off __________ Staff sign/date __________

How test ended: allotted time ended. student stopped before time ended. Staff sign/date __________

I saw no unusual test taking circumstances: Staff 1, sign/date __________ Staff 2, sign/date __________

The following unusual circumstances were observed (initial, date, attach additional page if needed) __________
Text Accommodation Request Form

Student Ability Service (Ability Services)

An enlarged version of this form is available.

Directions: Feel free to ask a staff for assistance on the use of this form. To obtain a text accommodation you should know and follow the conditions outlined on the “Agreement for Text Accommodations;” ask a staff for a copy of that agreement if you need one.

1. Notify the professor about your option to have the text accommodation. Ask for a list of the course materials that will be used, to which the accommodation may apply (books, class handouts, Internet sites, videos, etc.).
2. Fill out this form. Please use a separate form for each book, Internet site, and video.
3. Submit the form to Ability Services (in the Academic Success Center, 102 Davee Library). It’s strongly recommended you should make an appointment to submit the form; this will improve the ability to make good plans for the accommodation (call 715-425-3531 request and appointment with the Alternative Text Manager).

Your name (please print) ___________________________ UWRF ID# ___________________________

When the accommodation is ready, how should we notify you? □ Phone # __________________________

□ Email address ___________________________

Name of course ___________________________ Three Digit course # ________ Section# ________

Approximate date the course starts __________________ Professor’s name _____________________

Type of accommodation needed: □ scanned □ Braille □ enlarged print □ transcript of soundtrack

□ other ___________________________

If it’s a book or video, what’s the title? ___________________________ Edition ___________________________

Author(s) ___________________________ Copyright date ___________________________

Publisher ___________________________ ISBN# ___________________________

If the item is a book at Textbook Services Library (TSL) please list the TSL reference number ___________________________

If the item is not a book, please thoroughly explain what it is. Use additional paper if necessary.

______________________________

I am requesting this accommodation. I won’t share the accommodation with anyone, won’t make another copy of it, and if involves a book or video I’ll return the accommodation once the course ends. Failure to uphold these terms may result in a publisher filing a lawsuit against me under U.S. copyright law. If the publisher wants to see my signature on this agreement, the Ability Services staff can send the publisher a copy of the front of this form.

Student’s signature ___________________________ Date ___________________________

Signature of person who assisted completion of form (if applies) ___________________________ Date ___________________________

DO NOT USE THIS BOX until you have received the accommodation.

I have received the accommodation that’s described above.

______________________________

Student’s signature ___________________________ Date ___________________________
Form Receiving Log  Date form was received ____________ Did student submit form in person? Yes No
Did student bring a copy of the media that needs to be accommodated and leave it with the staff? Yes No
Signature of staff who received this form ________________________________ Date ____________________
Immediately put this form into the bin for incoming Text Adjustment requests.

Text Manager’s Log  Date you received form ________________
Was the front side of form adequately filled in Yes No If no, what was missing? ________________
The accommodation will involve: ☐ Scanning ☐ Transcribing ☐ Enlarging ☐ Learning Ally audio file
☐ Other ________________________________
Does this student actually have an option to receive this type of accommodation? Yes No
If no, immediately inform the Accommodation Coordinator. If yes, start preparation of the accommodation.

Staff Work Log  Staff who scan, enlarge, or transcribe should provide the following information.
Staff’s name Date At what page # did you start? At what page # did you stop?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Student Notification Log  Date student was notified this accommodation is ready: ________________
Student notified via: ☐ email ☐ phone Signature of staff who notified ________________________________

Generic Log  Record important circumstances related to arranging this accommodation; sign/date entries.
Special Concerns and Considerations

- Verify the form is completely filled out before the student leaves is **VERY IMPORTANT**
  - If the student is having difficulty filling out the form staff should offer their help

- If there seems to be any problems or concerns about the students accommodation request please:
  - Write a note on the back-side of the form under the *communication log* section for the appropriate SAS Student Manager about the issue you observed.
  - **EXAMPLES:** Professor did not fill out the **Accommodated Test Scheduling Form** sufficiently, or a student needs a Test Accommodation done within 24 hours.

**Things to Remember!**

- Do not speak to professors for students.
- Always refer to the students’ *“option”* to have an accommodation, never call it a “right” or “entitlement.”
- When speaking to a member of the office or writing a note about a particular student; use the student’s SAS # vs. the student’s name.
- SAS staff members should not explain how SAS works to parents or prospective students. Refer those people to the SAS Office Coordinator. If necessary, take down their contact information.
- All of this is not about doing nice things for nice people. This is about laws that the university and professors need to follow.

9. **Student Ability Services - Lecture Notes Process**

  **What it’s all About**

  - Scanned copies of lecture notes from classmates are provided to students with disabilities that cannot write adequate lecture notes themselves.
  - The classmates are usually recruited by the professors and get paid when the semester ends.
  - Students with disabilities need to first fill out the top portion of the blue Note Taker Application form, to then give to the professor to recruit a Note Taker or recruit a Note Taker themselves.
• To be hired the recruited classmates must bring the Blue Note Taker Application to the SAS Office to fill out the bottom portion of form that outlines the job responsibilities.

