

# **Disabilities Resources at Warner Pacific University**

## ***Introduction***

Warner Pacific University is committed to honoring and serving God, and to developing all members of the body of Christ who come to the University. Specifically, policies and procedures must ensure that students with disabilities will not, on the basis of that disability, be denied equal access to and enjoyment of academic and co-curricular programs or activities, or otherwise be subjected to discrimination under programs or activities offered by the University.

Warner Pacific University provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act along with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendment (ADAA) of 2008.

Any student who has a documented disability that may require accommodation to fully participate in college courses should contact the Disabilities Resource Coordinator ([DisabResource@warnerpacific.edu](mailto:DisabResource@warnerpacific.edu)/ FAX 503.517.1301), if possible, at least 30 days prior to the beginning of the semester in which you are seeking accommodations. Accommodations may not be provided retroactively to the request and may take an extended period of time to implement.

It is the intent of this document to outline policies and procedures that ensure the access of individuals with disabilities to college programs and activities. Appropriate sections of this document will be integrated into other college publications (e.g., brochures, catalog) as necessary to ensure implementation.

## ***Mission and Vision***

### ***Our Mission***

To ensure equal access for students with disabilities to our classes, programs, resources, and activities that the students are otherwise qualified to receive.

To provide equalized opportunities for students with disabilities to achieve their academic goals with reasonable accommodations and a supportive academic environment.

### ***Our Vision***

We act as an advocate for students with disabilities who are seeking full engagement in the college community, coaching and mentoring, providing accommodations, promoting equal access, and self-reliance.

# ***Definitions***

## ***Definition of Terms***

For the purpose of clarification, the following terms will have the meanings outlined below:

A. Auxiliary aids - includes but is not limited to Braille and taped material, sign language interpreters, and other aids for persons with cognitive, sensory, motor, or speaking impairments.

B. Modifications – includes but is not limited to the use of auxiliary aids in the University’s learning environments; allowances for additional time, physical modification such as ramps, elevators, lifts, seating arrangements, and the like; reduced course loads or work days, additional time for taking exams; substitutions of other acceptable assignments, courses, tests or test formats when necessary to reasonably accommodate equal access for individuals with disabilities.

C. Person with a disability – means an individual who has a physical or mental impairment that is not transitory and minor (temporary and lasting less than six months), which substantially limits one or more major life activity, has a record of having an impairment, or is regarded as having an impairment.

1. Physical disability means any physical or motor condition, anatomic loss, or cosmetic disfigurement, which is caused by bodily injury, birth defect, or illness.

2. Mental disability includes (a) developmental disabilities such as mental retardation, autism, or any other neurological conditions; (b) an organic or mental condition that has substantial adverse effects on an individual’s cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual, including any mental or psychological disorder; such as head injury; emotional or mental illness; and specific learning disabilities.

3. The term “mental disability” does not include active alcoholism, current drug addiction, or criminal behaviors, and does not include any mental condition, disease or defect that has been successfully asserted by an individual as a defense to any criminal charge.

4. Major life activities includes, but is not limited to functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and concentrating.

5. A record of having an impairment means a pre-existing history of, or has been diagnosed as having, a mental or physical impairment that substantially limits one or more major life activity.

6. Regarded as having a disability means:

- has a physical or mental impairment that does not substantially limit major life activities but that is treated by a public entity as constituting such a limitation;
- has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
- has none of the impairments defined in paragraphs (1-2) of this definition but is treated by a public entity as having such an impairment.

D. Reasonable accommodation – is an adjustment or modification to the learning environment and/or tasks based on the nature of the disability that enables the student to have an equal opportunity to participate in the academic program. The nature of the accommodation is established so as to allow the student to enjoy equal benefits and privileges of the course or program without altering the nature or academic rigor of the program.

***Programs include but are not limited to:***

Academic majors and degree plans, including online learning, course work and practical; research; occupational training; housing; counseling; financial aid; physical education; athletics; recreation; transportation; student organizations; placement; and other educational programs offered by the University.

