



The Academic Resource Center:  
Policies and Procedures Handbook for  
Disability Support Services

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## **Introduction & Purpose of Handbook**

This handbook is intended to acquaint students with disabilities with the policies, procedures, resources, and strategies for ensuring access to courses, programs, services, activities, and facilities at The College of Wooster. The Academic Resource Center is the designated office at The College of Wooster that maintains disability-related documents, certifies eligibility for services, determines reasonable accommodation(s), and develops an accommodation plan for each student with a documented disability. Staff and faculty should contact Human Resources for employment services and support.

## Goals of the Academic Resource Center

The Academic Resource Center works to ensure that students with disabilities have equal access to their college experience. We provide individual accommodation(s) and services designed to build an accessible and inclusive campus community. We support students in developing academic skills, learning about resources, and gaining the confidence needed to navigate college. Our commitment to providing accommodation(s) and services is balanced with a developmental approach that requires student engagement and responsibility throughout their college years. Statement of Nondiscrimination

The College of Wooster adheres to all federal, state, and local civil rights laws banning discrimination in private institutions of higher education. The College of Wooster will not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, sex/gender, gender identity, gender expression, pregnancy, political affiliation, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability of a qualified individual, age, marital status, family responsibilities, sexual orientation, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any complaint process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. ([The Scot's Key](#)), The College of Wooster's Student Handbook).

Discrimination against an otherwise qualified individual based on disability is a violation of college policy. Such discrimination includes a denial of the full and equal enjoyment of, and the equal opportunity to participate in and benefit from, the goods, services, facilities, privileges, advantages, and accommodation(s) offered by the College, including, but not limited to, educational opportunities, access to facilities, right to confidentiality concerning medical records, and other services that may be relevant to the student (ADA Title III). Such discrimination may also include inappropriate or offensive comments, references, or jokes; the display or use of objects, pictures, or language which adversely reflect upon a person's disability; or intimidation or threatening behavior. It is the goal of the College to eliminate all manifestations of such discrimination from the campus, and any incidents, or allegations of incidents, or discrimination based on disability will be promptly investigated and appropriate action will be taken.

## Statement of Confidentiality and Release of Information

The Academic Resource Center is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law.

Information regarding a student's disability is protected by the Family Educational Rights and Privacy Act (FERPA). Please visit the [Scot's Key](#) for more information on FERPA. The following guidelines about the treatment of such information have been adopted by the Academic Resource Center and will be shared with students. These guidelines incorporate relevant state and federal regulations:

- Full-time staff in the Academic Resource Center are the only individuals with immediate access to student files. Any information regarding a disability is considered confidential and will be shared only with others within the College who have a legitimate educational interest or in accordance with state and federal laws.
- A student's file may be released pursuant to a court order or subpoena.
- If a student wishes to have information about their disability shared with others outside the Academic Resource Center, the student must provide a release of information request to the Academic Resource Center to release the specific information they would like shared. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released.
- A student can review their own Academic Resource Center file and should notify the staff they would like to do so. Students should expect the request to take 48-72 business hours to complete.

## **Rights & Responsibilities of The College of Wooster**

The College of Wooster has the right to:

- identify and establish essential functions, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate and determine reasonable accommodation(s) on this basis.
- request and receive current and appropriate documentation that supports requests for accommodation(s).
- deny a request for accommodation(s) if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.
- to refuse unreasonable accommodation that imposes a fundamental alteration on a program or activity at the College.
- select among equally effective accommodation(s) and/or auxiliary aids and services.

The College of Wooster has the responsibility to:

- recognize its responsibility to provide equal access to opportunity for persons with disabilities under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.
- provide information about services and accommodation(s) to faculty, staff, students, and guests with disabilities in accessible formats upon request.
- inform faculty, students, and staff about published procedures for requesting accommodation(s).
- provide or arrange reasonable accommodation(s) for students with disabilities in their courses, programs, services, jobs, activities, and facilities.
- maintain confidentiality of records and communication to the extent permitted or required by law.

