

IW DISABILITY SERVICES HANDBOOK

A guide for students, faculty, and staff for understanding and
implementing academic accommodations at Iowa Wesleyan University



Iowa Wesleyan University

Handbook for Students with Disabilities

Introduction

Iowa Wesleyan University (IW) and the OASIS (Office of Academic Success and Inclusive Services) are committed to providing a supportive environment for all students with disabilities who attend IW. The OASIS works to provide students with disabilities a positive environment that allows them full participation, equal access, and reasonable accommodations for their disabilities, along with a college experience that encourages them to become self-sufficient and their own best advocates. Academic accommodations and services for students with disabilities are coordinated by the OASIS. Housing accommodations, including air conditioners, are coordinated through Student Development.

Examples of common academic accommodations include classroom modifications, adaptive equipment, and testing arrangements. Documentation of a student's disability must be current and comprehensive, must include a specific diagnosis, and must be from a qualified professional.

According to the 2017-18 IW catalog: *No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of IW's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities require current (within three years) documentation of the disability after acceptance to the University and before registration.*

IW is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. *If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of OASIS at 319-385-6383 to inquire about services or to schedule an appointment.*

Disabilities According to the Americans with Disabilities Act: *a person with a disability is one who: - has a physical or mental impairment which substantially limits a major life activity - has a record of history of such impairment, or - is regarded as having such an impairment.*

Verification of Disability: *The Director of the Office of Academic Success and Inclusive Support (OASIS) will determine allowable accommodations on college level based off of past accommodations and will work with instructors and OASIS services to facilitate and track accommodations and services. It is the student's responsibility to contact the OASIS about past accommodations. No accommodation will be provided without documentation. In addition, IW will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.*

Goals for Providing Services to Students with Disabilities

1. Working with students with disabilities to provide reasonable accommodations that will allow the students to demonstrate their academic capabilities.
2. Assisting students with disabilities through the transition from high school to college.
3. Collaborating with other offices at Iowa Wesleyan to ensure equal access for all students.

Rights and Responsibilities

Self-identifying as a student with a disability and asking for accommodations are personal decisions. If a student requests accommodations at Iowa Wesleyan University (IW), he or she is responsible for completing the accommodation process that begins with informing the OASIS Director.

Student Rights

- To have full and equal access to the same educational experience as students without disabilities.
- To have accommodation requests reviewed and authorized quickly and fairly by the OASIS Director.
- To have disability documentation held confidentially and released only to designated individuals with the student's written request or permission.

Student Responsibilities

- To self-identify your disability and provide professional and appropriate documentation of the disability.
- To consult with the Director of the OASIS to discuss appropriate accommodations and provide timely notification of changes in accommodation needs or services.
- To discuss your accommodations with faculty at the beginning of each semester. However, students are not compelled to disclose details of their disability unless they so choose.
- To arrange exam accommodations with **faculty at least one week in advance** and with the **OASIS at least three working days before exam dates.**
- To notify the OASIS Director if requested accommodations are not being provided or are not effective.

OASIS Responsibilities

- Meet with students and prospective students to determine appropriate academic accommodations consistent with the students' documentation.
- Administer policies and guidelines regarding "reasonable accommodations."
- Maintain confidential records that document the plan for providing students' accommodations.
- Assist students by helping them develop self-advocacy. (See Appendix 2.)
- Provide instruction in attention and memory strategies, planning, self-monitoring, time management, organization, and problem-solving.
- Meet with prospective students and their parents or guardians to discuss services available at Iowa Wesleyan.
- Send out notifications to students' current faculty members and academic advisers informing them of the students' accommodations at the beginning of each term. Accommodations will automatically be sent out unless changes are made in conjunction with the students receiving accommodations.
- Implement appropriate academic ADA support services for IW.
- Provide consultation with faculty and staff regarding accommodations and IW's compliance with legal responsibilities.
- Provide disability awareness training for campus constituencies as needed.
- Collect and assess student feedback to measure satisfaction and to monitor use of disability services.

Accommodations

What is a "Reasonable Accommodation"?

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or residence hall room that enables a qualified student with a disability to have equal access. Equal access means the opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly situated students without disabilities. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact.

Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment.
- The possible accommodations that might remove the barriers.
- Whether or not the student has access to the course, program, service, or activity, without accommodations.
- Whether or not essential elements of the course, program, service, or activity are compromised by the accommodations.

Classroom Accommodations

Accommodations for qualified students provided through the OASIS may include, **but are not limited to**, the following:

Test Proctoring

Students can make arrangements to have their tests proctored in the OASIS. Tests can be administered orally and/or test time can be extended. In addition, an alternate location of a distraction reduced testing environment is available. Faculty members can also administer their own tests as long as they provide the students' accommodations. (See Appendix 1.)

Note Taking

Note takers can be provided to any student who has difficulty taking lecture notes because of a documented physical or learning disability. However, student participation is essential for a quality educational experience. This accommodation is in no way meant to replace classroom attendance or students' own note taking efforts; it is merely a back-up to assist students. Note takers are student volunteers who are already enrolled in the class for which the accommodations are provided. (See Appendix 2.)

Audiobooks/Alternate Format Texts

Students with reading difficulties can have access to *Learning Ally*, *Bookshare* or other resources for audiobooks. Arrangements for alternative text formats will be as needed, for example Braille texts.

Extended Time on Assignments

Students who may have difficulty completing an assignment on time due to difficulty with reading or writing may receive the accommodation of extended time on assignments. This accommodation **MUST BE NEGOTIATED IN ADVANCE WITH THE PROFESSOR**. It is not an accommodation to extend the assignment after it is begun, nor an invitation to procrastinate. (See Appendix 3.)

Use of Technology in Class

Students may have the accommodation of recording class lectures, using a laptop in class, having a reader to enlarge text, using a smart pen, having the professor use a microphone, etc.

Documentation Guidelines

Under the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973*, individuals with disabilities are guaranteed certain protection and rights to accommodations based upon documentation. The documentation must indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of accommodations, academic adjustments, and/or auxiliary aids.

- Documentation must have a signature of a licensed professional, qualified in the appropriate specialty area for which accommodations are being requested and who is not related to the student. Documentation should be on official letterhead.
- Documentation should be current. (General standards are three years for ADHD, five years for a learning disability, or one year for a psychiatric disability.) However, the college may use its discretion in cases in which the condition is considered permanent and the documentation is greater than three years old.
- 504 Plans and IEP's can be considered and reviewed as appropriate documentation. The college, however, may requested additional documentation in some instances.

When applicable, the documentation should include the following information:

- A clear statement of the diagnosed disability including the DSM-IV diagnosis.
- An educational, developmental, and medical history or summary of presenting symptoms as related to the diagnosis.
- A list of all assessment instruments and relevant scores used to make the diagnosis, and a description of the functional limitations resulting from the disability.
- A list of the recommended educational accommodations.
- A statement of why the disability qualifies the applicant for the accommodations.
- A discussion of the impact of medication on the student's ability to function in an academic environment.

Documentation NOT accepted:

- A brief note from a doctor that simply requests an accommodation.
- Information or notes written on prescription pads or copies of after-care instructions.
- Documentation of learning disabilities which is not comprehensive or which identifies “learning problems” or “learning challenges” but does not specifically diagnose a learning disability.

A student applying for academic accommodations must meet with the OASIS director to fill out an application for accommodations and provide appropriate documentations as stated above. Accommodations cannot be provided without an application and documentation.

Grievance Procedures

If an Iowa Wesleyan student believes any college personnel have discriminated against him/her because of a disability, he/she has the right to seek a review of such concerns. Students must begin with an informal complaint to the OASIS Director, and if the results of that complaint are not satisfactory to the student, he/she can file a formal grievance.

Informal Complaint Procedures

The student speaks first about the concerns to the OASIS Director who may recommend that the student discuss the problem with the faculty or staff member involved. This meeting could be mediated by the OASIS Director or a designee, or the student could meet with the faculty or staff member alone. Results of this discussion may include developing strategies for empowering the student to deal with the situation, having the person who has received the grievance take it under review, or some other satisfactory resolution. A student who is uncertain about filing a formal grievance may consult informally with the OASIS.