***Otherwise qualified person with a disability means:***

Students with disabilities who meet the academic and technical standards required for admission or participation in Warner Pacific University's programs and activities cannot be denied access.

***RIGHTS AND RESPONSIBILITIES***

In order to ensure full implementations, two aspects must be considered: (a) the right of the individual with a disability to access the program on the basis of criteria that will not unfairly discriminate because of the disability and (b) the right of the University to set and maintain standards for admitting and evaluating the progress of students.

To assure full consideration of both aspects, this document outlines the rights and responsibilities of the University and the rights and responsibilities of students who are qualified individuals with disabilities. On the basis of the policy, procedures will be developed to create a mechanism for analysis and reasonable accommodation.

## ***Rights and Responsibilities of Warner Pacific University***

Warner Pacific University recognizes that its responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while ensuring the rights of individuals with disabilities. To meet this obligation, Warner Pacific:

1. has the right to identify and establish the abilities, skills, and knowledge necessary to meet the standards in its programs and to evaluate applicants, students;
2. has the responsibility to ensure that its information and activities are available in accessible formats and facilities;
3. has the responsibility to evaluate program applicants based solely on their abilities. If any evaluation method or criterion unfairly discriminates against an applicant with a disability, the University will seek reasonable alternative;
4. has the responsibility to select and administer tests used to evaluate students so as to best ensure that test results accurately reflect aptitudes or competencies and do not discriminate against an individual with a disability. Test designed to measure specific skills related to fundamental standards are allowable even when those skills are impacted by the disability;
5. has the responsibility to ensure that all of its programs, viewed in their entirety, including but not limited to academic offerings, housing, transportation, student organizations, counseling, and placement are accessible and usable;
6. has the responsibility to make reasonable modifications for a student with a disability in the delivery, instructional method, and evaluation system of a course.

## ***Rights and Responsibilities of Individuals with Disabilities***

An individual with a disability has a right to an equal opportunity to participate in and benefit from programs offered at Warner Pacific University. To ensure this right, individuals with disabilities at Warner Pacific:

1. have the same obligations as any other student to meet and maintain the institution's academic and technical standards, with reasonable accommodations;
2. have the right to an equal opportunity to work or learn. Qualified individuals with a disability have a right to reasonable modifications in aspects of their educational access;
3. have the right to an equal opportunity to participate in and benefit from the academic community. This includes access to services, events, co-curricular activities, housing, and event transportation, when viewed in their entirety, that are comparable to those provided to any student or employee;

4. have the right to information regarding the availability of auxiliary aides and possible modifications as well as procedures for making requests for either;
5. have the responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self-advocates;
6. have the responsibility to follow the published procedures for making accommodation requests and to do so in a timely manner with the understanding that some accommodations may take longer to facilitate;
7. have the responsibility to follow published procedures for filing an appeal;
8. have the right to be informed of procedures for initiating further appeal of an institutional decision through external channels.

### ***Requesting Accommodations***

Students wanting academic accommodations as a result of having a disability will need to contact the Disability Resources Center to request an accommodation plan. Instructors at Warner Pacific University are not required to provide accommodations without an official accommodation plan through the DRC. The student must be prepared to provide medical documentation of the disability with a diagnosis and limitations. The documentation should be current and within the past three years. An IEP is not medical documentation. Some IEP's do have recent medical documentation that supports the IEP that can be used for the accommodation request.