• The classmates are now called a “Note Taker.”

• Each student has his or her own specific “Course Folder” for each class they are meant to receive notes from through UWRF’s Falcon File system; where they can access their notes via the internet anytime.

The Process

• Before the notes are scanned the Note Taker has to stamp and fill out the appropriate information on FIRST PAGE of their notes (Date, Course Title, Note Taker Initials, Folder #, and pg._ of pg._). Then, only on the rest of the pages of the notes does the Note Taker need to write in (pg._ of pg._).

• The Note Taker then hands the notes to the SAS staff member to be scanned.

• When the scanning is completed the SAS staff member hands back the notes to the Note Taker, and thanks them for coming in to have their notes scanned.

• SAS staff member then is responsible for uploading the scanned notes to the correct “Course Folder” on UWRF’s Falcon File system.

• The SAS student then accesses their notes via Falcon File.

Handling Note Taker Applications

• Note Taker applicant delivers the Note Taker Application to SAS.

• First, be sure the Note Taker “SIGNS-IN.”

• Second, the SAS staff member must examine the form to ensure that the entire “Top Box” is filled in (IF THAT BOX IS NOT FILLED IN, THEN ASK THE APPLICANT TO FINISH FILLING IT OUT. IF THEY CANNOT COMPLETE THE TOP BOX, THAN THEY’LL NEED TO GET THE PROFESSOR’S HELP TO COMPLETE IT. OTHERWISE, WE HAVE NO IDEA WHAT STUDENT IS TO RECEIVE THESE NOTES).

• Third, the SAS staff member must make a photocopy of the front-side of the Note Taker Application, and gives it to the applicant along with the yellow colored “Student Payroll Forms: What you need!” form.

Handling Note Taker Applications (cont.)
Fourth, the SAS staff member must then COMPLETELY fills in the “APPLICATION RECEIVING LOG” on the back side of the Application.

Fifth, ask Applicant if they are currently a UWRF employee (write-in what department they work for) – if not direct them to Christine Webster mentioned on the yellow “Student Payroll Forms: What you need!” form you gave them.

If your signature is hard to read, print or initial your signature so we know who filled in the box.

Sixth, ask for permission to scan all of the applicant’s notes right away; from the beginning of the semester to present (if it’s their first time bringing-in notes).

Seventh, tell Note Taker they will be contacted by SAS to confirm their Hire for the position.

Eighth, place the application in the “Incoming Note Taker Application” hanging wall slot for the SAS Student-Lecture Notes Manager to take care of further.

Note Taker Application Form

Make Sure EVERYTHING is completely filled in

Make Sure Note Taker Completely filled in the Entire Box
IMPORTANT OVERVIEW

- Make Sure ALL information is COMPLETELY filled out on the Note Taker Applications (Front-side AND Receiving Log).
- If the Application IS NOT fully filled in, then hand it back to Applicant.
- Be sure the Note Taker “SIGNS IN.”
- Make sure all pages of the Note Taker’s notes are properly stamped, labeled, and COMPLETELY filled out.
- If the Note Taker’s notes DO NOT meet the criteria (blue/black ink, one inch margins) TELL THE NOTE TAKER TO FIX IT.
- When scanning notes; make sure the copies are legible.
- If you have a question or a problem, talk to the SAS Student-Lecture Notes Manager or to the SAS Accommodations Coordinator.
10. Good and Bad Examples of Scanned Notes
   - See next page

Good Copies of Lect. Notes

Folder: 401 ca pg 1 of 12  ISC1 497
04/13

Question on Test involving:
   "1600mg of omega-3 fatty acids"

* Found in many wild sea fish because they eat a lot of algae.
* Is putting the above amount of omega-3 fatty acids a smart/good idea into a drinkable/eatable yogurt?

(The correct answer will be how you derive your conclusion to the answer of this question)

SORBITIC ACID
  * controls mold (stops it)

SUGAR
  * bacteria does not grow due to sugar

Food company
  - Commercial Imperatives:
    to the shareholders to keep profit increasing each year.
  - Responsibilities:
    to the consumer to keep food wholesome, safe, suitable.
  - Nutritionist POVs

- Organic Pastoral vs Industrial
5 slides > Fridays
5 terms / exam

#125
12/12/87
Western Art to 1500
P. 173

- Reliquaries were made of valuable materials.

- Reliquary: a sculpture, small scale, intended to house or present a relic. Sometimes looked like the relic it housed: a arm to hold part of a saint's arm.

- Reliquary statue of Saint Foy, from Abbey Church of Conques, late 11th - early 12th century CE.

- Nave, St. Saturn, Toulouse, c. 1040CE
  - No longer flat timber roof. Now a vaulted/ arched masonry roof = columns are much larger to support.
  - Insides of basilicas are dark, dense feeling. Walls, columns/piers are all massive = heavy, ominous feeling.

