



UNIVERSITY *of*  
Western States

**Accessibility Services Procedures Manual**  
**Office of Student Success**

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## **I. Accessibility Services at UWS**

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### **A. Effective Date**

The effective date of this procedures manual is Monday, July 10, 2023.

### **B. Equal Access to Educational Programs**

Pursuant to the Americans with Disability Act (ADA), the Rehabilitation Act, and other similar laws, University of Western States provides equal access for students with disabilities. One method of promoting equal access to educational programs is via the provisioning of reasonable academic accommodations.

Reasonable academic accommodations vary according to individual circumstances, and may include modifications to the academic requirements of a course or program, or to policies and procedures that may otherwise disadvantage a student with a disability. Assessment-related accommodations are designed to ensure that assessment outcomes of a student with disabilities accurately reflect the student's aptitude or achievement level, or the skill that the assessment purports to measure, rather than reflecting the student's disability, except where the skill impaired by the disability is the skill being measured by the assessment.

All members of the UWS community have a role in ensuring equal access for students with disability to participate fully in the educational experience. The office of student success holds primary responsibility for reviewing student requests for accommodations, determining eligibility for reasonable accommodations based on the criteria set forth in this document, and authorizing accommodations in the learning and/or testing environment. Specific roles and responsibilities for students requesting accommodations, faculty and instructors, and the office of student success are included in this document.

### **C. Reasonable Accommodations**

The American Psychological Association defines reasonable accommodations as "modifications or adjustments to the tasks, the environment, or the way things are usually done that enable individuals with disabilities to have equal opportunity to participate in an academic program." Reasonable accommodations include actions taken to eliminate or reduce physical or instructional barriers to learning, helping students with disabilities perform tasks in alignment with their aptitude.

Accommodations are considered reasonable unless they:

- Fundamentally alter the elements or requirements of the program;
- Impose undue financial or administrative burden to the university; or
- Pose a threat to others.

Determination of the “reasonableness” of an accommodation must meet legal and institutional requirements. The office of student success, in consultation with academic program leadership, is responsible for determinations of the reasonableness of academic accommodations for students.

#### **D. Process for Requesting Accommodations**

Both an intake interview and appropriate documentation are required to make an accommodations decision. Each new request for academic accommodations is assessed separately using the intake and documentation review process.

##### Intake Interview

To request academic accommodations, a student must contact the office of student success to request an intake interview. Students may request an intake interview in writing, by phone, or in person.

The intake interview consists of an interactive process between professional staff in the office of student success and the student requesting accommodations. The interview is focused on how a student is impacted by their functional limitations in the educational setting and how the requested accommodations would reduce or eliminate barriers related to the student’s functional limitations.

The accommodations decision does not occur during the intake interview. Office of student success professional staff complete the Accommodations Intake form during or after the intake interview. The Accommodations Intake form is saved in the student’s academic accommodations record managed by the office of student success.

A student requesting accommodations may request that a support person of their choice accompany them to the intake interview. The support person may not participate in the intake interview. Their role is solely to provide support to the student during the intake interview.

##### Documentation

Documentation requirements are limited to only such documents as are reasonably necessary to assess the student’s functional limitations, or the degree to which a student’s disability impacts their ability to be academically successful, and to determine the nature of the accommodations needed.

Documentation must be generated by a health care professional who is qualified and appropriately licensed to diagnose the condition and/or treat the functional limitations impacting the student.

Documentation provided by a student’s family member is not accepted because of professional and ethical considerations.

Examples of documentation that may be sufficient to support a request for academic accommodations include:

- A completed [disability documentation form](#).
- A detailed letter from an appropriately licensed health care provider (e.g., medical doctor, psychiatrist, psychologist, or counselor) that clearly states all of the following information:
  - a. The student's specific diagnosis or diagnoses;
  - b. A description of the specific functional limitations the diagnosis presents for the student as it directly relates to functioning in an academic environment (e.g., studying, participating in coursework or classroom learning, taking written and/or practical exams, etc.);
  - c. Recommendations for accommodations that would minimize the functional limitations; and
  - d. The name, address, and phone number of the professional providing the documentation.
- Results of psycho-educational or other professional evaluations with a summary of findings.
- Medical history or similar information.

In limited circumstances, at the discretion of professional staff in the office of student success, a requested accommodation may be evaluated for reasonableness with no reliance on external documentation and/or may be evaluated with documentation that outlines the student's functional limitations but lacks a specific diagnosis. The student must clearly describe how the disability is connected to a learning barrier and how an accommodation would improve access.

