



William Woods University

The Office of Student Accessibility (OSAR) Resources Handbook

A Guide to William Woods'
Policies and Procedures

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REVISION DATE: JULY 2022

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Access to Academic Services

The Office of Student Accessibility Resources (OSAR) offers support services to students who have documented disabilities of a temporary or permanent nature. The goals of The Office of Student Accessibility Resources are to provide appropriate support services that help minimize physical and attitudinal barriers while promoting autonomy and self-advocacy for persons with disabilities.

To qualify for services, students must self-identify to The Office of Student Accessibility Resources and provide written documentation of their disability from a qualified professional or agency. This should be done in advance of the semester starting-but is not required as accommodations can be approved any time throughout the school year. It is encouraged that accommodations be discussed with each instructor in the first two weeks of the semester. It is up to the student to disclose to each course instructor and do not have to disclose if they do not need accommodations in that specific course.

Qualifying for Services

Self-identification

The student is not eligible for accommodations until he/she has requested services with The Office of Student Accessibility Resources.

Process of Implementing Accommodations

Instructions to Receive Academic Accommodations

To initiate request(s) for accommodations please see our website

https://www.williamwoods.edu/student_experience/undergraduate_student_experience/student_services/disability_services.html or contact Selena Meints, Director of The Office of Student Accessibility Resources (OSAR) through email at Selena.Meints@WilliamWoods.edu. Requests are confidential.

STEP 1: Disclosure. Through email or through the website the student will receive “**The Prospective Student Questionnaire form**” to fill out. This will give the staff an idea of what topics the meeting will be about and help shape the conversation. This form can be scanned and emailed back.

STEP 2: Intake Meeting. The student will **meet** with OSAR staff to discuss their needs and what accommodations they are seeking. This discussion can happen in person (preferably) or over ZOOM.

During this meeting, the student will be informed of what documentation their disability requires to have on file.

STEP 3: Documentation. The Reasonable Accommodations Request Form walks the student through the process for an academic or non-academic request. There is an upload button to submit third party documentation. The student completes Step 1 of the process by providing clinical verification with third party documentation, typically an evaluation and/or assessment report originating from a qualified professional. Evaluation reports may include etiological information about a disability, containing a history, assessments, and/or treatment plan to validate accommodations. OSAR staff will **review** accommodation request(s) and third party documentation. Disclosures are confidential.

STEP 4: If the initial documentation is incomplete or inadequate and a student interview does not provide relevant information, then OSAR staff will inform the student in writing of the insufficiency and may request additional information. *The process may take up to 30 business days from receipt of documentation to respond to the accommodation request.*

STEP 5: If documentation is approved, the student will receive a “blue card” - a laminated **accommodations letter** stating what academic accommodations the student is approved for. The student will need to show and discuss this letter with their instructors at the beginning of the semester (students are strongly encouraged to show and discuss the letter with their instructor in the first two weeks of the semester, but is not required). Blue cards are kept by the student and are the student’s responsibility to maintain on their person. Blue cards will be laminated and available for pick up by traditional on-campus students in the Academic Building room 109 at the beginning of each semester. Blue cards will be made available through email as a Word Doc for Online and Graduate students (traditional on-campus students can also request the letter be emailed to them as well). Students will decide which method they prefer when they meet with OSAR staff.

STEP 6: RENEWAL EACH YEAR: Meet with OSAR staff to review and/or revise approved accommodations each academic school year.

Documentation Guidelines

Reasonable accommodations will be determined based upon documentation and through discussions with the student regarding functional limitations and the services and programs to be accessed. Qualified third-party documentation **should include recommendations for academic accommodations.** Final determinations on academic accommodations/adjustments will be made by the Student Accessibility Resources office.

Information that establishes a history of a disability throughout the student’s academic career is helpful in establishing the presence of a disability. Individual education plans (IEPs), Section 504

plans and summary-of-performance reports, while helpful, are **not** enough to establish the presence of a disability at the postsecondary level.

Prospective students and/or their treating professionals should contact the Student Accessibility Office if they have questions pertaining to these guidelines for documentation. More information regarding documentation can be found in our Documentation Guidelines document.

Submitting Documentation:

To submit documentation please **email:** ada@WilliamWoods.edu

To submit paperwork **in person** please stop by the Academic Building, room **109**

To **upload documentation** to our online Form, please fill out the Reasonable Accommodations Form on OwlNet

To submit paperwork through **fax:** 573-592-1164

Contact Director, Selena Meints at Selena.Meints@WilliamWoods.edu or 573-592-1194

Temporary Medical Condition

Some medical conditions are temporarily disabling and accommodations may be requested for a limited amount of time. These may include surgery, concussions, accidents, severe illness or any other medical condition that temporarily impairs regular attendance or academic performance. Documentation will be required for appropriate accommodations to be provided. Temporary injuries can include: broken bones, concussions, COVID-19, pregnancy, etc. Students with temporary injuries should contact OSAR immediately in order for us to provide you with temporary accommodations that can be implemented right away. Please see our Concussion Protocol on our website for more information.

Guidelines for Using Accommodations

You may be approved for more than one accommodation. You are not required to use every accommodation for every class. You may decide to use different accommodations depending on each class and the different needs you may have. It is important to remember that accommodations are never granted retroactively. If you attempt to take a class without using an accommodation and then later realize you needed the accommodation you are not eligible to redo any of the assignments with an approved accommodation at a later date. Example: You cannot set up accommodations at midterm and expect to be able to retake tests with accommodation that were taken prior to midterm.

Adaptive Furniture

Students who request adaptive furniture should register with The Office of Student Accessibility Resources and present documentation from their doctor verifying that they have a disability and are unable to use student desks.

To ensure that the furniture is in place when needed, the requests need to be made at least six weeks in advance of need. If the University needs to purchase furniture, the University will try to assure prompt delivery. However, due to the University's purchasing procedures, there may be delays. Therefore, it is best to make requests early.

An item of a personal nature such as a cushion or an orthopedic support to use in a chair are not provided by the University nor is the University responsible for items left in the classroom.

Accessible furniture provided by the University is not prescriptive in nature. Personally prescribed items are to be provided by the student.

If adaptive furniture has been arranged and is not in a student's classroom, call or e-mail The Office of Student Accessibility Resources on your campus. Although the inconvenience is regrettable, unfortunately, there is no way to stop people from moving furniture.

Some of the types of adaptive furniture that may be available to students with disabilities are:

- Adjustable table
- Chair with arms
- Chair without arms
- Chair with padding
- Chair with straight back
- Stool
- Rolling table

Alternative Format

Students who cannot read regular print because of a visual disability, learning disability or other disability that affects cognitive processing may benefit from alternate format. Alternate formats include:

- Audio Recordings
- Braille
- Assignments and tests provided as electronic versions
- Large Print

Alternate Format for Tests

Tests may be requested in an alternate format. It is best for the student to discuss this need with The Office of Student Accessibility Resources and with each instructor so this accommodation can be planned for the entire semester. Tests can be obtained in large print, Braille, audio format or on disk. If the instructor is providing the alternate format, the student should remind the instructor prior to each test.

