

Wofford College

Guide to Accessibility Services



Effective date: September 20, 2021

For questions related to this Guide or about accommodations, generally, please contact Wofford's Office of Accessibility Services:

Office of Accessibility Services
Hugh R. Black Building
accessibilityservices@wofford.edu
864-597-4370

Perry Henson
Director of Accessibility Services
Hugh R. Black Building
hensonpv@wofford.edu

Sandra Hammett
Case Manager for Accessibility Services
Hugh R. Black Building
hammettsc@wofford.edu

Additional information can be found on the Wofford College Accessibility Services website at <https://www.wofford.edu/student-experiences/wellness-center/accessibility>.

Table of Contents

- I. Services for Students with Disabilities.....5
- II. Notice of Nondiscrimination.....5
- III. Confidentiality5
- IV. Prohibition on Retaliation6
- V. Rights and Responsibilities.....6
 - A. Accessibility Services.....6
 - i. Rights6
 - ii. Responsibilities.....6
 - B. Faculty6
 - i. Rights7
 - ii. Responsibilities.....7
 - C. Students7
 - i. Rights7
 - ii. Responsibilities.....7
- VI. Procedures7
 - A. Requesting Accommodations8
 - i. Requests8
 - ii. Review by Accessibility Services8
 - B. Accessing Accommodations8
 - i. Academic.....8
 - ii. Housing Accommodations9
 - iii. Meal Plan Exemptions9
 - iv. Parking Accommodations9
 - v. Facilities Accommodations.....9
 - C. Changes in Accommodation Needs10
- VII. Documentation Guidelines.....10
 - A. General Guidelines10
 - B. Documentation Guidelines by Disability11
 - i. Learning Disabilities.....11
 - ii. ADHD11
 - iii. Autism Spectrum Disorders12
 - iv. Psychiatric Disabilities/ Psychological Disorders.....12
 - v. Health & Medical Conditions12

vi. Sensory Impairments: Hearing, Visual, or Speech	13
vii. Traumatic Brain Injury (TBI)	14
viii. Substance Use Disorder	14
ix. Temporarily Disabling Conditions.....	14
x. Pregnancy and Pregnancy-related Conditions	15
VIII. Overview of Academic Accommodations	15
A. Extended Time (With or Without Low-distraction Environment)	15
B. Lecture Notes	15
C. Use of Computer in Class	15
D. Permission to Record Lectures	16
E. Modified Attendance	16
F. Priority Registration.....	16
G. Foreign Language Waiver	16
IX. Service Animals and Emotional Support Animals.....	16
A. Service Animals	17
i. Access to Campus Facilities	17
ii. Campus Housing	17
iii. Dominion and Control	18
B. Emotional Support Animal.....	18
i. Access to Campus Facilities	18
ii. Campus Housing	18
C. Requirements for Wofford Community Members.....	19
X. Grievance Processes.....	19
A. Appeal of Accessibility Services' Decision.....	20
B. Faculty Complaint of Fundamental Alteration of Curriculum.....	20
C. Complaint of Discrimination	21

I. Services for Students with Disabilities

In accordance with the provisions of Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Wofford College seeks to provide qualified students with reasonable accommodations needed to ensure equal access to the academic courses, programs and activities of the College. Our primary objective is to foster academic excellence, personal responsibility, and growth in students with disabilities. Students in need of accommodations should self-identify to a staff member in Accessibility Services and provide appropriate documentation of their disability or disabilities.

A disability is a physical or mental impairment that substantially limits one or more major life activities. Disabilities may include, but are not necessarily limited to, mobility impairments, visual and hearing impairments, chronic health conditions, orthopedic impairments, learning disabilities, traumatic brain injury, attention deficit disorder, learning disabilities, psychiatric disabilities and substance abuse/recovery.

Qualified students with disabilities may request accommodations through the Office of Accessibility Services. Accommodations are designed to meet the student's needs without fundamentally altering the nature of the Wofford College's instructional programs. Accommodations are determined on an individual basis and vary from person to person. Guidelines on acceptable documentation and Services can be found within this Guide.

II. Notice of Nondiscrimination

Wofford College does not discriminate on the basis of race, color, creed, religion, sex, age, national origin, disability, veteran status, sexual orientation or any legally protected status.

