

# STUDENT ACCESSIBILITY SERVICES HANDBOOK

## A GUIDE FOR FACULTY & STAFF

AS THEY ASSIST  
STUDENTS WITH  
DISABILITIES



**UW** UNIVERSITY OF WISCONSIN  
**Colleges**

*The freshman/sophomore UW campuses*

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Thank you for taking the time to review the Student Accessibility Services handbook. We hope that this handbook will be helpful to you as you work with students with disabilities who are attending UW Colleges. This handbook offers information, guidelines and suggestions for accommodating students with disabilities.

It is not only federal law that qualified students with disabilities have equal access to federally funded educational opportunities, but the UW System has also mandated it. This handbook is designed to facilitate the process of providing the mandated equal access to educational opportunities to students with disabilities.

If you have any questions or concerns not addressed within this handbook, or would like this publication in an alternative format, please contact the Student Accessibility Services office at:

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Madison, WI 53715-2635*

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## **SECTION 504 & THE AMERICANS WITH DISABILITIES ACT (ADA)**

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The faculty and staff of the University of Wisconsin Colleges should be aware that accommodations for students with disabilities are governed by **Section 504** of the **Rehabilitation Act of 1973** and the **Americans with Disabilities Act of 1990**.

The **Rehabilitation Act of 1973, Section 504** mandates that all programs that receive federal funding must provide access and services (accommodations) to qualified people with disabilities. This law ensures equal access for all people to federally funded programs.

The **Americans with Disabilities Act of 1990 (ADA)** has been called an extensive civil rights legislative act for people with disabilities. The ADA requires public entities to make accessible their programs and services. The ADA also works toward the prevention of discrimination against people with disabilities. Much of the **ADA** is reinforcement of **Section 504** of the **Rehabilitation Act of 1973**.

Copies of the **Rehabilitation Act of 1973** and the **Americans with Disabilities Act** can be found via links located on the UW Colleges' website at <http://www.uwc.edu> under Student Services.

## **STUDENT RIGHTS & RESPONSIBILITIES**

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### **Students with Disabilities have the Responsibility to:**

- Meet the UW Colleges' qualifications and maintain institutional standards
- Identify themselves in a timely manner as a person with a disability seeking accommodations.
- Provide documentation from the appropriate professional(s) that verifies the disability, functional limitation(s), and the need for specific accommodation(s) to the Campus Contact for Student Accessibility Services in Student Services or to the Director of Student Accessibility Services in Madison.
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and or auxiliary aids and services.

### **Students with Disabilities have a Right to:**

- Equal access to programs and services offered through the UW Colleges
- Confidentiality of all information pertaining to the individual's disability
- Information reasonably available in accessible formats
- An opportunity to receive reasonable accommodations, academic adjustments, and/or auxiliary aids, and services.

## UW COLLEGES RIGHTS & RESPONSIBILITIES

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### The UW Colleges has the Responsibility to:

- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request.
- Ensure that courses, programs, services, jobs, and activities, when viewed in their entirety, are available and accessible in the most integrated and appropriate settings.
- Evaluate students on the basis of their abilities and not their disabilities.
- Respond to requests for accommodation in a timely manner.
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in the courses, programs, services, jobs, and activities.
- Maintain appropriate confidentiality of records

and communication except where permitted or required by law to do otherwise.

### The UW Colleges has the Right to:

- Establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate students on a timely basis.
- Request current documentation from a student completed by the appropriate professional source(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.

## FACULTY & STAFF RIGHTS & RESPONSIBILITIES

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### Faculty and Staff have a Responsibility to:

- Work cooperatively with the student and student services staff in providing the accommodations for the student as recommended by the student's **Individualized Accommodation Plan**.
- Maintain the same academic standards for all students. With appropriate accommodations, students with disabilities should be expected to perform at the same academic proficiency levels as their non-disabled peers.
- Create an atmosphere of acceptance in the classroom or office. If students feel free to express their needs and concerns, they are more likely to do so. Students need to know that faculty and staff are available if the need arises.

- Keep all information about the student's disability, accommodations, and auxiliary aids confidential at all times. Students with disabilities are protected under FERPA and the civil rights laws. At no time should faculty and staff make any statements or implications that the student with a disability is any different from the general student population.
- Refer a student who discloses that they have a disability and would like an accommodation, but does not have an Individualized Accommodation Plan, to the Campus Contact in Student Services for assistance with applying for and developing an Individualized Accommodation Plan.

## FACULTY & STAFF RIGHTS & RESPONSIBILITIES (CONT)

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### Faculty and Staff have the Right to:

- Enforce the code of conduct that all students must adhere to regardless of whether they have a disability or not. Infractions of this code should be handled in the same manner as with non-disabled student.
- Challenge an accommodation request if they believe the student is not qualified, the accommodation would result in a fundamental alteration of the program, the institution is being asked to address a personal care need, or the accommodation would impose an undue financial or administrative burden. If a faculty or staff member has concerns about the appropriateness of a recommended accommodation, he/she should first consult with the Campus

Contact for Student Accessibility Services and or the Director of Student Accessibility Services in Madison. At that time, a meeting with all concerned parties could be arranged. If the concern cannot be resolved at this stage, the faculty or staff member can deny the accommodation and the student can pursue the established appeals process. If the accommodation has already been recommended by the Director of Student Accessibility Services and is part of the student's Individualized Accommodation Plan, the accommodation service will be provided until the issue has been resolved via the appeal process. During the appeal process, faculty and staff objecting to providing an accommodation will be asked to submit their objections and supporting reasons for the objections in writing.

