

WEST VIRGINIA UNIVERSITY
AT PARKERSBURG
FACULTY RESOURCE MANUAL
FOR
DISABILITY – RELATED ISSUES



FACULTY RESOURCE MANUAL

FOR

DISABILITY – RELATED ISSUES

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HOW TO GET IN TOUCH

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WVUP_Disabilitysv@mail.wvu.edu

West Virginia University at Parkersburg is an equal opportunity/affirmative action institution. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs or activities or with respect to admission and employment. Faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the University's Equal Opportunity/Affirmative Action Plan. Inquiries regarding the University's non-discrimination policy may be directed to the Affirmative Action Officer.

DISABILITY LAWS

THE AMERICANS WITH DISABILITIES ACT (ADA) OF 1990

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such impairment; or (3) is regarded as having such impairment. Major life activities include but are not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job.

The ADA details administrative requirements, complaint procedures, and the consequences for non-compliance related to both services and employment. The ADA requires provision of reasonable effective accommodations for eligible students across educational activities and settings.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs, public and private, that receive federal financial assistance. Section 504 covers institutions regardless of whether they have open door, selective, or competitive admissions practices.

People with disabilities have the same legal remedies that are available under Title VII of the Civil Rights Act of 1964, as amended in 1991. Thus, individuals who are discriminated against may file a complaint with the relevant federal agency or sue in federal court. Enforcement agencies encourage informal mediation and voluntary compliance.

APPLICATION TO HIGHER EDUCATION

The above two laws were designed to assure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

In the application of either law, students with disabilities must be qualified to participate in the University activities. A qualified student with a disability is one who meets the admission and essential eligibility requirements of a program or service, with or without:

- ◆ modifications of rules, policies, or procedures,
- ◆ removal of architectural, communication, or transportation barriers, and/or
- ◆ provision of auxiliary aids and services.

An individual who poses a direct threat to the health or safety of the individual or others will not be qualified.

The basic requirement of the law as applied to institutions of higher education is:

- ◆ **all programs, services, or facilities must be accessible to or usable by persons with disabilities. The law does NOT require:**
 - **making each facility accessible if alternatives are effective;**
 - **a fundamental alteration of programs or services; and,**
 - **undue financial or administrative burden.**

The University must provide auxiliary aids to ensure the participation of students in college classes and activities; and must accommodate the academic participation of qualified students with disabilities.

The institution must **NOT**:

- ◆ limit the number of students with disabilities admitted,
- ◆ make pre-admission inquiries as to whether or not an applicant has a disability,
- ◆ use admission tests or criteria that inadequately measure the academic level of visually impaired, hearing impaired, or otherwise disabled applicants because special provisions were not made for them,
- ◆ exclude a student with a disability from any course of study solely on the basis of his/her disability,
- ◆ counsel students with disabilities towards a more restrictive career than non-disabled students, unless such counsel is based on strict licensing or certification requirements in a profession,

- ◆ measure student achievement using modes that adversely discriminate against students with disabilities,
- ◆ institute prohibitive rules (such as the barring of tape recorders or other auxiliary aids) that may adversely affect the performance of students with disabilities, or
- ◆ select a site or a facility that would exclude participation of persons with disabilities.

The law does not require “special treatment” of students with disabilities, but does require the opportunity for equal participation in the University’s programs by providing to eligible and qualified students appropriate academic adjustments and auxiliary aids necessary to facilitate the students’ fullest possible participation in the University’s academic programs.

The University is under no obligation to change academic requirements which the University, programs, or majors “can demonstrate are essential to the program of instruction...or to any direct licensing requirement.”

West Virginia University at Parkersburg has made every effort to develop policies and guidelines that are in keeping with the federal policies and guidelines.

GENERAL GUIDELINES FOR IMPLEMENTING THE MANDATE

CONFIDENTIALITY

In order to receive disability based academic accommodations a student must self-identify, register in person with the WVU at Parkersburg Office of Disability Services, request services, and provide appropriate documentation. This information is kept confidential and is used only for the purpose of providing appropriate and specific academic accommodations.

A student who has met with a counselor in the WVU at Parkersburg Office of Disability services, requested disability related accommodations and provided appropriate documentation will personally deliver a letter from the WVU at Parkersburg Office of Disability Services to instructors specified by the student authorizing accommodations within the specific class. The student must also verbally request from the instructor which of the authorized accommodations they wish to receive in your class. In most cases, the letter will not disclose the nature of a student's disability, but may indicate the functional limitations that are a result of the disability. On occasion, it may be necessary to disclose the nature of the disability in the letter in order to assist the instructor with potential safety or emergency situations (fire drills, building evacuations, etc.). If the letter does not state the type of disability you do not have a right to ask the student.

The letter must be kept in a secure place so that other students who may be present in your office will not see it and should not be kept in the student's general file.

The manner in which you provide accommodations should not be brought to the attention of the other students in your class. Any discussion of a disability issue should be carried out in private with the student.

Any announcements or discussions in a class about disability related issues should not identify or bring attention to any student or provide any information about a specific student or students.

The only information that is disclosed on behalf of the student, from the Office of Disability Services, is done with the student's written permission, including letters of accommodation that are given to professors, instructors, and graduate assistants.

If another student should ask questions about why a student is being treated differently, the response should be that the "action is for legitimate business reasons or in compliance with state and/or federal law."

ADMISSION

Admission to West Virginia University at Parkersburg is based upon an applicant's meeting published admission criteria of the University with no preferences provided on the basis of disability.