- Barrel Vault: a series of Roman arches placed one in front of the next. Used in Romanesque architecture for roofs.
These are good copies of notes, because the writing is legible, evenly spaced, and it flows well.
Transformation
- mineral composition
- color
- acidity

Iron causes red
- hematite

Classification of Parent Materials
- Residual (residuum) parent materials
  - develop from bedrock (underlying rocks + minerals)
  - ex: from limestone
  - by intense weathering, thus...
    - high quartz
    - low in gypsum or halite (NaCl)
  - Difference in Rocks in minerals

minerals are naturally occurring solids w/ definite chemical compositions
- regular geometric shapes w/ uniform repeating structure
- orderly arrangement of atoms

- irregular shapes caused by adjacent mineral proximity
- variable sizes from large rock fragments to tiny clay particles
11/7/2007

P.S. - Did Achilles touch his head.

"This has going on for a long time now. It's up to you. Don't let them stop you. Don't let your hands get in your way."

"Remember those stars," he said. "I've seen them and I've seen the spotted cattle. I've seen a Mountain and I've seen a woman."

How many specific time frames can you identify by this 3rd day of reading?

How different forms (prose, poetry) and types of stories seem related?

Sometimes I don't know if the ceremony will be strong enough to stop them. We have to depend on people not our hand yet. A hundred years from now. p 144

Desecrating to Mexican women, bad, good acceptable

Try to vomit out everything - all the past, all his history, plot.

Is this a turning point in Tyre's life?

Can anyone escape
These are bad copies of notes, because the writing is illegible, word sizes are erratic, line spacing isn’t consistent, and the notes do not flow well.
13. Testing Accommodations

Before any student can receive testing accommodations through SAS; he/she needs to have disclosed their disability to SAS, needs to have an ESP that indicates they are allowed such an accommodation, and need to have signed a purple Agreement for Test Accommodations form.

The Accommodated Test Scheduling Forms are purple and are located in SAS’s hanging wall folder labeled “Accommodated Test Request Forms.” Once a student returns to SAS with the completed form (this means the top half is completed by the student and the bottom half is completed by the student’s professor), follow these procedures:

- Make sure that the form is thoroughly completed (if possible, do this before the student leaves the office). If it is not, politely remind him/her to complete the form and offer your assistance if he/she has questions.

- **Completely** fill out the “Form Receiving Log” on the back-side of the form.

- If you are involved in any of the important conversations between the professor, student, make sure to **thoroughly** record the conversation(s) in the “Communication Log” located on the back-side of the form. **Note:** Do not give post-it notes to the SAS Testing Manager; make sure all conversations are written in the “Communication Log.”

- Place the form in the “Incoming Accommodated Test Request Forms” hanging wall folder in the SAS office.

**Test Transportation Plans**

When the Student Ability Services arranges testing accommodations for a student, the professor has two options for transporting the test to/from the office:

- The professor can deliver the blank test to the SAS and/or pick up the completed test from the office too. This should happen only after the test plan is decided and all forms are completely filled out.

- The professor may speak with the SAS Manager of Testing to arrange for the test to be picked up/dropped off by a SAS staff member.

- Avoid returning tests through campus mail unless told to by the SAS Accommodations Coordinator. Professors may request this form of transport from time to time, but it is unreliable and our office cannot keep track of whether or not the exam was actually received by the professor. In most cases, our office will ask the professor to choose another means of transport for the exam.

If you are assigned to pick up/drop off a test
Check the back of the Accommodated Test Scheduling Form to see how the test has been planned to be picked-up/dropped-off or returned. The date that the test is to be picked-up/dropped-off or returned, the staff assigned, the time of pickup/drop-off or return, and the place of pickup/drop-off or return are all written on the back-side of the Accommodated Test Scheduling Form.

Bring the purple Accommodated Test Request Form and the test (if you are returning it) to the pickup/drop-off location. If you are returning a test, make sure that whoever receives the completed test signs the bottom of the Accommodated Test Request Form. BE ABSOLUTELY SURE, you bring the Accommodated Test Request Form back with you every time to the SAS office; it’s for OFFICE USE ONLY not for the professor’s use!!!

When you return to the SAS office, make sure that the Accommodated Test Request Form and test (if picked up) are paper-clipped together, and given to the SAS Manager of Testing ASAP. If the SAS Manager of Testing is not around, than place the exam in the SAS locked file cabinet drawer labeled “Accommodated Tests.” Also make sure to lock the cabinet back up after you have placed the test in the proper drawer.

How you know if you are assigned to monitor or proctor a test

You will know if you are assigned to monitor or proctor an exam, because the SAS Manager of Testing at the beginning of the semester will create a SAS staff member schedule. This schedule indicates what days/times of the week the specific staff members are available for testing outside of the hours working for the SAS office. Further, you will be notified at least 24-48 hours in advance by the SAS Manager of Testing letting you know if you’re needed to proctor exams during your scheduled times of the week.