## STUDENT PROCESS FOR APPLYING FOR ACCOMMODATIONS

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The Campus Contact for Student Accessibility Services and the Director of Student Accessibility Services work together to determine which students need accommodations. The Director of Student Accessibility Services is a specialist trained in the area of disability services and is located at the UW Colleges Central Office in Madison. A Campus Contact for Student Accessibility Services is located in the Student Services office on each campus. The procedure is as follows:

1. The student notifies the Campus Contact for Student Accessibility Services that he or she has a disability that may require accommodation.
2. The student receives and completes forms requesting specific accommodations and provides current and complete documentation of the disability. The documentation must include information that describes how the disability limits the student in an academic setting.
3. The Director of Student Accessibility Services reviews the documentation submitted and notifies the student if additional documentation is needed.

4. When the documentation is sufficient, the Director of Student Accessibility Services develops an Individualized Accommodation Plan. The Director of Student Accessibility Services sends a copy of the plan to the student and the Campus Contact for Student Accessibility Services. The student must inform the Campus Contact for Student Accessibility Services if he or she feels that additional accommodations are necessary.
5. When the Campus Contact for Student Accessibility Services receives a copy of the Individualized Accommodation Plan, the Campus Contact for Student Accessibility Services will share this with instructors, with the student's permission, or will give to the student to take to each instructor.
6. Once the student receives the Individualized Accommodation Plan, it is his or her responsibility to meet with the Campus Contact for Student Accessibility Services to discuss accommodation arrangements.

## STUDENT PROCESS FOR APPLYING FOR ACCOMMODATIONS

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7. It is the student's responsibility to meet with the instructors at the beginning of each semester to arrange for the accommodations as recommended on the approved Individualized Accommodation Plan.
8. If the student wishes to appeal the accommodation plan, he or she must follow the "UW Colleges Policy Regarding Students with Disabilities" in terms of the appeal process. The Campus Contact for Student Accessibility Services can assist the student with forms and explain the process.

## CONFIDENTIALITY & DISCLOSURE

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The U.S. Department of Justice has indicated that a faculty or staff member generally does not have a need to know what the disability is, only that it has been *appropriately verified by the individual (or office) assigned this responsibility on behalf of the institution (Director of Student Accessibility Services in Madison)*. Faculty and staff do not have the right to demand access to the actual documentation, including testing scores, dates or names of professionals providing such documentation unless the student has signed an express release for the faculty or staff member to have this access. Disability related records are not subject to free access under FERPA. The Act exempts such disability related records that are used for support of the student and that are available only to service providers and other professionals chosen by the student.

At the college level, students must become their own advocates by taking more responsibility for their disability and negotiating with instructors. Students do not have to disclose specific information about their disabilities; they must only provide the instructor with a copy of the Individualized Accommodation Plan and identify the types of accommodation that will be necessary. Any questions about the appropriateness of an accommodation can be directed to the Campus Contact in Student Services, or the Director of Student Accessibility Services in Madison.

Faculty and staff need to recognize that for many students, disclosing their disability to a faculty member can be threatening and difficult. This is especially true of freshmen, newly diagnosed students, or students with an acquired disability who have not had to explain it at the high school level.

## ACCOMMODATION DEFINITIONS

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The following is a list of accommodation services that are frequently found on Individualized Accommodation Plans as recommended by the Director of Student Accessibility Services. This list is not meant to be complete, as other individualized accommodations may occasionally also appear.

**Alternative Testing** – An alternative format for test taking. This may include extended time; the use of a computer with a spell checker; reader; scribe (someone to physically record answers); private, distraction-free room; large print format exams; and exams on tape or permission for the student to record answers.

**Notetakers** – A person in the class who is a volunteer, or is paid to take notes for the student with a disability. Notetakers are not to take the place of the student with a disability attending class.

**Audio Textbooks** – Texts or written classroom material in audio format. Some audio texts already recorded can be received through a national agency called Recordings for the Blind and Dyslexic (RFB&D). The Audio Text Coordinator, located in the Student Accessibility Services office in Madison, will obtain existing texts on tape from RFB&D. Textbooks that have not yet been recorded by RFB&D need to be recorded by volunteers recruited by the Audio Text Coordinator in Madison. This process can take up to 8 weeks until the student receives the audio text from the time the request is made. Planning in advance is necessary to ensure that the student has the audio textbooks at the beginning of the semester.

**Priority Registration** – A priority date to register for classes. This allows the student and/or student services staff necessary time to set up accommodations that require planning in advance. Examples of these kinds of accommodations are: scheduling courses with adequate time between classes if medically needed; hiring of interpreters; ordering of audio textbooks.

**Taped Lectures** – This is particularly helpful to students with a type of visual processing disorder and/or to assist the student with compensating for a lack of note taking ability. Permission from instructors to record lecture material is not required if it is part of an approved accommodation plan. Taping of lectures as an accommodation is not intended to be in lieu of classroom attendance.

**Accessible Parking** – Parking permit issued by student services office after review of documentation. Students with state permits should park in accessible parking stalls marked by the State Disabled parking signs.