Office of student success professional staff may request third party documentation to demonstrate the connection between the disability and the requested accommodation. Office of student success professional staff may refer students to an external institution for a health care evaluation. Any costs associated with health care evaluation are the responsibility of the student.

Temporary medical accommodations may be granted when a student has a temporary medical condition that disrupts or substantially limits the student's ability to participate in their academic program.

Students must present documentation supporting the need for temporary medical accommodations at the time of the request. Examples of documentation that may be sufficient to support a request for temporary medical accommodations include:

- A completed [disability documentation form](#).
- Discharge documents from an emergency room or urgent care center; or
- Written letter from a licensed health care provider supporting the request for temporary medical accommodations.

Other documents demonstrating a temporary medical condition may be accepted at the discretion of professional staff in the office of student success.

## **E. Accommodations Review and Decision**

Following the conclusion of the intake interview and the receipt of appropriate documentation, office of student success professional staff meet to review the request.

The accommodations decision is based on whether the requested accommodations:

- Are supported by appropriate documentation of the student's functional limitations,
- Are reasonable and well-suited to reduce barriers related to the student's functional limitation(s), and
- May be administered in such a manner as to maintain academic integrity and uphold the fundamental elements of the academic program.

The considerations discussed and the accommodations decision are recorded on the Accommodations Review and Decision Form and saved in the student's academic accommodations record managed by the office of student success.

### Fundamental Alteration Assessment

In some cases, prior to making an accommodation decision, professional staff in the office of student success confer with academic program leadership to determine whether the requested accommodations alter the fundamental elements of the academic program.

If the office of student success professional staff and the academic program leadership determine that the requested accommodations constitute a fundamental alteration to program outcomes, they discuss possible alternative accommodations that may meet the student's need and uphold the fundamental elements of the academic program. If alternative accommodations are identified in this meeting, they are presented to the student in the accommodations decision letter.

## **F. Accommodations Decision Notification**

Within five (5) business days of completing the intake interview and receiving documentation, the office of student success sends a written accommodations decision notification to the student's UWS email address. At the discretion of office of student success professional staff, the timeline to provide an accommodations decision notification to the student may be extended for good cause. If the timeline is extended for cause, the office of student success notifies the student of the extension via the student's UWS email address.

The accommodations decision notification outlines one or more of the following accommodations decisions.

Approved Accommodations: The specified accommodations are granted for the remainder of the student's enrollment.

Provisional Accommodations: The specified accommodations are granted for up to one academic term, or in the case of temporary medical accommodation requests, one week, in order to allow time to retrieve documentation, perform evaluations necessary to demonstrate a qualifying condition, or for other extenuating circumstances as determined appropriate by the office of student success.

Provisional accommodations may be extended at the discretion of the administrator who supervises the office of student success.

Temporary Medical Accommodations: The specified accommodations are granted for a limited amount of time as determined based on review of medical documentation.

Denied Accommodations: The specified accommodations are not granted at this time for one or more of the following reasons:

- The student did not provide adequate evidence to demonstrate a functional limitation that impacts their ability to be academically successful.
- The requested accommodation was determined to be unlikely to effectively reduce barriers related to the student's functional limitation(s).
- Another method of reducing barriers related to the student's functional imitation(s) was identified that did not require the use of the requested accommodation.
- The requested accommodation was determined to be unreasonable because it altered the fundamental elements of the course or program.
- The requested accommodation was determined to be unreasonable because it cannot be administered in a method that maintains academic integrity.
- The requested accommodation was determined to be unreasonable because it cannot be administered in a method that does not pose a threat to the safety of others.
- The requested accommodation was determined to be unreasonable because it causes an undue financial or administrative burden to the university.

In the case of denied accommodations, the accommodations decision notification includes the reason(s) that the requested accommodations were denied, what specific information or documentation is needed to approve future requests (if applicable), and information about the university process and policy to appeal the accommodations decision.

## **G. Typical Accommodations**

Academic accommodations are changes to the regular learning or testing environment that allow students with disabilities to demonstrate their actual aptitude or achievement level. Typical accommodations, including the name of the accommodation, a description of the



accommodation, and whether the accommodation is applied globally or on an as-needed basis, are outlined in [Appendix A](#).

## **H. Student Assurance of Understanding**

After a student has been granted an approved academic accommodation, the office of student success sends an Accommodations Procedures Agreement to the student outlining the procedures associated with receiving accommodations at UWS and the student's responsibilities.

The student is required to sign and return the agreement prior to utilizing their academic accommodations at UWS.

In cases of substantial revision to the procedures associated with accommodations, an updated Accommodations Procedures Agreement is required from students receiving academic accommodations.