Alternate Format for Texts and Class Materials

Students with appropriate documentation on file with The Office of Student Accessibility Resources are eligible through The Office of Student Accessibility Resources for a student membership with Recordings for the Blind and Dyslexic (RFB&D) now known as Learning Ally. If the book is not available through Learning Ally, the book will need to be converted to the alternate format. This may take some time. Students are advised to register early and turn in requests as soon as possible.

Equipment Loan Policy

The Office of Student Accessibility Resources loans assistive equipment that is to be used as auxiliary aids to students eligible to receive educational accommodations. Under the reasonable accommodation mandate of the Americans with Disabilities Act and the Equal Employment Opportunity Commission regulations, institutions of higher education are not required to provide personal items, such as hearing aids or eyeglasses. An adjustment or modification assisting the individual through daily activities such as dressing, eating, or using the restroom is a personal item, and not required of the University. As with other accommodations provided through OSAR, equipment loans are based on the student's needs and supporting documentation. Loaned equipment is to be used only by the person to whom it is loaned and only for educational purposes.

Equipment loans are subject to certain terms and conditions:

- The borrower must sign an agreement indicating the terms of the loan and equipment return date.
- OSAR is responsible to make sure the equipment is in good working condition when loaned to student.
- The student will accept full responsibility for any loss, theft, or damage due to improper use, neglect, or violation of the equipment loan policy.
- Student must report loss, theft, or damage of the equipment to OSAR immediately.
- An equipment expert will determine the cost of any repair for which the student is responsible, i.e. wear or damage beyond that caused by normal use.
- OSAR is not responsible for the lack of accommodation caused by such loss or damage for which the student is responsible.
- OSAR is not responsible for any injury due to misuse of equipment.
- OSAR is responsible to make sure the equipment is in good working condition when returned by the student.
- OSAR is responsible to notify student in writing if the equipment is not returned by the specified date in working condition.
- If the equipment is not returned within 14 days after the mailing of the notification letter, the student's University Bill may be charged through the Cashier's Office for the estimated replacement cost of the equipment unless other arrangements have been made and approved by The Office of Student Accessibility Resources Director.
- Late fees may be assessed by the University ranging from \$20 to a maximum of full equipment replacement cost as follows: 2 weeks beyond notification - \$20, every week thereafter - \$20 until full replacement cost is reached.
- Once equipment is returned in working condition, the Cashier's Office will be notified and the original replacement cost charge will be removed from the student's University Bill. Late fees will NOT be removed.

Interpreter Services

Note: It is imperative that students adhere to the following procedures to assure timeliness and quality of services.

Interpreters are professionals hired by the University. All interpreters are licensed and certified by the State of Missouri. All interpreters are required to abide by the National Registry of Interpreters for the Deaf (R.I.D.) Code of Ethics and The Office of Student Accessibility Resources policies.

Requesting an interpreter for courses

Students may request an interpreter for courses by making an appointment with The Office of Student Accessibility Resources. Students should do this immediately after registering for classes each semester and with a minimum of at least two weeks before the beginning of class. Interpreting services cannot be guaranteed for late requests, but every effort will be made to arrange interpreter services within 48 hours' notice.

Revocation of Interpreting Services Because of Non-Attendance

Students should always try to contact The Office of Student Accessibility Resources if you need to miss class. If you do not show up for class, the interpreter will wait:

- 10 minutes for a 50 minute Class
- 15 minutes for a 1 hour and 15 minute Class
- 20 minutes for a 2 hour Class
- 30 minutes for a 3 hour Class

If you call The Office of Student Accessibility Resources and inform us that you are running late, the interpreter will extend the above waiting period.

If students miss two classes in a row and do not notify The Office of Student Accessibility Resources, they will get a warning letter and/or a phone call from The Office of Student Accessibility Resources Director. If you do not respond within one week, interpreter services will be stopped until a conference with the Director is held.

Requesting an interpreter for off-campus, academic-related activities or a conference with faculty members

An interpreter will be provided for all University related activities such as instructor conferences, field trips, workshops, or extracurricular activities. Study Abroad accommodations are considered optional and will need to be funded by the student. Requests need to be made by the student at least two business days in advance of the activity. Requests can be made by email.

Testing Accommodations and use of an Interpreter

The following testing accommodations may be used in conjunction with interpreting services.

- Extended time: Some students require more time in order to understand the language of the test. Your instructor may give you the extended time themselves or they may ask you to arrange this through The Office of Student Accessibility Resources.
- Interpreting services and extended time: Some students may ask to take tests out the classroom so that the interpreter may interpret the test.

For further information regarding our Interpreting policies, please see the Interpreters Guide.

There is also a Closed Captioning Guide policy as well which discusses closed captioning transcription and closed captioning for all course media content.

Medication Considerations

Medication can greatly impact the academic performance of some students because of side effects such as sleep problems, mood disturbances, appetite problems, or concentration difficulties. You can request accommodations related to the side effects of medication. The following is a list of possible accommodations that may be recommended: the ability to eat or drink during class, the ability to leave class due to negative side effects, note-takers or recorded lectures for concentration difficulties, and testing accommodations because of concentration difficulties.

Medical and Mental Health Withdrawal Policy

Introduction

The University cares about the physical and mental health of its students. Therefore, health and counseling services are available on campus. At times, however, a student may experience such extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed.

Medical Withdrawal

Students are encouraged to request a medical withdrawal when they believe their physical or mental health problems are preventing successful engagement in, and completion of, academic course work; when safety is in question; or when the demands of university life are interfering with the ability to recover from or adjust to a significant physical or mental health challenge. This can occur anytime throughout the semester; however, it may be more difficult to gain approval for a medical withdrawal during the final three weeks of the semester.

On campus, undergraduate students interested in pursuing a medical withdrawal are encouraged to discuss this option with providers at WWU Counseling and Health Services. In the interest of gaining a better understanding of the student's need for a medical withdrawal, the University may require appropriate documentation and/or request for the student to sign appropriate release forms allowing designated WWU staff to consult with the evaluating and/or treating clinician(s) serving the student.

The majority of students completing a medical withdrawal must complete the clearance procedures below when returning.

Clearance Procedures Necessary for Returning

Most students who have received a medical withdrawal will need to complete the following clearance procedures before being allowed to return to the University. The following steps are designed to ensure that a health emergency no longer exists and a treatment plan for continuing good health and safety is in place.

1. The student must be assessed by an appropriate outside professional whose opinions will be advisory to the University. The professional, who is selected by the student, must be a licensed psychologist or psychiatrist if evaluating mental health concerns, and must be a licensed physician if the evaluation is regarding other medical concerns. Students are encouraged to use WWU counseling and health services staff for referrals or assistance finding appropriate providers. Every effort will be made to consider a student's financial situation and insurance coverage in making referrals for treatment or evaluation. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern (e.g., an eating disorder or substance abuse specialist).