**Preferential Seating** – Allowing students with a disability to sit where they need to in order to minimize disability related issues. Examples of this would include: students with physical disabilities who need to sit in the back of the room or close to the door in order to stand up at times during the class or to take short breaks; a student with ADD/ADHD may need to sit in the front of the class to better attend to the lecture.

**Accessible Classrooms/Location/Furniture** – Modifications to the layout, location or furniture in the classroom. This may be necessary for a student with a physical or sensory impairment. A class may need to be held in another location if it is not accessible for a student with a disability.

**Extended Time for Examinations** – Allowing extra time for exams and quizzes. This may be necessary for students who have documented disabilities relating to organization of ideas, spelling, reading comprehension, math, excessive test anxiety, or physical limitations. Students should make arrangements for extended time with each instructor within the first three weeks of the semester.

# DISABILITY DESCRIPTIONS AND ACCOMMODATION STRATEGIES

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## Learning Disabilities

People with learning disabilities are individuals with average or above average intelligence who have difficulties processing information in a specific area. Learning disabilities impact on the student's abilities to obtain, process, or express information.

Learning disabilities may come in the form of:

- **Dyslexia** – a processing dysfunction causing difficulties with written material
- **Dyscalculia** – a processing dysfunction causing difficulties with mathematical concepts and calculation
- **Dysgraphia** – a processing dysfunction causing difficulties with writing

### Reasonable Accommodations May Include:

- Audio Textbooks
- Notetakers
- Priority Registration
- Alternative Testing
- Taped Lectures
- Use of a computer with spell checker for examinations and assignments

### Suggestions for Helping Students with Learning Disabilities:

- Provide students with detailed course syllabi. Make it available before registration. Clearly spell out expectations before the course begins.
- Start each lecture with an outline of the material to be covered that period. At the conclusion of the class, briefly summarize main points.
- Announce reading assignments well in advance for students who are using audio texts. It takes an average of six to eight weeks to get a book tape-recorded if it is not already available in audio format.
- Provide study questions for exams that demonstrate the format, as well as the content of the test.
- Present new or technical vocabulary on the chalkboard, or use a student handout.

Terms should be used in context to convey greater meaning.

- If necessary, allow students with learning disabilities to demonstrate mastery of course materials using alternative methods (e.g. extended time limits for testing, oral exams, taped exams, individually proctored exams in a separate room).

### Suggestions for Interacting with People with Learning Disabilities:

- Be aware that people with learning disabilities may have trouble decoding body language and tones of voices.
- Some people with learning disabilities may have difficulty understanding spoken language, so speak slightly more slowly, and with more expression. The student with a learning disability may need longer to process what has been said.
- Be patient if the student speaks more slowly and with more pauses, due to difficulties with the word retrieval process

### Pervasive Developmental Disorders (includes Autism Spectrum Disorders such as Asperger's Disorder)

People with these disorders can be highly intelligent. However, they often exhibit some degree of functional deficit in, but not limited to, the following major life activities:

- **Communication** – Poor eye contact; poor ability to read body language of others; difficulty participating in group activities; difficulty understanding inferences, jokes, idiomatic expressions.
- **Social interaction** – Difficulty making or keeping friends; may not have a good understanding or knowledge of appropriate social customs; overly preoccupied with specific interest area or activities; poor adjustment to changes.

- **Sensory functioning** – Sensitivities can appear to be unreasonable to others but are very real to a student with this disability. Typically they include, but are not limited to, odors, visual stimuli, touch, and sound.

**Reasonable Accommodations May Include:**

- Student may need assistance with engaging in course group activities.
- Extra time and a separate, quiet room for testing.
- Advance notice of any changes in course syllabus.
- Instruction using concrete wording whenever possible.
- Student should be allowed to go to a designated “safe” place during class if the student becomes overly anxious.

**Suggestions for Helping Students with Asperger’s Disorder:**

- Minimize environmental distractions
- Whenever possible try to use a multi-modality approach with maximal use of visual tools.
- Build in examples that will help the student to link classroom information to what they already know. Generalization of information is difficult for students with this disorder.
- Students with this disorder often have a favorite topic in which they become experts. They may need to be redirected if they inappropriately return to that topic.
- Group work and essays can be particularly difficult for these students. Consider alternative ways to assess learning.

**Suggestions for Interacting with Students with Asperger’s Disorder:**

- Avoid taking student’s behaviors and statements personally. Students with this disorder typically have difficulty with interpreting figurative language, sarcasm, and humor. Reciprocal conversation is often difficult. Students with this disorder may not respond in a way that other students would typically respond to

the same situation or conversation.

- Do not insist on eye contact while engaged in conversation. This can be a painful experience for a student with this disorder, given the sensory over load that some students experience looking at other peoples’ faces.
- Avoid using idiomatic expressions, inferences, sarcasm or humor when engaged in conversation. If used, you may need to explain the idiomatic expression, inference, sarcasm or humor. Students with this disorder are very concrete in their language and thinking and will often misinterpret the meaning of these words and expressions.

**Psychiatric Disabilities**

Psychiatric disability is a term used to refer to conditions such as bi-polar disorder, depression, personality disorders and schizophrenia. The term may also refer to affective disorders or mood disorders.

