Services for Students with Disabilities

The University of Western States (UWS) provides equal access to opportunity for persons with disabilities under section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 as amended (2008). Members of the university community work together to ensure equal access for students with disabilities so that they may participate fully in the educational experience at UWS.

Students receiving accommodations through the office of student services are expected to follow Policy 9001 - Student Conduct. All requests for accommodation should be submitted in a timely manner. The director of student services will consult with students to determine eligibility and authorize all accommodations prior to a student receiving them. Some of the accommodations that may be recommended as appropriate and based on need are:

- Readers and/or scribes for testing
- Extended testing time
- Testing room with reduced distraction
- Alternative print formats

Required Documentation

Documentation of a disability consists of an evaluation by an appropriate professional. Included must be a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should include the following elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used, including specific test results (including standardized testing scores) and the examiner's narrative interpretation.
- A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- A history of previous accommodations and their impact.
- The credentials of the diagnosing professional/s, if not clear from the letterhead or other forms. Please note that diagnosing professionals shall not be family members or others with a close personal relationship with the individual being evaluated.
- Documentation prepared for specific non-educational venues (i.e. Social Security Administration, Department of Veteran's Affairs, etc.) may not meet these criteria.
- Individualized Education Program (IEP) or 504 plans will not be considered sufficient documentation unless accompanied by a current and complete evaluation.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of the individual's current program. Accommodation decisions are to be made on a case-by-case basis, considering the impact of a particular student's disability within the specific context in which that student must function.

Beyond the more objective determination of a disability and its impact provided by external documentation, UWS will also take input from the individual with a disability as a rich and important source of information on the impact disability, and on the effectiveness of accommodations. For this reason, students should be able to participate in accommodation discussions with staff, faculty, clinicians, and administration as needed. Nationally, most institutions of higher education utilize guidelines developed by the Educational Testing Services (ETS). For more information, go to www.ets.org.
Accommodations for State or National Boards

State or national boards may have different or additional requirements for requesting accommodations for exams. UWS encourages students to check with each organization for timelines and the process to request accommodations early in their program.

Doctor of Chiropractic Boards

Each state specifies different requirements for professional licensure, scope of practice, and guidelines for requesting licensing examination accommodations. Students should research the requirements for the states in which they are interested in practicing well in advance of graduation. NCMIC has a resource of all state chiropractic associations listed: http://www.ncmic.com/prc/online-resources/chiropractic-associations.aspx.

The National Board of Chiropractic Examiners (NBCE) administers national board exams for doctor of chiropractic students. Exam schedules, requirements, applications, and contact information is available at http://www.nbce.org/examinations/test_accom/.

Massage Therapy Boards

States regulating massage therapy have varying requirements for licensure. The Federation for State Massage Therapy Boards (FSMTB) provides links to all of the member state boards at https://www.fsmtb.org/content/?id=9. The Oregon Board of Massage Therapists (OBMT) grants accommodations based on the following criteria:

To request ADA accommodations, applicants must submit a request to the Board in writing and must include a recent professional diagnosis (from, for example, a licensed physician, optometrist, social worker, psychologist, etc.) that explains the nature of the disability and the reason special testing arrangements are necessary. All documentation from a professional must be written on letterhead that includes their title, address, telephone number, and original signature. This documentation must be provided before an applicant will be scheduled to take the Oregon practical exam. For more information about the Oregon Board of Massage Therapists, visit http://www.oregon.gov/obmt/Pages/index.aspx.

Disability Services

UWS Testing Accommodation Procedures

Qualified student responsibilities:

1. New students requesting accommodations should meet with the director of student services as early as possible upon admission to the program.

2. Current students meet with the director of student services early each quarter to:
   a. Request testing accommodations or make changes to existing accommodations.
   b. Read and sign the UWS Accommodation Process and Guidelines Agreement, which details student responsibilities for ensuring receipt of testing accommodations at UWS.
   c. Provide a copy of the current term course schedule with instructor names so student services can notify instructors of accommodations.