The student that will be taking the test, the time of the test will begin, the location where the test is to be conducted, and the staff member assigned/length of time assigned will also be given on the back-side of the Accommodated Test Scheduling Form.

When the student arrives at the SAS office, take the test from the top drawer of the locked file cabinet and escort the student to the assigned test location. Usually the test will occur at the SAS office, but during high traffic test times during mid-terms and final exam week test may be held in the Wyman Education Building (Speech and Hearing Clinic). Ask the SAS Manager of Testing or a knowledgeable staff member if you do not know where the test is to be conducted.

When you arrive at the testing location

If you are monitoring: Escort the student into the room and make sure that they are settled before giving him/her the test. Note: Make sure to remind the student of what materials the professor has allowed for the test (notes, calculator, etc.) and also remind
the student to put all of their personal belongings in the far corner of the room. Then you may give the student the test, remind the student of how much time they have to complete the test, and wish them good luck!

- **If you are proctoring:** If you are required to proctor an exam, you will either read the questions for the student, write out the student’s answers, or do both. **Note:** If you are writing for a student, you cannot in any way change the student’s answers. If you are reading questions to a student, you **must** read the questions exactly as they appear on the exam. You **may not** restate the question, give definitions of words, or in any way elaborate upon what is written on the exam.

- You will then need to monitor the student from behind a one-way mirror if at the Speech and Hearing Clinic and through use of video recording equipment at the SAS office.

**Note: What to do if you see Academic Dishonesty**

SAS Staff Members are simply there to provide any accommodations services, monitor whatever happens during the test, confront the student about any appearance of inappropriate behavior, and if it occurs, to report any appearance of inappropriate stuff to the professor after the fact. If something inappropriate happens the staff should immediately ask, “**What are you doing?**” If there’s a cheat sheet the staff should immediately request it. If the students refuses, of the student’s explanation about anything doesn’t make sense, the staff should immediately say, “**I can’t stop you from doing that, but I can’t give you permission to do it either. However, I do need to and will report it to the professor.**” If a student asks the staff for permission to do something the professor hasn’t agreed to (as indicated on the test scheduling form), such as, “**Can I leave to use the bathroom?**” the staff should say a similar thing, “**I can’t give you permission to do it, but I also can’t stop you from doing it either. If you do it I simply must and will report it to the professor.**” If a student asks, “**What will my professor do?**” The staff should say, “**I’m sorry that I don’t know. I can’t predict it. Maybe the professor won’t care, maybe the professor will care. I’m sorry that I can’t make a decision for you about this. You have to use your best judgment.**”

**Note: Recording Academic Dishonesty**

If a student exhibits any behavior that is suspicious, please record the behavior observed on the back-side of the Accommodated Test Scheduling Form (you may need to attach extra paper) in the area labeled the “**Test Occurred Log.**” Also, immediately complete a “**Testing Incident Report Form**” (available at the testing monitoring location), so that the professor will be aware of the occurrence after the test is completed and returned to the professor. **Remember:** SAS Staff Members **cannot** stop a student from conducting academic dishonesty, but we can stop a student and ask them what their doing and that their professor will be informed.
When the student has completed the exam, please fill out the “Test Occurred Log” located on the back-side of the Accommodated Test Scheduling Form. Then take the test from the student, place it in its envelope, and either place it into the drawer labeled “Completed Accommodated Tests” of the locked filed cabinet in the SAS office. Or if you have been trained by the SAS Manager of Testing please return the test back to the professor. When delivering the exam, make sure that whoever receives the exam signs the bottom front-side of the Accommodated Test Scheduling Form.

When the student has completed the exam

When the student has completed the exam, please fill out the “Test Occurred Log” located on the back-side of the Accommodated Test Scheduling Form. Then take the test from the student, place it in its envelope, and either place it into the drawer labeled “Completed Accommodated Tests” of the locked filed cabinet in the SAS office. Or if you have been trained by the SAS Manager of Testing please return the test back to the professor. When delivering the exam, make sure that whoever receives the exam signs the bottom front-side of the Accommodated Test Scheduling Form.

If you have been trained by the SAS Manager of Testing on how to properly return exams. Please ensure you bring the Accommodated Test Scheduling Form back with you after the professor has signed it; do not let the professor keep it because it is not their form to keep (only the test is).

*Final Exam Week Accommodations*

Final Exams are treated just like exams conducted during the semester. However, mainly final exams are conducted at the Speech and Hearing Clinic. This is due to the large number of exams that occur at the same times during that week, and the Speech and Hearing Clinic having the space available during that time to accommodate all those exams without interruption. We can utilize the Speech and Hearing Clinics space during this time, as well, because the clinic is closed to clients during this time and the departments students are not using the clinic for classes assignments either.