**Reasonable Accommodations May Include:**

- Provide alternative seating arrangements
- Provide extra time on assignments and exams
- Allow tape recording of lectures
- Provide private, quiet test taking environment

**Suggestions for Helping Students with Psychiatric Disabilities**

- Provide syllabi in advance
- Avoid being judgmental regarding the impairment related issues
- Understand that the student may be drowsy in class due to side effects from medications as opposed to being apathetic, disinterested, or unresponsive.
- Encourage the student to disclose any functional limitations that will affect the student’s performance in the class and strategize with the student any remediation options

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### **Suggestions for Interacting with People with Psychiatric Disabilities**

- Provide honest feedback when the student's behavior is inappropriate, and talk about alternative behavior options.
- While interacting with the student, do not try to diagnose or treat the psychological disorder. It is best to just deal with the student's behavior or functional limitations within the course.
- Refer the student to Student Services if the student is requesting therapeutic help.
- Contact the UW Colleges' proper disciplinary or security channels immediately regarding any behavior by the student that may be abusive or threatening.

### **Attention Deficit Disorders**

Attention Deficit Disorder is a neurological condition that affects learning and behavior. This affects the attention or distractibility of the individual. There are two types of this disorder. Students with ADHD (Attention Deficit Hyperactivity Disorder) exhibit decreased impulse control and are more likely to act out. Students with ADD (Attention Deficit Disorder) are more likely to turn inward and exhibit shy or quiet behaviors. Characteristics of both include attention deficits, impulsivity, hyperactivity, mood swings, low frustration tolerance and difficulty sleeping at night. Time management, completing assignments on time, organizing and setting priorities are problem areas for people with Attention Deficit Disorder.

#### **Reasonable Accommodations May Include:**

- Allow taping of lectures to facilitate note taking.
- Allow students to take a break during long lecture periods.
- Allow students to break exams into shorter segments with a break in between the segments.
- Permit student to sit in the front row.
- Offer a distraction free examination room.

### **Suggestions for Helping Students with ADD/ADHD**

- Provide a detailed course syllabus.
- Start each lecture with an outline of the material to be covered. Briefly summarize key points at the end of the class.
- Use manipulative materials when possible (e.g. puzzles, models, computer programs).
- Provide study questions for exams that demonstrate the format, as well as the content, of a test. Explain what constitutes a good answer and why.
- Give assignments both orally and in writing

### **Suggestions for Interacting with People with ADD/ADHD**

- People with ADD/ADHD may be impulsive and may act without much thought or planning. This may manifest itself in frequent interruptions or in changing the subject frequently and without any warning. These actions are not meant to be rude or impolite.
- Disorganization is a serious problem for people with ADD/ADHD. This is not a sign that the person does not respect others or the task at hand. If possible, when conversing with a person with ADD, select a quiet place without distractions.
- Remember that people with Attention Deficit Disorder are not being inattentive on purpose. Be patient and try to keep their attention by continually re-engaging them.

### **Hearing Impairments**

Hearing Impairments can range from total deafness to being hard of hearing.

#### **Reasonable Accommodations May Include:**

- Use of an interpreter
- Use of a note taker

- Use of a personal amplification device.
- Front row seating in order for the person with a hearing impairment to be able to clearly see your lips for speech reading.

**Suggestions for Helping Students with Hearing Impairments**

- Avoid lecturing while writing on the chalkboard or reading from overheads with your back to the room.
- Provide a detailed syllabus and or lecture outline to the student ahead of time.
- When another student is asking a question, repeat the question before answering.

**Suggestions For Interacting With Students With Hearing Impairments**

- If the student has an interpreter, be sure to speak directly to the student with the hearing impairment and not to the interpreter.
- Wave your hand or tap the person with a hearing impairment on their shoulder to get their attention.
- Place yourself facing the light source in the area. Keep hands and objects away from your mouth when speaking.
- Try to keep the environment as quiet as possible. Students with hearing aids often times have more difficulty hearing if there is a lot of background noise.
- Ask the student if he or she understood the information if he or she appears to be confused.

**Visual Disabilities**

Visual Disabilities can range from partial to total blindness. Students with partial blindness will have some sight, but may experience recurring eyestrain while reading, inability to read standard size print, difficulty reading certain colors of ink, have fluctuations in visual acuity, inability to see at night or in poorly lighted areas.

**Reasonable Accommodations May Include:**

- Use of a tape recorder and or note taker.
- Use large type or Braille copies of materials.
- Use a reader/scribe or taped tests.
- Front row seating and or seating away from the window in order to reduce interference of sunlight on the chalkboard.

**Suggestions for Helping Students with Visual Disabilities**

- Verbalize the content of transparencies, chalkboard or other visual medium, and describe important content.
- Team the student with a visual disability with a sighted student for in-class and lab assignments
- Provide reading materials or syllabi in advance (at least 2 months) to allow time for audio textbooks or Brailled materials to be obtained.

**Suggestions for Interacting with People With Visual Disabilities**

- Identify yourself, and the people you are with, upon entering the presence of someone who is blind. When conversing in a group, remember to say the name of the person you are talking to. This helps to reduce the confusion for the person who is blind.
- Do not grab the arm of the person with a visual impairment when walking. Allow the person to take your arm, or ask if the person would like to take your arm. If so, remember to guide rather than propel.
- Offer to describe information about the immediate surroundings to the student with a visual impairment. Examples of this might be: There is a table two feet to the left; your sandwich is at 12:00 on your plate; there are three steps going up.
- Do not pet or distract a working service dog of a person who is visually impaired. This is potentially dangerous for the owner.