III. Confidentiality

Accessibility Services is responsible for maintaining confidentiality of student records and may not release any part of the documentation without the student's informed and written consent. Faculty and staff outside of Accessibility Services do not have the right to ask a student about the nature of his or her disability. A student may disclose the nature of his/her disability if he/she wishes to do so. Copies of disability documentation can be provided only with a written release signed and dated by the student.

It must be noted that under the Family Educational Rights Protection Act (FERPA), certain administrators are permitted access to this information in cases when appeals are made. Disability related documentation and information is managed very carefully and is accessed by authorized office staff only. Accessibility Services will not disclose a student's disability status, or any information about a student's disability, without his or her express, written consent.

IV. Prohibition on Retaliation

Wofford College prohibits retaliation against individuals who request accommodations or access their rights under the law and against those who assist individuals with disabilities in accessing their rights. Information about submitting a complaint of discrimination or harassment, including retaliation, can be found in Section X of this Policy.

V. Rights and Responsibilities

The below section outlines rights and responsibilities of Accessibility Services staff, students and faculty. The rights and responsibilities listed are not exhaustive.

A. Accessibility Services

i. Rights

- Request and receive current disability documentation that supports requests for accommodations, and/or auxiliary aids and Services;
- Deny a request for accommodations, and/or auxiliary aids and Services if the documentation demonstrates that the request is not warranted, or the student fails to provide appropriate documentation;
- Select among equally effective accommodations, and/or auxiliary aids and Services;
- Refuse accommodations, and/or auxiliary aids and Services that impose a fundamental alteration of a Wofford College program or activity.

ii. Responsibilities

- Provide information to students with disabilities in accessible formats upon request, within reasonable time frames;
- Ensure that courses, programs, Services, activities, and facilities are available and usable in the most integrated and appropriate settings;
- Review requests for accommodations to determine eligibility for Services and nature of accommodations;
- Provide or arrange reasonable accommodations, and auxiliary aids and Services;
- Maintain appropriate confidentiality of records and communication and to disclose such information when permitted by law;
- Serve as a liaison between students and faculty;
- Serve as a resource on disability issues for the Wofford campus community.

B. Faculty

i. Rights

- Identify and establish standards for courses and academic programs;
- Verify through Accessibility Services the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from Accessibility Services.

ii. Responsibilities

- Evaluate students solely on the basis of their academic performance;
- Work with the student and Accessibility Services to ensure the provision of reasonable accommodations;
- Foster an accessible learning environment to all learners;
- Address concerns about accommodations with Accessibility Services.

C. Students

i. Rights

- Equal access to courses, programs, Services, activities and facilities offered through the College
- Equal opportunity to learn and receive reasonable accommodations, and/or auxiliary aids and Services;
- Information available in accessible formats.

ii. Responsibilities

- Meet qualifications and maintain essential institutional standards for courses, programs, Services, activities, and facilities;
- Identify themselves as individuals with disabilities when requesting an accommodation and seek information, counsel, and assistance as necessary;
- Document disability according to established guidelines;
- Follow published procedures for obtaining reasonable accommodations, and/or auxiliary aids and Services.
- Uphold Wofford College's Honor Code and abide by the Code of Student Rights and Responsibilities. Any actions that compromise academic integrity or the Code will be referred to the Dean of Students and/or the Provost for appropriate disciplinary action.

VI. Procedures

Individuals with disabilities who need access to accommodations should follow the below process to request accommodations for academics, housing, meal plans, parking, and/or facilities and to access approved accommodations. Individuals with Service Animals should refer to Section IX of this Policy.

A. Requesting Accommodations

i. Requests

Students must follow these steps to request accommodations:

- Visit the “Student” tab on myWofford and begin the process by accessing the “Request Accommodations” channel
- Fill out request form with all applicable information
- Submit documentation (see guidelines) and electronically sign Consent for Reciprocal Release of Information

If a barrier exists that prevents a student from following this process, Accessibility Services staff will assist the student if notified by email or appointment.

ii. Review by Accessibility Services

- Allow reasonable time (up to three weeks in most cases) for Accessibility Services to review documentation.
- Accessibility Services staff will determine whether documentation meets criteria for approval.
 - Additional documentation may be requested, or the request may be denied. If a request is denied, students will receive detailed comments as to why the request is denied. Students may appeal the decision per the “Grievance Procedures” listed within this guide.
- If the request is approved, the student will be directed to make an appointment with Accessibility Services to discuss how to access approved accommodation(s).
- If documentation is insufficient, the student will receive specific comments about documentation needed for approval.