During Final Exams Week, SAS student staff will be called upon to assist in monitoring/proctoring final exams at the Speech and Hearing Clinic, while the SAS Manager of Testing will be mainly transporting and returning final exams back to professors, and taking over monitoring tests for SAS student staff for short periods of time so they may take breaks. This is done since monitoring/proctoring final exams at the Speech and Hearing Clinic while at times demanding; also sees very little activity occurring from students taking exams. In addition, the Speech and Hearing Clinic is located in the basement of the Wyman Education Building (WEB), so it’s good to stretch ones legs so one doesn’t become bored and miss potential academic misconduct that could occur from students taking final exams. It’s best to bring along foods and materials to occupy your time, so you don’t become complacent when monitoring exams.
Therefore, it’s the SAS Manager of Testing responsibility to ensure the SAS student staff monitoring final exams are supported in all ways possible, so they remain at the most attentive when monitoring/proctoring exams at the Speech and Hearing Clinic during finals week.

Lastly, it’s important for SAS student staff to know that during this finals exam week, when you’re asked to monitor/proctor exams that your days/hours of work are pre-assigned. SAS student staff will know the week prior to final exams week, when they will be working to monitor/proctor exams. The SAS Manager of Testing tries to ensure all SAS student staff have equal hours of work that week to monitor/proctor exams. Most assuredly, during final exams week SAS student staff will earn the most money, because students taking final exams may literally last 8–12 hours a day through final exams week.

11. How To Use the Copy Machine

Student Ability Services current copy code is something you need to be given from the SAS Accommodations Coordinator. To use the copy machine for copying lecture notes, utilize the following steps:

- Press the “Scanner” button on the copy machine console.
- Enter the copy code, and press “OK.”
- Always increase the density for the scanning by 2 notches, then to ensure the density of the scan is actually increased de-highlight the “Auto Density” button.
- Then highlight the ability.services@uwrf.edu email account to ensure what you scan is sent there.
- If you wish to scan both sides of the paper, then press the button “Original Feed Type” and select “1 or 2 Sided Original” button. Lastly, click “OK.”
- Lift up the top lid of the copier, place the notebook on the screen, and press the large green “Start” button.
- When you have finished scanning press the (#) button to ensure the scanned material is sent to the ability.services@uwrf.edu email address (if you don’t it’s like you never scanned anything).
- Finally, press simultaneously the “Clear Modes” and “Clear/Stop” buttons to clear the copy machine for the next user.

When copying off colored paper SAS Agreement and Request Forms you must use the top paper drawer of the copy machine to insert your blank colored paper (which is stored in the SAS File Cabinet). Once you’ve inserted your paper, proceed with the following steps:

- Press the “Copier” button on the copy machine console.
- Enter the copy code, and press “OK.”
- Always increase the density for the scanning by 2 notches, then to ensure the density of the scan is actually increased de-highlight the “Auto Density” button.
- Then highlight the drawer #1 - 8.5x11” colored paper button, so the copy machine knows to take paper from that drawer.
- Type in the number of copies you wish to make.
- If you need to copy both sides of the paper, then highlight the “2 sided - 2 sided” button.
- Insert your original, face up and broad-side first, in the uppermost feed slot (on the top part of the copy machine lid), and hit the large green “Start” button.
- Finally, press simultaneously the “Clear Modes” and “Clear/Stop” buttons to clear the copy machine for the next user. DON’T FORGET TO REMOVE REMAINING COLORED PAPER FROM THE DRAWER!
**Attention** - Please ask for help from a staff member in the SAS Office if you’re ever unsure of yourself when scanning or copying materials, because it’s better to be safe than sorry!!!

12. Basic Filing

Everything filed under SAS is filed alphabetically, when it is concerning forms that must be placed in a student with disabilities personal file folder. If you receive an agreement form and you are unsure as to where that form should be filed, then please ask the SAS Accommodations Coordinator where the form should and if not present place in the SAS Accommodations Coordinator’s mailbox. If you receive a request form for an accommodation, then please place the form in its respective “Hanging Wall Slot, within the SAS Office.

13. Phone Procedures

**Receiving Calls**

- Call comes into office.
- Answer the phone with: “Student Ability Services, this is your name how may I help you?”
- Caller: “May I speak with staff member?”
- Ask: “Certainly, may I tell staff member whose calling? Or May I give staff member your name?”
- Put the caller on hold.
- You may want to write down the caller’s name for remembering.

**Using Hold**

- It is not necessary to always use hold on every call.
- Use hold when you need extra time to look for the extension, or are checking the staff member’s availability.
- Use hold when you are trying to find information for the caller.
- It is very unprofessional for the caller to hear talking or breathing.

**Transferring Calls within SAS**

- Put the individual on hold by pressing the Hold Button/press the button for the line the caller is on hold to make the line active again.
- Press the Transfer Button.
- Enter the appropriate extension number (XXXX).
- Inform the staff person that caller’s name is on line number for them.
- Hang up the phone.

**Transferring Calls within campus**

- Press the line to make the line active.
- Give the caller the department’s number in case they are disconnected.
• Press **FLASH**
• Enter the appropriate four-digit department number (XXXX).
• When someone picks up say, “*I have a transfer call for you.*”
• Hit **FLASH** again – this transfers the call through.
• Hang up the phone.