### ***Service Dogs and Emotional Support Animals***

Please register **service animals** and, if living on campus, request pre-approval for emotional support animals, with the DRC to ensure appropriate accommodations are in place for the student. Appropriate county animal licensing, plus proof of the animal's good health and current vaccinations administered by a licensed veterinarian, are required. Students with service dogs (or service mini-horses), under the guidelines of the ADAA, are responsible for the appropriate behavior, wellness, care, supervision and maintenance of their animals on campus and campus housing. The service animal must be trained to perform a task directly relating to the student's disability. The service animal must be house-broken and socially trained to act appropriate on campus in a way that does not cause undue disruption to the classroom or other campus environments. **Emotional support animals** are not service animals under the ADAA. Emotional support animals will only be allowed in campus housing with appropriate mental health medical request from the treating practitioner licensed for treating mental health conditions. Current medical documentation to be updated annually of the disability from a licensed treating provider, qualified to treat mental health conditions, will be required. Emotional support animals are not to be taken to other areas on the campus. Service animals or emotional support animals that are unhealthy, destructive, disruptive or dangerous, or being abused, will be removed from the campus. The student will be held financially responsible for the repair of damage to campus property or other expenses that may arise as the result of the animal's presence on the campus.

## ***Accommodation / Services***

After a student has submitted sufficient medical documentation to the Disability Resources Center, they may be approved for academic services or accommodations that are appropriate for their disability and/or as recommended by their medical provider. Not all recommendations are approved or warranted based on the nature of the college's programs, practices, and protocols in accordance with the Rehabilitation Act, Section 504, along with the Americans with Disabilities Act Amended in 2008.

A short list of potential accommodations:

- [Accessible Furniture](#)
- [Accommodation Consultation and Advocacy](#)
- [Alternative Format Media](#)
- [Assistive Technology / Devices](#)
- [Attendance and Deadline Modifications](#)
- [Classroom Relocation](#)
- [Exam Accommodations](#)
- [Memory Aids](#)
- [Note-Taking Assistance](#)
- [On-Campus Housing Accommodations](#)

Accommodations are determined on a case by case interactive process involving the student and the Disabilities Resource Coordinator to assess the barriers that the student faces and how the accommodations may equalize the academic environment for enhanced success. However, accommodations do not guarantee success in college.

## ***2021 – 2022 Resources for Students***

The following are some resources for students, regardless of having a disability, may want to check out to assist with personal coursework. The college is not responsible for purchasing software or applications for students to use on their personal devices.

(Free/Open Source ★/ DRC available \*)

### ***Text to Speech***

- [Word 2010+](#) (Win/Mac)
- [Acrobat Reader](#) (Win, Mac & Linux) ★
- [Read & Write](#) (All)
- [TextAid](#) (All – Cloud based) \*
- [Natural Reader](#) (Online) ★

### ***Dictation/Speech to Text***

- [Dragon/Naturally Speaking](#) (Win & Mac)
- [Dragon Dictate](#) (iOS App)
- [Windows Dictation](#)
- [Apple Dictation](#)
- [Talktyper](#) (Online) ★

### ***NoteTaker***

- [LiveScribe SmartPen](#) \*
- [AudioNote](#) (Android App)
- [NoteTakerHD](#) (iOS App)
- [Sonocent](#) (Win & Mac)

### ***Calendar/Organization***

- [Inspiration](#) – Mind Mapping Writing Assistance
- [AirTable](#) – Organizing and Scheduling planner ★
- [Brainstorming Bubbl.us](#) – Mapping ideas ★
- [Outliner](#) – (iOS App) for organizing class materials/schedules
- [My Study Life](#) – (All) Organization planner

### ***Writing/Study Tools***

- [Rewordify](#) – simplifies difficult English passages
- [Quizlet](#) – online flashcard study program
- [Grammarly](#) – online text editor/grammar checker

### ***Screen Readers/Text to Speech***

- [Chrome Vox](#) (ChromeOS, also works in Chrome browser) ★
- [JAWS & NVDA](#) (★) (Win)

- [Orca](#) (Linux)
- [VoiceOver for iOS](#) (iOS)
- [VoiceOver](#) (Mac)

### ***Hearing Impairments***

- Visual alternatives:
  - Visual alternative to system sounds for Mac—[Apple](#)
  - Visual alternative to system sounds for Windows—[Microsoft](#)

### ***Low-Vision Screen Magnification***

- [MAGic or Fusion](#) (Win)
- [ZoomText](#) (Win)
- [Magnifixer](#) (Win) ★
- [Windows Accessibility](#)
- [Apple Accessibility](#)