Formal Complaint Procedures

A student who wishes to file a formal grievance regarding **academic** accommodations (i.e. testing or course accommodations) must do so in writing to the Vice President for Academic Affairs (Dr. DeWayne Frazier) who will review the complaint to determine whether or not college policy has been followed and, if not, to address any resulting consequences and to take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The Vice President for Academic Affairs or designee will promptly undertake an investigation and provide a written finding to the student upon completion of the review. A student who wishes to file a formal grievance regarding **non-academic** accommodations (i.e. housing or similar complaints) must do so in writing to the Vice President for Student Development (Dr. Wesley Brooks).

Students who make use of the informal or formal complaint procedures shall not be retaliated against for doing so. Students may choose another student, faculty member, or staff member to accompany them through the steps of the procedure.

Appendix 1--FAQs

Are services for students with disabilities at Iowa Wesleyan different from services provided in high school or from other colleges?

Kindergarten through high school (K-12) operates under a different law than colleges and universities. K-12 students are accommodated under IDEA, which is aimed at making the student with academic accommodations successful. Post-secondary students are accommodated under the ADA, which aims at insuring that the accommodated student is offered the same or similar opportunities to succeed as other students in the institution without accommodations.

Students should not assume that accommodations provided at one school will be provided at IW. Accommodations are approved on a case-by-case basis and must be consistent with the school's academic goals and standards. A student's request, documentation, and past educational experiences will all be taken into consideration when determining the appropriate accommodations. Ultimately, college students are solely responsible for their own success.

With whom do I share my disability documentation and when?

Prospective and incoming IW students should contact the OASIS as soon as possible to determine what services and accommodations are available. Prospective students to IW should arrange a meeting with the OASIS Director to discuss their documentation and potential services. Students with disabilities accepted to IW should contact the OASIS as soon as possible since information about students' previous accommodations does not automatically follow students from high school or another college, nor is it the responsibility of the college to seek out students who may be eligible for accommodations at Iowa Wesleyan.

Are housing accommodations available?

Yes, upon acceptance to IW, students with disabilities who have specific housing needs should contact the Office of Student Development. Students who need accommodations for housing must contact Student Development before their arrival on campus.

I believe I have a disability but no current documentation. What should I do?

Students who have not received a prior evaluation or whose documentation is determined to be outdated can ask for assistance about local practitioners who can perform the evaluation. They can be referred to other agencies or find an agency in their hometown. All costs incurred for obtaining appropriate documentation are the students' responsibility.

Appendix 2--How to Self-Advocate

1. **YOU are responsible for managing your disability in college.** You choose when you will take advantage of your accommodations. There may be classes in which you determine accommodations to be helpful and other classes where you determine that accommodations are not necessary. In college accommodations are tools, not requirements.
2. **The OASIS will initiate communication with your faculty regarding your accommodations.** You will be copied on the email correspondence. From there, it is up to you to speak to your professors in the classes where you need assistance to let them know when you want to use your accommodations.
3. **You can activate your accommodations at any time.** The sooner you realize you need to use an accommodation in a particular class, the sooner you will be successful. Speak with your professors right away if you find you need your accommodations for their classes. If the professors have questions about your accommodations that you cannot answer, the Director of the OASIS can speak with the faculty member.
4. **Speak with your professors.** Opening a dialogue with your professors does not mean you need to share your disability details. You can disclose as much or as little as you want. Introducing yourself to your professors early in the term helps create open communication lines regarding how they can assist you best in their classes.
5. **If you have problems** accessing your accommodations with your professors, please speak to the OASIS Director as soon as possible.
6. **Accommodations are here to support your success at Iowa Wesleyan.** Please use the support services available to you as you need them. Self-advocate for your own success!
7. **The OASIS staff can assist you in communicating with the faculty, but it is important that you manage your own educational experience...and ask for help when you need it! You should be your own best advocate.**

Appendix 3--Test Proctoring Policy

In an effort to assist the faculty, the OASIS can proctor exams for students with accommodations. This allows for students to utilize the accommodation of an alternate location, extended time on exams/quizzes, or using a reader. If professors choose, they can make their own arrangements with students as long as they are able to comply with the students' accommodations. If the professor chooses to administer the test, the OASIS does not need to be notified. Professors can contact the OASIS Director for a more detailed explanation of how to proctor an accommodated test.