B. Accessing Accommodations

i. Academic

After accommodations are approved and students meet with Accessibility Services staff, students are advised to do the following:

- Students will use myWofford to choose the specific accommodations they wish to communicate to their faculty and which faculty should be notified.
- In order to access accommodations, students must meet with each of their faculty to discuss the testing and academic accommodations that they anticipate needing for each class. Faculty are not required to provide accommodations if this meeting does not occur.

- Repeat this process for each term of enrollment that the accommodations are desired.
- Communicate with Accessibility Services regarding their academic and personal progress.

ii. Housing Accommodations

After housing accommodations are approved and the student meets with Accessibility Services, Residence Life will be notified of the specific accommodation(s) approved. The student will then work directly with Residence Life to finalize room assignments.

iii. Meal Plan Exemptions

Requests for accommodations related to dietary restrictions or meal plan exemptions will be reviewed by Accessibility Services. Students will be advised to speak with the AVI staff about their specific needs and whether dining Services can accommodate them. If a meal plan exemption is approved, Accessibility Services will communicate the exemption with the Business Office.

iv. Parking Accommodations

Handicapped parking permits are available through Accessibility Services. These permits do not eliminate the need for a student to have a regular parking permit for his/her vehicle. Students must complete a request through myWofford and submit documentation unless the student possesses an official handicapped-parking permit issued by a county/state. The documentation should include the timeframe for which the permit is being requested. When a Temporary Handicap Permit is issued to a student, the student must place it on the driver's side of the front dashboard. A copy of the temporary parking permit will be sent to the Campus Safety Office for College records.

v. Facilities Accommodations

Staff members in Accessibility Services and Academic Affairs may organize classroom locations to accommodate students with temporary or permanent disabilities. Students must take the following steps:

- Notify Accessibility Services of their facilities accessibility needs three weeks prior to the start of each academic term or as soon as the need for accommodation arises.
- Provide information regarding the need for modification/identification of any of the following:

- Desks or tabletops
- Seating
- Stairs and/or elevators
- Specific college buildings
- Lactation room

C. Changes in Accommodation Needs

Students have the right to request additional accommodations or adjustments to current accommodations during the course of the semester or at any time during their enrollment at Wofford College. If an adjustment in accommodations is necessary, the student should take the following steps:

- Visit the accommodations portal on myWofford to submit documentation to substantiate requests for new accommodations.
- Allow at least three weeks for the coordination and provision of new accommodations or modifications to existing accommodations.

VII. Documentation Guidelines

The documentation examples listed in this section serve as a guideline for information that may be needed to process requests for academic, housing, meal plan, parking, or medical withdrawal accommodations. Additional documentation, not listed in this guide, may be requested.

A. General Guidelines

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act allow colleges to require documentation of a disability to verify the need for accommodations. Accessibility Services has established the following guidelines for documentation:

- Documentation should be recent, preferably within three years, in order to assess the current impact of the disability on the individual's living environment or academic functioning in a post-secondary education environment.
- Documentation must be comprehensive and establish clear evidence of a significant impact on one or more major life activities.
- Documentation must be relevant to requested accommodations.
- Documentation must be from a medical or other licensed professional appropriate to the diagnosis.

Please refer to specific guidelines for each type of disability.

Other sources that may help support accommodations requests include the following:

- A 504 Plan or IEP from high school
- Documentation of a medical history of diagnosis
- Evidence of accommodations received in high school
- Evidence of accommodations received at another post-secondary institution
- Evidence of accommodations received on standardized testing

All documentation and recommendations for accommodations should be from a qualified professional who has comprehensive training and direct expertise diagnosing and treating the disability for which accommodations are being requested. Documentation may not be from a practitioner related to the person being evaluated. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the College has the discretion to require additional documentation.

