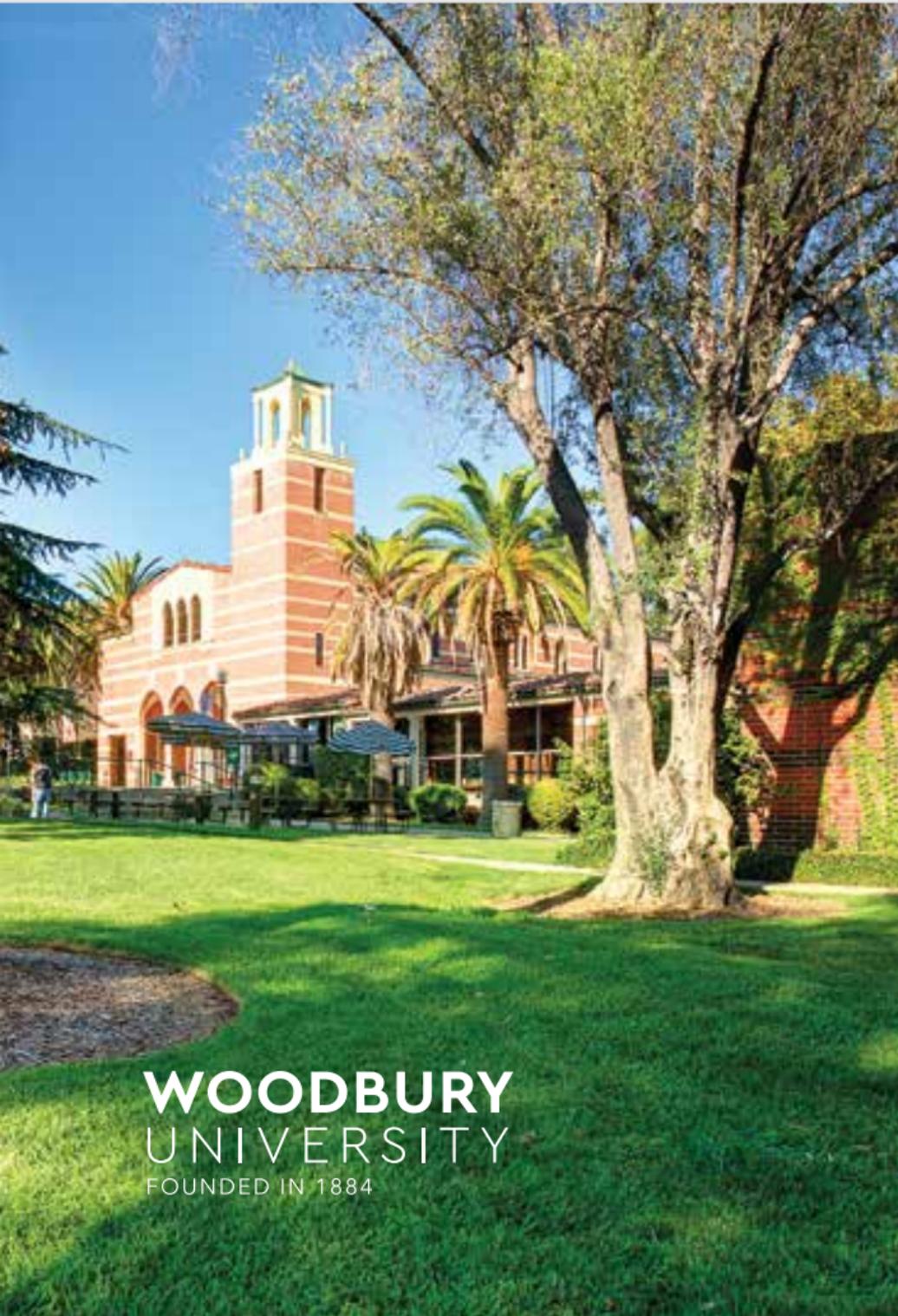




Services for Students with Disabilities

2021-2022 Policies | Procedures | Services



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Policies and Procedures for Accommodating Students and Applicants with Disabilities

Woodbury University is committed to providing students of all abilities access to all University programs, services, and activities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). To make this possible, Woodbury grants reasonable accommodations to qualified students with disabilities.

Although U.S. law does not require students to report disabilities, individuals must disclose and document disabilities to the University's Coordinator of Disabilities and Accessibility Services in order to receive disability-based accommodations.

GRIEVANCE GUIDELINES

The University has an internal grievance procedure for resolution of complaints alleging violations of disability policy. Students may also use this grievance procedure to appeal the University's decisions regarding requests for accommodation.

To file a grievance, students should contact the Sr. VP, Academic Affairs.