2. To make an accurate assessment, before conducting the evaluation, the mental health or medical professional must be given information relating to the precipitating events that led to the leave. This typically would involve the student signing a release allowing the University (e.g., the Health Center, Counseling Center, or Dean of Student Life) to share information regarding relevant incidents or concerns and, if applicable, recent hospital records. The outside mental health or medical professional, with the student's written permission, must provide an assessment of current functioning of the student and provide written recommendations regarding:

- a. given the precipitating events, the student's readiness to return to the academic and co-curricular demands of university life;
- b. the student's readiness to live in the on-campus residential community;
- c. ongoing treatment or testing needs; and
- d. any conditions or restrictions that the University should impose.

NOTE: Documentation of the assessment (conducted within 15-30 days of application for re-entry) and documentation of required treatment completion must be provided to either the Dean of Student Life or WWU Counseling and Health Services two weeks prior to the beginning of any session.

3. After the evaluation results and treatment documentation have been provided, the student must meet with a representative of WWU to be determined by the Dean of Student Life. This person is usually a member of the WWU Counseling and Health Services staff. The evaluation and the student's own perception regarding readiness to return, needs, and plans for treatment will be discussed. Additionally, the representative will consider how the outside evaluator's recommendations fit with the realities of student life at WWU and services that are available on campus or in the community. This meeting also ensures that those students requesting to return are aware of on-campus and community services available to address their needs.

4. If the representative is unsure whether the student's needs can be met at WWU, he/she may refer the information to the Dean of Student Life. The Dean of Student Life may use any other processes or policies available to determine if recommendations for the student's success

are compatible with the WWU living and learning environment and resources available on campus or in the community.

WWU reserves the right to require the student to comply with a treatment plan recommended by the outside professional and/or WWU healthcare/mental health professional as a condition of returning. Review and monitoring of the student's required treatment plan may be assigned to a University designee assigned by the Dean of Student Life.

If a student was living on campus prior to the emergency, approval for return to the University usually includes approval to return to housing. A student's on-campus housing status may be restricted if the student's behavior poses a health or safety threat to him/herself or others.

If a student was required to complete specific treatment (e.g, eating disorder or substance abuse treatment), the student must provide documentation regarding the completion of this requirement.

Academic Credit, Tuition

1. Once appropriate documentation has been provided and decisions have been made regarding a student's status the Dean of Student Life will notify the Academic Dean of the need for a medical withdrawal and ability to successfully return. For all approved medical withdrawals, the student receives 'W's (withdrawals) on the academic transcript, or is completely dropped from classes, without any notation on the transcript of having left for medical reasons. Thus, a medical withdrawal will not affect the student's grade point average.
2. In addition to any documentation required in the above procedures upon return, the student must complete the application for readmission found on the registrar's website. (If a student has attended another institution while on medical withdrawal they may need to reapply through the admissions office. The required documentation must still be submitted.)
3. Refunds for medical withdrawals shall follow the University withdrawal procedure found in the student handbook and on the website.

Note-Taking Services

Requesting Note-taking as an Accommodation

1. The student must present documentation of a disability to The Office of Student Accessibility Resources and supporting evidence that a note-taker is needed.
2. If it is agreed that a note-taker is needed, the instructor and student need to discuss how to obtain a volunteer.
 - Some students may wish to ask another student to volunteer without the aid of the instructor. The student should not be required to find his/her own note-taker.
 - If the student is uncomfortable asking someone, the instructor needs to assist the student in locating a volunteer.
 - Some students will ask the instructor to make an announcement to the class that there is someone in class who needs a note-taker. The instructor can ask that any volunteers stay to talk after class. The student and the instructor can then talk to the volunteers.
 - Some students are not comfortable with making an announcement in class and prefer that the volunteer be approached privately.
 - Some students do not wish to be identified to the note-taker and the notes will need to be given to the student through the department office or The Office of Student Accessibility Resources.
 - There is a form for the student and volunteer to fill out.

NOTE: A volunteer note-taker should have been established by the end of the first week of classes. If one is not found, The Office of Student Accessibility Resources should be contacted. Whatever method you use to identify a volunteer, please know that The Office of Student Accessibility Resources will be happy to meet with the student volunteer to discuss their role.

Parking

Only vehicles with stated certified disabled parking plates or tags are legally allowed to park in ADA accessible spaces. Persons with state certified disabled parking plates or tags may also park in staff spaces, which are designated on the Fulton campus with yellow lines. Copies of the state applications are not available on the University campus. The applications must be obtained in person from the Missouri Department of Revenue. If you need temporary close-up/accessible parking you must contact the Director of The Office of Student Accessibility Resources, who will collaborate with the Director of Campus Security. You will need to apply for a state tag if you need close-up parking for an extended period.

Personal Care Attendant

Note:

An otherwise qualified student who requires personal attendant services must arrange to provide for his/her own personal attendant service. The University does not assume coordination or financial responsibilities for personal attendant services.

The University makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student so that he/she can participate in the University's activities, services, and programs. In order for the student who requires PCA services to have the same independent experience as all other university students, it is in the student's best interest to hire an impartial PCA, not a family member or close friend.

Responsibilities of Students Using PCAs

The responsibilities of students using PCAs include:

- Secure a PCA prior to attending any university-related activity i.e. placement testing, enrollment and class attendance. (The University will not be responsible for providing a personal care attendant on an interim basis.)
- Ensure that each PCA registers with The Office of Student Accessibility Resources.
- Ensure that if personnel changes occur during the semester, he/she and the new PCA registers with The Office of Student Accessibility Resources.
- Direct the activities of the personal care attendant while at the University.
- Have a backup plan or alternative plan of action should the regular PCA not be available to work with them.
- Follow the University's policies and abide by the Student Rights and Responsibilities

Responsibilities of PCAs

The responsibilities of PCAs include:

- Follow all applicable University policies, rules, regulations, and procedures.
- Assist the student before and after class but wait outside the classroom.
- Allow the student to take responsibility for his/her own progress or behavior.
- Refrain asking questions of faculty, staff, or others on behalf of the student
- Refrain from intervening in conversations between the student and faculty, staff or other students
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Follow the Office of Student Accessibility Resources PCA Policy.

If a Personal Care Attendant fails to abide by the above policies and procedures, The Office of Student Accessibility Resources may make a determination that the PCA will not be allowed to accompany the student to the classroom and/or other University sites.

Practicum, Cooperative/Experiential Education and Clinical Assignments

In many situations a cooperative or experiential education program or clinical is not only required for a specific program, but is also essential for assessing the student's abilities and skills as well as special needs in that field. For a student with disabilities, the practicum or co-op may present a unique challenge.