B. Documentation Guidelines by Disability

i. Learning Disabilities

Documentation from a current treating provider qualified to diagnose learning disabilities should be on letterhead, be signed and dated, and include the following:

- The diagnosis and observed symptoms that meet the DSM-5 diagnostic criteria for learning disabilities
- The student's current level of functioning (impact and severity) in an academic setting
- How the professional arrived at the diagnosis (clinical interview, medication history, continuous performance assessment, psychological assessment, behavior rating scales, etc.)
- A recommendation of appropriate accommodations at post-secondary level, supported by the diagnosis

ii. ADHD

Documentation from a current treating provider qualified to diagnose ADHD should be on letterhead, be signed and dated, and include the following:

- The diagnosis and observed symptoms that meet the DSM-5 diagnostic criteria for ADHD
- How the professional arrived at the diagnosis (clinical interview, medication history, continuous performance assessment, psychological assessment, behavior rating scales, etc.)
- How and to what extent the disability affects the student in an academic environment

- A recommendation of appropriate accommodations at post-secondary level, supported by the diagnosis

If co-existing ADHD or other disabling conditions are indicated, further assessment and/or documentation may be required.

iii. Autism Spectrum Disorders

Documentation from a psychologist, psychiatrist, developmental pediatrician, or child neurologist should be on letterhead, be signed and dated, and include the following:

- The diagnosis and evidence of a comprehensive diagnostic evaluation
- Assessment data, interpretation of data, history and observations
- Historical perspective of academic adjustments
- Recommendations for accommodation in an academic or living environment

iv. Psychiatric Disabilities/ Psychological Disorders

Documentation from a current treating provider, qualified to diagnose and treat the specific condition, should be on letterhead, be signed and dated, and include the following:

- The diagnosis and observed symptoms that meet the DSM-5 diagnostic criteria for the disorder, including history and a treatment plan
- Support for the diagnosis and how it meets the definition of a person with a disability under the ADA
- How this impairment substantially limits one or more major life activities in general and in an academic or living environment
- Relevant information relating to the impact of current medication and/or therapeutic treatment on the student's ability to participate in all aspects of the college environment (classroom, housing/dining, extracurricular activities, etc.)
- A recommendation of appropriate accommodations at post-secondary level, supported by the diagnosis

v. Health & Medical Conditions

Documentation from a licensed medical professional, qualified to diagnose and treat the specific condition, should be on letterhead, be signed and dated, and include the following:

- The diagnosis (ICD-10) and observed symptoms

- Support for the diagnosis and how it meets the definition of a person with a disability under the ADA, including interpretation of test data, history, treatment plan, and observations
- How this impairment substantially limits one or more major life activities in general and in an academic or living environment
- A recommendation of appropriate accommodations at post-secondary level, supported by the diagnosis

Discharge paperwork from an emergency room is generally not sufficient documentation.

a. Medical Dietary Restrictions

Wofford College provides many options in campus dining facilities for individuals with specific dietary needs and/or restrictions. Students with dietary needs and/or restrictions that do not rise to the level of a disability should contact AVI food services for assistance with navigating menu options.

To determine whether a food allergy/restriction rises to the level of a disability, Accessibility Services needs information about the level of impact that the allergy/restriction has on a student's health and ability to eat safely on campus. Documentation should provide the following:

- Documentation required for "Health & Medical Conditions"
- A list of food restrictions and the reason for the restrictions (allergies, related medical conditions, etc.)
- The impact the foods have on the student's health (the severity of what happens with exposure, including potential recovery time if the impact is severe)
- Medication the student takes, if needed (i.e. EpiPen) and impact of the medication to the student while on campus

In determining possible appropriate accommodations for students with food allergies/restrictions, Accessibility Services may facilitate meetings with the student and AVI staff members.

vi. Sensory Impairments: Hearing, Visual or Speech

Documentation from a medical professional qualified to diagnose sensory impairments should be on letterhead, be signed, dated and include the following:

- The diagnosis using medical criteria

- An interpretation of the functional implications of the diagnosis in an academic, living, and social environment
- A recommendation of appropriate accommodations at a post-secondary level, supported by the diagnosis

vii. Traumatic Brain Injury (TBI)