3. Provide timely notice to the office of student services of upcoming exams by submitting a completed Request for Testing Accommodation form as follows:
   a. At least one week before exams or quizzes.
   b. If tests must be converted to an alternative format, notice should be submitted at least seven working days before the scheduled exam.
   c. In the event the instructor reschedules an exam date, it is the student’s responsibility to notify student services at least three workdays prior to the exam.
   d. Students may not transport exams to the testing center. All exams must be sent/delivered by the instructor or picked up by staff. The office of student services works directly with course instructors to coordinate exam transport once a request form is received.
Note: Students may fax completed Request for Testing Accommodation forms to (503) 251-5723, e-mail forms to studentservices@uws.edu, deliver forms in person to the office of student services, or deliver to the student services mailbox.

4. Confirm testing appointments request by replying “Accept” to the email notice of the scheduled exam.

Student services responsibilities:

1. Meet with each qualified student requesting testing accommodations and determine appropriate accommodations based upon documented need.
2. Provide the student with a copy of the UWS Accommodation Process and Guidelines Agreement.
3. Notify instructors of students registered in their courses who qualify for testing accommodations.
4. Provide faculty with a copy of UWS Testing Procedure Faculty/Instructor Responsibilities.
   http://www.asu.edu/studentaffairs/ed/drc/services_tempe_testing.html - top
5. Schedule student exams in the testing center based on student’s Request for Testing Accommodation and available space during testing center hours.
6. Notify student and faculty when test has been scheduled.

Course instructor responsibilities:

1. Reply or “Accept” all e-mail notifications of a scheduled test for student(s).
2. Include the length of test time allowed for the rest of the class.
3. When possible, work with student services to establish a time that allows for extended time when the student does not have back-to-back classes or other extenuating time restraints.
4. Specify any materials or equipment approved for student use during the test (e.g., calculator, notes, software, view box, etc.)
5. Fax to (503) 251-5723, email to studentservices@uws.edu, or deliver the exam to the office of student services no later than one week before each exam so that student services staff have time to coordinate testing in cases where the student requires the test in an alternative format or when dictation software needs to be available.
6. E-mailed, delivered, or faxed test materials requiring alternative print conversion must be received by student services a minimum of five working days before the scheduled test date.
   Note: The office of student services requires additional time to convert test materials and has limited resources for accommodating students and providing for proctors.
7. Pick up completed tests from student services in a timely manner. Completed tests will be sent via interoffice mail upon faculty request.

Note-taking Service

Note-taking service can be provided when a student’s disability or medical condition limits his/her ability to take notes in class. Student note-takers submit class notes to the office of student services on a weekly basis. The notes are reproduced in color and provided to the student receiving the accommodation.

Audio Recording and Smart Pens

Students using note-taking services are strongly encouraged to audio record each class session in order to supplement note-taking. Students are also encouraged to try a “smart pen” to see if this would be a tool to assist them in note-taking with the option of recording sections of a lecture. Smart pens may be checked out from the office of student services for trial on a limited basis. If the student finds the smart pen is helpful, he/she would need to purchase one for his/her own use.

Student responsibilities:

1. Submit appropriate paperwork to the office of student services to receive notes for specific courses on a quarterly basis. Not all courses may require note-taking services. Therefore, students need to work with student services each term to identify the courses for which note-taking will be necessary.
2. Be aware of individualized nature in note-taking and be willing to work with the note-takers style. The student is responsible for notifying student services in a timely manner of any note-taking issues and to work with course instructors to clarify note sections they may not understand.
3. Pick up notes from student services on a weekly basis and notify student services staff if/when the service is no longer needed.
4. Students are expected to take notes to the best of their ability and to use audio recordings to compensate for any inadequacies in the note-taker process.
5. Check with course instructors regarding audio recording limitations. Notify the office of student services in a timely manner if there is any prohibitive concern from an instructor that requires resolution.
6. Carefully maintain and protect loaned smart pens or other recording equipment. Equipment must be returned in working order. Students are responsible for replacing any equipment that has been damaged or lost while in the student’s possession. A hold may be placed on student accounts until checked out equipment is returned or paid for.

Student services responsibilities:
1. Verify the student’s eligibility for note-taking service.
2. Review the note-taking process with the student and identify the courses for which classes note-taking service would be appropriate.
3. Student services works with course instructors to identify appropriate note-takers.
4. Meet with note-takers weekly to make copies of notes and place in file for student pick up.