### ***Other Apps/Programs***

- [Visuwords](#) for students with learning disabilities
- [RogerVoice](#) for students with deafness
- [Be My Eyes](#) for students with blindness
- [Understood for Learning](#) - technology finder

### ***Suggestions for Adults with Disabilities in College***

[Learning Disability](#) [ldonline.org/article/6002/] [ADD/ADHD](#) [additudemag.com/college-material/]

[Autism Spectrum](#) [childmind.org/article/going-to-college-with-autism/]

[Auto-Immune Conditions](#) [onlinecolleges.net/for-students/chronic-health-issues/] [Vision Impairment](#) [pacer.org/parent/php/php-c170.pdf]

[Mobility Impairment](#) [disabled-world.com/disability/education/students.php]

[Mental Health](#) [psychologytoday.com/blog/theory-knowledge/201402/the-college-student-mental-health-crisis]

[General Anxiety](#) [campuscalm.com/time\_management.html]

[Anxiety and Depression](#) [adaa.org/tips]

[PTSD](#) [psychologytoday.com/blog/somatic-psychology/201208/students-ptsd] [Bi-Polar Disorder](#) [bphope.com/kids-children-teens/bipolar-college-success/]

[Tips for College Students](#) [npr.org/templates/story/story.php?storyId=94728312]

[Hidden Disabilities](#) [childrensresourcegroup.com/crg-newsletter/stigma/college-students-with-hidden-disabilities-dealing-with-stigma/]

[Navigating Online Learning with Disabilities](#) [onlineschoolscenter.com/navigating-online-education-for-students-with-disabilities]

[The Mighty – Facing Life with a Disability](#) [themighty.com]



## ***Support Resources***

### ***On Warner Pacific Main Campus***

- Academic Success Center (Tutoring)
- Career Services
- Counseling Services
- Library Resources
- Faith and Spirituality
- Knights Care (Telehealth)

### ***Learning Disabilities Assessment Resources***

John Adler, Ph.D. 510 NE Roberts #330  
Gresham, OR 97030  
503.251.4088

Molly C. McKenna, Ph.D. Licensed  
Psychologist 6274 SW Capitol Highway  
Portland, OR 97239  
503.740.7015

Jeff Guardalabene, Psy.D. 6221 NE  
Fremont, Suite 202  
Portland, OR 97213  
503.281.7888

Julia A. Wong-Ngan, Ph.D.  
Clinical Psychology, Neuropsychology  
205 SE Spokane St., Suite 300  
Portland, Oregon 97202  
Phone: 503.242.0490 Fax: 503.242.0492

Psychology Service Center (downtown  
Portland)  
511 SW 10th St., Suite 400 Portland,  
Oregon 503.352.2400

MindSights Psychological Services 516 SE  
Morrison St., Suite 400  
Portland, OR 97214  
503.222.0707  
<http://www.mindsightspx.com>

George Fox University Behavioral Health  
Clinic  
501 N. Villa Road Newberg, OR 97132  
503.554.2368 / [GFBHC@georgefox.edu](mailto:GFBHC@georgefox.edu)  
<http://www.georgefox.edu/bhc/index.html>

Pacific University  
Psychological Service Center 1411 SW  
Morrison St., Suite 310  
Portland, OR 97205  
503.352.2400  
<http://www.pscpacific.org>

Western Oregon University Educational  
Evaluation Center  
345 N. Monmouth Avenue Monmouth, OR  
97361  
1.800.541.4711 / 503.838.8000  
<http://triwou.org/services/evaluation>

# Accommodation Forms

Contact Disabilities Resource Coordinator, ([DisabResource@warnerpacific.edu](mailto:DisabResource@warnerpacific.edu)) to receive the following forms.

Disabilities Resource Accommodation Request:

Warner Pacific University Disabilities Resource Request form. It includes fields for Student Name, ID#, and DOB. A section titled 'I have the following disability or disabilities:' is followed by a list of disabilities with checkboxes, including Learning disabilities, Hearing, Vision, Physical, and Mental. There are also sections for describing limitations and requesting accommodations.