When a student is ready to register for a practicum or internship, etc. it is the assumption that, through completion of their prerequisite coursework, they have demonstrated the classroom skills essential to their successful completion of a practicum. However, the off campus site and ensuing duties may present a whole new set of accommodations that will need to be assessed and provided if possible.

The Office of Student Accessibility Resources is available for help with suggestions on how to provide reasonable accommodations at a job, practicum, or co-op site. It is sometimes best to discuss accommodations with the site supervisor prior to start of the experience.

It is important for the university instructor who places and supervises the student to understand the following facts related to these issues.

Practicum/clinical assignments/internships/experiential education, etc. are considered University courses; thus requires the University to provide for reasonable accommodations. Students are not required to disclose their specific disability to their instructor or practicum site supervisor, nor can they be asked information about their specific disability. If students request accommodation, their needs can and should be discussed.

If the practicum site refuses to provide reasonable accommodations for the student with disabilities, then the University is responsible for providing them. University staff may not disclose a student's disability to the off-site location without the permission of the student.

Suggestions for Accommodations

- Identify essential skills required in the practicum setting with the student and discuss the student's ability to perform those skills.
- If a student requests an accommodation from their practicum supervisor, The Office of Student Accessibility Resources will offer consultation for accommodations.
- If student does not self-disclose, the practicum site is not obligated to provide accommodations to the student.
- It is best for The Office of Student Accessibility Resources Office, practicum site supervisor, and student to discuss accommodations prior to the placement.
- If the student has difficulty meeting the requirements of the practicum site with accommodations, faculty may refer the student to a Career Counselor and/or The Office of Student Accessibility Resources.

Recorded Lectures

Students may use audio or video recordings of a lecture as an approved accommodation if it provides meaningful access to the educational experience.

Tape recorders are one of the accommodations specifically mentioned in Section 504 of the Rehabilitation Act of 1973. According to federal law:

- Students with disabilities who are unable to take or read notes have the right to record class lectures only for their personal study.
- Lectures recorded for personal study may not be shared with other people without the written consent of the lecturer.
- Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.
- Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

Instructor's Right to Privacy in the Classroom

If an instructor objects to the use of recorded lectures, it is typically because they maintain that their right to privacy of information discussed in the classroom is being violated. The instructor's right to privacy does not override the student's right to accommodation. It is the responsibility of The Office of Student Accessibility Resources to see that the instructor's concern for privacy is respected and addressed while still assuring the availability of accommodation for the student. In many instances, this has been accomplished through the adoption of a contract between the instructor and student that details the specific limited use of the tapes and arranges for their disposal when the function has been fulfilled.

Classes That Involve Self-Disclosure from Students

Occasionally, instructors object to the use of recorded lectures in classes that involve a great deal of self-disclosure from students as part of the class, fearing that the tape recorder will inhibit students from freely sharing. The use of recorded lectures is to replace the student's note taking ability. If these open discussions are not appropriate subject matter for any student to be taking notes, it would be appropriate to ask the student with disability to turn off the recording device during these periods.

Seizures

Students who experience seizures or symptoms should:

- Register with Counseling and Health Services
- Register with The Office of Student Accessibility Resources and fill out the Seizure Action Plan

Important information for the student to file with The Office of Student Accessibility Resources:

- The particular seizure/symptom disorder, the frequency, duration and intensity.
- The best method of assistance.
- Documentation from the physician.
- A signed self-disclosure and release of information.
- A procedural process signed by the student is established that will include instructions as to how long to wait before calling an ambulance and other relevant information.
- A copy of this process will be furnished to Campus Safety, Health Services and instructors for that semester.

Seizure occurrence procedures:

- The faculty member instructs a class member to call Campus Safety.
- The faculty member instructs students to clear an area and wait in the hall to give the student privacy.
- The faculty member (or Campus Safety) assists the student in lying down (assuming that is the plan of action in procedural process provided by the student). If the seizure continues longer than the time stated in the disclosure, Campus Safety reserves the right to call an ambulance.
- If the seizure ends up in the specified time and the student feels recovered, the class may continue. (If there is an empty classroom nearby and the instructor is not needed to attend the student, the class may adjourn to that room and continue.)

Note: In addition, courtesy letters may be sent to instructors on the student's behalf explaining the type of seizure that may occur and clarify what protocol should be followed in the event of an occurrence.

Seizure/Symptoms Information Form

Student's Name/ID#: _____

Date: _____

Emergency contact information in the event of a seizure/symptom:

IF THE SEIZURE/SYMPTOM LASTS LONGER THAN 5 MINUTES, CAMPUS SAFETY RESERVES THE RIGHT TO CALL 911.

Description of action to take by witnesses during or after the seizure/symptom:

Current Medications:

Description of the seizure/symptom and frequency (including usual time of day):

Possible triggers, and/or behavior changes prior to the seizure/symptom:

Student's reaction to the seizure/symptom, length of time student could resume regular activities:

Provide additional vital information:

Do I call 911?

Seizures do not usually require emergency medical attention. Only call 911 if one or more of these are true:

- The person has never had a seizure before.
- The person has difficulty breathing or waking after the seizure.
- The seizure lasts longer than 5 minutes.
- The person has another seizure soon after the first one.
- The person is hurt during the seizure.
- The seizure happens in water.
- The person has a health condition like diabetes, heart disease, or is pregnant.

Stop! Do NOT

Knowing what **NOT** to do is important for keeping a person safe during or after a seizure.

Never do any of the following things:

- Do **not** hold the person down or try to stop his or her movements.
- Do **not** put anything in the person's mouth. This can injure teeth or the jaw. A person having a seizure cannot swallow his or her tongue.
- Do **not** try to give mouth-to-mouth breaths (like CPR). People usually start breathing again on their own after a seizure.
- Do **not** offer the person water or food until he or she is fully alert.

First aid for generalized tonic-clonic (grand mal) seizures

When most people think of a seizure, they think of a generalized tonic-clonic seizure, also called a grand mal seizure. In this type of seizure, the person may cry out, fall, shake or jerk, and become unaware of what's going on around them.

Here are things you can do to help someone who is having this type of seizure:

- Ease the person to the floor.
- Turn the person gently onto one side. This will help the person breathe.
- Clear the area around the person of anything hard or sharp. This can prevent injury.
- Put something soft and flat, like a folded jacket, under his or her head.
- Remove eyeglasses.
- Loosen ties or anything around the neck that may make it hard to breathe.
- Time the seizure. Call 911 if the seizure lasts longer than 5 minutes.

<https://www.cdc.gov/epilepsy/about/first-aid.htm>

Service Animals

As part of the Americans with Disabilities Act (ADA) the University allows persons with disabilities to bring service animals with them to University activities, services and programs.

Note: An otherwise qualified student who requires a service animal must arrange to provide for his/her own service animal. The University does not assume coordination or financial responsibilities for acquiring or providing care for a service animal.