Students are notified of acceptance to WVU at Parkersburg by a letter from the Office of Admissions and Records.

Students seeking admission to the various programs and majors must meet the admissions requirements for the particular program and/or major with no preferences provided on the basis of disability.

Requirements for entry into, participation in, and completion of a program must be made known to potential students. Requirements should be published in the University catalog and in any program's promotional or recruiting materials.

Program requirements will not be waived. However reasonable accommodations should be considered as an appropriate means to satisfy such requirements on a case by case basis.

It is the responsibility of the program unit personnel to demonstrate that academic requirements are essential to a program of instruction or to any directly-related licensing requirement.

If a student should request an alteration or adjustment in a PROGRAM requirement, program personnel in conjunction with the Office of Disability Services should first determine if a needed adjustment to a requirement would alter the nature or purpose of the program. If it would not, the adjustment or accommodation should be made. (Example: A student who applies for a program that is usually completed in two years, asks to be given four years to complete the program. Such a request could usually be granted without altering the program's purpose.) If such an adjustment cannot be made, program personnel should then review the desired skill or knowledge that would result from the requirement to determine if a substitution could be made for that requirement. The student and Office of Disability Services should then be advised of the approved substitution.

Program requirements occurring outside of the classroom requiring accommodation warrant a discussion among the student, advisor and disability counselor in order to determine the appropriateness and responsibilities for accommodation. For example, accommodations required within an internship are the responsibility of the work place. If a chemistry internship placement occurs at an industrial site, the company would be responsible for determining and providing accommodation. Accommodations for field work, practicum, or other academic components occurring outside of the classroom would follow similar procedures to those provided in the traditional classroom setting.

REQUESTS FOR ACCOMMODATION

After a student receives a letter of acceptance for admission to WVU at Parkersburg, they receive a letter included in the WVU at Parkersburg admission materials asking them to contact the Office of Disability Services if they are a student with a disability who may have need for accommodation services. They are asked to make the contact as early as possible so that planning for their needs can occur in a timely manner.

Students who respond to the letter, or otherwise make their potential need for assistance known, will be contacted by an Office of Disability Services counselor by telephone, letter, or e-mail advising them of the need for documentation of their disability and the details surrounding the documentation requirements.

Students must then provide the appropriate documentation to an Office of Disability Services counselor who will work with the student to determine potential accommodations and to prepare the 'Notification of Need for Accommodation' letters to the faculty.

Faculty should not accept documentation of a disability or medical, psychological, or educational information directly from a student. Students should be directed to provide such documentation to the Office of Disability Services.

Accommodations should not be made without notification from the Office of Disabilities Services that appropriate certification of the disability has been provided. Recommendations of appropriate accommodations will be included in the notification. All students with disabilities needing or requesting accommodation must have contacted the Office of Disability Services and will be, accordingly, informed of the procedure for seeking accommodation. Students are also informed of the procedure in the student handbook, the College catalog, on departmental bulletin boards, and on the Office of Disability Services web site: <http://www.wvup.edu/ADA/INDEX.HTM>.

All faculty, academic advisors, and program officials will also be informed of University policy toward students with disabilities and of the procedure students should follow in seeking accommodation through this manual as well as the above contacts.

DOCUMENTATION AND ACCOMMODATION OF A DISABILITY

West Virginia University at Parkersburg requires that a student with a disability provide written documentation from an appropriate professional licensed to diagnose the particular condition describing the functional limitations associated with the disorder, before services and accommodations are provided. Students with conditions that may require accommodations and services should contact the Office of Disability Services to inquire as to the appropriate documentation necessary.

The provision of reasonable accommodations and services is based upon assessment documentation of the impact of the student's disabilities on her or his academic performance. Documentation should validate the need for accommodations within the student's current level of academic functioning and provide supportive diagnostic test data.

Although a professional may provide a diagnosis and the associated limitations, it is the responsibility of the WVU at Parkersburg Office of Disability Services to determine if the limitations imposed meet the level of significance to be considered a disability under the Americans with Disabilities Act and the guidelines set forth by the University.

Once appropriate documentation is received, a counselor in the Office of Disability Services meets with the student to determine appropriate academic adjustments taking into consideration the professional diagnostic information and the description of the associated functional limitations. Although the student is an active participant in this process, the counselor who is trained in the area of disability and test interpretation, will recommend academic adjustments for the student.

Documentation must be current and indicate present levels of functioning relate to the requested accommodations. If documentation is found to be incomplete or inadequate, it is the student's responsibility to obtain the appropriate documentation.

Students seeking accommodations or services on the basis of a temporary disability must provide appropriate documentation verifying the nature of the condition, stating the expected duration of the condition, and describing significant functional limitations related to the requested accommodation. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions.

The cost of obtaining the professional documentation is the student's responsibility.

If the initial documentation is incomplete or inadequate to determine the present extent of the disability and/or appropriate accommodations, the Office of Disability Services may request supplementary documentation or an assessment of the disability. The cost of the supplementary documentation or assessment is the responsibility of the student.

GUIDELINES FOR THE DOCUMENTATION OF A DISABILITY

Specific criteria for the documentation of Learning Disabilities and/or Attention Deficit/Hyperactivity Disorder (AD/HD), Psychological/Psychiatric, Hearing, Blindness, Physical/Medical, and Traumatic Brain Injury are provided in the Appendices.

Evaluation reports must be current and address present levels of functioning and meet all of the requirements for documentation contained in the guidelines.

Faculty and staff should not accept nor keep on file any documentation from a student. If a student presents such documentation to you, the student should be directed to provide the information to the Office of Disability Services.