## **Rights and Responsibilities of the Wooster Student**

Students with disabilities at the College have the right to:

- equal access to courses, programs, services, jobs, activities, and facilities.
- equal opportunity to learn, work, and receive reasonable accommodation(s), academic adjustments, and/or auxiliary aids and services.
- confidentiality of all information, including the right to choose to whom information about their disabilities will be disclosed.
- information, in an accessible format, regarding the availability of auxiliary aids and accommodation(s).
- review their file at the Academic Resource Center with 2 business days' advanced notice. Formal requests should be sent to [arc@wooster.edu](mailto:arc@wooster.edu).

Students with disabilities at the College have the responsibility to:

- meet and maintain the essential institutional standards for courses, programs, services, jobs, activities, and facilities.
- identify as an individual with a disability when accommodation is needed and to seek information and assistance when necessary.
- demonstrate and/or provide documentation from a qualified and appropriate professional (see criteria below) on how the disability limits participation.
- follow published procedures for obtaining reasonable accommodation(s).



# Information for Prospective Students / New Students

## Prospective Students

Selecting the right college when you have a disability is important. When considering The College of Wooster, we recommend that you visit the campus and make an appointment with one of our Academic Resource Center Staff members to learn about the resources that are available and to discuss how your disability can be supported within the curriculum and living environment.

Applicants are not required to indicate on the application for admission whether they have a disability. Applicants who wish to have their disability considered as a factor in the admissions process, however, must disclose the disability at the time of application and provide an explanation of why it is a factor in evaluating the applicant's qualifications for admission. If the applicant wishes the disability to be considered as a factor, it may be necessary for the applicant to provide appropriate documentation of the disability.

## New Students

If you have already decided that The College of Wooster is the school for you, please make sure to read this handbook carefully and submit the required paperwork prior to the start of your first semester. Upon receipt of documentation that meets specified criteria, accommodation(s) for students with documented disabilities will be developed and implemented by the Academic Resource Center. **Housing and dining accommodation requests and documentation are due by June 1<sup>st</sup> to the Academic Resource Center. Requests will be reviewed by the Housing and Dining Accessibility Committee during the month of June. Academic accommodation requests and documentation will be reviewed by Academic Resource Center staff after July 1st for the upcoming academic year.**

The Academic Resource Center wants to support all students with disabilities. However, to ensure the provision of reasonable and appropriate services and accommodation(s), students must provide current documentation (preferably within the past three-five years) of their disabilities.

Individuals with questions about available services or procedures are encouraged to contact the Academic Resource Center, located in APEX, Gault Library (330-263-2595).

## **Documenting a Disability**

Students who request accommodation(s) from the Academic Resource Center at The College of Wooster are required to submit documentation to verify eligibility under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

The following guidelines, developed by the Association on Higher Education and Disability (AHEAD), are provided in the interest of ensuring that the documentation is complete and appropriate. The Americans with Disabilities Act Amendments of 2008 expands the definition of major life activities to include thinking, sleeping, concentrating, eating, stooping, bending, standing, and communicating. The Act does not cover conditions that are likely to resolve in six months or less; however, the Act includes conditions that are cyclical in nature, and the disability determination should be made based on consideration of when the condition is active.

### **Guidelines for Documentation of a Learning Disability**

#### Qualification of the Evaluator

Documentation for eligibility should be current, preferably within the last 3 years. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodation(s) must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist) as well as the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation.

The following professionals will generally be considered qualified to evaluate specific learning disabilities if they have additional training and experience in the assessment of learning issues in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, or learning disabilities specialists.

Use of diagnostic terminology indicating the disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. Any documentation turned in that is illegible may impede a student from receiving accommodation(s).

#### Documentation

As disabilities may change over time, given the nature of the condition, impact of medication, and other treatments, the documentation must be up to date. It is helpful when the documentation speaks to the current impact on the student and their living/learning environment. The documentation should include a

description of the disability and any functional limitations, diagnostic information, a description of how the disability affects the student's major life activities, and an explanation of any recommended academic accommodation(s), housing & dining accommodation(s), or auxiliary aids. If a professional, educational, or medical report is not available, evaluators are encouraged to use the College's [Disability Information and Verification Form](#), which can be found on the Academic Resource Center website. Inadequate information, incomplete answers, and/or illegible handwriting will delay the eligibility review process by necessitating follow-up contact for clarification. Type-written documentation is preferred.