**Transferring Calls within campus**

• Memory Trick: transfer starts with **T** and so does three, flash starts with **F** and so does four, ASC extensions have three digits and campus numbers have four

**Transferring within campus – considerations**

• If the caller has a simple question that you can answer based on your knowledge of campus or from the campus webpage please try to answer their question. It is very frustrating for callers to be transferred all over campus.

• This is also the reason we inform departments they are receiving a transfer call; instead of just flashing the call through and hanging up.

**Voicemail**

• When someone wishes to leave a message on one of the SAS staff members voicemail. Treat it just like you would a transfer call within campus; minus having to say there is a transfer call for you.

![Phone Information Image]
• A red flashing light means someone else has a caller on hold.
• A red solid light means someone else is currently taking a call.
• A green flashing light means you have someone on hold.
• A solid green light means you have a live call.

Taking Messages

• Write the ASC staff member’s name on the top.
• Write down the date and time of the call.
• Record the caller’s name and contact info.
• Ask the caller what the call is in reference to.
• Denote the action required by staff.
• Record your name at the bottom (to help staff if they have questions).
• Place message in their slot.

14. Work Schedules

The SAS Office runs effectively by having all SAS staff designated to work specific shifts. There must be mutual agreement between each student staff and the Accommodations Coordinator regarding when their individual shifts will occur. Because SAS staff are not allowed to work when they should be in class, the shifts are typically of relatively short duration, so to get all the hours of work they desire some staff arrange to work multiple shifts in
a given day. A master schedule shows when each staff works throughout the week, and is kept in the “Student Ability Services: Pass-on Notebook” on the office table. Everyone is expected to follow the schedule exactly; it’s not ok to miss a shift (without advanced notice) and randomly arrive to work at an undesignated time(s).

15. Student Payroll Forms: What you need!

Here’s what you need to bring to complete your Student Payroll Forms

1. Acceptable I.D. (to complete Form I-9)
   - Passport – only document required -OR-
   - Driver’s License OR UWRF Student ID
     AND
   - Original Social Security Card OR Certified Copy of your birth certificate

2. Bank Routing Number and Bank Account Number (to complete Direct Deposit Form)

   See Christine Webster or Deb Wros, Payroll Coordinators, Involvement Desk, University Center. Call or e-mail with questions or concerns: 715-425-4444 ext. 174 or christine.webster@uwrf.edu

16. Pay Periods

The University of Wisconsin – River Falls only distributes payment for work on a “Bi-weekly” basis for hourly positions, which includes student workers and other non-salaried employees. Each pay period begins on a Sunday, lasts for two weeks, and then ends on a Saturday. Payment for a given pay period is (electronically) distributed on the second Thursday after the period ends.

17. Requesting Time Off

If you need to miss work for any reason, than please tell the SAS Accommodations Coordinator right away. Therefore, the appropriate SAS staff member can be notified to fill-in for you if their able and willing, or other solutions can be found to make up for the period-of-time you may be asking off for.

18. Changing Your Work Schedule

If for some reason you want/need to change your work schedule you MUST inform the SAS Accommodations Coordinator of the change as soon as possible. By informing the SAS Accommodations Coordinator right away of your change in work schedule; allows for other SAS staff schedules to be adjusted to adapt to the schedule change and prevent disruption to important office functions/events.
(Please note: even a slight change in one’s original work schedule may cause a loss in hours or loss in position, because other SAS staff schedules cannot always adjust to the change due to already having tight schedules themselves. Therefore, it’s highly recommended you determine your work schedule change before the semester begins if possible. Because other SAS staff can often adjust to the work schedule change with less issue, rather than, when the semester is in-progress.)

19. Time Sheets

To be paid for work each staff has to individually fill out and submit appropriate time sheets both physically and electronically. The physical time sheets are kept in the “SAS File Cabinet” inside the folder labeled “SAS Time Sheets.”

Next, time sheets must show the exact dates and times that were worked for each separate shift. For instance, if multiple shifts were worked on a given day; the time sheet must then show when each shift started and ended for that particular day of work. Thus, time sheets will remain as accurate as possible.

Further, staff will be expected to keep their time sheets current by filling-in the hours of work after each shift ends. Versus, trying to remember the exact hours they may have worked on a given day by filling in the time sheets later on. Time sheets must be filled in by the staff they pertain to; no one is allowed to fill in someone else’s time sheet.

Lastly, if staff’s physical and electronic time sheets do not match up exactly, then the appropriate change must be made by the staff so that they do match up exactly. Until, the staff makes the appropriate change to their time sheets; their time sheets cannot be approved and increases the likelihood a staff may not get paid for that particular time period. Therefore, always make sure you’re physical and electronic time sheets match each other exactly for each pay period.