## **I. Faculty Accommodations Notification**

At the beginning of each academic term and as needed during a term when new accommodations are approved, the office of student success sends accommodations notifications via email to the instructors and faculty members of each student with an approved accommodation. The notification includes the name of the student, a list of the granted accommodations, a definition of each accommodation, whether the accommodation is applied globally or on a case-by-case basis, and any other information relevant to the application of the accommodation.

The accommodations notification does not include medical information about the student.

## **J. Academic Adjustments for Title IX Pregnancy or Pregnancy-Related Conditions**

A student who is pregnant or experiencing a pregnancy-related condition may qualify for academic adjustments, including excused absences, as described in [Policy 9002 Title IX Pregnancy and Pregnancy-Related Conditions](#). Students may contact the office of student success or the Title IX Coordinator for more information.

# **II. Roles and Responsibilities**

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## **A. Student Responsibilities**

Students are responsible for requesting academic accommodations and coordinating the application of approved accommodations as described in this manual.

Students are responsible for:

- Requesting academic accommodations.
- Providing documentation to support their request for accommodations.
- Scheduling accommodated quizzes and exams as outlined in [Section III Accommodated Testing Procedures](#).
- Communicating with instructors or faculty members if they choose to opt out of a globally applied accommodation. See [Appendix C](#) for a sample message to opt out of using an academic accommodation.
- Notifying the office of student success immediately if they experience barriers to obtaining approved academic accommodations.

## **B. Instructor and Faculty Member Responsibilities**

Instructors and faculty members are responsible for implementing approved academic accommodations for the entire academic term a student with approved accommodations is in their class, as indicated in the quarterly notice of academic accommodations sent to faculty.

Instructors and faculty members are responsible for:

- Implementing approved academic accommodations in the learning and testing environments as outlined in [Section III Accommodated Testing Procedures](#).
- Referring student questions regarding academic accommodations to the office of student success.
- Modifying the settings for accommodated students within electronic testing platforms as appropriate (e.g., extending time in accordance with approved accommodation). See [Appendix B](#) for a guide to granting extended time.
- Providing test entrance codes to the office of student success for assessments that utilize an electronic testing platform, for students taking tests at the testing center.
- Providing testing materials to the office of student success for accommodations that require modification to the test mode (e.g., examreader, paper tests).
- Providing relevant assessment information (including test name, date and time, length of test, test mode, and test platform) to students with as much advance notice as possible, ideally within the course syllabus presented at the beginning of the term. See [Appendix D](#) for sample communications to students outlining accommodations expectations.

## **C. Office of Student Success Responsibilities**

Professional staff in the office of student success are responsible for reviewing requests for academic accommodations, determining whether accommodations are reasonable (including consulting with academic program leadership if a student's requested accommodation may present a fundamental program alteration), notifying faculty, instructors and academic leadership (when necessary) of approved accommodations, and coordinating with instructors/faculty members and academic leadership to provision reasonable accommodations.

The office of student success is responsible for:

- Conducting intake interviews, reviewing documentation, and determining if requested accommodations are reasonable.
- Sending the student an accommodations decision letter.
- Notifying instructors and faculty members of approved academic accommodations at the beginning of each academic term, or upon granting approval for accommodations, if such approval is granted during the term.
- Assuring that students with approved accommodations complete an attestation stating their agreement to adhere to the procedures outlined in this manual.
- Proctoring exams and quizzes in the testing center.
- Facilitating accommodated exams and quizzes that are proctored remotely and/or assessments that occur in non-didactic settings.
- Answering questions related to academic accommodations at University of Western States.
- Promoting university compliance with the Americans with Disability Act, the Rehabilitation Act, and other similar laws.

### **III. Accommodated Testing Procedures**

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#### **A. Testing Center Facilities and Hours**

The UWS Testing Center is located inside the office of student success on the second floor in the northeast corner of the Tillamook campus. The Testing Center has more than twenty-five (25) spaces for testing, five (5) private testing rooms, computer stations, WiFi access, and digital cameras to ensure test security.

The Testing Center is open by appointment only. Appointments are scheduled during the normal office hours of Monday through Friday, between 8 a.m. and 4:30 p.m. At the discretion of office of student success staff, testing appointments may be made outside normal office hours when there is reasonable cause to do so.

A student must take their exam using the same test platform that the instructor or faculty member uses to administer the exam for the full class, unless the student's accommodation requires an alternative testing mode (e.g., paper test or exam reader). For example, if the exam for the class is proctored remotely, using an online testing platform, then the accommodated student must also take their exam remotely, using an online testing platform (i.e., cannot use the Testing Center), unless the student's accommodation relates to test mode.