## **SUGGESTIONS FOR INTERACTING WITH PEOPLE WITH PHYSICAL DISABILITIES**

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Physical disabilities can include such impairments as spinal chord injuries, cerebral palsy, birth defects, residuals from stroke, lung disease, amputations, residuals from brain injury, etc. Physical disabilities have a range of functional limitations from mild to severe. Each person's situation will be unique to him or her. The following is a list of general suggestions for interacting with people who have physical disabilities:

- Address the person in a wheelchair at eye level. This helps to avoid an unintended dominant/subordinate dynamic in the interaction.
- Do not lean on or hold on to a person's wheelchair. The wheelchair is considered the person's personal space.
- When introduced to a person with a physical disability, offer to shake hands even if the disability affects the right hand or arm. People with limited hand use or who wear an artificial limb can usually shake hands. If the person has no use of the right hand/arm, shaking hands with the left hand is an acceptable greeting.
- Give your full attention to a person who has difficulty articulating speech. Do not speak for the person. Be patient and wait for his or her own words. When necessary, ask short questions that require short answers or even a nod or shake of the head. Do not pretend that you understand when you do not. It is ok to ask the person to repeat what they have said. Sometimes it helps to repeat back what you understood the person to have said.
- Ask the person with a physical disability whether or not they would like assistance. If so, ask the person what kind of assistance would work best for that particular situation, i.e. help with crossing a busy intersection, managing physical objects, completing forms, etc.

# UW COLLEGES SENATE POLICY INSTITUTIONAL POLICY REGARDING STUDENTS #208 ACADEMIC POLICY REGARDING STUDENTS WITH DISABILITIES

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*Adopted by the Senate, September 20, 1997, p. 6, app. 3*

*Reorganized and Renumbered March 15, 2002*

*Revised by the Senate, January 18, 2006*

*Revised by the Senate, December 2008*

*Revised by the Senate (SAPC) March 11, 2011*

## I. INTRODUCTION

*Revised by the Senate, January 18, 2006*

As required by the University of Wisconsin System Policy on Individuals with Disabilities, the Chancellor has designated the UW Colleges Student Accessibility Services Office to coordinate the needs of students with disabilities. The Director of Student Accessibility Services works with campus staff to arrange for student academic accommodations. To supplement the efforts of this office, the Dean at each College shall appoint a person as Campus Contact for Student Accessibility Services (CC).

Any applicant for admission or matriculating student who has a documented disability shall be eligible to request a reasonable substitution of any requirement for admission or for an Associate Degree requirement, provided that the person's inability to meet the admission requirement or Associate Degree requirement does not constitute a fundamental alteration in the admission requirements or in the nature of the program. A student who has a documented disability may also request disability related services to enable the student to participate in the UW Colleges programs, services or activities.

## II. ADMISSION DECISIONS

*Revised by the Senate, January 18, 2006*

A. A written request for substitution of one or more requirements for admission to the institution shall be submitted to the UW Colleges Assistant Campus Dean for Student Services, or designee, following receipt of the letter of initial denial of admission. The student shall be informed that

a decision for an accommodation based on a disability requires documentation of that disability.

Persons who believe they qualify for substitutions of one or more admission requirements must make their request in writing, and provide documentation for such substitution. The documentation provided must substantiate that the disability can reasonably be expected to prevent the individual from meeting the applicable requirement(s). This documentation shall be appropriately current and prepared by a qualified professional. Individuals submitting information that is judged incomplete may be asked to provide additional verifying documentation. Individuals may be required to participate in additional evaluations needed to determine the individual's eligibility for an accommodation or what constitutes an appropriate accommodation. The written request for substitution of requirements must also include the following:

1. Identification of the disability that is the basis for the request.
  2. Identification of the specified requirements for which substitution is requested.
  3. Documentation that the failure or inability to meet the requirement(s) for which substitution is requested is related to the disability.
- B. The applicant shall submit the documentation verifying his or her disability to the Campus Contact for Student Accessibility Services (CC).
- C. The CC then forwards the information to the Director of Student Accessibility Services. The Director of Student Accessibility Services determines whether the documentation establishes that the student is an individual with a disability and eligible for disability services.
- D. The Director of Student Accessibility Services then contacts the Assistant Campus Dean for

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Student Services, or designee, with recommendations regarding admission accommodations for the applicant.

- E. The Assistant Campus Dean for Student Services, or designee, makes the admission decision and informs the student in writing.

### III. STUDENT ACCESSIBILITY SERVICES

*Revised by the Senate, January 18, 2006*

*Revised by the Senate March 11, 2011*

- A. Students with documented disabilities may be eligible for Student Accessibility Services. Examples of student accessibility services include, but are not limited to the provision of a sign language interpreter, classroom note taker, extended examination time, assistive technology, course substitutions, or alternative examinations. It is the responsibility of the student to submit in a timely manner an application for accommodation services along with supporting documentation of the need for those services prepared by an appropriate professional. In order to avoid accommodation service implementation delays which could affect participation in a UW Colleges program, service, or activity, it is strongly recommended that a student request for accommodation services be made at least 8 weeks prior to the date they would be needed. The Campus Contact for Student Accessibility Services (CC) shall forward the written application and documentation submitted by the student to the Director of Student Accessibility Services. The Director of Student Accessibility Services will determine whether or not the documentation establishes that the student is an individual with a disability and eligible for accommodation services. If so, the Director of Student Accessibility Services will also determine the scope of the accommodation services for an eligible student. Once the student has been found eligible for accommodation services and an Individualized Accommodation Plan has been written, the student and CC will

be sent a copy of the accommodation plan. The student will then meet with the CC to discuss how the Individualized Accommodation Plan will be provided to the appropriate faculty in advance of the start of the semester when possible.