Accommodations should not be provided without written notification from the Office of Disability Services.

The process of determining the appropriateness of documentation and a student's need for disability based accommodations within a student's academic program is the responsibility of the WVU at Parkersburg Office of Disability Services.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students with disabilities at West Virginia University at Parkersburg have the **right** to:

- information (in accessible formats),
- confidentiality: information about a student's disability will not be disclosed without the written permission of the student, unless it is required by law, or on a need to know basis,
- an equal opportunity to learn,
- reasonable and effective accommodations and services, determined on an individual basis,

STUDENT RESPONSIBILITIES

Students with disabilities at West Virginia University at Parkersburg have the **responsibility** to:

- register with the WVU at Parkersburg Office of Disability Services,
- disclose their disability to the Office of Disability Services in a timely manner,
- provide appropriate documentation,
- when necessary, receive information, counseling, and assistance,
- follow all University's policies and procedures for all students, such as the WVU at Parkersburg's Code of Rights and Responsibilities,
- follow all University's policies and procedures for obtaining reasonable accommodations and services, and
- meet the requirements and maintain the standards for all students for activities, programs, services, and courses.

Following review of documentation and authorization of accommodations by the Office of Disability Services, the **student has the responsibility to inform the professor in a timely manner of his/her need for accommodation, which includes that the student:**

1. Deliver the 'Accommodation Authorization Letter' from the Office of Disability Services to the professor,
2. Clarify the request for accommodations with the professor, instructor and graduate assistant, which includes that the student:
3. Request from the instructor which authorized accommodations, if any, the student wishes to have activated within that particular class,
4. Discuss academic difficulties experienced within a particular class with the professor, instructor or graduate teaching assistant in a timely manner,
5. Seek further assistance from the Office of Disability Services, if necessary,
6. Discuss and request authorized testing accommodations from the class instructor at least TWO WEEKS prior to the scheduled test and/or quiz, including final exams, and/or

Students with disabilities are required to maintain the same responsibility for their education as other students attending West Virginia University at Parkersburg. Such responsibilities include maintaining the levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and providing appropriate notification of special needs.

FACULTY RESPONSIBILITIES

Faculty, instructors, graduate assistants, and staff **must respect the privacy of students by maintaining strict confidentiality of their knowledge that a student has a disability.**

Faculty should interact with a student in a way that does not bring to the attention of the other students that the person has a disability or that they are receiving accommodations. For example, modifications of testing procedures should be arranged with the student and carried out in a way that is not brought to the attention of the other students. (See: Test Taking Accommodations)

Students do not have to disclose the nature of their disability to you, and **you do not have the right to ask.** However, the letter of authorization of accommodations presented to you by the student from the Office of Disability Services will indicate the accommodations that are appropriate to the documented functional limitations created by the disability.

If a student presents documentation of a disability to you, such as a letter from a physician or report of an evaluation, **you should not accept the documentation.** Recommend that the student contact the Office of Disability Services to arrange for review of the appropriateness of the documentation and authorization of reasonable accommodations based upon the documented significant functional limitations created by the disability.

If a student provides you with a letter requesting accommodations from the Office of Disability Services, you and the University are required by law to provide the student with the accommodations requested in the letter.

Faculty who provide accommodations without following the process of the University in serving students with disabilities may be held personally liable for difficulties that arise in providing unauthorized accommodations.

Faculty are encouraged, however, to help to determine the most effective way of providing an authorized accommodation within the academic demands of their class.

Questions or concerns about a particular request for an accommodation should be addressed to the counselor in the Office of Disabilities Service who wrote the accommodation letter.

Academic demands vary greatly from course to course and class to class. It is not possible for counselors within the Office of Disability Services to know and understand the academic demands of all classes. Accommodations may be written with some latitude for the professor and student to determine what works best under the particular classroom demands.

SYLLABUS STATEMENT

The Student Instruction Committee of the Faculty Senate of West Virginia University-Morgantown, with the support of the Office of the Provost, has recommended that faculty, on a voluntary basis, consider including a social justice statement in each course syllabus. The following statement, which has been modified for West Virginia University at Parkersburg, is recommended:

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

CLASSROOM ISSUES AND GENERAL METHODS THAT MAY BE BENEFICIAL IN TEACHING STUDENTS WITH DISABILITIES

IMPORTANT INFORMATION ABOUT ALL STUDENTS WITH DISABILITIES

The purpose of disability related accommodations is to minimize the impact of the disability so that the student may have the same opportunity as all other students to acquire knowledge and demonstrate competence in a subject.

All students requesting an accommodation based on a disability must register with the Office of Disability Services and provide appropriate documentation. The student will then be provided with a 'Notification of Need for Accommodation', which will list the student's specific accommodations. The student must provide you with this notice. No other accommodations are authorized nor are you required to provide other than those listed on the letter. Although the student must present you with the Office of Disabilities Services letter requesting accommodations, the student must discuss with you which of the authorized accommodations he/she wishes to utilize, so that you can jointly determine how the specific accommodations will work in your classroom situation. All arrangements must be handled in a manner that respects the confidential nature of a student's disability.

It is important to only provide accommodations to students who have presented you with a letter from the Office of Disabilities Services authorizing accommodations within your class.

For the purpose of receiving academic accommodations based on disability, a student's condition must meet the Americans with Disabilities Act's (ADA) legal definition of disability. The Office of Disability Services counselors are qualified to determine if a student's documentation meets the University's guidelines and the level of impairment necessary to be considered a disability under state and federal laws.