The Testing Center is reserved for providing accommodated testing. Instructors or faculty members are responsible for proctoring make-up examinations, except in the case that the make-up exam is for a student with approved testing-related accommodations, in which case the office of student success may proctor the make-up exam.

## B. Global vs. As-Needed Application of Academic Accommodations

To ensure fair and consistent application of academic accommodations, and to reduce the administrative burden for students and instructors, University of Western States uses a model wherein many academic accommodations are automatically and globally applied to the learning or testing environment. Some academic accommodations are applied only on an as-needed basis, in which case they are not globally applied. Please see [Appendix A](#) for a description of typical accommodations and whether they are applied globally or on an as-needed basis.

Accommodations are typically applied as follows:

- **Learning Environment Accommodations:** Global application of learning environment accommodations, unless the accommodation is by nature applied on an as-need basis (such as accommodations related to episodic conditions). See [Appendix A](#) for more information about typical accommodations.
- **Testing Accommodations for Remote-proctored Written Assessments:** Global application of testing accommodations. Refer to [Appendix B](#) for information about applying extended time accommodations.
- **Testing Accommodations for In-person Written Assessments:** As-needed application of testing accommodations. Students must request to apply their accommodation for written assessments (through use of the Testing Center) by following the procedures listed in this manual; otherwise the accommodation is not applied.
- **Testing Accommodations for In-person Non-didactic (Lab or Clinical) Assessments:** As-needed application of testing accommodations. Students must request to apply their accommodation for non-didactic assessments by following the procedures listed in this manual; otherwise the accommodation is not applied. Non-didactic assessments are procotored in the normal lab setting.

Additional information about procedures for accommodated assessments is included in the following locations.

- **Students** may refer to the accommodations decision letter or contact the office of student success for more information or for questions about their specific accommodations.
- **Instructors or faculty members** may refer to quarterly accommodations notification letters or contact the office of student success for more information or for questions about a specific student's accommodations.

In instances where the global application of extended testing accommodations causes a scheduling conflict, the student must notify the office of student success as soon as they are aware of the conflict, and the office of student success coordinates with the instructors or faculty members involved to determine an appropriate testing schedule.

A student retains the right to not utilize their accommodations, or “opt-out” at any time for individual learning tasks or assessments. Such a request must be made at least ten (10) business days prior to the date of the learning task or assessment, or as soon as is possible for learning tasks or assessments that occur within the first ten days of the academic term, and communicated directly to the instructor or faculty member.

Students may view a template communication for opting out of use of their academic accommodation in [Appendix C](#).

### **C. Procedures for Accommodated Remote-Proctored Exams or Quizzes**

The instructor or faculty member is responsible for global application of testing accommodations for remote-proctored exams and quizzes. In most cases, this will involve extending the testing time in the testing platform in accordance with the student’s accommodation.

See [Appendix B](#) for information about extended testing timelines.

A student may not request to use the UWS Testing Center for assessments that are proctored remotely, unless the student’s accommodation requires a change in the test mode (e.g., paper test or exam reader).

### **D. Procedures for Accommodated In-Person Written Exams or Quizzes**

The following testing timeline and procedures apply to written exams or quizzes that are proctored in-person. Students must request to apply their accommodation for these assessments via use of the Testing Center. The Testing Center is available only for assessments that are proctored in-person.

**For in-person written exams and quizzes, if a student does not request to take their exam/quiz in the UWS Testing Center as outlined below, no accommodation is applied** and the student completes their assessment in the same manner as the rest of the class.

**NOTE:** The following timelines may be altered following the initial provisioning of academic accommodations, if the initial provisioning occurs during an academic term and the student has a written assessment scheduled within the ten (10) business days immediately following the date of their accommodations decision letter. In such instances, the office of student success coordinates with the instructor or faculty member and the student to schedule the assessment. In some cases, as determined by professional staff in the office of student success, it may not be reasonable for a student to utilize their accommodation immediately. If this occurs, the office of student success will communicate that to the student.

- At least ten (10) business days prior to the test date, or as soon as is possible for learning tasks or assessments that occur within the first ten days of the academic term,

the **student** sends an email request to [campustestingcenter@uws.edu](mailto:campustestingcenter@uws.edu) to schedule an accommodated exam. The request must include \*all\* of the following information:

- Course name
- Test name
- Instructor
- Date and time of test
- Length of test
- Test platform/mode (i.e., learning management system, eMedley, ProctorU, etc.)

Requests that are not received in a timely manner may be denied. Requests that do not include all the required information may be denied or delayed.