- B. If the student disagrees with the eligibility decision or the scope of the accommodation services determined by the Director of Student Accessibility Services, the student may appeal this decision in writing to the Student Accessibility Services Advisory Committee (SASAC) within 10 working days of receiving notification from the Director of Student Accessibility Services.

**First level of appeal:** The student shall submit their petition in writing to the Director of Student Accessibility Services. The Director for Student Accessibility Services will forward the petition within 5 working days to the SASAC. The SASAC will convene to review the student's appeal and shall make a determination within 15 working days. The SASAC shall inform the student and Director of Student Accessibility Services in writing of its decision within 15 working days of receiving the student's petition.

**Second level of appeal:** If the student or the Director of Student Accessibility Services is dissatisfied with the decision of the SASAC, the student or the Director of Student Accessibility Services shall appeal the decision in writing to the Vice Chancellor for Academic Affairs, or designee, within 10 days of receiving the first appeal decision. The Vice Chancellor for Academic Affairs, or designee, shall make a final decision within 10 working days of the written appeal, and inform the student of the final decision regarding eligibility for accommodation services, or the scope of those services.

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- C. If the course instructor determines that through provision of a recommended service, as listed on the student's approved Individualized Accommodation Plan, there will be a core aspect of the course that will be compromised, in whole or in part, the instructor shall first discuss this with the Director of Student Accessibility Services and with the Department Chair. If after discussing this with the department chair and the Director of Student Accessibility Services the instructor and the department chair agree that the student should not be allowed a particular accommodation service, the instructor shall notify the Director of Student Accessibility Services in writing as to how the accommodation service in question will negatively affect a core aspect of the course and therefore should not be provided. The Director of Student Accessibility Services shall notify the student in writing within 5 working days that the accommodation service will not be allowed by the instructor.
  - D. If the student disagrees with the instructor's accommodation service denial, the student may appeal this decision in writing to the Student Accessibility Services Advisory Committee explaining why the accommodation service is needed and submit it to the Director of Student Accessibility Services within 10 working days of receiving notification of the instructor's decision. The Director of Student Accessibility Services can submit a letter on behalf of the student justifying the need for the recommended accommodation service.
  - E. If the student initiates an appeal, the accommodation service recommended by the Director of Student Accessibility Services on the student's Individualized Accommodation Plan shall continue to be in effect on a temporary basis, until the appeal is resolved.

**First level of appeal:** The student shall submit a written petition of the instructor's denial of

an accommodation service to the Director of Student Accessibility Services. The Director of Student Accessibility Services will forward the student's petition within 5 days to the UW Colleges Student Accessibility Services Advisory Committee (SASAC). The SASAC will convene and review the student's appeal and shall make a determination within 15 working days upon receipt of the student's written appeal. The SASAC shall inform the student, instructor and the Director of Student Accessibility Services, in writing of its decision within 15 working days of receiving the student's petition.

**Second level of appeal:** If the student or the instructor disagrees with the SASAC decision, student or the instructor shall within 10 working days of the receipt of the written notification of the first appeal decision, petition in writing to the Vice Chancellor for Academic Affairs, or designee explaining in detail why the first level appeal decision should be changed. The Vice Chancellor for Academic Affairs, or designee, shall make a final decision within 10 working days of the receipt of the student's or instructor's petition. The Vice Chancellor for Academic Affairs shall notify the student, instructor and the Director of Student Accessibility Services in writing of the final decision regarding the provision of the appealed disability services.

#### **IV. SUBSTITUTION OF ASSOCIATE DEGREE REQUIREMENTS**

*Revised by the Senate, January 18, 2006*

- A. A written request for a substitution of an Associate Degree requirement based on an existing disability and its resulting functional limitation(s) shall be submitted by the student to the Campus Contact for Student Accessibility Services (CC) using the Substitution of Associate Degree Requirements Request form. The CC shall

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then instruct the student that a decision based on disability requires documentation of that disability and subsequent need for substitution of degree requirement(s).

which shall decide whether a substitution of any Associate Degree requirements will be allowed. The Academic Actions Committee shall consult with the Director of Student Accessibility Services or CC regarding the student's stated disability-related issues as they relate to the request for a course substitution.

- B.** The student shall submit documentation verifying his or her disability and its resulting functional limitations to the CC. This documentation shall be appropriately current and prepared by a qualified professional. Individuals submitting information that is judged to be incomplete may be asked to provide additional verifying documentation. Students may be asked to participate in additional evaluations needed in order to determine the individual's eligibility for a service or to determine what constitutes an appropriate service. The student is responsible for making timely and complete disclosures of specific requests regarding Associate Degree substitutions to meet his or her particular needs in order to enable the UW Colleges to provide an appropriate and timely response.
- C.** The CC shall forward the initial request, the Substitution of Associate Degree Requirements Request Form, and supporting documentation submitted by the student to the Director of Student Accessibility Services. The Director of Student Accessibility Services determines whether the documentation establishes that the student is an individual with a disability and eligible for disability services.
- D.** The Director of Student Accessibility Services determines whether there appears to be the need for substitution of any Associate Degree requirements based on the student's stated disability and submitted documentation and shall accordingly forward a written recommendation to the CC.
- E.** The CC shall provide the Director of Student Accessibility Services written recommendation to the campus Academic Actions Committee (AAC),

# 14-10 NONDISCRIMINATION ON BASIS OF DISABILITY: POLICY STATEMENT

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*(Formerly 96-6) History: Res. 7346 adopted 12/6/96;  
replaces RPD 88-9 (established by Res. 5008 adopted 7/8/88)*

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities.