Definitions

Service Animals. The ADA defines a service animal as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders, pulling a wheelchair for a person, or fetching dropped items for a person with limited mobility." When an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified by a training program. If there are any questions regarding the service animal, The Office of Student Accessibility Resources should be consulted.

Requirements of Service Animals and their Partners/Handlers

- The handler/partner shall be in full control of the service animal at all times.
- The animal must be on a leash at all times unless the service animal user is unable to use a leash, using the leash would harm the handler/partner, if the animal must perform a task without the use of the leash, or the use of the leash is not appropriate for that type of animal.
- Dogs shall wear a vaccination tag; other animals must have current vaccinations appropriate for that type of animal. The University reserves the right to ask for proof of current vaccination.
- Each situation will be considered on an individual basis. Complaints may be made using the ADA grievance procedure.

Note:

If a service animal's behavior fundamentally alters the University's programs, activities and services, poses a direct threat to the health or safety of others, or displays threatening behavior toward others, the University may ask that the service animal be removed.

Students can request a Service Animal through the ESA/Service Animal Request form found on OwlNet. Students will go through an intake interview and submit documentation. The final step is to meet with OSAR Staff to discuss the **housing agreement** and sign the contract.

For further information regarding Service Animals, please see our Service Animal Policy.

Emotional Support Animals

Housing and Urban Development (HUD) has stipulated, under the Fair Housing Act (FHA), that a person may keep an **Emotional Support Animal** in the dwelling unit as a reasonable accommodation if the following three stipulations are met: (1) the person has a disability; (2) the animal is necessary to afford the person with a disability an equal opportunity to use and enjoy a dwelling; (3) there is an identifiable relationship or nexus between the disability and the assistance the animal provides.

There is a **separate accommodation form** for ESA/Service Animals that can be requested on OwlNet. There you will find a form regarding why you need the ESA on campus, and an upload button for the **required ESA letter, photo of animal and veterinary records of the animal**. Students are required to partake in an intake interview to see if the animal and student qualify. The final step is to meet with OSAR Staff to discuss the **housing agreement** and sign the contract. Approval or denial will then be emailed to the student.

Emotional Support Animal requests shall be made 60 days prior to the start of a semester.

RENEWAL EACH YEAR: Meet with OSAR staff to review and/or revise approved accommodations **each academic school year.**

For more information regarding Emotional Support Animals, please see our ESA Policy.

Medical Single Room Placement Procedure

William Woods University is committed to the support of students with disabilities including housing accommodation requests. William Woods is a residential college and the residential experience is understood to be an integral part of a William Woods education. William Woods is committed to the full participation of students with disabilities in all aspects of college life, including residential life.

There are a limited number of medical single rooms available for students with **medical, psychological, psychiatric, mobility, visual or hearing impairment related conditions, whose conditions prohibit the student from living with a roommate.**

Priority will be given to individuals who qualify under the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. All disabilities must be documented in the housing selection process form.

Please note that providing the university with medical information does not guarantee a special housing accommodation and that the desire to have a quiet, undisturbed place to study, for example, is insufficient to warrant a special housing accommodation.

To request a housing accommodation, the student must submit a request to Student Accessibility Resources by email and provide an explanation with examples of how the disabling condition impacts their daily life impacting their ability to live in standard housing. **Students must also provide a letter from their medical/mental health provider in support and recommendation of the need for a medical single room based on disability/diagnosis.**

Medical Single Room requests shall be made 60 days prior to the start of a semester.

RENEWAL EACH YEAR: Meet with OSAR staff to review and/or revise approved accommodations **each academic school year.**

For more information on Medical Single Rooms, please see the Medical Single Room Placement Procedure Policy.

Spelling Accommodation

A spelling accommodations statement, might be approved and listed as an accommodation on a student's Blue Card.

Spelling difficulties may require accommodations such as use of spell checking device, dictionary or laptop computer with word processing for in-class assignments and tests, or the allowance of a certain number of words miss-spelled on a homework assignment or test without a grade penalty.

Deciding which accommodation to use is dependent upon the purpose of the test or in-class assignment and the student's ability to use the technology. Sometimes the situation dictates which accommodation is appropriate. For example, it will take longer for the student to use a dictionary and if extended time is not possible, another method of accommodating might be necessary. A discussion between the student and the instructor usually results in finding a workable solution. The Office of Student Accessibility Resources Director can also be called upon to discuss a workable solution. If allowing leniency on spelling alters the nature of the course material, this accommodation cannot be granted. Ex: Biology class that requires the correct spelling of a body part.

Testing Accommodations

Students with disabilities frequently use testing accommodations. Types of accommodations vary from student to student. Accommodations are based on documentation held in The Office of Student Accessibility Resources. Accommodation Letters (Blue Cards) will list precise test-taking adaptations needed for each student.

The Office of Student Accessibility Resources will assist faculty who cannot provide the testing accommodations. In many cases, accommodations may be provided by The Office of Student Accessibility Resources Director because of time constraints and instructor availability.

Out-of-Class Testing Procedure

- At least one week prior to the test, the student should: Inform Student Accessibility Resources **via OwlNet** to allow time for coordination to occur between the faculty member, student and Student Accessibility Resources. OwlNet or email is the preferred method of communication when making arrangements as the email will serve as suitable documentation for the student should questions arise.
- Instructors are responsible for making the test available to Student Accessibility Resources.
- Instructor will inform Student Accessibility Resources on how to send back test (email, pick up, or drop off).
- Students are expected to complete the test in a fair and ethical manner. Student Accessibility Resources adheres to the university's policy regarding the issue of cheating.
- Test must be taken on the scheduled date and time that is on agreed upon between the faculty, student, and Student Accessibility Resources.
- Instructors' policies regarding absences from test apply to proctored testing by Student Accessibility Resources. If an emergency causes the student to be absent from a scheduled test, the student is to call the instructor immediately and then notify Student Accessibility Resources. **NOTE:** Rescheduling a test requires another consultation between the faculty, student, and Student Accessibility Resources.
- If a student is more than 15 minutes late for a test, the test proctor may not be able to administer the test. If the test is administered, the amount of time the student is late will be deducted from the total test time.
- Unless instructors specifically note special instructions for administering the test, Student Accessibility Resources will NOT allow students to bring items into the testing session.

Out-of-Class Testing Procedure Instructions:

- Log into OwlNet
- Click on Students on the Top banner
- Scroll down to Student Accessibility Resources
- Click link that says Accessibility Resources Page
- Select the link "Request for Out-of-Classroom Testing Accommodation form"
- Complete a form for each test/exam that you would like to take out of class with extended time.

Please email ADA@Williamwoods.edu to arrange a time/date to take the exam in either the testing room 107 or in the lower level of the academic building computer room.