- At least five (5) business days before the test date, the **office of student success** sends an Outlook calendar invitation to the student and the instructor to confirm the testing appointment in the Testing Center. The calendar invitation includes relevant details related to testing accommodations.
- Upon receipt of the calendar invitation, at least five (5) business days before the test date, the **instructor or faculty member**:
  - Adjusts the settings of the online testing platform to align with the student's accommodations and provides the test code to the office of student success (for exams or quizzes proctored within the Testing Center that utilize an online testing platform);

– OR –

- Provides test materials to the office of student success (for students with accommodations that require modification to the testing mode, such as a test reader accommodation or a paper test accommodation).
- On the test date, **students** are expected to begin their accommodated exam at the time listed on the calendar invitation. For exams proctored in the Testing Center, the office of student success notifies the instructor or faculty member if a student is more than 15 minutes late to a scheduled examination. Instructors or faculty members may impose academic consequences for tardiness as outlined in the course syllabus.

## **E. Procedures for Accommodated Non-Didactic Assessments**

Non-didactic assessments, such as hands-on or lab tests, evaluations of clinical competencies, etc., are not proctored by the office of student success. In some cases, staff from the office of student success may assist with facilitating accommodated non-didactic assessments, in coordination with the course instructor, faculty member, or exam administrator.

Students must request to apply their accommodation for non-didactic assessments by directly contacting the instructor, faculty member, or exam administrator **at least ten (10) business days prior to the assessment** for which they wish to apply their accommodation.

Accommodated tests for in-person lab assessments are proctored within the normal lab setting. For extended time accommodations, this typically means a student's assessment will be proctored last, so that the use of additional time will not be apparent to others. Some kinds of testing accommodations, such as a paper test accommodations, are not available in a lab setting. Other kinds of testing accommodations, such as the ability to bring food, water or medication into the testing room, are more easily applied in a lab setting.

The instructor, faculty member or exam administrator is responsible for ensuring that the accommodations are appropriately applied in non-didactic settings. If there are questions about how to apply an accommodation in a particular setting, instructors, faculty members and exam administrators may reach out to the office of student success.

#### **IV. Accommodations for Licensure/Certification Examinations**

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Licensure and certification requirements vary based on jurisdiction and profession. Students seeking accommodations for licensure or certification examinations should check with the specific licensing and/or certifying agencies for details on available accommodations and procedures on how to request such accommodations. Each organization has criteria for granting accommodations.

Qualifying for accommodations at UWS does not guarantee qualification with outside licensing and/or certifying agencies.

The office of student success can help students find information about accommodations for licensing examinations. Email [studentsuccess@uws.edu](mailto:studentsuccess@uws.edu) for assistance.

#### **V. Reporting a Concern or Filing an Appeal**

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The office of student success is the primary point of contact for coordinating or facilitating academic accommodations at University of Western States. If a student experiences problems or unexpected barriers related to their approved accommodation, they should immediately contact [studentsuccess@uws.edu](mailto:studentsuccess@uws.edu). The office of student success will attempt to resolve the accessibility concern with the parties involved.

If the student is not satisfied with the resolution coordinated by the office of student success, or if the concern is with the office of student success, students may make a report via the UWS Safe smartphone app (more information about the app is available on the [website](#)), or the [UWS Safe online portal](#).

Additionally, students may make a grade appeal by following [Policy 1211 Grade Appeal](#), or they may utilize [Policy 9009 Student Appeal of a University Decision](#) to appeal accessibility related decisions.

## **VI. Related UWS Policies**

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All UWS policies are posted online on the [UWS Policies webpage](#). The follow policies are relevant to UWS accessibility measures.

### Academic Policies

- [Policy 1204 Attendance, Tardiness and Course Participation](#)
- [Policy 1206 Technical Standards](#)
- [Policy 1207 Grading System](#)
- [Policy 1211 Grade Appeal](#)
- [Policy 1208 Student Accommodations](#)
- [Policy 1223 Make-Up Examinations](#)
- [Policy 1230 Academic Integrity](#)

### Financial Aid Policies

- [Policy 3804 Satisfactory Academic Progress](#)

### Institutional Policies

- [Policy 1004 Nondiscrimination and Anti-Harassment](#)
- [Policy 1013 Equal Opportunity and Non-Discrimination](#)

### Student Policies

- [Policy 9001 Student Conduct](#)
- [Policy 9002 Title IX Pregnancy and Pregnancy-Related Conditions](#)
- [Policy 9009 Student Appeal of a University Decision](#)



## Appendix A – Description of Common Accommodations

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### A. Learning Environment Accommodations

#### **Absence or modified attendance when needed**

Provides flexibility within attendance policies for students with chronic conditions that are episodic in nature and ensures students are not disproportionately penalized for exacerbations of their condition that prevent them from being present for every class session. Unless specifically stated in the accommodations notification, students with absence or modified attendance accommodations will comply with [Policy 1204 Attendance and Tardiness](#).