It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a non-discriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504.

The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit or service to beneficiaries of the university's programs.

## I. DEFINITIONS

### A. Disability means, with respect to an individual:

1. a physical or mental impairment that substantially limits one or more of the person's major life activities;
2. a history of such an impairment; or
3. being regarded as having such an impairment.

B. A Qualified Individual with a Disability is someone who (with or without accommodations) meets the essential eligibility requirements for participating in programs, services, and activities provided by the university.

C. Accommodation means adjustments including reasonable modifications to rules, policies, or practices; environmental adjustments such as the removal of architectural, communication, or transportation barriers; or auxiliary aids and services. Examples of accommodations include, but are not limited to: alternative testing, extended time, scribe, interpreter, environment free of distractions, brailled material, taped lectures, and computer-assisted instruction.

D. Essential Eligibility Requirement means the academic or other technical standards required for admission to or participation in the university's programs, services, or activities which an individual must be able to meet with or without accommodation.

E. Individual means any person applying for admission to or participation in a program, service or activity of the university, or any person currently participating in a program, service or activity of the university.

## II. RESPONSIBILITIES

### A. UW System Administration:

1. The President of The University of Wisconsin System shall appoint and maintain an Advisory Committee to provide information and recommendations relating to individuals with disabilities.
2. The President of the University of Wisconsin System shall designate a person or office to be a resource to the President's Advisory Committee, to act as a liaison to other agencies, and to assure that each institution has developed the procedures required by this policy.

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3. System Administration shall develop operational guidelines for implementing this policy.

**B. University of Wisconsin Institutions:**

1. Each Chancellor shall appoint an advisory committee, including students, to provide information and recommendations responsive to the needs and concerns of individuals with disabilities.
2. Each Chancellor shall designate one or more individuals to coordinate its efforts to comply with and fulfill its responsibilities under Title II of the ADA and Section 504 and to investigate any complaints alleging the institution's non-compliance with Title II of the ADA and Section 504.
3. Each institution shall adopt and make readily available in suitable formats (e.g., enlarged, Braille, audio-taped):
  - (a) a procedure which allows an individual, including both prospective and current students, to disclose a disabling condition and request accommodations believed needed to obtain equal access to and participation in university programs, services and activities;
  - (b) a procedure for confirming an individual's disability and assessing the appropriateness of the requested accommodations;
  - (c) a procedure for sharing, storing and protecting confidential medical information;
  - (d) a procedure for providing accommodations.
4. Each institution shall maintain data on the nature and extent of the services provided to individuals with disabilities. System Administration will develop data collection requirements as part of the operational guidelines for implementing this policy.
5. Each institution shall provide accommodations to allow individuals with disabilities to participate in or benefit from the university and its programs, services and activities in the most integrated setting appropriate.

6. Each institution shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would violate Title II of the ADA or Section 504. These procedures should be applicable to any anticipated complaint, including an appeal of a denied accommodation request.
7. An institution will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures that are required to comply with the provisions of Section 504 and the ADA.
8. An institution will provide funding for auxiliary aids while an individual's application for funding by other agencies is being reviewed.
9. Each institution shall provide periodic in-service training for faculty and staff to develop their awareness and understanding of the needs of individuals with disabilities and legal compliance issues.

**C. Individuals with Disabilities:**

1. Each individual is responsible for making timely and complete disclosures and specific requests regarding accommodations to meet his or her particular needs in order to enable the UW institution to provide an appropriate response. It is strongly recommended that requests for accommodations be made at least eight weeks prior to the date they would be needed to avoid delays which could affect participation in a program, service, or activity.
2. Each individual seeking accommodations based on a disability shall demonstrate initiative in obtaining and arranging accommodations. If requested, institutions will assist an individual in making the necessary applications for funding from other agencies.

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3. Each individual is required to submit documentation verifying his or her disability and limitations which is appropriately current and prepared by a qualified professional. Individuals submitting incomplete information may be asked to provide additional verifying documentation. Individuals may be required to participate in additional evaluations needed to determine the individual's eligibility for an accommodation or what constitutes an appropriate accommodation.
  4. The university shall not require an individual with a disability to accept an accommodation, aid, service, opportunity or benefit under any circumstances.
  5. Students with disabilities are expected to abide by the student conduct code in the same manner as all students.

### III. FACILITY ACCESSIBILITY

#### A. Existing Facilities:

1. Structural changes in existing facilities are not required when other methods provide program accessibility. Existing facilities shall be made readily accessible to qualified individuals with disabilities, through such means as:
  - (a) Redesigning equipment or the facility after case review.
  - (b) Providing appropriate signage.
  - (c) Reassigning classes, staff, or services to accessible sites.
  - (d) Delivering health, advisory, and support services at accessible sites.
2. Remodeling projects which affect the usability of a facility or any part of a facility shall, to the maximum extent feasible, be completed in such a manner that the facility is readily accessible to and usable by persons with disabilities.
3. Evacuation procedures shall be developed by each institution for individuals with disabilities.