In preparing for a test, the following guidelines must be observed:

1. Students should speak with the professors at least one week before the exam to indicate the upcoming exam/quiz is one for which they would like to utilize their accommodations. (This allows the professors time to send the tests to the OASIS.)
2. Once the professor has been notified and agrees, the student should contact the OASIS at least three working days in advance of the exam, not including the weekend. (Scheduling fewer than three days from the test may affect the availability of the OASIS to proctor.)
3. This may mean that students take their exams before or after the normal class time. Professors who do not want this to happen are welcome to proctor exams with students on the actual day and time of the exam as long as the students' accommodations are met.
4. Faculty members are asked to submit exams within 24 hours of the scheduled proctoring time. Exams can be submitted electronically to the director or dropped off at the OASIS in a hard copy. Professors should indicate whether any special instructions or materials are needed or if the student can use aids like notes, books, calculators, scantrons, etc.
5. Once the exams have been completed, the OASIS will return the exam to professors in a timely manner (usually by the next business day). Exams are often placed in envelopes and slid under the professors' office doors. Professors can also pick up the exams from the OASIS.

Final Exam Proctoring Policy

Final exams are proctored by the OASIS during business hours and only during weekdays (M-F). If a final exam is scheduled by IW on a weekend or after business hours, the OASIS will work with the faculty and accommodated students to reschedule this exam within the OASIS' regular hours of operation. Due to the accommodation of extended time, the OASIS encourages students to only schedule one exam per day during finals. Because finals week is a busy time for OASIS staff, professors must make arrangements to pick up their own completed exams.

Please note that the OASIS is only able to proctor exams for students with academic accommodations.

Appendix 4--Note Taker Information

It is the students' responsibility to approach the professors if they feel as though they need note takers for class. Here are some suggestions as to how professors can help students arrange note takers:

- Announce in class that a student in the course is in need of a note taker (**Due to confidentiality, do not share the student's name or point the student out!**) Explain that a volunteer is needed who will take notes normally. (In some cases, students who are not concerned about confidentiality may recruit their own note takers.)
- The note taker should write in ink or dark pencil so that the notes may be copied and skip lines for better readability. Notes can also be typed.
- The day's notes can then be submitted to the professor after class or brought to the OASIS staff to be copied and/or scanned and emailed to the student. **It is important that the notes are provided to the accommodated student with 24 hours of the class.**
- **Please note**--Students must be aware that having a note taker does not allow them to miss class. If students are not regularly attending class, the services of the note takers will be curtailed.
- Note taking is an unpaid, volunteer position; however at the end of the term the note taker will receive a thank-you gift card from the OASIS.
- Please feel free to contact the Director of the OASIS if there are difficulties in finding a note taker.

Appendix 5—Extended Time on Assignments

Extended time on readings and out of class assignments like research papers or projects is negotiated between students with accommodations and the professors teaching the classes with the assignments.

- The students are responsible for initiating the negotiation with their professors at the time the projects are assigned.
- The appropriate extension of time must be agreed on between the professors and the students and a specific due date must be established prior to the students beginning the projects.
- A guideline for extending time for an assignment may be based on the extended time offered to the students with testing accommodations, for example one and a half or double the time the other students have to complete their assignments.
- **Students cannot trigger their accommodation of extended time after they have begun the assignment and run out of time to complete it or procrastinated and failed to begin the assignment with the rest of the class.**
- Extended time on assignments **does not apply** to tests, quizzes, or exams. Testing accommodations are covered in Appendix 3.

Appendix 6—Differences Between High School (IDEA) and College (ADA)

HIGH SCHOOL

High school is an entitlement.

High school is **mandatory** and usually free.

Others structure your time.

Permission is needed to participate in extracurricular activities.

Parents and teachers remind you of your responsibilities and to assist you in setting priorities and goals.

Day-to-day decisions are made for you, so you have limited moral and ethical decisions to make.