Students must contact their instructor using their UWS email address for each instance that they are absent or tardy and wish to utilize this accommodation. UWS requires that students make every effort to contact their instructor(s) in advance of, or as soon as possible after, each use of the absence or modified attendance accommodation.

Chronic/episodic conditions are unpredictable in nature, so students may not always be able to contact their instructors in advance of absence or tardiness.

#### **Course Notes**

Provides students with printed copies of instructor-created course note packets for each course. This accommodation also allows students access to notes taken by a classmate, when necessary. If a note taker is required, faculty will solicit a volunteer from the class to serve in this function, being sure to keep the identity of the recipient confidential. These peer notes are delivered to the office of student success, which then distributes them to the student receiving the accommodation.

The course note taker accommodation is applicable only in courses with synchronous instruction.

#### **Recorded Lectures – *Global application***

Students are granted access to recorded lectures via Panopto or other lecture capture technology for each of their courses. The course instructor grants this access for the student.

#### **Modified assignment deadlines**

Provides flexibility within assignment deadline policies for students with chronic conditions that are episodic in nature, and ensures students are not disproportionately penalized for exacerbations of their condition that prevent them from being able to submit assignments on time.

Students must contact their instructors using their UWS email address for each instance that they wish to use this accommodation. UWS requires that students make every effort to contact their instructor(s) in advance of, or as soon as possible after, an assignment deadline.

Chronic/episodic conditions are unpredictable in nature, so students may not always be able to contact their instructors in advance of an assignment deadline.

When requested by the student, a minimum of a 2 day extension should be granted beyond the original assignment deadline. Should a situation require a student to miss more than 2 days, the student may request additional time, not to exceed 1 week past the original assignment deadline.

Instructors may decide to grant additional time beyond 1 week if they deem it necessary and/or appropriate for the course or assignment.

If too many course activities are missed or delayed, students may not be able to succeed in the course and may need to consider alternate options. If instructors are concerned about the amount of assignments missed or delayed for a student, they should contact the office of student success with their concern. Unless specifically stated in the accommodations notification, students with the modified assignment deadlines accommodation will comply with [Policy 1204 Attendance and Tardiness](#).

In the context of this accommodation, assignments are defined as all graded course activities, including, but not limited to, discussion posts, written assignments and exams. The modified assignment deadlines accommodation does not provide unlimited time to submit assignments.

#### Examples:

*Students experiences their condition at the start of the week and requests an extension for a discussion post assignment, prior to Thursday when the initial post is due. A minimum of 2-days extension should be granted so that: initial post due on Saturday and peer responses due Tuesday.*

*Student experiences their condition for an entire week and misses an assignment deadline has passed (i.e. Sunday). The student requests use of their accommodation the following Monday (one day after). A 2 day extension is approved. Because the student was unable to participate the entire previous week, they request an additional 5 days.*

#### **Physical prompts – Global application**

Physical prompts use touch to allow the other person to be aware of the initiation of contact, such as tapping the person on their shoulder.

#### **Visual instructional materials – Global application**

Students are provided copies of any visual instructional materials at the beginning of class. Allows student to familiarize themselves with visual class materials before an exercise or activity.

#### **Written technique instructions – Global application**

Students are provided written instructions prior to any technique demonstrations and exercises in class. These written instructions are made available by the instructor.

## **B. Testing Accommodations**

### **1.5 or double time for examinations – *Global application for remote-proctored exams; as-requested for in-person exams***

Extended time accommodation for both didactic and lab exams and quizzes. The need for either 1.5 or double time is specific to each individual. Instructors are responsible for adjusting the exam time based on the student's accommodation.

### **Calculator**

Permits use of a four-function calculator on any in-class work or exam that requires mathematical computation, unless one or more of those four functions are an essential part of the learning outcomes in the course.

### **Computer access for written exams**

Allows for use of a computer with spell and grammar check applications for essay exams and written work. Students will not have access to the internet during these exams.

### **Extended time between exams**

Requires a minimum of an hour break between exams administered on the same day. Does not allow for the scheduling of back-to-back exams.

### **Permission to take medications, food, or other necessary items into the testing room**

Allows students to utilize necessary medications, food or drink during exams. The student is required to bring their own provisions. In classrooms where food and drink are not permitted (e.g., a sterile lab), the student should discuss an equally effective alternative with the instructor.

### **Printed exams**

Provides a printed version of an exam for students instead of an electronic exam. Answers will be recorded in writing on the hard copy of the exam or assigned bubble sheet.