Documentation from a neuropsychologist or neurologist should be on letterhead, be signed and dated, and include the following:

- An assessment of cognitive abilities
- An overview of current impairment, including processing speed and memory regarding levels of functioning and limitations in all affected areas (i.e. communication, vision, hearing, mobility, psychological and neurological)
- A summary of educational achievement skills and limitations in reading comprehension, written language, spelling and mathematical skills
- A recommendation of appropriate accommodations at a post-secondary level, supported by the diagnosis

NOTE: A concussion is the mildest form of brain injury but can result in some need for potential academic adjustments.

viii. Substance Use Disorder

Documentation from a medical or other appropriate licensed professional should be on letterhead, be signed and dated, and include the following:

- Verification of the completion of substance/alcohol abuse program
- A description of the nature or the addiction, the treatment course, and plans for continued treatment
- A description of the mediating side effects of the treatment, such as medications
- A recommendation of appropriate accommodations at a post-secondary level, supported by the diagnosis

ix. Temporarily Disabling Conditions

Documentation from a medical or licensed professional qualified to diagnose and treat the condition should be on letterhead, be signed and dated and include the following:

- The diagnosis using medical criteria
- A summary of current symptoms and associated functional limitations in an academic and/or social environment
- The treatment plan and prognosis

- A recommendation of appropriate accommodations at post-secondary level, supported by diagnosis

x. Pregnancy and Pregnancy-related Conditions

The Office of Accessibility Services may request information including, but not limited to, documentation from a medical professional to assist in providing the same adjustments, accommodations, and/or support services available to others with similar medical needs.

VIII. Overview of Academic Accommodations

Below is a list of common academic accommodations. The list is not substantive. Students will be assessed individually and will be provided accommodations based on their specific needs.

A. Extended Time (With or Without Low-distraction Environment)

Students may be approved for 1.5 or 2 times the standard allotted time to complete tests, quizzes and in-class written assignments. In many cases, the student will also be approved for testing in a low-distraction environment, which provides a space with limited external stimuli that may distract a student while testing. Students can be approved for extended time with or without a low-distraction environment. These accommodations can be provided by instructors (in a classroom or in a private office) or through Accessibility Services' Alternate Testing Site (*see Addendum E & F*). All tests administered in the Testing Room are video monitored and available to instructors upon request for a limited time.

B. Lecture Notes

Students approved for lecture notes as an accommodation will work directly with their instructor to obtain copies of notes, if feasible. Notes and PowerPoints may also be available to all students on Moodle. If a professor does not use notes or formalized print material, they will not be required by Accessibility Services to create material.

C. Use of Computer in Class

Students approved to use a computer in class may use this accommodation to take notes, complete in-class writing assignments and type answers for tests and quizzes. Students are responsible for providing their own computers and utilizing them for the intended purpose as an accommodation.

Students who need to access a computer that is not able to connect to the internet for testing purposes may do so by checking one out from Accessibility Services on a first come basis.

D. Permission to Record Lectures

Students who are approved to record class lectures as an accommodation must sign the Lecture Recording Agreement under the “Accommodations” in myWofford. A copy is available in Addendum G.

E. Modified Attendance

Students who have a chronic condition or disability that may require unexpected or extended absences may be approved for modified attendance as a reasonable accommodation.

Students will meet with a staff member in the Wellness Center to discuss how the medical team can assist the student when they experience a flare-up. The Wellness Center will send out an absence-related Starfish notification to faculty when appropriate.

Students with this approved accommodation will work with Accessibility Services each semester to access this accommodation. An Accessibility Services staff member will create a plan based on communication with the student and faculty member and review of the course syllabus to ensure that absences will not fundamentally alter course requirements.

F. Priority Registration

Students who are approved an accommodation of priority registration will receive early access to class registration. Like any other accommodation, priority registration is reviewed and approved on a case-by-case basis. Priority registration is an accommodation that is granted to students whose disability substantially impacts their ability to participate in the registration process at the same level as students without a disability and for those students who have a significant health and medical conditions which impact their registration.