High school days are planned; you proceed from one class directly to another, spending 6 hours each day or 30 hours a week in class.

Most of your classes are arranged for you by teachers and parents.

You are not responsible for knowing what it takes to graduate.

During your attendance in high school your parents have the right to participate in decisions that affect your learning: IEP and 504 Plan.

High School will make academic adjustments based on IEP or 504 Plans.

COLLEGE

College is a choice, a right to access.

College is **voluntary** and **costly**.

You manage your own time.

The decision to participate in co-curricular or extracurricular activities is yours.

Balancing your time and setting priorities is now your responsibility.

You will make all your day-to-day decisions and many moral and ethical decisions will be part of those decisions.

In college there are sometimes hours between classes; class times are varied throughout the day and evening and you spend only 12 to 16 hours each week in class.

Your advisor assists you in arranging your own schedule towards degree completion. Schedules tend to look lighter than they really are.

Graduation requirements are complex and differ from year to year. You are expected to apply for graduation and know when you are eligible.

Once a student turns 18, parents no longer have legal right to student information, unless they maintain guardianship or the student signs a FERPA release form.

Documentation of your disability is your responsibility. You are required to provide and pay for documentation of your disability. Receiving accommodations may require more documentation than your IEP or 504 Plan.

High school can change academic requirements for you.

High school is a guided process and students are told what to do and how to behave.

Colleges are not required to reduce or waive essential course requirements.

College is a student responsibility and students are held responsible for the consequences of their decisions.

HIGH SCHOOL CLASSES

The school year is 36 weeks long; classes extend over both terms and some are divided between terms or weeks.

Classes generally have no more than 35 students.

Outside study time varies from as little as 0 to 2 hours a week and this may be mostly last-minute test preparation.

You seldom need to read anything more than once, and sometimes listening in class is enough.

You are expected to read short assignments that are discussed and often re-taught, in class.

Learning is a matter of supplying students with information and testing them on the same.

HIGH SCHOOL TEACHERS

Teachers check your homework.

Teachers remind you of your incomplete work.

COLLEGE CLASSES

The academic year is divided into two separate 15-week semesters, plus a week of finals for each.

Classes may number 100 students or more at university levels. Community college classes have similar enrollments to high school.

For each class you should allow at least 2 to 3 hours outside study time per class.

You need to review class notes and text material regularly. Read over notes after each class, re-write notes and re-read before going to next class.

You are assigned substantial amounts of reading and writing which may not be directly addressed in class.

Learning is formulating thoughts and critical thinking. Students must take responsibility for their learning, Professors assume students have read materials and proceed as if the reading is done.

COLLEGE PROFESSORS

Professors do not always check homework, but they will assume you can perform the same tasks on tests.

Professors do not remind you of incomplete work.

Teachers watch and identify your problems and approach you if they believe you need assistance.

Teachers are often available for conversation before, during, or after class.

Teachers have been trained in teaching methods to assist in imparting knowledge to students.

Teachers provide you with information you missed when you were absent.

Teachers often write information on the board to be copied in your notes and identify important information.

HIGH SCHOOL TEACHERS

Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.

Teachers often take time to remind you of assignments and due dates.

Teachers carefully monitor class attendance. Doctors' excuses are accepted for absences.

Teachers teach.

Professors are usually open and helpful, but they expect you to initiate contact if you need assistance.

Professors expect and want you to attend their scheduled office hours.

Professors have been trained as experts in their particular areas of research.

Professors expect you to contact them if you are absent and get any notes from classmates for classes you missed.

Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.

COLLEGE PROFESSORS

Professors expect you to think about and synthesize seemingly unrelated topics.

Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Professors may not formally take roll, but they are still likely to know whether or not you attended. Professors may not take doctors' excuses for absences, attendance policies are written on their syllabus, along with consequences for absences.

Professors provide opportunity to expand knowledge and develop thinking.

TESTING IN HIGH SCHOOL

Testing is frequent and covers small amounts of material.

Teachers may go over what will be on the test.

Makeup tests are often available.

Teachers work around school activities for their testing dates.

Teachers frequently conduct review sessions, pointing out the most important concepts.