### **Private testing**

Provides a single-occupancy room for tests being proctored in the Campus Testing Center. This room is monitored via video surveillance.

### **Exam Reader; Scribe**

Readers: Provides students with a recorded version of an exam to listen to while testing or a live reader. Both recorded and live readers read the exact wording from an exam.

Scribes: write down exactly what a student dictates during an exam.

No interpretations, clarifications, or other assistance of any kind are offered to the test-taker.

### **Rest periods during examinations – *Global application for remote-proctored exams; as-needed for in-person exams***

Allows for a 10 minute break for every 1 hour of testing. The 10 minutes taken for each break should not be subtracted from the student's overall testing time. See [Appendix B](#) for additional information.

*Example: a student taking an exam with a standard administration time of 2 hours would be given 2 hours for the exam and 20 minutes (10 each hour) for breaks during the exam.*

### **Distraction-reduced testing**

Allows students to test in a location with minimal outside noise and visual distraction. Providing students with a space for testing (away from the regular testing space) is most appropriate. For tests being proctored in the campus testing center, this means the group testing space. This room is monitored via video surveillance. Note: Seating students in the back of a crowded classroom, in a hallway, or asking the class to remain silent, does not constitute a reduced distraction environment.

### **Spelling accommodations – Global application**

Students with a learning disability related to spelling may be eligible for accommodations for in-class assignments and/or exams. Spelling accommodations may include:

- Permission to use a spellchecking device (e.g., Franklin speller)
- Permission to use a word processor with spellchecking
- No penalty for spelling errors
- Permission to use a faculty-created word bank on exams

Instructors who have students with this accommodation in their course should set a time with the student to have a private conversation regarding their specific needs regarding spelling support.

## **C. Facilities and Learning Materials Access Accommodations**

### **Accessible parking**

Access to accessible parking via an accessible parking pass, issued through the Campus Store. The request for accessible parking must be made through the office of student success, and the office of student success coordinates the accessible parking pass with the Campus Store.

### **Screen reading technology**

The use of a computer with text-to-speech software to read course content to the student.

### **Mobility Device Accessible**

Student requires use of a mobility device that requires accessible spaces.

## **References**

U.S. Department of Education. (2007). [Disability employment 101: Appendix IV: Reasonable accommodations and the ADA](#).

## Appendix B – Accommodated Testing Table

The following table shows adjusted exam times for a variety of common testing accommodations. The following assumptions apply to the below table and formula.

- All times are listed in minutes.
- Exam times are rounded up to the next full minute.
- Rest breaks are calculated as follows:
  - If a student has an extended time accommodation and a rest break accommodation, rest breaks are calculated *after* the extended time accommodation is applied.
  - For exams that are less than 60 minutes, a rest break of an additional five minutes is added to the exam length.
  - For exams that are 60 minutes or more, a rest break of ten minutes per hour is added to the exam length. Partial hours do not generate additional rest break time if the exam is longer than 60 minutes.

Original Exam Length	Extended Time (1.5x)	Extended Time (2x)	Exam Time with Rest Breaks Only	Extended Time (1.5x) with Rest Breaks	Extended Time (2x) with Rest Breaks
5	8	10	10	13	15
10	15	20	15	20	25
15	23	30	20	28	35
20	30	40	25	35	45
25	38	50	30	43	55
30	45	60	35	50	70
35	53	70	40	58	80
40	60	80	45	70	90
45	68	90	50	78	100
50	75	100	55	85	110
55	83	110	60	93	120
60	90	120	70	100	140
75	113	150	85	123	170
90	135	180	100	155	210
105	158	210	115	178	240
120	180	240	140	210	280
150	225	300	170	255	350
180	270	360	210	310	420

## Appendix C – Sample Student Opt-Out Email to Faculty

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Below are *optional* email templates that students may use when communicating with faculty if they choose to opt out of use of an approved accommodation. Students should modify the template emails to apply to their specific circumstances.

### A. Sample Email: Opt Out of Accommodations for Full Term

Subject Line: [Student Last Name] - Opt Out of Accommodations for [Term/Year]

Dear [Faculty Name],

I am writing to opt out of use of my academic accommodation(s), [list accommodations here], for [course name] for [academic term and year]. I am opting out of use of my accommodations for the entire term.

I understand that if I change my mind about opting out of use of my accommodations, I must inform you of any change at least ten (10) business days before the learning activity or assessment for which I wish to utilize my academic accommodations.