Wheelchair use

- Accessible tables are provided in classrooms upon request at The Office of Student Accessibility Resources.
- The Office of Student Accessibility Resources will collaborate with the Registrar's office and the Associate Dean to ensure your classes are located in an accessible classroom.
- If you find that a classroom is not accessible on the first day, inform your instructor and The Office of Student Accessibility Resources immediately.
- Accessible parking is available only for vehicles with state handicapped parking permits. The handicapped permit should be displayed in addition to the regular campus parking permit. Forms for state permits are provided the Missouri Department of Motor Vehicles. Persons with handicapped parking permits may park in staff-designated spaces if accessible spaces are unavailable.
- Any event or activity that is not in an accessible space and you would like to attend; this needs to be requested in a timely manner by email.

Attention Deficit/Hyperactivity Disorder (ADHD or ADD)

ADHD is considered a medical/clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. Recommended practitioners may include developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians or a combination of such professionals. The diagnostician must be impartial and not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a condition that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of ADHD with the Diagnostic and Statistical Manual of Mental Disorders (current version) diagnosis and a description of supporting past and present symptoms.
2. Documentation for eligibility should be current, preferably within the last five years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
4. A narrative summary, including all scores, which supports the diagnosis.
5. A statement of the functional impact or limitations of the disorder or disability on learning or another major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
6. Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the post-secondary environment.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

Suggested accommodations may include:

- use of a note-taker
- recorded lectures
- testing in a reduced distraction environment
- extended time on tests

Accommodations for ADHD may include those for students with specific learning disabilities.

Visual Disabilities

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind, experience low vision or have other vision impairments. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a condition that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
3. Present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program.
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile including functional limitation, the use of corrective lenses and ongoing visual therapy (if appropriate).
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

Visual impairments include disorders in the senses of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20-degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use a guide dog, others a white cane, while others may not require any mobility assistance.

Suggested accommodations may include:

- reading lists or syllabi in advance to permit time for transferring into an alternate format
- textbooks ordered in the preferred medium of the student

- seating in the front of the class without glare from windows
- tape recording of lectures and class discussions
- note-taking devices such as pocket Braille computers
- handouts in an alternative format
- clear black print on white, pale blue, or pale yellow paper
- lab assistance
- advance notice of class schedule or location changes
- professors encouraged to use a black felt tip marker on written assignments and white boards
- testing accommodations: taped test, reading of tests, scribe, extended time, separate place, enlarged print, computer word processing software with speech access materials presented on the board or on transparencies read out loud

Head Injury/Traumatic Brain Injury

Head injury or traumatic brain injury is considered a medical/clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include: physicians, neurologist, licensed clinical, rehabilitation and school psychologists, neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a condition that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
2. Documentation for eligibility should reflect the current impact the head injury has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A summary of cognitive and achievement measures used and evaluation of results including standardized scores or percentiles used to make the diagnosis.
4. A summary of present residual symptoms which meet the criteria for diagnosis.
5. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and Student Accessibility Resources staff collaboratively determine appropriate accommodations. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical disabilities including speech impairment.

Suggested accommodations may include:

- extended time on tests
- testing in a reduced distraction environment
- use of a note-taker
- recorded lectures

Accommodations for students with this disability may include accommodations for students with specific learning disabilities.

Hearing Disabilities

Physicians, including otorhinolaryngologist and otologist, are qualified to provide diagnosis and treatment of hearing disorders. Audiologist may also provide current audiograms. The diagnostician should be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a condition that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of deafness or hearing loss, with current audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning. The age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
3. Medical information relating to the student's needs, the status of the individual's hearing (static or changing) and its impact on the demands of the academic program.
4. A statement regarding the use of hearing aids (if appropriate).
5. A statement of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

More individuals in the United States have a hearing loss than any other type of physical disability. A hearing loss is any type or degree of auditory loss while deafness is an inability to use hearing as a means of communications. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students that are Hearing Impaired may use hearing aids and rely on lip reading. Others students may request an interpreter.

Suggested accommodations may include:

- seating in the front of the class
- written supplement to oral instructions, assignments, and directions
- visual aids as often as possible
- speaker facing the class during lectures (overhead vs. whiteboard)
- speaker repeating the questions that other students in the class ask
- note-taker for class lectures

- test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions
- unfamiliar vocabulary written on the board or a handout
- amplifications (FM) system
- interpreter seated where the student can see the interpreter and the lecturer.
- excess noise reduced as much as possible to facilitate communications
- instructor facing the student who is lip reading, speaking slowly, using shorter sentences and appropriate facial expressions and gestures
- alternative oral presentations
- use overheads and all types of visual aids providing better communications
- copies of PowerPoint slides in advance

Physical and Systemic Disorders

Physical and systemic disorders include but are not limited to: multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, Acquired Immunodeficiency Syndrome, muscular dystrophy and spinal bifida.

Any physical disability or systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist, physiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a condition that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the medical diagnosis of the orthopedic/mobility disability or systemic illness.
2. Documentation for eligibility should reflect the current impact the physical disability or systemic illness has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
4. A description of present symptoms that meet the criteria for diagnosis.
5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spinal bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post-polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Suggested accommodations for physical disorders may include:

- accessible location for the classroom and place for faculty to meet with student
- extra time to get from one class to another, especially, in inclement weather
- special seating in class
- note-takers, use of tape recorders, laptop computers, or photocopying of peer notes.
- test accommodations: extended time, separate place, scribes, and access to word processors
- special computer equipment/software: voice-activated word processing, word prediction, and keyboard modification
- extra time for assignments due to slow writing speed
- adjustable lab tables or drafting tables for classes taught in lab settings
- lab assistance
- accessible parking in close proximity to the building
- customized physical education class activities that allow the student to participate within their capabilities
- taped texts
- advance planning for trips to ensure accessibility (if the university provides student transportation, it must provide accessible transportation on a field trip)

There are students with disabilities that originate from a systemic disorder. The extent to which these disabilities affect students in the academic setting vary widely. At times, it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases, the degree of impairment may vary from time to time because of the nature of the disability or the medication. Some conditions are progressive and others may be stable.

A partial list of systemic disorders:

- AIDS
- hemophilia
- arthritis
- lupus
- asthma
- motor neuron diseases
- burns
- multiple sclerosis
- cancer
- muscular dystrophy
- cardiovascular
- renal-kidney disease
- cerebral palsy
- respiratory disorders
- chronic pain
- sickle cell anemia

- diabetes
- stroke
- epilepsy
- Tourette syndrome

Some accommodations may include:

- Extended time for exams.
- Enlarged printed materials.
- Tape-recorded course materials.
- Readers.
- Adaptive equipment.
- Scribes.
- Flexibility in attendance requirements in case of health-related absences.
- Extension of time to complete papers/projects.

Psychiatric/Psychological Disorders

Psychiatric/Psychological disorders include but are not limited to depressive disorders, post-traumatic stress disorder, bipolar disorders and dissociative disorders.