It is not possible for the Office of Disability Services counselor to know the classroom demands for all courses offered at WVU at Parkersburg. Instances may arise where a requested accommodation does not seem to fit the classroom situation or an accommodation may be needed that is not addressed in the letter of accommodation. Please feel free to call the Office of Disability Services counselor to discuss any questions that may arise.

It is imperative that strict confidentiality be observed. Interactions with the student about disability related matters should be done privately and discretely. If accommodations must be arranged, contact with the student should be accomplished in a

manner that does not bring either the arrangements or the communication about the arrangements to the awareness of other students. If the student does not disclose the nature of disability, you have no right to ask.

STUDENTS WITH CHRONIC MEDICAL CONDITIONS: DIABETES, HEART PROBLEMS, CANCER, HIV/AIDS, EPILEPSY

If requested by the student, medical alerts or special circumstances related to various medical conditions or the treatment of such conditions will be addressed in a letter to you from the Office of Disability Services.

If a student informs you that he/she has a medical concern but has not registered with the Office of Disability Services, please recommend that the student contact that office.

You may from time to time receive a letter from the Office of Disability Services that simply informs you that a student has a medical condition. Such letters usually concern conditions that are in remission or are sporadic in nature. The letter may explain characteristics of the condition that may become a concern in the classroom such as narcolepsy, a neurological sleep disorder. In this case, the letter may explain the student's behavior and give you suggestions of ways to interact with the student during an episode.

It is important that strict confidentiality be observed. Most letters of accommodation you will receive will **not** disclose the nature of a student's disability. If the letter does not disclose the nature of the condition and if the student does not disclose the nature of his or her disability to you, you have no right to ask.

Accommodations for medical conditions are determined relative to the specific functions affected and are based upon documentation presented by the student. For example, accommodations may be necessary for mobility issues that affect the student's ability to sit or write. In such cases, the letter of accommodation will describe authorized accommodations relative to the functional limitations associated with the condition. If a situation arises that is not addressed in the letter of accommodation, please contact Office of Disability Services.

Students with disabilities are expected to meet the attendance and course requirements stated on your course syllabus, as well as all behavior and attendance requirements of West Virginia University at Parkersburg. Such students must meet the academic requirements expected of all other students. The purpose of disability related accommodations is to minimize the impact of the disability so that the student may have the same opportunity to acquire knowledge and demonstrate competence in a subject as all other students in the class.

Documentation criteria can be found in the Appendices.

STUDENTS WITH EMOTIONAL/PSYCHOLOGICAL DISABILITIES

It is imperative that strict confidentiality be observed. Interactions with the student relative to communicating about disability related matters should be done privately and discretely. If accommodations must be arranged, contact with the student should be accomplished in a manner that does not bring either the arrangements or the communication about the arrangements to the awareness of other students.

Students with disabilities must meet the attendance and course requirements stated on your course syllabus as well as all behavior and attendance requirements of West Virginia University at Parkersburg. Such students are expected to meet the criteria and academic requirements expected of other students.

Recommendations for accommodations are made on a case by case basis and utilize objective data related to a student's documented needs. Careful analysis of presented documentation is conducted to determine if the condition meets the criteria for disability described under federal statutes and case law and that functional limitations related to academic functioning are documented and verified by specific test data. If accommodations are approved, you will receive a letter from the Office of Disability Services listing approved accommodations.

It may be helpful to meet with the student to discuss assignments in advance so that the student may utilize personal resources most effectively to meet class deadlines.

Documentation criteria can found in the Appendices.

STUDENTS WITH HEARING IMPAIRMENT DEAF, HARD OF HEARING

It is important that strict confidentiality be observed. A student with a hearing impairment that is not apparent may wish that the impairment not be disclosed in any way.

Students who are deaf or hard of hearing may use a wide range of services and accommodations depending upon the degree of hearing loss and the language or communication system used.

Students with hearing impairments must demonstrate competence in a subject as well as that expected of their hearing classmates. If accommodations have been requested, you will receive a letter from the Office of Disability Services following review and verification of appropriate documentation.

Individuals who do not hear speech and use sign language develop patterns of language usage that are different from traditional English. These differences may become evident if students in your classes are required to take essay tests and/or do writing assignments. Grammar, syntax, and fluency may be affected by a person's hearing impairment. Also, persons with central auditory processing deficits, considered a type of learning disability, may show similar difficulties in their writing. When grading such assignments, please emphasize accurate and comprehensive content rather than style and structure of the language. It should be expected that papers be well written with evident effort.

If the student so requests the student should be allowed to sit in a location that allows good visual and auditory access to you and any visual aides you may use.

If an interpreter accompanies the student:

- you should discuss with the student and the interpreter the best location for the interpreter, to provide the greatest benefit to the hearing impaired student without distracting other students;
- the interpreter is with the student only to facilitate communication. **It is not appropriate to expect the interpreter to do any other task but facilitate communication for the student.** It is not the interpreter's responsibility to proctor tests, run errands, or discuss the student's academic or personal life;
- the interpreter should not participate in the class in any way and should not be asked to express his or her personal opinions at any time;
- you should speak directly to and maintain eye contact with the student, not the interpreter;