Sincerely,  
[Student Name]

### B. Sample Email: Opt Out of Accommodations for Specific Activity or Assessment

Subject Line: [Student Last Name] - Opt Out of Accommodations for [Specific Activity]

Dear [Faculty Name],

I am writing to opt out of use of my academic accommodation(s), [list accommodations here], for [course name] for [specific activity or assessment]. I am opting out of use of my accommodations for this activity only.

I plan to continue to utilize my accommodations for future activities and assessments in this course.

Sincerely,  
[Student Name]

## Appendix D – Sample Communications to Students

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Below are *optional* email templates that faculty may use when communicating with students about how accommodations are applied in their course(s). Instructors or faculty members should modify the template emails to apply to their specific courses.

### A. Sample Email: Testing Accommodations for Remote-Proctored Assessments

Subject Line: Testing Accommodations for Remote-Proctored Assessments for [Course Name]

Dear [Student Name],

I am writing to provide information regarding testing procedures for exams and quizzes that are proctored remotely using [Testing platform name, e.g., eMedley, Canvas, ProctorU, etc.].

Your testing accommodation(s), [list testing accommodations here], will be applied to all assessments that are proctored remotely during [academic term and year] for [course name]. You do not need to request accommodations individually for remote-proctored assessments.

[Add additional information here, if applicable, such as:

- The timing of when extended time will be applied in relationship to synchronous lectures,
- When and how student will receive test security codes for your course,
- Procedures or requirements for when to download the quiz or exam, and/or
- Any other relevant information for testing in your course.]

**This information applies only to quizzes and exams that are proctored remotely.** Quizzes and exams that are proctored in-person follow different protocols. Refer to the university Accessibility Services Procedures Manual for information about use of academic accommodations for in-person exams or quizzes.

Please let me know if you have questions or concerns.

Sincerely,  
[Faculty Name]

### B. Sample Email: Testing Accommodations for In-Person Written Assessments

Subject Line: Testing Accommodations for In-Person Written Assessments for [Course Name]

Dear [Student Name],

I am writing to provide information regarding testing procedures for in-person exams and quizzes for [course name].

Accommodated tests for in-person, written assessments (such as exams and quizzes) are proctored using the UWS Testing Center. You must schedule with the office of student success by emailing [campustestingcenter@uws.edu](mailto:campustestingcenter@uws.edu) at least ten (10) business days before your quiz/exam with the required exam information (course name, instructor, test name, test date and time, length of test, test platform).

Exam and quiz information for this course is listed in [\[the location where students can find testing information, e.g., the syllabus, the LMS course shell, etc.\]](#). Ideally, you should schedule all your exams and quizzes that you plan to take in the Testing Center this term by the end of week 1.

[\[Add additional information here, if applicable, such as:](#)

- [The timing of scheduled written assessments in relationship to synchronous lectures,](#)
- [When and how student will receive test security codes,](#)
- [Procedures or requirements for when to download the quiz or exam, and/or](#)
- [Any other relevant information for testing in your course.\]](#)

**This information applies only to written assessments, such as quizzes and exams, that are proctored in-person.** Quizzes and exams that are proctored remotely follow different protocols. Refer to the university Accessibility Services Procedures Manual for information about use of academic accommodations for exams or quizzes that are proctored remotely.

Please let me know if you have questions or concerns.

Sincerely,  
[Faculty Name]

### **C. Sample Email: Testing Accommodations for In-Person Non-Didactic Assessments**

Subject Line: Testing Accommodations for In-Person Lab Assessments for [\[Course Name\]](#)

Dear [\[Student Name\]](#),

I am writing to provide information regarding accommodated testing procedures for in-person lab assessments.

You may request to utilize your testing accommodation(s), [\[list accommodations here\]](#), for lab assessments during [\[academic term and year\]](#) for [\[course name\]](#).

Accommodated tests for in-person lab assessments require additional coordination between a faculty member and the student. For this reason, **you must notify me at least ten (10) business days before the assessment activity for which you wish to apply your accommodation.**



Accommodated tests for in-person lab assessments are proctored within the normal lab setting. For extended time accommodations, this typically means your assessment will be proctored last, so that the use of additional time will not be apparent to others. Some kinds of testing accommodations, such as a paper test accommodations, are not available in a lab setting. Other kinds of testing accommodations, such as the ability to bring food, water or medication into the testing room, are easily applied in a lab setting.

We will discuss the details of how your specific accommodation(s) will be applied after you notify me of your intent to utilize your accommodation.

**This information applies only to lab assessments.** Accommodations for written quizzes and exams follow different protocols. Refer to the university Accessibility Services Procedures Manual for information about use of academic accommodations for exams or quizzes.

Please let me know if you have questions or concerns.

Sincerely,  
[Faculty Name]