Many students have medical, physical, sensory, or brain related issues that can substantially increase the challenge of a college education. Through a formal process, these students may request an opportunity to pursue their education in non-traditional ways, often referred to as accommodations. Typically, accommodations are modified ways to receive course information and attempt required activities. Decisions to allow accommodations are made on an individualized basis. For more information about the formal process, please call 715-425-0740 and make an appointment with Alicia Reinke-Tuthill or visit the Ability Services website at [http://www.uwrf.edu/AbilityServices/](http://www.uwrf.edu/AbilityServices/).

**Testing accommodations**, different ways to take tests:

- Extended test time typically gives students 50% more time to take tests. Greater percentages of additional time may be possible if documentation explains a substantial need. Extended time is not a guarantee for enough time to finish all tests. Sometimes breaks can also be allowed during tests.

- Tests questions read aloud to the student. The questions may be read aloud multiple times, but the wording probably won’t be altered to improve a student’s understanding of the question.

- Use of a computer or transcribing for students who have issues that impact the process of writing answers for essay test questions. Transcribing allows them to say their answers aloud while a staff does the writing.

- Alternative test taking locations are non-classroom places to take tests. This is typically intended to prevent distracting circumstances that might occur in the classroom during tests.

**Copies of Lecture Notes**: This accommodation is for a medical, physical, or brain related issue that limits the ability to write adequate notes. It is usually not intended to be a substitute for the need to attend class. The copies of notes are often handwritten and obtained from a classmate. Typically, the classmate does not know the identity of the student who is receiving the copies. Word processed notes can be arranged if documentation explains why such a thing is important.

**Text Accommodation**: This is for a medical, physical, or brain issue that prevents an adequate capacity to read or hear. For a reading difficulty, it could be an audio book, Braille, or enlarged print. For a hearing difficulty, it could be a printed transcript of the soundtrack from a video used in a course. In all cases, the U.S. copyright law can prevent Ability Services from making these accommodations unless a student's documentation clearly indicates a medical, physical, or brain issue creates a substantial need.

**Interpreters**: Sign language interpreters can be arranged for deaf or hard of hearing students. This can occur in the classroom, during activities that professors expect students to do outside the classroom, and when students have important meetings with people who work at UWRF. The interpreters are not UWRF employees and must be recruited in advance. Thus, students should submit early requests for this kind of accommodation to allow adequate time for making effective plans.

Other Reasonable and Appropriate Accommodations can be arranged if documentation sufficiently indicates they are necessary. This can include changes to the ways common kinds of accommodations (above) are usually arranged. Students with a medical, physical, or brain issue are typically expected to complete all the same course work as classmates. Even if the issue prevents class attendance, in some courses the ability to successfully achieve essential learning objectives can require all students to attend class.