### Substantiation of the Learning Disability

Documentation should substantiate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an Individualized Education program (IEP), Evaluation Team Report (ETR), or a 504 plan is insufficient documentation, but it may be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include information about a diagnostic interview, an assessment of aptitude, academic achievement, information processing, and the resulting diagnosis.

### Diagnostic Interview

Relevant information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education should be investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnoses where indicated.

### Assessment

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessments and any resulting diagnosis should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity must be provided. The College of Wooster does not provide testing services but suggests that families consult with their personal physician and/or local school administrators to obtain appropriate testing.

Minimally, the domains to be addressed must include the following:

- A complete assessment of intellectual functioning/aptitude, preferably, but not limited to the

Wechsler Adult Intelligence Scale-III (WAIS-III) with standard and scaled scores, including subtest scores. The Woodcock-Johnson III: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fifth Edition is also acceptable. The Kaufman Brief Intelligence Test (KBIT2), the Wechsler Abbreviated Scale of Intelligence (WASI) and the Slosson Intelligence Test - Revised are NOT comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.

- A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics, and oral and written language (e.g., Woodcock-Johnson III: Tests of Achievement, Wechsler Individual Achievement Test II (WIAT II), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests - Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests-Revised/NU, Stanford Diagnostic Mathematics Test, Nelson-Denny). All standard scores, standard deviations and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-3 (WRAT-3) and the Wide Range Achievement Test-4 are NOT comprehensive measures of achievement and are therefore not suitable unless combined with other measures as appropriate. Test selection must be guided by the age of the student and the test norms. Tests used should also be technically sound (e.g., statistically reliable, valid) and standardized for use with an adolescent/adult population. An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, working memory, motor ability), information from subtests on the WAIS-III, the WJIII Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.

Other assessment measures such as non-standard measures and informal assessment procedures or observations may help determine performance across various domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also especially useful to include informal observations of the student during the test administration.

A diagnosis of "specific learning disability," individual "learning styles," "learning differences," "academic problems," and "test difficulty" or "anxiety," in and of themselves, do not constitute a learning disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and

cultural/language issues that may be interfering with learning but do not constitute a learning disability have been ruled out. An indication of how patterns in the student's cognitive ability, achievement, and information processing indicate the presence of a learning disability.

An integrated summary that:

- indicates the substantial limitations to major life activities (e.g., learning, reading, thinking, breathing, sleeping, etc.) posed by the specified learning disability.
- describes the extent to which these limitations impact the academic/housing/dining contexts for which accommodation(s) are being requested.
- suggests how the specific effects of the learning disability may be accommodated.
- states how the effects of the learning disability are mediated by the recommended accommodation(s); and
- includes any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodation(s) were used (e.g., standardized testing, final exams).

## **Guidelines for Documenting Psychological Disability**

Students requesting accommodation(s) based on a psychiatric disorder must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologists, psychiatrists, Psychiatric Advanced Practice Registered Nurse (APRN), licensed clinical social workers, and other relevantly trained medical doctors).

### Qualification of the Evaluator

Documentation for eligibility should be current, preferably within the last 6 months. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodation(s) must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist), as well as the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation. The following professionals would generally be considered qualified to evaluate specific psychological disabilities: clinical psychologists, psychiatrists.

It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. Any documentation turned in that is illegible may impede a student from receiving accommodation(s).