- the interpreter is in the classroom to facilitate communication for both the student and the instructor. You **can** ask for clarification from the interpreter about what the student has said;
- you should be aware that the processing time the interpreter takes to translate a message from its original language into another language may cause a short delay in the student's receiving information, asking questions, and offering comment;
- it is helpful to repeat the questions and remarks other students have made;
- use visual aides and the chalkboard to reinforce spoken presentations when possible;
- when possible, provide the student with class outlines, lecture notes, lists of new technical terms, and printed transcripts of audio and audio-visual materials;
- in most cases, assistance with note taking will be requested;
- communicate with the student in writing when conveying important information such as assignments, scheduling deadlines, etc., **particularly if the information is different from that contained on the syllabus**;
- keep your face in view of the student and speak in natural tones. A student who speech reads may have a difficult time following a lecture of a speaker with a beard or mustache;
- students with hearing impairments use a variety of accommodations, equipment, and compensatory strategies. Some students with hearing impairments or a central auditory processing disorder may ask you to assist them by using the Phonic Ear, a device that amplifies your speech. The student will provide you with a microphone and transmitter while the student wears a receiver and head phones. Since the student carries this device with him/her, he/she will present you with the equipment at the beginning of each class and take the equipment back from you at the end of each class period.

Documentation criteria can be found in the Appendices.

STUDENTS WITH LEARNING DISABILITIES

The term learning disability describes a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. No two students have exactly the same pattern or type of learning disability.

It is important to understand that a student with a learning disability, in order to meet the criteria for diagnosis, must have average to above intelligence. A student with a learning disability must meet the same criteria for enrollment in the University and its' various programs as all students and does not receive special consideration for enrollment because of a disability.

Many learning disabilities go undetected until a student enters college, because of their subtle nature. Difficulties that seemed only minor in elementary or high school may take on new proportions and become major problems in college, because of the nature of the college learning environment.

Students must provide specific documentation before accommodations are authorized for learning disabilities. West Virginia University at Parkersburg's guidelines for the documentation of learning disabilities can be found in Appendix A.

Only provide accommodations to students who have presented to you a letter from the Office of Disability Services authorizing accommodations within your class. If you are concerned about a student's performance in your class and feel a discussion about a possible learning problem would be helpful, please call a counselor in the Office of Disability Services or refer the student to our office.

Although a learning disability cannot be "cured," various academic interventions, accommodations, and the learning of compensatory strategies by the student can lessen the impact.

In general, faculty and instructors who use a variety of instructional modes will enhance learning for all students, including those with disabilities.

The following is a list of suggestions for teaching students with learning disabilities. These suggestions are not intended to be a substitute for a one-on-one discussion of a student's specific accommodations.

- Try to tie abstract concepts to concrete examples.
- Whenever possible, present information using multi-sensory presentations.
- Provide outlines of presentations/lectures.

- Be aware that students with learning disabilities may have a difficult time understanding spoken language in a large or noisy environment.
- In large lecture classes, arrange for or invite students to sit at the front of the class for better visual and auditory access to your presentations. Use visual representations of your verbal presentations whenever possible.
- Because many students with learning disabilities rely on being able to read lips in order to access spoken language, please do not speak with your back turned toward the students, such as when writing on the chalkboard.
- Whenever possible, explain important or complex information in more than one way.
- Consider multiple ways for students to present projects.
- Provide opportunities for extra point assignments for all students, not just students with learning disabilities.
- Be aware that students may request that you repeat explanations and assignments given during lectures.
- Provide many opportunities to meet with you. If requested in the letter of accommodation, it will be beneficial for some students to meet with you after taking a test or quiz in order for them to verbally clarify or enhance their written responses. Some students have difficulty putting in writing what they know. This opportunity to meet with you and review the test allows the student to show their understanding and knowledge of material that did not come forward in taking a written test. Please be open to a flexible exam format that allows the student to demonstrate his or her knowledge.
- Expect students with learning disabilities to perform at a level commensurate with their peers. Do not expect less and do not have a special grading system for students with learning disabilities.
- The techniques used with students with learning disabilities include good teaching strategies that are helpful to all students.

STUDENTS WITH NEUROLOGICAL, ORTHOPEDIC DISABILITIES, OR TRAUMATIC BRAIN INJURY

There are many medical conditions and types of head injury that limit mobility and/or hand functioning. Accommodations will vary in relation to the severity of the condition and the associated functional limitations.

Physical access to classrooms is a major concern for students with disabilities of this nature. Although effort is made to adjust student's schedules to allow adequate time to move between classes, sometimes close scheduling is unavoidable and occasional lateness may occur. If episodes become regular and unreasonable, the problem should be brought to the attention of the student and the communication documented. If necessary, contact the Office of Disability Services about your concerns. It is important to understand that University and your stated course policies apply in all cases.

If the physical access to a classroom is a concern and the Office of Disability Services is aware of the problem, classroom locations are sometimes moved prior to the beginning of the semester.

If you are aware that there is a student with a physical disability in your classroom, familiarize yourself with the building's emergency evacuation plan and assure that it is manageable for a student with mobility impairment.

If you are concerned about emergency evacuation and a student with an obvious impairment has not spoken to you about their needs, it is appropriate to approach them and discuss emergency evacuation of the building. Discuss options with the student and, if necessary contact the Office of Disability Services with any questions or concerns. The building supervisor for the particular building may be of assistance since an evacuation plan which addresses the needs of persons with disability has been developed for each building on campus.

Physical obstacles within the classroom may prevent full participation by the student. Every effort should be made to integrate the student into the class. Obstacles or lack of appropriate seating/tables should be brought to the attention of the building supervisor. If you have an immediate need, call the Office of Disability Services (424-8378) or the Director of College Services and Facilities (424-8225). If you have other concerns that the Director of College Services and Facilities cannot resolve, please contact the Office of Disability Services.