Reader Service

Students with documented visual impairments, physical disabilities, developmental and/or learning disabilities that substantially limit reading and comprehension ability are eligible for reader services. Reader service allows a student to have tests recorded and the ability to access electronic books. If required, and recorded materials are unavailable through commercial sources, the office of student services can arrange to have the materials recorded for the students use.

In addition, the student should register for one of two organizations that have alternative format materials available for student use, such as:

Learning Ally: https://www.learningally.org/
Bookshare: https://www.bookshare.org/

Any payments for membership or services are the student’s responsibility.

Alternative Format of Printed Materials

The office of student services can provide most required instructional materials in an alternative formate to eligible students requesting such accommodations when it is necessary to compensate for limitations imposed by the student’s disability. Alternative formats may include large print, electronic text, braille, tactile graphics, and audio.

For students who qualify for this service, course note packets can be made available electronically for use with a screen reader. Books that are not available in alternative format must be cut apart in order to be reproduced in alternative format. The book will be returned to the student in spiral bound format.

The campus testing center includes a workstation to access reader software, dictation software, and headsets that can be checked out. Students are welcome to bring in their own headsets to the testing center if they are more comfortable using their own equipment. The testing center is available for use at any time exam testing is not taking place; we encourage you to schedule times you will need software, so it is available for your use.

Student responsibilities:
1. Request services as early as possible. The office of student services recommends requesting this service by week seven of the quarter prior to term in which the textbook will be needed. Late requests will be honored, but textbooks may not be available at the onset of the term.
2. Sign agreements not to share e-text or other alternative format materials with others and to adhere to all pertinent copyright laws.
3. Purchase textbook and bring to the office of student services to request alternative format. Online students can submit requests ahead of time, then purchase and have the textbook sent directly to the office of student services.
services to the attention of the student’s full name. Cost of mailing/shipping the textbook to UWS is the student’s responsibility.

UWS Office of Student Services
Attention: Student Name
2900 NE 132nd Avenue
Portland, OR 97230

4. Students agree that the university may send the textbook out for conversion and that the spine of the textbook spine will be removed. The textbook will be returned to the student in spiral-bound format, along with an alternative format version. For online students, the office of student services will ship spiral-bound textbooks back to the student with the alternative format version if it cannot be sent electronically. UWS will pay the cost of shipping.

5. Students receiving electronic format note packets or texts will receive these via email, thumb drive, or CD. The student must agree not to copy this material for purposes other than their own educational needs, nor share this material with others. If note packets or texts are provided via CD or thumb drive, students are responsible for the safekeeping and return of these items to the office of student services.

6. Students who are unclear on how to use reader or dictation software must notify student services in a timely manner so that training may be coordinated.

7. Students are responsible to follow through by picking up their materials in a timely manner.

8. Students must provide timely notification to the office of student services for the following:

   - If there is any problem with the materials produced
   - If they are taking a leave of absence (LOA) and the expected date of return
   - If they are taking a reduced course load,
   - If they no longer need the services for particular courses.

Course instructor responsibilities:

1. Upon request, submit any course syllabi, note packets, or course assignments to the office of student services in a timely manner so that alternative format accommodation can be met. Notify student services whether and which course materials are available on the portal/intranet or Moodle.

2. Work with the office of student services to make sure all online course work posted is reader software accessible.

Student services responsibilities:

1. Work with the student to determine eligibility for alternative format accommodations and to identify the appropriate form services will take.

2. Process requests received from student in a timely manner.

3. Assist course instructors in creating note packets or other required course materials in an accessible format.

Tips for a Successful Experience at UWS

1. Don’t rely on others to do it for you
   Accommodations are not automatically provided. Students with disabilities must be proactive in managing and keeping up with their course load, which includes requesting necessary accommodations in a timely manner. It is important to meet with course instructors right away to clarify understanding of lecture or other course materials.

2. Be respectful
   Students with disabilities will need work to work cooperatively and respectfully with a variety of individuals on campus to facilitate accommodations. Staff members are working to assist many students throughout the day. Students serving as tutors are also juggling their own academic demands. Therefore, it is important to notify those you are working with of schedule changes as soon as possible. Clear, timely communication is always appreciated and makes interactions more successful.
3. **Communicate in a timely manner**  
   Inform the office of student services and/or course instructors of challenges or questions as soon as possible. Waiting until the end of the term, or even longer, is too late. At that point, it’s likely nothing can be done to assist.