A diagnosis by a licensed mental health professional including licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists and neurologists is required. The diagnostician must be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
2. Documentation for eligibility should reflect the current impact the psychiatric/psychological disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
4. A description of present symptoms that meet the criteria for diagnosis.
5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

Psychiatric and psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders as well as dissociative disorder, post-traumatic stress disorder and depression. A great majority of those disorders are listed in the DSM-IV. The majority of these disorders are controlled using a combination of medications and therapy. Problems may also occur from the side effects of the medication. There are not many legal precedents, but it is probable based on other types of court rulings that some of the following accommodations may be considered appropriate and reasonable.

Accommodations may include:

- extended time for exams, non-distracting environment
- note-takers, readers, or taped lectures

- incompletes or late withdrawals in place of course failures in the event of prolonged illness
- flexibility in the attendance requirements in case of disability-related absences

Specific Learning Disabilities

Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified. A qualified professional needs to hold a degree in a field related to diagnosis of Specific Learning Disabilities and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners include: certified and/or licensed psychologists, learning disabilities specialists, educational therapists, and diagnosticians in public school or colleges and rehabilitation services, and Private practitioners with the above qualifications are typically considered qualified. The diagnostician must be an impartial individual who is not a relative of the student.

The following guidelines are provided to assist the university in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

1. Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, mathematics and written language.
2. Documentation for eligibility should reflect the current impact the psychiatric/psychological disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: Individual learning deficits, learning styles and learning differences do not, in and of themselves, constitute a learning disability.)
4. A narrative summary, including all scores (standard and percentile), which supports the diagnosis.
5. A statement of strengths and needs that will impact the student's ability to meet the demands of the post-secondary environment.
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Accessibility Resources staff collaboratively determine appropriate accommodations.

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence.

Terms associated with learning disabilities include:

- dyslexia – inability to read
- dyscalculia – inability to do mathematics
- dysgraphia – inability to write words with appropriate syntax

- dysphasia – inability to speak with fluency or sometimes to understand others
- figure-ground perception – inability to see an object from a background of other objects
- visual discrimination – inability to see the difference in objects
- auditory figure-ground perception – inability to hear one sound among others
- auditory sequencing – inability to hear sounds in the right order

Accommodations may include:

- reduced course load
- recorded lectures
- use of a note-taker
- texts in audio format
- extended time for in class assignments
- assistive technology (calculator, word processor)
- extended time for testing, non-distracting environment

Absence Policy

The Americans with Disabilities Act specifies that case-by-case exceptions may be made to established policy in order to avoid discrimination on the basis of disability. To address this, The Office of Student Accessibility Resources has adopted a Disability Related Absence Policy and Procedure.

Absences due to a disability are not automatically accommodated, as each request is considered on an individual basis. Proactive action can be taken by notifying the faculty on the accommodation letter that disability related absences are a possibility. If a proportion of the grade is dependent on work done during class sessions, the faculty should be notified in advance and can discuss the issue with the student. The student can then make an informed decision as to the alternatives. We have a separate document called the **Flexible Attendance Policy** which is a contract that the student and instructor sign that explains more in depth how students should manage this accommodation.

Verification of a Disability

Based on documentation provided by the student from a qualified professional, The Office of Student Accessibility Resources will verify whether the student's disability may cause the student to miss classes. When a student qualifies for an accommodation, a statement will be included on the accommodation letters. Students who present documentation after absences occur will not be eligible for retroactive accommodations.

Instructor Notification

The student should meet with the instructor at the beginning of the semester to present the accommodation letter and to discuss how absences may affect the completion of coursework should the student need to use this accommodation. The Office of Student Accessibility Resources staff can attend this meeting upon request.

Examples. Some examples of allowances that can be made by instructors as accommodations for disability related absences are:

- If a certain number of absences would result in a lowering of student's grade, the student will not be penalized for disability related absences only. The student would be responsible for submitting evidence that an absence was purely disability related.
- If there were a policy that allows no make-up of missed exams, the student may be allowed to make-up the exam.
- Arrangements may be made for taping of lectures or provision of notes.

Procedure. When a disability-related absence occurs, the following procedures should be followed:

- The student should notify Instructors and The Office of Student Accessibility Resources within 48 hours of absence.
- When the accommodation is questioned, the instructor, student, and Student Accessibility Resources should discuss whether the disability related absence accommodation is reasonable.

- The University reserves the right to request documentation of the disability-related absence from a qualified professional.

Considerations. The decision in determining whether this accommodation can be provided should be based on the following considerations:

- Is the absence truly related to the disability? Routine medical appointments, transportation difficulties, work-related activities, etc., are not reasons to warrant the disability-related absence accommodation because they are not disability related.
- Will the absences cause the student to miss essential components of the class? (For example, missing group work in an oral communication class.)
- Can the activities missed by the student be made up? (For example, making up a missed nursing rotation may cause an administrative burden.)

Responsibilities of Students with Disabilities

- Meet the University's qualifications and essential technical, academic and institutional standards
- Self-identify in a timely manner as an individual with a disability when an accommodation is needed
- Provide documentation from an appropriate professional source that confirms the presence of a disability, identifies functional limitations and provides support for the requested accommodations
- Follow the specific, published procedures for requesting and obtaining reasonable and appropriate accommodations
- Provide for one's own personal independent living needs or other personal disability related needs
- Assume personal responsibility to meet with faculty, and to request assistance through other campus resources
- Communication with the instructor regarding the absence
- Inquire about missing homework or ask for instructor notes that they missed
- Abide by the University's standards and guidelines for behavior and academic integrity
- Treat all University staff and faculty with respect and courtesy

NOTE: Individuals with disabilities remain subject to the university student community code, as are all students. The Community Code is located in the William Woods University Student Handbook.

Responsibilities of Faculty

Shared Responsibility

As an employee of William Woods University, which has compliance obligations under federal laws, it is the responsibility of the faculty to assume a shared responsibility in providing reasonable

accommodations for students with disabilities. The university is responsible for implementation and, as an employee, faculty are required to adhere to the policies and procedures. The responsibility for meeting the academic needs of individuals with disabilities through reasonable accommodations is assigned to the Director of the Student Accessibility Resources Office.

Referral

If a student notifies a faculty member that s/he has a disability or if the student brings a medical statement to the instructor, the faculty member should refer that student with his or her medical statement to Student Accessibility Resources.

Responsibilities of Student Accessibility Resources

- Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request
- Provide or arrange for reasonable and appropriate accommodations and/or academic adjustments for students with disabilities on an individualized basis upon request, and with documentation verification
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is permitted or required by law or authorized by the student
- Treat all students with respect and courtesy

Flexible Attendance Policy

Attendance is recognized as an important component to the learning process in higher education. Strict attendance policies allowing a specific number of absences before grades are sanctioned may foster student accountability and intra-class responsibility for many students. However, for some students with conditions of an episodic nature or other impairments, their disabilities may make it difficult to fulfill strict attendance requirements. The Office of Student Accessibility Resources (OSAR) has established a policy for considering leniency in such classroom attendance policies. Please see the Absence Policy outlined in the Disability Handbook and on our website.