Finally, claiming extra, cross-over, or duplicate hours on your time sheets will be met with the most stern consequences. This may include but is not limited to:

- Automatic withdrawal from your bank account of fraudulent money obtained (if applicable)
- Immediate repayment of fraudulent money obtained
- Be subject to legal action and criminal penalty
- Will immediately be terminated from your position

20. Grievance Process

Introduction:
UWRF encourages a student to use the following process for seeking resolution of any disability related issue. Some examples of issues the process can address are:

- The student is unsatisfied with the quality of an accommodation and wants it improved;
- The student does not agree with a disability related decision and wants to appeal it;
- The student feels she or he is experiencing discrimination and wants it resolved.

The student is encouraged to activate and complete the following process in a timely way to prevent an appearance that she or he is willing to accept or tolerate the issue. Any delays on the student’s part can make it increasingly difficult to address the issue, because the passage of time can prevent an adequate ability on the part of other people to accurately understand the issue. The process is intended to develop timely resolution through increasing levels of attention to the issue, under elements of due process. Three types of outcomes are possible: 1.) A quick solution that’s arranged by the initial representative(s) of UWRF and agreeable to the student; 2.) A solution that’s facilitated by an office or department and agreeable to the student; or, 3.) The university’s firm decision on the matter as facilitated by the institution’s ADA Coordinator and/or its Office of Equity and Affirmative Action. In all of the following steps, people who represent UWRF should give timely and appropriate consideration to how a disability may be limiting the student, and whether a related accommodation should be arranged for “equal access and opportunity” under the Americans with Disabilities Act. During each step, the student should be available to sufficiently discuss the issue with the people who are attempting to resolve it. The student may also contact the federal Office of Civil Rights to address the issue.

The Process:

I. Step One, Indicating a Problem.

The student should express dissatisfaction to the person that works for UWRF, who seems most closely connected to the issue. If that action doesn’t lead to a satisfactory outcome, the student should find out if the office or department where that person works has its own “internal” issue resolving process. When such an internal process exists the student should start it (it could be a process that’s designed to serve any type of issue, or one that’s designed specifically for a disability issue).

II. Step Two, Making a Report.

If completion of Step One hasn’t resolved the issue, or Step One seems to be moving too slowly, the student should fill out an Issue Report Form. The form is available through this web site and at the Academic Success Center (105 Davee Library). The student should keep a copy of the completed form and submit the original to the appropriate person who is identified at the bottom of the form. That person will then start an effort to facilitate an appropriate solution to the issue.
III. Step Three, Making an Appeal

If the student is unsatisfied with the solution that resulted from Step Two, or it seems that Step Two is moving too slowly, the student should make an appeal by submitting a copy of the completed Issue Report Form to the university’s ADA Coordinator, along with a written statement indicating any new (important) details about the issue. If the student suspects it could be a conflict of interest for the ADA Coordinator to address the issue, the student should submit the form to the university’s Office of Equity and Compliance. If the ADA Coordinator believes such a conflict of interest exists, the ADA Coordinator should submit the form to the university’s Office of Equity and Compliance. The ADA Coordinator and/or the Office of Equity and Compliance will then initiate a formal review of the situation and incorporate other parties into the consideration as appropriate and necessary. Whatever decision results from Step Three should be considered the university’s firm decision on the matter.

21. Limitations To The Purpose Of The Student Ability Services Office

This is a small office. The SAS staff are not experts on a wide range of medical, physical, or brain issues and can’t provide remedial services or monitor health situations. There are close to 3000 different courses at UWRF and nearly all explores their topics rather deeply through lectures and textbooks; the office staff can’t provide support on lessons because they don’t attend the lectures or read the books. College courses typical have few tests or assignments, so the tests and assignments that do occur usually count heavily. Students must be able self-motivate a lot of independent studying over time, versus only shortly before tests or assignments. Academic monitoring is available but for the above reasons it’s often not very effective. If an achievement problem becomes apparent, in many courses the opportunity to improve things can already be tight. Should a problem arise with adjustments or accommodations it can be quite difficult for anyone else to notice the matter unless students outwardly indicate something is wrong. Prompt attention is always given to a student who informs there is such a problem. A problem solving/appeal requesting/grievance procedure also exists. Student Ability Services is not involved with the procedures or policies for running residential halls or with matters regarding financial assistance. Students can come to this office for friendly support on virtually anything but may need to be referred elsewhere for the best solution. Free tutoring and counseling are available elsewhere on campus.

22. Lecture Notes-Student Manager Responsibilities

Student Ability Services (SAS)
University of Wisconsin-River Falls (UWRF)
8-11-11

1. Manage the proper handling of Note Taker Application forms in the office.
a. Ensure that unused copies of the Note Taker Application are readily available to accommodate students

b. Ensure the forms are adequately filled out; assist the accommodated students as necessary on this matter (it’s vital the forms have the students’ pickup folder number and course identification on it, or we cannot process the incoming forms).

c. Ensure other involved staff know how to properly address the forms

d. File the completed forms in the accommodated students’ Accommodation Folders at the appropriate time

2. Manage the Note Taker application process and supervise the Note Takers.
   a. Ensure the Note Taker applicants receive a copy of the front-side of the Note Taker Application after they’ve signed it. This allows the applicant to remember the responsibilities and parameters for providing copies of notes to SAS.