## Documentation

Documentation for students requesting accommodation(s) based on a psychiatric disability must include:

- A recent evaluation or updated assessment, preferably within the past six months due to the changing nature of psychiatric disorders.
- An interview including a description of the presenting problem(s), including any significant developmental, medical, psychosocial, employment concerns; family history; and a discussion of dual diagnosis where indicated.
- A specific, current psychiatric diagnosis as per the Manual-V (DSM-V) of the American Psychiatric Association (2013), which indicates the nature, frequency, and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not enough. Emotional Disturbance (ED) is an educational label and does not alone constitute a disability at the postsecondary level.
- Prescribed medications, dosages, and schedules that may influence the learning environment and types of accommodation(s), including any possible side effects.
- An indication of whether the student was evaluated while on medication, and whether the prescribed treatment produced a positive response; and

An integrated summary that:

- indicates the substantial limitations to major life activities posed by the psychiatric disability,
- describes the extent to which these limitations would impact the academic/housing/dining contexts for which accommodation(s) are being requested,
- suggests how the specific effects of the psychiatric disorder may be accommodated, and
- states how the effects of the psychiatric disorder are mediated by the recommended accommodation(s).

## **Documenting Physical Mobility, Dexterity, and Chronic Health-Related Disabilities**

The Americans with Disabilities Act Amendments of 2008 expands the definition of major life activities to include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Pertinent here are new additional major life activities such as thinking, eating, sleeping, and concentrating, which may be substantially limited by these conditions.

### **Qualifications of an Evaluator**

Documentation for eligibility should be current, preferably within the last 3 years. Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodation(s) must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about licensure or certification (e.g., licensed psychologist), as well as the area of specialization, employment, and state/province in which the individual practices, should be clearly stated in the documentation. The following professionals would generally be considered qualified to evaluate these specific disabilities: medical doctors.

It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. Any documentation turned in that is illegible may impede a student from receiving accommodation(s).

### **Documentation**

- Documentation for students requesting accommodation(s) based on physical mobility, dexterity, or chronic health-related disabilities must include:
- An identification of the disabling condition(s).
- An assessment of the functionally limiting manifestations of the condition(s) for which accommodation(s) are being requested.
- Degree and range of functioning for a chronic or progressive condition.
- Prescribed medications, dosages, and schedules that may influence the types of accommodation(s) provided, including any possible side effects; and
- Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

## **Accommodation(s) (Academic, Housing, Dietary)**

The College of Wooster is committed to providing qualifying students with disabilities with reasonable accommodation(s) and support to ensure equal access to the academic programs and all activities and services of The College of Wooster. All accommodation(s) are made on a case-by-case basis. Students with questions regarding accommodation(s) and the request process should contact the Assistant Director of the Academic Resource Center. Requests and supporting documentation provided by the student will be reviewed and, in consultation with the student, appropriate accommodation(s) to the student's academic, housing, and/or dietary programs will be determined.

### **Definition of Reasonable Accommodation(s)**

Accommodation(s) are modifications to policy, procedure, or practice which may include the provision of auxiliary aids and services designed to afford students with disabilities equal access to all Wooster programs and activities. Accommodation(s) will be considered when they do not fundamentally alter the nature of a program, course, or service or present an undue financial or administrative burden to the College.

Reasonable accommodation(s) are individualized and flexible and based on the disability, documentation, and the academic/housing/dining environment. For further information about specific accommodation(s), students should consult with the Academic Resource Center.

If you are seeking accommodation(s) for a documented disability, the Academic Resource Center will help coordinate the provision of academic, housing, and dining services. Appropriate accommodation(s) will be considered once the student has presented clear documentation of the disability and discussed disability-related needs with an Academic Resource Center staff member.

### **Request for Academic Accommodation(s):**

1. Navigate to the Academic Resource Center (ARC)'s [ClockWork Student Portal](#) and log in with your Wooster credentials.

\*Google Chrome is the preferred browser when completing the form.

2. Select the Register Here Button if this is your first-time scheduling with the ARC (Academic Resource Center).
3. Complete the intake form and all questions pertaining to your disability-related needs.
4. Upload all supporting documentation (please see information on documentation in handbook above).
5. At this point, a member of the Academic Resource Center will need to complete the intake process on their end. Please allow at least two business days for this process to be completed.



6. Make an appointment with an Academic Resource Center staff member to review your documentation and determine next steps.