G. Foreign Language Waiver

Students who receive this accommodation are required to take two additional Cultures & Peoples courses for a total of three Cultures & Peoples courses. Accessibility Services will communicate this accommodation to the Registrar. Changes will be made in DegreeWorks to reflect an approved foreign language waiver accommodation.

IX. Service Animals and Emotional Support Animals

Wofford College’s Policy states that individuals generally are prohibited from having animals in campus housing, with the exception of fish as allotted by the Pet Policy in the Student Handbook. The College will, however, consider requests for emotional

support animals as a reasonable accommodation necessary because of a disability and in compliance with the Americans with Disabilities Act (ADA) and Fair housing Act (FHA). Individuals with Service Animals are not required to register with Accessibility Services, but the student must notify the Office of Residence Life of the Service Animal's presence prior to moving into campus housing. No assistance animal (approved emotional support animal or Service Animal) may be kept in campus housing at any time prior to the individual taking the steps outlined in this Policy.

A. Service Animals

A "Service Animal" is a dog that has been trained individually to do work or perform tasks for the benefit of an individual with a disability. In some cases, a miniature horse may be a Service Animal. Other animals, whether wild or domestic, do not qualify as Service Animals. Service Animals are working animals, not pets. The work or task a Service Animal has been trained to provide must be directly related to the person's disability. A dog whose sole function is to provide comfort or emotional support does not qualify as a Service Animal. Individuals training animals to aid and guide persons with disabilities (Service Animals in training) are afforded the same rights as those individuals who require the assistance of a Service Animal.

i. Access to Campus Facilities

Service Animals generally are permitted in all public areas on campus when the animal is accompanied by an individual with a disability and the Service Animal is trained to provide, and does provide, a specific task or work for the individual that is directly related to their disability. The College may restrict the use of Service Animals in certain locations because of public health or safety restrictions.

If it is readily apparent that an individual has a disability and requires on-campus assistance of a Service Animal that is trained to do work or perform tasks for an individual with a disability, no further information will be requested in order for the individual to bring the Service Animal into public areas of campus. If it is not readily apparent that the animal is a Service Animal, an individual may only be asked the following questions:

1. Is the dog a Service Animal required because of a disability?
2. What work or task has the dog been trained to perform?

The individual will not be asked about the nature of their disability, required to show medical documentation, required to show training documentation for the dog, or asked that the dog demonstrate its ability to perform the work or task.

ii. Campus Housing

Service Animals may not reside in campus housing until the individual with a Service Animal notifies the Office of Residence Life at reslife@wofford.edu. Notifications to Residence Life should be made before the housing accommodation request deadline, which will be communicated by residence life via email.

Students with Service Animals will be asked to provide the following information:

1. Affirmation that the Service Animal is required because of a disability
2. Current vaccination records
3. Signed Owner Responsibilities for Assistance Animals in Campus Housing Agreement (Addendum C)
4. Signed Roommate Agreement (Addendum D)
5. Picture of the animal

iii. Dominion and Control

Service Animals must be harnessed, leashed, or tethered unless these devices interfere with a Service Animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the Animal through voice, signal, or other effective controls. Any Service Animal may be excluded from college property if the Animal's behavior or presence poses a direct threat to the health or safety of others or when the presence of the Animal constitutes a fundamental alteration to a program or service. For example, a Service Animal that displays vicious behavior toward people may be excluded.

B. Emotional Support Animal

An "Emotional Support Animal" (ESA) is an animal that provides an individual with a disability with emotional support to alleviate one or more of the identified symptoms or effects of the disability. ESAs are not recognized as Service Animals under the ADA. Emotional Support Animals are sometimes referred to as comfort animals and companion animals.

i. Access to Campus Facilities

Unless otherwise approved, Emotional Support Animals are not allowed in any college facilities other than the college residence hall (e.g. dormitories, suites, apartments, etc.) to which the individual is assigned, except to the extent the individual is taking the animal out for natural relief.

ii. Campus Housing

Emotional Support Animals may not be brought into campus housing without a housing accommodation approval from the Office of Accessibility Services. To submit a request, individuals must follow the process outlined in Section VI of this Policy. See Section VII of this Policy for information about documentation requirements. To better facilitate the request process, the College recommends using the “Emotional Support Animal Verification Form” (Addendum A) but will also accept a letter on letterhead with information from “Emotional Support Animal Documentation Guidelines for Clinicians” (Addendum B).