   b. Ensure applicants receive all the necessary work eligibility forms that are required for making arrangements to pay them for their services.

   c. As soon as possible, once a Note Taker Application is received, notify the Accommodations Coordinator or Office Coordinator if it appears the applicant may not be appropriate for the job.

   d. If there’s no concern about the applicant, ask the applicant for an “as soon as possible” opportunity that a staff can start making copies of notes. Ideally this request will be in person when the applicant delivers the incoming application to the office.

   e. The target date for class lecture to begin for which copying process should start may depend on the accommodated student’s circumstances and other factors. Often it’s the first day of classes. Consult the Accommodations Coordinator or Office Coordinator if a good target date isn’t apparent.

   f. Ensure note takers are signing in at each delivery of notes, and properly labeling the notes

   g. Receive reports of Note Taker problems from the students, other office staff, and or professors, and take action to resolve them.
      - If necessary, remind note takers of the protocols/responsibilities for supplying notes that are listed on the application they signed
      - Notify and seek consultation from the Accommodations Coordinator or office Coordinator as needed.

3. Manage the process of ensuring accommodated students are able to receive the copies of notes in a timely way and can effectively use of them.
   a. Ensure the lecture notes “pickup folders” are available to the students, including reminding them of their individual folder numbers when needed.

   b. Ensure the copies of notes are quickly being placed in the proper “pickup folders”

   c. Remind the students of their responsibility to follow specific SAS protocols, and provide them a copy of the Agreement for Copies of Lecture notes, when necessary.
d. Ensure incoming copies of cursive notes are reformatted for accommodated students that require different formats. This could involve enlarged copies, keyboarded notes, audio recording of the notes, or other measures.

1. Train, monitor, and supervise the work of other student-staff who are designated to be involved in copying of lecture notes process.

2. Manage the database used to collect and store important data related to this type of accommodation, keeping it up to date.

3. Create a list indicating how much each Note Taker may potentially earn, and 10 days before the semester will end provide it to the Program Assistant who’s in charge of arranging payment.

4. When not dealing with necessary tasks for these accommodations, assist the scanning of text books.
   a. This will include anything from acquiring the appropriate copies of the books, which are of decent enough physical quality to produce effective text accommodations. Also, this will include effectively using of the scanner and computer for rapid production of text accommodations through scanning and disc burning.

5. Communicate with, and support the work of other SAS managers as needed.

6. Other duties as assigned by appropriate supervisors.

23. Text Accommodations-Student Manager Responsibilities

Student Ability Services (SAS)
University of Wisconsin-River Falls
8-11-11

1. Manage proper handling of the Text Accommodation Request Forms.
   a. Ensure the forms are adequately filled out; assist the accommodated students as necessary on this matter (it’s vital the forms must be signed by the students to avoid infringing on the publishers’ copyright).
   b. Ensure other involved staff know how to properly handle the forms
   c. File the completed forms in the students’ Accommodation Folder at the appropriate time

2. Manage the scanning process to produce the accommodations in a timely manner.
   a. Text Accommodations requests must be completed in an efficient manner: this includes ensuring the office can quickly acquire appropriately copies of the books, which are of decent enough physical quality to produce effective accommodations.
   b. Manage effective use of the scanner and computer for rapid production: this could involve supervising other student-staff who may perform the scanning and disc burning.

3. Manage the process of ensuring “disabled” students receive the accommodations in a timely way and can make use of them.
   a. Ensure the students are notified quickly when the accommodations are ready
   b. Ensure the students sign the Request Forms for receipt of the accommodations
c. Show the students how to use the discs and other technological equipment

4. Manage the SAS library of digital books and inventory of technological equipment.
   a. Storing the equipment, ensuring it can function properly
   b. Storing the scanned copies of books, ensure they can be used again

5. Manage the information and data bases used to collect and store important data related to these accommodations.
   a. Keeping track of inventory off technological equipment,
   b. Keeping the catalog of books that are in SAS External Harddrive,
   c. Keeping track of which students are currently borrowing these materials, which students need to return the materials, and which students are tardy at returning them
   d. a per semester database of all the students’ use of the accommodations, and their return of borrowed equipment to SAS

6. Train and monitor the work of other student-staff who are designated to be involved in arranging these accommodations.

7. Ensure equipment is returned to SAS at the appropriate time.
   a. Soon before the end of each semester remind all students by both email and phone to return the equipment, or to contact the office about plans for continued use.
   b. Inform the SAS Accommodations Coordinator if it appears the equipment won’t be returned.

8. When necessary attend to copies of lecture notes duties:
   a. Copies of lecture notes duties include: receiving Note Taker Application Forms, copying lecture notes, informing note taker to make changes when taking their notes, ensuring note taker stamps and labels notes properly, copies of lecture notes are put in proper student’s SAS numbered folder, and relay copies of lecture notes issues to Lecture Notes-Student Manager.

9. Communicate with, and support the work of other SAS managers as needed.

10. Other duties as assigned by appropriate supervisors.