Laboratory stations too high for a person using a wheelchair to reach or transfer to or without sufficient under-counter knee clearance, may be modified or may be replaced by portable work stations. In some instances, the student may need the assistance of an aide to perform laboratory tasks.

Students with hand-function limitations may have difficulties both in the laboratory and in the classroom, manipulating instruments, taking notes and completing tests. A letter of accommodation will authorize appropriate accommodations. The instructor is responsible for making alternative test arrangements in the classroom and laboratory. If such arrangements have not been discussed in departmental meetings, colleagues, your department chair, or college dean will have information about testing arrangements.

Any discussion with the student should be done in a confidential manner and not be brought to the attention of other students within the classroom or laboratory.

STUDENTS WITH VISUAL IMPAIRMENTS OR BLINDNESS

A student may not wish to disclose his/her disability and as with all students with disabilities, accommodations need not be provided unless a student personally requests assistance from you and provides you with a letter from the Office of Disability Services authorizing accommodations.

It helps to have reading lists and book decisions made as early as possible so that, in the event a student with a visual impairment decides to take your class, sufficient time exists for arrangements to allow for enlarging, Braille, etc. of texts, readings, and other print media.

You may be asked to provide enlarged versions of your syllabus, handouts, quizzes, and examinations. You will be informed of the font size needed by the student. The quality of the copies, overheads, etc. provided to the student is important.

If the student requires Braille, arrangements can be made through the Office of Disability Services for your syllabus, handouts, etc. to be put into Braille.

In most instances, students will request seating near the front of the class. In some instances, specific distance requirements will be provided in the accommodation letter or by the student.

Lighting and glare from windows are often issues requiring attention. If such issues arise the student should be invited to bring such conditions to your attention. Seating adjustments can usually resolve these issues.

Consideration should be given to the presentation of all visual information presented to the class.

Some students with visual impairments are unable to see certain colors. If it is not disclosed in the accommodation letter, it may be valuable to ask the student if such a condition is a concern. When you utilize certain colors which the student is unable to see either during the presentation of information to the class, on papers, assignments, or grading test, the student is unaware of your comments.

It is important to convey in spoken words whatever you put on the chalkboard or present via power point, overheads, etc.

Providing some type of assistance with note taking is frequently requested.

Field trips and special projects should be planned well in advance.

Consideration and communication with supervisors for internships, etc. are necessary.

If a specific task is impossible for the student because of circumstances related to his/her disability, consider alternative assignments, unless the task is considered an essential function of the course.

Laboratory situations will require discussion with the student or the Office of Disability Services. Communication must occur with any graduate lab assistants about the student's needs in the laboratory. Another student may be willing to work with the student with visual impairments to assist in completing experiments. Additional time may be needed to complete lab assignments and complete reports.

Students with visual impairments may miss all nonverbal cues unless they are explained.

New or technical vocabulary used in a lecture should be spelled out, a practice that may also be of assistance to other students.

Verbal notice of room changes, special meetings, and/or assignments should always be given. Students are likely to miss a notice written on a chalkboard or on the syllabus.

If you use various visual aides during the class, it is helpful to provide more oral description for students unable to see the visually presented material.

Many students with visual impairments utilize textbooks recorded on cassette tapes. Most students with visual impairments are already members of the Recordings for the Blind and Dyslexic (RFB&D) and order whatever texts are available. If a student is not a member and asks you about such texts, please refer them to the Office of Disability Services for assistance.

If a text is not available on tape from RFB&D, there are computers available on campus that can read textbooks or enlarge print for the student. Through this scanning and reading process, the material can be saved to disc for future access to the material by the student. Only text material is readable by the adaptive computers. Please refer the student to the Office of Disability Services for instructions regarding the use of adaptive equipment.

Some students use the assistance of trained guide dog. These dogs are not pets and are trained to move at the direction of their owners and are well disciplined to function in a group of people. The student may wish to explain to the class that the dog should not be petted or addressed by anyone but the owner or may choose to have you make such an announcement. You should ask the student what to do in this regard.

If you are not certain about how to interact with the person who is blind or has a visual impairment ask the person for his/her suggestions in handling the situation.

Documentation Criteria can be found in the Appendices.

ACCOMMODATIONS

GENERAL INFORMATION ON ACCOMMODATIONS

Students are often not aware of the type of accommodation assistance they need in a class. It may take a few weeks or even past midterm for a student to understand the academic demands of a class. Some students may be shy or unsure about how to speak to you about their accommodation needs. Freshmen or students with a newly diagnosed condition may wait for some time to discuss their need for accommodations with you. Many students also try not to utilize accommodations unless they feel they really need assistance.

If the student chooses to delay implementation of the accommodation, he/she should be made aware that it is his/her responsibility to express the need for future accommodations in ample time to make arrangements. A general guideline is that a student give you two weeks notice of the need to have the accommodation implemented.

The 'Notification of Need for Accommodation' provided by the student from Office of Disability Services will indicate the general nature of the authorized testing accommodations, such as extra time, test reader, or test on tapes, etc. It is the student's responsibility to express to you his/her desire to have the authorized accommodation implemented. At the time the letter is presented to you by the student, or in a meeting scheduled with the student shortly thereafter, you can discuss with the student detailed implementation of the requested accommodations.

The arrangements made relative to providing accommodations for the student should be discussed in private and with careful consideration to the confidential nature of the student's disability.

REASONABLE and EFFECTIVE are two important criteria in determining the appropriateness of an accommodation. Thus, accommodations that are less intrusive and less complicated often work best.

