Policy 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. Accommodations granted by Woodbury University might include:

1. Readers
2. Interpreters
3. Notetakers
4. Alternative textbook formats
5. Recording of lectures
6. Course load modifications
7. Excused medical absences
8. Extended time for exams
9. Alternative settings for exams. Students who have been approved for this accommodation must follow University procedures outlined in the Student Handbook for each exam.
10. Non-academic and temporary accommodations. Please see the Student Handbook for details.

Reasonable Accommodations

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

- Readers
- Interpreters
- Notetakers
- Alternative textbook formats
- Recording of lectures
- Course load modifications
- Excused medical absences
- Extended time for exams
- Alternative settings for exams. Students who have been approved for this accommodation must follow University procedures outlined in the Student Handbook for each exam.
- Non-academic and temporary accommodations. Please see the Student Handbook for details.

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 Associate Dean of Students, located in the Whitten Student Center.

Revised 07/23/19
1 Request Accommodations
At least two weeks before the beginning of each semester, a student seeking accommoda-
tions for his or her disability should sched-
ule an appointment with the Coordinator of
Disabilities and Accessibility Services and
complete an Accommodations Request form.
Appointments can be scheduled by calling
Student Affairs at 818.376.3345 or by visiting
our office in the Whitten Student Center.
Accommodations Request forms can be found
in the Whitten Student Center or downloaded
from the portal site at my.woodbury.edu.

2 Submit Documentation
Proper documentation as specified in the
Student Handbook under General and
Comprehensive Documentation; Policy and
Procedures for Accommodating Students
and Applicants with Disabilities. You may
reference the student handbook online at
my.woodbury.edu.

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

4 Notify Instructors
Provision of approved accommodations
will be documented with a completed Notifica-
tion of Academic Accommodation Plan (NAAP)
form provided by the Coordinator of Disabilities
and Accessibility Services. It is the student’s
responsibility to pick up copies of the NAAP
from the Coordinator of Disabilities and
Accessibility Services to deliver them to
instructors, and to clarify his or her needs with
each individual instructor.

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

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 Coordinator of
Disabilities and Accessibility Services will not be
granted retroactive accommodations and/or assignments
based on newly reported disabilities.

Students who wish to be considered for reasonable
accommodations must submit current documen-
tation from a professional who is appropriately
licensed by the state to diagnose medical, psy-
chological, 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
evaluator, including information about license
or certification, area of specialization, employ-
ment, and state in which the individual practices,
should be clearly stated in the documentation.

CURRENT DOCUMENTATION
The University requires that submitted documenta-
tions 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 informa-
tion to determine eligibility, as well as updates as
deeded necessary.

1 Provide educational, developmental,
and medical history.
2 Include the administration of a measure of
intellectual ability, such as the Wechsler Adult
Intelligence Scales (3rd Edition) or the equiva-
 lent, and a measure of academic achieve-
ment, such as the Woodcock-Johnson Tests of
Achievement (3rd Edition) or equivalent.
3 Include test results with subtest scores scaled
for adults and classification ranges associated
with the scores, such as low average, average,
average above, etc.
4 Describe functional limitations and explain
how the disability impacts the student’s daily
functioning and abilities.
5 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 reason-
able 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:
1 Indicate a diagnosis of a physical or
medical condition consistent with
established clinical criteria.
2 Describe the functional impact of the
disability or condition on activities
of daily living in an educational setting.
3 Recommend accommodations appropriate
for higher education.
4 Discuss the nature and progression of the
disability; for example, if the condition is
chronic, intermittent, etc.
5 Include information related to the need for
the frequency of re-evaluation.

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

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

4 Discuss current symptoms and the degree of
their impact on daily living activities in an
educational environment.
5 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 reason-
able 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 Learning Disabilities should:

1 Procedures for Registering for Reasonable Accommodations