It is best if students approved for consideration of leniency in attendance initiate a conversation with each instructor about the use of this accommodation before, or near, the start of the semester.

Accommodations are not retroactive, meaning requests made during the semester will only take into account attendance requirements going forward and will not negate absences that have already occurred.

This accommodation, if granted, is determined on a course by course basis, taking into consideration the course outcomes as determined by the instructor and/or academic department, as well as other factors as appropriate.

The official Flexible Attendance Policy Contract must be signed by each instructor and student for each course.

Extended Time on Assignments Policy

Extended time on individual assignments may be a reasonable accommodation when a student has a disability with random or cyclical acute episodes. This accommodation allows for flexibility in assignment deadlines and make up work.

In general, assignments with more than one week to complete can be done successfully with proper planning and management and only warrant an accommodation when an unexpected disability-related health flare-up occurs that prevents the student from completing the assignment.

When Extended Time on Assignments is listed on the accommodation letter-The Blue Card, instructors are asked to consider whether or not such an accommodation would be reasonable for the class and the assignment(s) in question. The accommodation does not have to be implemented if it becomes a fundamental alteration to the course. Faculty are required to consult with Student Accessibility Resources (OSAR) before making such a decision.

There are some situations in which the due dates of assignments/projects cannot be adjusted for an individual student. In such cases, meeting established deadlines would be an essential requirement for the course, and Withdrawal or Incomplete grade may be appropriate options.

The official Extended Time on Assignments Policy Contract must be signed by the student for each course.

Remote Attendance Policy

William Woods University recognizes the need to provide accommodations for a student with a documented disability to the greatest extent possible without compromising either the student's chosen course of study or the integrity of any student's degree or certificate, including but not limiting to, fundamentally altering coursework.

Remote Attendance is an accommodation where students are allowed to attend courses remotely through an online modality such as ZOOM, Skype, etc. instead of being physically present in the classroom with their peers. This accommodation may only be approved temporarily (in instances for temporary impairments such as concussions, broken bones, illness, etc.) or as an accommodation that is approved for the entire academic school year.

William Woods University offers in-person undergraduate courses located on the main campus and also offers online undergraduate and graduate degrees. With a plethora of online courses to choose from, students with this accommodation may choose to attend an online degree program instead of on the main campus. In that instance, this particular accommodation is not necessary.

Students will be assessed through the interactive process, documentation, and self-report, to determine whether this accommodation is necessary for equal access. Student Accessibility Resources (OSAR) will meet with the student to discuss the need for remote attendance based upon their disability, will request supporting third-party documentation, and then engage in the interactive process with faculty and the student to determine whether remote attendance is feasible. If remote attendance is feasible for the specific courses the student is registered for, the student and faculty will determine best practices on how to implement this accommodation in their classroom, specific to the needs of each individual course.

Note: A remote participation request may be unreasonable if it allows a student to do less relative to university, program, and/or course standards and expectations placed on all students. If the request is found to be a fundamental alteration to course learning objectives and has been vetted through OSAR, the faculty, the School Director, and the Associate/Academic Dean, the request can be denied on this basis.

For consultations or questions on this policy, please reach out to
The Office of Student Accessibility Resources (OSAR)

ADA@WilliamWoods.edu

573-592-1194

Academic Building, room 109

Dual Enrollment Policy

To receive accommodations in college, the student must self-identify to Student Accessibility Resources, and provide documentation that satisfies the universities' guidelines, and meet with a member of the Student Accessibility Resources staff for an Intake interview.

Dual enrollment students must register with Student Accessibility Resources (OSAR) to receive accommodations in college. This should be done before a student's first semester begins, to have accommodations in place before the start of the semester.

High school accommodations do not "follow" the student to higher education. I.E.P.s and 504 Plans do not apply to courses taken at the university but are supplemental information to have on file.

Please see the full Dual Enrollment Policy on our website.

Course Substitution Policy

It is the intent of William Woods University that all of its graduates demonstrate mastery of the competencies and successfully complete all of the specified courses required for graduation. The university recognizes that a disability **may prevent** a student from demonstrating competencies in math, reading, and/or writing or from successfully completing course/requirements in the same manner as would a student without a disability. The university also recognizes the need to provide accommodations for a student with a documented disability to the greatest extent possible without compromising either the student's chosen course of study or the integrity of any student's degree or certificate. William Woods also recognizes that disabilities that might preclude a student from this "same manner" demonstration of competency or from successful course completion may be overcome by providing a combination of appropriate accommodations.

Prior to submitting an application for a course waiver, students are required to meet with Student Accessibility Resources (OSAR) staff and the course instructor of the specific course in mind, to determine if reasonable modifications can be made.

Students will submit a letter and doctor documentation and this will be reviewed and a decision will be made within two weeks of the submitted application.

Please see our official Course Substitution Policy on our website for more information.

Meal Plan Exemption Request Policy

William Woods University policy **requires that all students** living in Housing must be on a meal plan. This requirement is for the **full academic year** and is determined by where the residents live (either in the residence halls or apartments).

Students may be required to meet with the manager of Dining Services to determine if specific food needs can be met.

Medical or disability based needs which the established meal plan options do not accommodate

If you are requesting an exemption due to a severe medical issue or other disability you will need to provide documentation to verify that your dietary restrictions cannot be accommodated on campus. The Office of Student Accessibility Resources (OSAR) will need to collect medical information and possibly consult with your health care provider to support a meal plan exemption as a disability accommodation. A letter on letterhead from a medical provider is required stating your medical diagnosis, the current impact or functional limitations, and your specific dietary needs, including a menu if possible.

The application, personal statement, and medical documentation will be reviewed and a decision will be sent by email within five business days.

To request the application, email ADA@WilliamWoods.edu

Study Abroad Accommodation Policy

William Woods University is committed to the support of students and faculty with disabilities including accommodations regarding Study Abroad opportunities.

Individuals who qualify under the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973 will be considered for study abroad accommodations. All disabilities must be documented in The Office of Student Accessibility Resources and already be implemented on campus, prior to planning study abroad accommodations for another country.

The United States is a world leader in providing equal access to people with disabilities. However, U.S. laws do not govern foreign institutions, even when U.S. institutions collaborate with them. It is the student's/employee's responsibility to research the host country's culture to learn how disability is viewed in that culture. Students/employees should learn about the types of accommodations typically provided in the host country and consider their own openness to different ways of accommodating their disability.

Accommodations which would require a fundamental alteration of the program or would present an undue financial hardship will not be provided. All decisions on accommodations will be made on a case-by-case basis.

Please see the full Study Abroad accommodation policy on our website.

**For further questions regarding The Office of Student Accessibility
Resources**

Please contact:

Selena Meints, Director

Selena.Meints@WilliamWoods.edu

573-592-1194 (office)

573-592-1164 (fax)