Students who fail to notify you of their need for accommodation are NOT entitled to have poor performance records received prior to the notification expunged or removed.

TEST TAKING ACCOMMODATIONS

It is your responsibility as the instructor of a class, to arrange for testing accommodations.

The most frequently requested testing accommodation is extra time for test taking. In general this accommodation applies to all test situations including quizzes and final exams, in the classroom or lab. The amount of time requested is related to the functional limitations of the disability and the modifications needed within the testing situation. The amount of time requested may range from 50% to 100% extra time or more in very special circumstances. Because of classroom demands, it may be impossible to continue test taking in the room where the testing began. Having a student move to a different site to complete a test can lead to further difficulties for the student. The most desirable approach is to have the student take the entire test in an alternate location. Arrangements should be made prior to the testing so that transitions to other rooms are planned and do not bring attention to the student.

There are many ways to implement the extra time accommodation. To a large degree it is up to you as the instructor, given the nature of your teaching environment to determine how this accommodation will be implemented.

Students should NOT be exempt from examinations or be expected to master less content or achieve at a lower level of scholastic skill because of a disability.

Test accommodations may involve providing test readers or scribes for students who are visually impaired or unable to physically write, and in some cases, for students with learning disabilities. Providing a taped version of a test usually gives the student more independence than having a person read the test. Utilizing the test on tape allows the student to re-listen to a question as many times as necessary. Students with learning disabilities, particularly with difficulties in reading, often benefit from hearing questions read while following along on the written version. This is usually accomplished by providing a taped version of the test or in some instances allowing the student to read the test aloud. If reading aloud, verbal or taped test accommodations are being provided, a separate quiet environment will be necessary.

A frequently requested accommodation involves meeting with the student following a test or quiz in order to give the student an opportunity to verbally expound upon or explain his/her written responses. This usually involves short answer, essay, math, or scientific type test responses. Students with reading difficulties, dyslexia, or other problems with writing typically require assistance in this manner. Students with such learning difficulties can often be characterized as not being able to put on paper what they know. In classes like chemistry or physics they can often verbally explain concepts but have difficulty writing about them. The essence of the purpose of the accommodation is to provide a way that the student can show that he/she knows the information expected to be learned.

Some students have difficulty with multiple choice questions. Visual motor integration difficulties cause them to mark the wrong choice of responses even though they may have known the right response. In such cases, it may benefit the student to mark the response on the test itself and not use an answer sheet.

Generally, the letter you receive from the Office of Disability Services will describe to test accommodations that are appropriate. However, after working with the student, you may become aware of additional accommodations that may assist the student to meet the demands of your course. If such an accommodation is fundamentally different from those requested by the Office of Disability Services, you should call the counselor and discuss the appropriateness of the accommodation, before it is implemented.

The Disability Services Center is available for examinations, including final examination, on the Parkersburg Campus. Testing Procedures for the Disability Services Center are found in Appendix I. For further information, contact the Office of Disability Services.

For alternative testing accommodations at the Jackson County Center, please contact the Office of Disability Services Office or the Jackson County Center Counselor.

NOTE TAKING ACCOMMODATIONS

You will receive specific recommendations for the provision of accommodations for students who have difficulty taking notes. Students are often not aware of the type of note taking assistance that will work for them. Therefore, it may take a few weeks of class or even past midterm for the student to understand the demands of your class.

The most frequently used note taking accommodation is tape recording your lecture. If note taking assistance is requested and the student chooses to tape record your lectures, the letter of accommodation will also request priority seating to allow the student to sit close enough to use a tape recorder. It is the student's responsibility to obtain and maintain his or her own tape recorder and to do the taping during the class.

It is helpful not to move around the classroom excessively if students are taping your lecture.

You may also be asked to provide a copy of your lecture notes **if available**. You are not required to produce lecture notes if you do not use them when teaching. However, it is helpful for students with various types of disabling conditions, and who have difficulty with note taking, to receive a written outline of your lectures.

When note taking assistance is requested by the accommodation letter, an attachment to the letter further explains other methods of providing note taking assistance. Another possibility is to ask another student to help. **It is important to clarify with the student seeking assistance what type of authorized note taking assistance he/she wants to utilize.** Many times the student will not want assistance and will simply personally borrow notes from another student in the class. Students with disabilities who borrow notes are welcome to use the copier in the Office of Disability Services. However, it may be more convenient for the student to use your departmental copier.

Confidentiality and discretion should be considered in the implementation of these accommodations.

DISABILITY ETIQUETTE

DEALING WITH PEOPLE WITH DISABILITIES

Put people first, not their disability. Say *woman with arthritis, children who are deaf, people with disabilities*. This puts the focus on the individual, not the particular functional limitation.

Emphasize abilities not limitations. Consider: *uses a wheelchair/braces, walks with crutches*, rather than *confined to a wheelchair, wheelchair-bound, or is crippled*. Similarly, do not use emotional descriptors such as unfortunate, pitiful, and so forth.

Disability is a general term used for a functional limitation that interferes with a person's ability, for example to walk, lift, hear, or learn. It may refer to a physical, sensory, or mental condition. It may be used as a descriptive noun or adjective, such as *persons who are mentally and physically disabled or man with a disability*. Whereas, *impairment* refers to loss or abnormality of an organ or body mechanism, which may result in disability.

Handicap is not a synonym for disability. Handicap can be used when citing laws and situations but should not be used to describe a disability. For example, *the stairs are a handicap for her*.