### **Request for Housing and/or Dining Accommodation(s):**

1. Navigate to the Academic Resource Center (ARC)'s [ClockWork Student Portal](#) and log in with your Wooster credentials.  
\*Google Chrome is the preferred browser when completing the form.
2. Select the Register Here Button if this is your first-time scheduling with the ARC.
3. Complete the intake form and all questions pertaining to your disability-related needs.
4. Please upload all supporting documentation (please see information on documentation in handbook above).
5. At this point, a member of the Academic Resource Center will need to complete the intake process on their end. Please allow at least one business day for this process to be completed.
6. The documentation will then be reviewed by the Housing and Dining Accessibility Committee at their next meeting.
7. Students will be notified following the meeting of the committee's decision.

### Housing Deadlines

1. To receive timely placement during the housing process, documentation must be uploaded to your "Student Files" by the following deadlines:
2. Fall housing for continuing students: Feb. 1st
3. Summer housing for continuing students and late fall requests: April 15th
4. Fall housing for first year and transfer students: June 1st
5. Spring housing for new accommodation requests: November 1st
6. For students who miss the deadlines, requests for accommodation(s) will generally be reviewed each month. Late applications may result in placement on a waitlist until the approved accommodation is available.
7. Housing Accommodations are not reviewed in May or December.

### Documentation & Consultation

To ensure the provision of reasonable and appropriate accommodation(s), students must provide current documentation of their disability and how it limits their participation in courses, programs, services, jobs, activities, and facilities of the College. Discussions with the student regarding the interaction between the

disability and their living and learning environment will help determine reasonable accommodation(s). Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodation(s) will occur in situations that are new, complex, or sensitive.

#### Intake Interview and Interactive Process

Once documentation meeting the criteria is received, the Academic Resource Center will conduct an intake interview with the student to learn more about the student's lived experience. After this meeting, it may be applicable that the Academic Resource Center staff engaged in the interactive process to determine if requested accommodations are reasonable and appropriate. The interactive process could include reviewing syllabi and talking with the faculty about the student's courses.

#### Student Notification of Accommodation(s)

The Academic Resource Center will outline the process for the provision of reasonable accommodation(s) and present this to the student. In determining reasonable accommodation(s), the following questions will be answered: a) what accommodation(s) will be provided? b) why will they be provided? c) when will they be provided? d) who is responsible for providing them? and e) how will they be provided?

Students with disabilities participating in a field experience, practicum, or internship should request a review of current accommodation(s) with all appropriate parties' participation. Should there be a change in a student's class schedule or academic program, the student is responsible for notifying the Academic Resource Center.

#### Faculty Notification and Renewal of Accommodation(s)

Students will distribute their Letters of Accommodation via the ClockWork portal. Students can decide which accommodation(s) they would like to utilize for each individual course. These letters need to be sent every semester in order to use their approved accommodation(s) in a course. Failure to fill out the form promptly may delay support and services for that semester.

The letters will certify that the student has a documented disability, what accommodations they are approved for, and some helpful definitions for the faculty. The letter will also invite faculty to contact the Academic Resource Center if there are concerns or questions about the accommodation(s). Faculty members are expected to assist with the provision of accommodation(s) when reasonable and necessary; they are not expected to compromise essential elements of their course or their evaluation standards.

If students need to change/alter their accommodation(s) based on the changing needs of their courses and/or change in disability information, they must make an appointment with the Assistant Director of the Academic Resource Center who will review their documentation to see if the request is reasonable and appropriate. New documentation may be requested.

### Student Reporting

Students with disabilities will be responsible for contacting the Academic Resource Center if reasonable accommodation(s) are not implemented effectively or timely. The office will work with college personnel and students with disabilities to resolve disagreements regarding recommended accommodation(s).

## **Disability Accommodation Appeal Procedure**

The College of Wooster is committed to the full participation of all members of the community and, therefore, arranges for reasonable accommodation for all qualified individuals – students, faculty, and staff – with disabilities.

- Information and policy for students seeking disability accommodations can be found on the Academic Resource Center webpage.
- Faculty and staff seeking disability accommodations should contact Human Resources to discuss individual needs. Employee and visitor grievances are not within the scope of these procedures and should be submitted to the College of Wooster’s Human Resources department for review. Nothing in this procedure replaces any other College policy or procedure.