Students should submit a request and all necessary documentation as soon as they are aware that the accommodation of an Emotional Support Animal may be necessary. Requests made after the housing accommodation request deadline, which will be communicated by Residence Life via email, may impact or delay housing assignments and accommodations for the upcoming semester.

Approved Animals will be allowed in campus housing once Accessibility Services has met with roommates and/or suitemates who will be living with the Animal and the following information has been provided:

1. Current vaccination records
2. Signed Owner Responsibilities for Assistance Animals in Campus Housing Agreement (Addendum C)
3. Signed Roommate Agreements (Addendum D)
4. Picture of the Animal

C. Requirements for Wofford Community Members

Members of the Wofford community are required to abide by the following practices:

- Service Animals must be allowed to accompany their owners in all campus facilities, except when the Animal’s safety is at risk.
- Community members must not touch or pet an Assistance Animal unless invited to do so.
- Community members must not inquire about an owner’s disabilities. The nature of a person’s disability is a private matter.
- Community members must not separate or attempt to separate an Assistance Animal from its owner.
- Community members must not feed Assistance Animals or deliberately startle Assistance Animals.

X. Grievance Processes

A. Appeal of Accessibility Services' Decision

If Wofford College denies or proposes a modification of a student's request for an accommodation, the College must provide the student with written notice of the denial or modification, the reasons for the denial or modification and the right to appeal through these grievance procedures below.

In instances where a dispute or disagreement regarding an accommodation cannot be promptly resolved informally by the Accessibility Office, students may initiate an appeal by contacting ada@wofford.edu.

The appeal process may include a review of the student's documentation, a conversation with the student and staff in Accessibility Services, and other necessary steps to determine whether the decision of Accessibility Services staff members should be modified. If a satisfactory resolution is not reached, the student can file a complaint with the Office for Civil Rights (OCR):

Office for Civil Rights
U.S. Department of Health and Human Services
Sam Nunn Atlanta Federal Center, Suite 16T70
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909

B. Faculty Complaint of Fundamental Alteration of Curriculum

Faculty members who believe that a student's accommodation(s) would fundamentally alter their course must contact Accessibility Services for assistance in determining appropriate alternatives. Accessibility Services staff will work with the faculty member and the student to determine an appropriate accommodation. If the parties come to an agreement, it will be documented in the Accessibility Services database. If, however, the parties cannot come to an agreement, the faculty member should contact ada@wofford.edu to initiate the process for determining whether the student's accommodation(s) would fundamentally alter the course.

The ADA Representative or their designee will work in collaboration with the Provost or their designee to convene a committee that will determine whether the approved accommodation would fundamentally alter the course in question. If the committee determines that the approved accommodation would not fundamentally alter the course, the faculty member will be required to provide the approved accommodation. If the committee determines that the approved accommodation would fundamentally alter the course, the committee must determine what, if any, alternate accommodation(s) would be appropriate.

The committee will consist of no fewer than four (4) but no more than six (6) individuals. The committee must include the following: (1) a faculty member from the same department as the faculty member submitting the complaint, (2) a faculty member from a different department from the faculty member submitting the complaint, (3) the Registrar or their designee and (4) a staff member with ADA knowledge.

The committee must take the following steps:

1. Consult with Accessibility Services
2. Provide an equal opportunity for the faculty member and the student to be heard
3. Review the course syllabus and any other relevant course-related documents

In addition, the committee may confer with academic or accessibility services professionals from other institutions, review research and take other steps necessary to make an informed decision.

The committee's determination will be made based on a majority vote using a "preponderance of the evidence" evidentiary standard. The determination and rationale will be submitted to the Provost and the ADA Representative who will inform the faculty member, the student and the Accessibility Office. The committee's determination is final.

Pending resolution of any questions or disputes regarding whether an accommodation would fundamentally alter a course, the accommodation will be provided.

C. Complaint of Discrimination or Harassment Based on Disability

Complaints of discrimination or harassment on the basis of disability should be submitted via the online **Bias Incident Reporting Form**. View Wofford's **Nondiscrimination and Anti-Harassment Policy and Procedures**.