Support and Rights for Students with Disabilities:

Warner Pacific University Support for Students with Disabilities form. It contains information regarding rights to accommodations, a request for students with registered disabilities, and a section for alternate format use agreements. It includes a confidentiality statement and a signature line for the student.

Student Request for Accommodations by Course/Semester:

Warner Pacific University Student Request for Accommodations form. It asks for the professor's name and course number. It includes a section for the student's signature and date, and a section for the advisor's name.

Alternate Format Use Agreement:

Warner Pacific University Alternate Format Use Agreement form. It includes a table for recording alternate formats used for various courses. The table has columns for Name, Address, Email, Address, and Date. Below the table are signature lines for the student and the WPU Representative.

Exam Proctoring Request:

Warner Pacific University Exam Proctoring Checklist form. It includes fields for Student Name, Semester, Date of Exam, Course, Instructor, and Instructor Phone. It contains a checklist of items to be provided for the exam, such as a calculator, scratch paper, and a calculator. It also includes a section for the student's signature and date.

Equipment Loan/Checkout:

Warner Pacific University Accommodation Equipment Checkout Agreement form. It includes a table for recording equipment checkout. The table has columns for Equipment, Date, Time, Location, and Return Date. Below the table are signature lines for the student and the WPU Representative.

## ***Accommodation / Services Descriptions***

### **Accommodations Consultation and Advocacy**

The Disability Resources Center can meet with registered students on a one-to-one basis to review academic accommodations. We can discuss your concerns with courses or instructors. We are available to help you find the resources necessary to assist with retroactive withdrawals or course substitution. If you need to take graduate testing with off-campus agencies, we can assist you in petitioning for testing accommodations. We are available to coach students in self-advocacy and communicate effectively with faculty/staff.

### **Exam Accommodations**

For students with a disability that impacts their ability to take tests successfully, the student can be approved for exam accommodations. The Disability Resources Center works in conjunction with faculty and staff to provide equitable testing accommodations for students. Exam accommodations may include but are not limited to the following:

- Extended time
- Reduced distraction area
- Use of assistive technology (e.g. spell check, text to speech, speech to text)
- Accessible formats (e.g. Word Doc, large print, braille)
- Elevated table or Ergonomic chair
- Reader/scribe

Students need to be proactive in taking/scheduling their exams. Students approved for exam accommodations have the following exam options:

- Take their exams with the class without accommodations.
- Take exams with appropriate accommodations arranged by the instructor.
- Pre-arrange exams to be taken through the Disability Resources Center two weeks prior to the date of exam.

### **Attendance and Deadline Modifications**

For students that have disabilities with inconsistent acute health episodes that cause them to miss classes or deadlines on occasion, the Disabilities Resource Coordinator can pre-approve the student to be granted a reasonable amount of flexibility with excused absences, exam dates, deadlines and participation points. This flexibility is determined collaboratively between DRC, the instructor, and the student at the beginning of the semester/course. The agreement is put in writing as early in the semester as possible, ideally within the first few weeks of the course. The accommodation for extensions must be reasonable, meaning it cannot compromise the essential elements, alter the learning outcomes of the course, or fundamentally alter the expectations of the course.

## **Note-Taking Assistance**

Students with a disability who have difficulty grasping/retaining lecture material may be approved for note-taking assistance while attending class. Note-taking assistance can be provided in a few different ways. Discuss with your Disabilities Resource Coordinator the various methods for accessing class materials. Students who do not attend their course are not typically afforded notes of the course lecture. The accommodation is in conjunction with the student being in the class while the notes are being taken.

### **1. Instructor-Provided Notes**

If your instructor is willing to, they may provide you with their notes (e.g. comprehensive Powerpoint slides).

### **2. Technology (e.g. audio recordings, note-taking app, livescribe smartpen)**

Some students find that lecture-capturing technology, such as an audio recorder, is an effective technique for obtaining lecture material. Students may receive approval from the Disabilities Resource Coordinator to record certain portions of their class.

