

## CHAPTER 12: ACCOMMODATIONS

### I. Introduction and Mission

Guided by our Jesuit tradition of academic excellence, freedom of inquiry, and respect for individual differences, the School of Law is committed to fostering an inclusive environment responsive to the needs of all students. The School of Law aims to lead efforts to recognize disability as a valued aspect of diversity and to embrace accessibility as a matter of social justice. When barriers to access are encountered, the School of Law collaborates with students to determine appropriate academic accommodations.

### II. Disability Services Coordinator

The Assistant Director for Accessibility and Wellness is the Disability Services Coordinator (“Coordinator”) for the School of Law and implements this policy.

### III. Confidentiality

The Coordinator provides students with confidential advice and all documentation and records pertaining to accommodations are secured and held in confidence. Information about a student’s disability or other health information will not be provided to School of Law or University staff and faculty, except for a clear educational, health, or safety reason.

### IV. Process for Requesting Accommodations and Documentation Overview

Students are respected for their individual disability. The Coordinator will meet with each student about their experience and expectations to help identify information necessary to support an accommodation request. Determining disability accommodations is an iterative and collaborative process and involves documentation from the student and third-party documentation from a health care provider. Documentation provides information about the impact of disability and assists in ensuring accommodations can resolve identified barriers. Students are encouraged to meet with the Coordinator about their experienced or anticipated barriers to access and possible accommodations. Students are not required to know their specific accommodations at the time of their request.

#### A. Overview of Process

Students should submit the [Academic Accommodations Request form](#) to the Coordinator and schedule a meeting to discuss their request. Although there are no specific deadlines for requesting accommodations, the request must be timely to allow proper review, determination, and implementation of accommodations. For example, absent emergency circumstances, requests made 14 or fewer days from the start of an exam period will be reviewed after the conclusion of the exam period. Information to support the accommodation request may include the student’s self-report, medical records, psychoeducational reports, or past school records. During or after the meeting, the Coordinator will inform the student if any additional documentation is needed.

The Coordinator sends a confirmation letter to the student outlining and then implementing the approved academic accommodations that will be effective for one academic year (collectively, the fall, spring, and summer semesters). Students must submit the [Renewal Application for Academic](#)

[Accommodations form](#) each academic year to renew their request and indicate if they request to continue or change accommodations. For requests to change, the student and Coordinator will discuss the requested change and revise accommodations accordingly. If a student appeals a determination per Section VII below, the proposed accommodations will be in effect pending the appeal.

### *B. Sources and Forms of Documentation*

Documentation is required to provide details regarding the student's request and may include the student's self-report, the Coordinator's observations and interactions, and information from third parties, such as healthcare providers. Each student is best able to identify their barriers to access and shall provide a narrative of their lived experience. While meeting with the student, the Coordinator and other administrators may form conclusions about the effectiveness of previous or requested accommodations. This may serve as a valuable form of documentation when reviewing a student's request. Students requesting accommodations will be asked to provide documentation from qualified professionals licensed in the relevant area. This documentation should discuss the impact of the disability on the student's academic experience and include recommendations for accommodations.

### *C. Documentation Process*

#### 1. Individual Review

Accommodations should address barriers that impose limitations on the student's access to the program of education. Individual review allows the student to express and clarify the barriers. There is no prescribed standard for the type of documentation needed to establish and address a specific disability. The documentation process should reflect the student's uniqueness and their request.

#### 2. Non-burdensome Process

The School of Law is committed to a non-burdensome process for students requesting accommodations and will not impose a documentation process that is overly burdensome or discourages students from seeking accommodations.

#### 3. Other Universities and Testing Agencies

**Accommodations provided by the School of Law does not guarantee that other entities will grant the same or any accommodations.**

Other universities and testing agencies, such as the National Conference of Bar Examiners or the Missouri Board of Law Examiners, require extensive documentation. Students are advised to research these requirements well in advance of requesting accommodations.

## **V. Accommodations**

Reasonable accommodations refer to any adaptation in the School of Law environment or in customary practice to enable a disabled individual to experience equal educational opportunities. Reasonable accommodations do not fundamentally alter the nature of the program, course, service, or activity. Reasonable academic accommodations may be made in the following areas.

#### *A. Academic Programs*

Accommodations necessary to allow a student to enroll in, qualify for, attend, and participate in all School of Law programs. Examples include additional time while testing, use of a computer, use of a recording device, use of a scribe or reader, alternate format of print materials, accessible classroom location, or use of interpretation/transcription services.

#### *B. Exams and Other Assessments*

Accommodations necessary to enable a student to demonstrate competence on the course exam or other assessments given by the faculty member. Examples include additional time, a distraction-reduced testing space, use of a computer, or use of dictation software.

#### *C. Auxiliary Aids*

Materials or assistance necessary to allow a student to participate fully in the School of Law academic program. Examples include alternative format materials such as braille, digital, and audio; assistive technology; readers; scribes; and library assistance.

#### *D. Physical Accommodations*

Accommodations necessary to provide students with full physical access to all School of Law programs.

### **VI. Temporary Conditions**

The School of Law provides support to students with temporary conditions. Students should follow the procedures outlined in Section IV above to request temporary support typically provided through the duration of the impact of the condition. If functional impact continues beyond the duration initially discussed, students are encouraged to contact the Coordinator to discuss extended support or implementation of permanent disability accommodations.

### **VII. Appeal**

Students disagreeing with the Coordinator's eligibility determination or proposed accommodations may appeal to the Associate Dean for Academic Affairs. The appeal process must include an interview with the student, a review of the accommodation file, and consultation with the Coordinator. The Associate Dean for Academic Affairs then issues a letter of decision. A student who disagrees with this decision may appeal to the Dean.

### **VIII. Collaboration**

School of Law staff, faculty, students, and the Coordinator will collaborate to provide appropriate accommodations to ensure that academic programs are provided to students equitably.