4. **Interact positively**  
   Positive interactions with your peers, staff, faculty, and others may encourage their willingness to reach out and assist.

5. **Be your own best advocate**  
   Be positive and clearly express your strengths and limitations in a knowledgeable and confident manner. Make appointments with your instructors during the first week of classes, so you can get to know one another and learn ways to stay up to speed in their courses.

6. **Manage stress**  
   Procrastination or waiting to ask questions leads to unnecessary stress. Employ good time management skills. Help manage stress through yoga or other physical activities that are offered during common hours. No-cost counseling services are also available by appointment on campus.

**Student Services as Student Advocate**

Student services staff members educate course instructors, administration, and other staff members on reasonable accommodations and explain nondiscrimination in regard to disability law.

While UWS encourages students to advocate for themselves, there are circumstances in which a student receiving accommodations may need a student services staff member to advocate on his/her behalf. For example, once notified, the office of student services can readily facilitate permanent or temporary mobility solutions, such as parking and facilities access, with the facilities and campus security departments. Another example of advocacy would be when a student requires test facilitation with course instructors. Upon the student’s request, student services staff can work directly with the course instructor and the student to identify reasonable accommodations for taking an exam.

**Student responsibilities:**

1. Practice self-advocacy.
2. Notify the office of student services staff of the need for advocacy.
3. Comply with the student services staff evaluation of the situation and with the method of intervention recommended.

**Student services responsibilities:**

1. Listen to student requests for advocacy and evaluate each request in relationship to the student’s documented disability and to the students’ success in his/her program of study.
2. When appropriate, serve as an advocate when the student has not been a successful self advocate.
3. Encourage the student to proactively engage in regular meetings to communicate with instructors and staff to help meet accommodation needs.

**Additional Services**

The following services are also available to students:

1. **Campus Mobility Assistance**
2. **Parking Assistance**
3. **Testing Resources**

These services may be on a temporary basis for students with temporary mobility or health issues. Students requiring these services must meet with student services staff to establish the responsibilities of both parties. Any agreement will be written and signed.
Guidelines for Staff and Student Conduct

The office of student services staff strives to maintain a professional relationship with students and demonstrate good judgment in all interactions with students. Students and staff must adhere to all federal and state laws as well as university policies relating to privacy and conduct.

The demonstration of personal and professional ethics and integrity are considered an integral part of the academic programs of the institution. Students are required to conduct themselves in a professional manner throughout their enrollment. In accordance with Policy 9001 Student Conduct, violations of the expectations for student behavior that are generally accepted by the university faculty and administration may subject the student to disciplinary action, including dismissal. The university reserves the right to address any behavior it deems inappropriate.

Student Complaint (Grievance)
A complaint, or grievance, is a formal, written criticism by a student pertaining to the conduct of a student or a member of the university faculty, staff, governing board, or administration. In the case of a complaint alleging violation of university policy, the student must specifically cite the policy allegedly violated. A complaint may also address an individual’s dissatisfaction with the conduct of another individual or the quality of the university’s educational programs or services. Students who wish to file a complaint must follow the guidelines set forth in Policy 9009 Student Complaint (Grievance).

Department of Education’s Office of Civil Rights
The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. For more information, please go to their website at http://www2.ed.gov/about/offices/list/ocr/index.html.

University Policies

UWS students are responsible for awareness of policies. Policies are available on the UWS website under Udocs. In particular, students are asked to take note of the following policies.

Academic Policies
Policy 1204 Attendance and Tardiness
Policy 1206 Technical Standards
Policy 1208 (B) Student Accommodations

Financial Aid Policies
Policy 3804 Satisfactory Academic Progress (financial aid eligibility)

Institutional Policies
Policy 1013 (B) Equal Opportunity and Non-Discrimination
Policy 3020 Closing due to Inclement Weather or Emergency

Library Policies
Policy 1605 Use of Copyrighted Works in Education and Research

Student Policies
Policy 9001 Student Conduct
Policy 9002 Student Commons Folder
Policy 9009 Student Complaint (Grievance)
Policy 9022 Student Appeal