### **3. Volunteer Note-Taker**

When approved for a note-taker accommodation, your instructor can help you identify a peer note-taker in the course. Once identified, the note-taker and you can discuss logistics and format for note-sharing. For convenience purposes, the student may borrow an NCR notepad from the Disability Resources Center that the note-taker can use during class.

## **Alternative Format Media**

The Disability Resources Center can assist students in finding alternative formatted media. Course materials include textbooks, research articles, handouts, videos, and exams. Coordination with the Disability Resources Center is essential in the alternative format production process. Students, instructors, and DRC staff each play an important role in ensuring access to course materials.

Common Alternative Formats:

PDF (Text-Embedded/Searchable/Enlarged)

Daisy Reader

RTF (Rich Text Format)

Captioned videos

## **Accessible Furniture**

Accessible classroom furniture, such as an adjustable chair, adjustable podium, foot stool, and wheelchair accessible tables, will be provided to students who are eligible for accessible furniture. Prescription seating and other items of a personal nature are not the responsibility of the University. Students with this accommodation have the option to furnish their own personal items, such as special seating device or cushions, to be used in campus classrooms, when necessary.

## **Assistive Technology**

For students with disabilities that can be assisted with technology, the student may be approved to utilize assistive technology in conjunction with their homework, projects, and exams. Assistive technology is hardware or software designed to be used to compensate for disability or physical impairment. Assistive technology can provide individuals with disabilities equal access to information and resources. Technology of a personal nature, such as software on a personal laptop, or smartphone, or an FM System, is to be purchased at the student's expense and approved for use in the classroom.

The most important aspect of assistive technology is the independence that it can offer for students with disabilities. With assistance, a student can maximize independence in reading, writing, and performance.

## **Classroom Relocation**

Almost all the buildings on the Tabor Campus of Warner Pacific University are historic and have limited accessibility. Due to the geographic location of the campus, upgrading these buildings with physical accessibility is not currently feasible. When possible, the campus has upgraded accessibility to the extent possible. However, some of our historic buildings may still have accessibility challenges. In order to accommodate students with disabilities, DRC may need to relocate class sections into facilities that are more accessible.

Classes may be relocated if the building/class is not physically accessible, does not meet other disability related needs or travel time between buildings is not sufficient. Students who need additional time to move between buildings may need to work with their advisors to accommodate this need. Students should DRC in situations where avoiding back-to-back courses is beyond the control of the student.

## **On-Campus Housing Accommodations**

On-campus housing accommodations are provided through WPU Residential Life, in collaboration with Disabilities Resource Coordinator. The DRC Coordinator will first determine a student's eligibility for disability related accommodations and the applicability of the accommodation request.

All students must follow the deadlines established by WPU Residential Life for requesting on-campus housing. Determinations for housing accommodations requests may take 2-4 weeks.

## **Memory Aids**

When approved, a memory aid/note card is not intended to record all of the processes, materials, steps, details, or concepts being assessed in the exam. Instructors are permitted to examine and approve the memory aid prior to the exam. (Continued on page 14.)

Memory aids/note cards should:

- Not include specific examples of how formulas are used.
- Not include the answers.
- Not include complete terms and definitions in the exam.
- Not include entire course notes.
- Not include open textbooks.
- Not serve as a substitution for studying.
- Not exceed the size of paper as pre-approved by the instructor.
- Conform to the instructor's expectations.

At the discretion of the instructor, a memory aid/note card may, or may not, contain vocabulary, acronyms, short phrases, pictures, schematic diagrams, maps, names, definitions, tables, charts or key terms, and specific formulas that students may be required to know prior to the exam.

If the instructor believes this accommodation is not reasonable or that it would be a fundamental alteration to the learning outcome of the course, the instructor will promptly contact the DRC to begin the process for an accommodation appeal.

Taking into consideration the learning outcome assessment for each specific course, it is possible that the use of a memory aid might be allowed for some of the exams, but not allowed for all the exams within that course.