Reasonable Accommodations

An accommodation is an adjustment that allows equal opportunity for academic or physical accessibility. After meeting with the student and reviewing pertinent documentation, the Coordinator of Disabilities and Accessibility Services will determine which accommodations are appropriate on a case-by-case basis. Accommodations will not be considered reasonable if they would fundamentally alter the nature of a program or if they would be unduly burdensome for the University, either financially or administratively. Accommodations granted by Woodbury University might include:

- Extended time for exams
- Alternative settings for exams (in accordance with University procedures per the Student Handbook)
- Test Reader
- Test Scribe
- Alternative textbook format
- Note-taker
- Interpreter
- Use of recording device
- Course load modifications
- Excused medical absences (please see full Disability-Related Absence Policy in the ODAS Student Handbook)
- Non-academic and temporary accommodations (please see ODAS Student Handbook)

Procedures for Registering for Reasonable Accommodations

> **Request Accommodations**

At least two weeks before the beginning of each semester, students seeking accommodations should complete the **Public Accommodations Request**, and schedule an appointment with the Disabilities Coordinator. **Appointments may be scheduled by emailing disabilities@woodbury.edu, or by calling 818.394.3345.**

Enrolled Woodbury students may find all Disability Office forms here: <https://woodburyedu.sharepoint.com/sites/ODAS>

> **Submit Documentation**

Provide proper documentation as specified in the ODAS SharePoint Student Handbook under Accommodations and Documentation.

> **Discuss Requested Accommodations**

Accommodations will be discussed after a student has met with the Coordinator of Disabilities and Accessibility Services to formally document his, her or their disability. Evaluation of documentation and the possible granting of accommodations will be completed within 5 – 10 business days.

> **Notify Instructors**

Provision of approved accommodations will be documented with a completed Notification of Academic Accommodation Letter (NAAL), provided by the Disabilities Coordinator.

It is the student's responsibility, each semester, to obtain copies of the NAAL from the Disabilities office to send to instructors. Early delivery of accommodation letters to instructors helps ensure instructors' awareness and understanding of each student's academic needs.

International students requesting accommodations will be required to have their documentation reviewed and approved by a Designated School Official (DSO).

BASIC INFORMATION

It is the student's responsibility to identify the need for an accommodation, to provide appropriate documentation for all requests, and to keep appointments related to the provision of accommodations.

Accommodations are not retroactive.

A student who is not registered with the Office of Disabilities and Accessibility Services will not be granted retakes of exams and/or assignments based on newly reported disabilities.

Students who wish to be considered for reasonable accommodations must submit current documentation from a professional who is appropriately licensed by the state to diagnose medical, psychological and/or learning disabilities. Additional information might also be required on a case-by-case basis. Documentation will only be accepted from practitioners who are licensed in the United States. Documentation from practitioners who are only licensed outside the U.S. will not be accepted.

EVALUATOR QUALIFICATIONS

- ▶ The professional conducting assessments and rendering diagnoses must have comprehensive training for the specific disability being addressed.
- ▶ All diagnosticians must be impartial individuals who are not family members of the student.
- ▶ The name, title, and professional credentials of the evaluator, including information about license or certification, area of specialization, employment, and state in which the individual practices, should be clearly stated in the documentation.

CURRENT DOCUMENTATION

The University requires that submitted documentation be no older than three years; however, older documentation of conditions that are permanent or non-varying might be acceptable. The University reserves the right to request additional information to determine eligibility, as well as updates as deemed necessary.

SPECIFIC DOCUMENTATION GUIDELINES

Documentation for Learning Disabilities should:

- Provide educational, developmental, and medical history.
- Include the administration of a measure of intellectual ability, such as the Wechsler Adult Intelligence Scales (3rd Edition) or the equivalent, and a measure of academic achievement, such as the Woodcock-Johnson Tests of Achievement (3rd Edition) or equivalent.
- Include test results with subtest scores scaled for adults and classification ranges associated with the scores, such as low average, average, above average, etc.
- Describe functional limitations and explain how the disability impacts the student's daily functioning and abilities.
- Recommend accommodations appropriate for higher education.

If it is determined that the existing documentation is incomplete or inadequate for ascertaining the extent of the disability or the need for reasonable accommodations, the University may require additional documentation. The cost of obtaining documentation is borne by the student.

Please consult with the Coordinator of Disabilities and Accessibility Services for specific documentation guidelines related to particular disabilities. An Individualized Education Program (IEP) or a 504 Plan is not sufficient documentation of a disability.

Documentation for Psychological Disabilities should:

- State the specific disability and relate the disability to the applicable professional standards, such as DSM-5.
- Describe the evaluation method(s) used to establish the diagnosis. This can include clinical interview, psychological assessment battery, etc.
- Include test scores from any standardized diagnostic tests, if administered.



- Discuss current symptoms and the degree of their impact on daily living activities in an educational environment.
- Recommend accommodations appropriate for higher education.

If it is determined that the existing documentation is incomplete or inadequate for ascertaining the extent of the disability or the need for reasonable accommodations, the University may require additional documentation. The cost of obtaining documentation is borne by the student.

Because the impact of many psychological conditions can change over time, annual evaluations might be required.

Documentation for Physical/Medical Disabilities should:

- Indicate a diagnosis of a physical or medical condition consistent with established clinical criteria.
- Describe the functional impact of the disability or condition on activities of daily living in an educational setting.
- Recommend accommodations appropriate for higher education.
- Discuss the nature and progression of the disability; for example, if the condition is chronic, intermittent, etc.
- Include information related to the need for the frequency of re-evaluation.

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