### **Discrimination Complaint Procedures**

The College of Wooster is committed to fostering a safe and welcoming campus community for all; in turn, it is the responsibility of each person within our community to join in creating an environment in which others can thrive without fear of hate or bias.

Any individual who has been the target of, or witness to, an incident of discrimination, harassment, and/or bias on the basis of disability may use this online form to make the college aware of these incidents. Students are also encouraged to review the College’s Equal Opportunity, Harassment and Nondiscrimination Policy; Policy on Non-Discrimination; and Discriminatory and Bias-Related Harassment Policy. These policies address the process for disability-based discrimination, harassment, and/or bias, which is separate from the accommodation appeal process below. The processes outlined in the College’s Equal Opportunity, Harassment and Nondiscrimination Policy; Policy on Non-Discrimination; and Discriminatory and Bias-Related Harassment Policy may be pursued in conjunction with an accommodation appeal, in the absence of an accommodation appeal, or after the conclusion of an accommodation appeal.

### **Disability Accommodation Appeal Process**

Any College of Wooster student who believes that they have been denied equal access in the form of accommodations, auxiliary aids, or other modifications, may pursue remedy. Students should follow the process outlined below.

This accommodation appeal process may be initiated only after a student engages in the College’s standard process for making accommodations for a student with a disability. Students may request accommodations by contacting the Academic Resource Center and filling out the intake form on the ClockWork Portal and/or emailing the Assistant Director.

1. In instances where there is disagreement concerning the appropriateness of the requested accommodation, implementation of the accommodation, or any other concern related to the accommodation, the student should contact the Assistant Director in the Academic Resource Center to discuss the concern. If the student has a concern related to the decisions made by the Assistant Director, the student can request that the Director of the Academic Resource Center review the process and/or decision. The Assistant Director and/or the Director will have three (3) business days to resolve the appeal on an informal basis and will provide the student and any other relevant parties (e.g., the faculty member) with the outcome of the informal resolution in writing. If an informal resolution cannot be reached, the Assistant Director and/or Director will notify the student and any other relevant parties in writing, and the decision in question will stand unless a formal appeal is requested.
2. Students are encouraged to seek resolution of the accommodation-related disagreement through the College's informal process (described above) but may choose to move forward with a formal appeal process without first going through the informal process. The student may initiate a formal appeal by contacting the Title IX Coordinator and Director of Sexual Violence Prevention - who serves as the college's ADA compliance officer, ideally within three (3) business days of receiving the accommodation determination, or receipt of the notice of the failure of informal resolution attempts (if informal resolution is attempted first). The student should provide the Title IX Coordinator and Director of Sexual Violence Prevention with a description of the accommodation grievance, the facts supporting the student's position, and a description of the desired outcome.
3. The Title IX Coordinator and Director of Sexual Violence Prevention will review all pertinent facts and circumstances regarding the alleged violation and will respond to the student within 10 business days with a decision. The decision of the Title IX Coordinator and Director of Sexual Violence Prevention shall be the final decision of the College.

## **Other Remedies**

Use of College of Wooster's internal complaint procedures is not a prerequisite to the pursuit of other remedies. At any time, an individual may pursue other remedies available to them under applicable state or federal law. The [U.S. Office for Civil Rights](#) and/or [The Ohio Civil Rights Commission](#) will take complaints and will investigate when appropriate.

## **Appendix of Academic Resource Center Policies**

**[Electronic Devices in the Classroom Policy](#)**

**[Emotional Support Animal Policy](#)**

**[Extended Assignment Deadline Policy](#)**

**[Flexibility in Attendance Policy](#)**

**[Personal Care Assistant Policy](#)**

**[Recorded Lecture Policy](#)**

**[Remote Access to the Classroom Policy](#)**

**[Service Animal in Lab Protocol](#)**

**[Service Animal Policy](#)**

**[Temporary Conditions and Injuries Policy](#)**