#### B. New Construction:

Each facility or part of a facility constructed by, on behalf of, or for the use of the university must be designed and constructed in such a manner

that the facility is readily accessible to and usable by persons with disabilities.

#### C. Off Campus:

Contractual or lease agreements for the use of off-campus facilities should reflect efforts to secure accessibility. Any program, service, or activity in that facility must be accessible.

### IV. EDUCATIONAL PROGRAMS & ACTIVITIES

#### A. Admissions or Enrollment:

1. No information regarding an applicant's disability may be solicited to determine admission to the university. However, such inquiries may be made after an individual has been admitted for purposes of providing appropriate accommodations.
2. The number or proportion of individuals with disabilities who will be admitted or enrolled may not be limited solely on the basis of disability.
3. Tests administered for purposes of admission, enrollment, or placement may not discriminate.

#### B. Testing:

Before tests are selected and administered, campuses first should confirm that assessments do not discriminate by ensuring that:

1. Tests are selected and administered so that the results reflect aptitude or achievement level, or whatever other factor the test purports to measure, rather than the applicant's disability, unless the existence of a disability must be determined to allow an individual access to a program, services or activity established for individuals with disabilities.
2. The tests administered to individuals with disabilities are available as regularly and in as timely a manner as are other admissions tests. The individual is responsible for making special needs known in a timely manner.

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**C. Off-campus Activities:**

If a program is not wholly operated by the university but requires student participation (for example, internships, co-op, and student teaching assignments), the institution shall attempt to assure that these activities, as a whole, provide an equal opportunity for the participation of individuals with disabilities.

Prospective enrollees for UW-Extension and university outreach programs are responsible for making requests for any special modifications or auxiliary aids. Registration forms and program announcements must allow applicants to identify special needs and request accommodations.

**D. Accommodations:**

1. **ACADEMIC REQUIREMENTS**—Academic requirements shall be modified, as necessary, so that they do not discriminate against qualified individuals with disabilities.
2. **PROGRAM EXAMINATIONS AND EVALUATIONS**—Examinations or other procedures for evaluating an individual's academic achievements should, where necessary, be adapted to permit evaluating the achievement of individuals who have a disability, rather than reflecting the individual's disability.
3. **ACADEMIC SUPPORT SERVICES**—No participant with a disability in a university program or activity shall be denied the benefits of, be excluded from participation in, or be otherwise discriminated against in the provision of educational support services available to all individuals in general.

All auxiliary aids, services or other accommodations used by individuals with disabilities to provide access to university programs, services, and activities need not be on hand or present at all times.

The university does not provide individuals with disabilities with personal devices or assistance for personal use, including but not limited to wheelchairs, eye glasses, hearing aids, personal assistance for eating or dressing, or readers for personal use.

Accommodations shall not fundamentally alter the nature of the program, service, or activity; require waiver of essential program or licensure requirements; violate accreditation requirements; unnecessarily intrude on academic freedom; or pose an undue fiscal or administrative burden on the institution.

The university retains authority in determining appropriate accommodations after giving consideration to the wishes of the individual, the documentation provided, and institutional expertise in working with individuals with disabilities.

**E. Physical Education, Athletics, and Related Activities:**

Each institution shall require that all physical education courses, intercollegiate and intramural athletics, and related activities, taken as a whole, provide an equal opportunity for the participation of qualified individuals with a disability. Individuals who cannot participate in standard physical education courses or compete in athletic programs with or without accommodation because of a disability may be offered alternates that are separate or different, provided that the programs and activities are operated in the most integrated setting appropriate. If accommodations are not possible in a required course, a procedure for requesting a substitution should be available.

**F. Insurance:**

For institutions which provide insurance plans and health services, the university shall afford these benefits to qualified persons with disabilities in a manner consistent with ADA. A student

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health center must provide the same types and levels of service for all students, non-disabled and disabled. In addition, student health centers should be prepared to provide individuals with disabilities with information about where specialized health services may be obtained, if these services are not provided at the center.

**G. Housing:**

1. ON-CAMPUS HOUSING—Where a university provides on-campus housing/food services, it shall provide comparable, convenient, and accessible services at the same cost to individuals with disabilities.
2. OFF-CAMPUS HOUSING—Where a listing of private off-campus housing is provided by any university office, it should identify those units that are accessible to individuals with disabilities.

**H. Financial Aid:**

Financial aid awards may take into account the special needs of individuals with disabilities. Adjustments to awards as allowed by the rules or regulations governing the financial aid program may be made by the financial aid service.

**I. Student Employment:**

The University of Wisconsin System complies with Title I of the Americans with Disabilities Act and Section 504 so that students with disabilities have an equal opportunity to participate in institutional employment opportunities.

**J. Advising, Counseling and Placement Services:**

Institutions shall not counsel or advise qualified individuals with disabilities toward more restrictive career objectives than non-disabled individuals with similar interests. This does not preclude providing factual information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers.

**K. Social Organizations:**

Before providing official recognition or assistance to fraternities, sororities, or other campus organizations, institutions shall request and obtain assurance that the organization does not permit actions prohibited by this policy.