Tests are modified and interpreted to help you understand what the teacher is asking.

Passing a course is based upon your ability to reproduce what you have been taught.

GRADES IN HIGH SCHOOL

Grades are given for most assigned work.

Consistently good homework grades may raise your overall grade when test grades are low.

Extra credit projects are often available to help you raise your grade.

Initial test grades, especially when they are low, may not have an adverse effect on your final grade.

TESTING IN COLLEGE

Testing may be less frequent and may be cumulative, covering large amounts of material. There may only be one to four tests per term. A comprehensive final may be given.

Test preparation is the students' responsibility. The professor may or may not review for the test.

Makeup tests are seldom an option; if they are, it is your responsibility to request them.

Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.

Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.

Tests are verbatim; you are expected to know what the professor is asking -- no help is given.

Passing a course is based upon application of the principles taught.

GRADES IN COLLEGE

Grades may not be provided for all assigned work.

Grades on tests and major papers usually provide most of the course grade.

Extra credit projects are usually not an option in college.

Watch out for your **first** tests. These are usually "wake-up calls" to let you know what is expected-- but they also may account for a substantial part of

You may graduate as long as you have passed all required courses with a grade of D or higher.

your course grade. You may be shocked when you get your grades.

You may graduate only if your average in classes meets the departmental standard, typically a 2.0 or C.

In high school you must pass.

In college you can fail.

HIGH SCHOOL ACADEMIC ADJUSTMENTS

COLLEGE ACCOMODATIONS

High school allows shortened assignments.

In college shortened assignments are not a reasonable accommodation.

High school allows the use of notes on exams.

Use of notes on exams is not a reasonable accommodation in college.

High school tests can explain questions using different words.

Explaining questions using different words is not always possible in college.

High school ensures success.

In college you must meet the academic standards of a course. Success is not guaranteed.

High school must pass students who follow their IEP or 504.

It is legal for a student with a disability to be academically dismissed from college.

Other Useful Facts

- Students must identify themselves to the disability office. ADA officers will not seek them out.
- Colleges and universities may not charge students for providing accommodations.
- IEP's, 504's and CER's are not acceptable documentation for college, but they are a starting point.
- Disability documentation must be recent and varies by college and university.
- Reasonable accommodations are made in order to level the playing field for qualified individuals with disabilities. These accommodations permit students with disabilities the opportunity to learn by removing barriers that do not compromise academic standards.
- Admission requirements must be met for each individual college or university.

HOW TO MAKE THE TRANSITION TO COLLEGE

- Make an appointment with the Disability Services Office (at Iowa Wesleyan that's the OASIS) at your college to discuss possible accommodations at the beginning of the semester or earlier.
- Work with your ADA Officer—s/he is a great resource.
- Be your own advocate.
- Talk with your professors, especially if you are having problems in their classes.
- Use tutoring, supplemental instruction, and academic coaching to help you stay on track.
- Before you sign up for a course, make sure you understand the requirements.
- Develop a support system and seek help as soon as you realize you may need it.
- Set goals and follow through on them!

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What is FERPA?

Family Educational Rights and Privacy Act of 1974

Federal law designed to:

- Protect the privacy of educational records
- Establish the right of students to inspect and review their educational records
- Provide guidelines for the correction of inaccurate and misleading data

Privacy issues concern

- Phone contact
- Student email accounts

An educational record is any record that is...

- Maintained by an institution
- Directly related to a student
- Containing information from which an individual student can be identified

** This includes files, documents, and materials in any medium.*

Student directory information that **CAN** be given out

- Student's name, address and field of study
- Participation in officially recognized activities and sports
- Degrees, honors and awards received
- Most recent educational institution attended
- Other similar info deemed by the institution as not an invasion of a student's privacy

OASIS
3rd Floor Chadwick Library
Iowa Wesleyan University

Student directory information that can **NOT** be given out:

- Race
- Gender
- Social security number
- Country of citizenship
- **Grades or GPA**

How does this affect students? It means that neither staff nor faculty can speak directly to parents, guardians, or any other persons about students' attendance or grades unless the students have signed a FERPA release form, which is available from the registrar's office.