GENERAL SUGGESTIONS

BE YOURSELF

Treat people with disabilities with the same respect and consideration that you have for everyone else. Treat the person as an individual. Don't assume that disability is all that person can talk about or is interested in. Find a topic of small talk, the way you would with anyone. Don't treat the person as a disability.

As in any new situation, everyone will feel more comfortable if you relax.

MEETING SOMEONE

Avoid actions and words that suggest the person should be treated differently. It's okay to invite a person in a wheelchair to "go for a walk," or to ask a blind person if they "see what you mean."

People who use wheelchairs may have a variety of different disabilities. Some have use of their arms and some don't. When you meet someone, extend your hand to shake if that is what you normally do. A person who cannot shake hands will let you know. The person will appreciate being treated in a normal way. If you are meeting a blind person, identify yourself. If you have met before, remind the person of the context; he/she won't have the visual cues to jog the memory.

HELPING

Do not automatically give assistance; ask first if the person wants help. Follow the person's cues, and ask if you are not sure. And don't be offended if someone refuses your offer of assistance. It's his/her choice to be as independent as he/she can be.

COMMUNICATION

Talk directly to the person, not to an aide, friend, or interpreter. Ask the person to repeat if you don't understand. If the person doesn't understand when you speak, try again. Don't let such persons think your communication with them is not worthwhile to you. If the person uses a wheelchair, sit down yourself and converse at the same level. Offer to make basic information available in large print, in Braille, on disk, and/or on the campus electronic network.

SOCIALIZING

Do not leave persons with disabilities out of a conversation or activity because you feel uncomfortable or fear that they will feel uncomfortable. Include them as you would anyone else. They know what they can do and what they want to do; let it be their decision whether or not to participate.

ENVIRONMENTS

Be sensitive about the setting. A noisy or dark environment, or many people talking at the same time might make it difficult for people with vision, speech, or hearing impairments to participate fully in conversation. Be aware of clear paths of travel for people who use wheelchairs or are blind. Describe goings-on and surroundings (especially obstacles) to a blind person. A person with chemical sensitivity may have a reaction to smoke, perfume, or other toxins in the environment. Be sensitive.

TOUCHING

Do not pet guide dogs, and do not pet or touch a person with a disability, unless there is a good reason (such as shaking hands in greeting or if the person has requested assistance). However, you may gently touch a deaf person to get attention. Never push a person's wheelchair without his/her permission. Please do not recoil if you meet a person with AIDS; shake hands as you would with anyone else. You can't get AIDS by touching.

AUXILIARY AIDS

Do not touch someone's cane, wheelchair, or other device. It is a part of that person's mobility aids. If you are interested in a demonstration of electronic aids, ask. Do not try to use such equipment unless you are invited to do so.

HIDDEN DISABILITIES

Not all disabilities are apparent. A person may have trouble following a conversation, may not respond when you call or wave, or may say or do something that seems inappropriate. The person may have a hidden disability, such as low vision, hearing impairment, a learning disability, or mental illness. Don't make assumptions about the person or the disability. Be open-minded.

FOR SPECIFIC DISABILITIES

VISUAL IMPAIRMENTS

Be descriptive. You may have to help orient people with visual impairments and let them know what's coming up. If they are walking, tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards. Be the assistant, not the director, let a blind person hold your arm and follow you.

You don't have to speak loudly to people with a visual impairment. Most of them can hear just fine.

Offer to read written information for a person with a visual impairment, when appropriate.

SPEECH IMPAIRMENTS

Listen patiently and carefully. Don't complete sentences for the person unless he/she looks to you for help. Don't pretend you understand what a person with a speech disability says just to be polite. Ask the person to repeat if you don't understand. Ask the person to write down a word if you're not sure what is being said.

HEARING IMPAIRMENTS

Face people with hearing impairments when you talk to them so they can see your lips. Slow the rate at which you speak when talking to a person with a hearing impairment.

Do not increase the level of your voice unless requested. Communicate in writing or use gestures, if necessary.

MOBILITY IMPAIRMENTS

Try sitting or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them.

Don't lean on a person's wheelchair unless you have permission – it's that person's personal space.

Be aware of what is accessible and not accessible to people in wheelchairs.

Give a push only when asked.

LEARNING DISABILITIES

Don't assume the person is not listening just because you are getting no verbal or visual feedback. Ask them whether they understand or agree. Don't assume you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension.

Offer to read written material aloud, when necessary.

COMPLAINT PROCEDURE

West Virginia University at Parkersburg recognizes and accepts its responsibility to act in accordance with the University's Affirmative Action Plan, State and Federal laws, and regulations. Therefore, WVU has established an internal complaint procedure to review, investigate, and resolve allegations of unlawful discrimination on the basis of age, color, disability, national origin, race, religion, sex (including sexual harassment), sexual orientation, or veteran status.

WVUP is committed to affirmative action and equal opportunities in all areas of employment and education and believes that this complaint procedure will benefit students, faculty, staff, and administrators. Our successes in these efforts will contribute to an improved environment in which to work and study. Individuals with discrimination related complaints, including affirmative action and equal opportunity complaints, are urged to utilize this internal Affirmative Action/Equal Employment Opportunity (AA/EEO) complaint procedure before filing a complaint with external enforcement agencies.

This policy does not preclude the use of any other complaint mechanism available to the complainant.

I. Requirement for Filing Complaints

- A. Any applicant for employment, current or former employee, or student (herein referred to as complainant) at WVUP may file a discrimination complaint with the AA/EEO Office.
- B. A complaint may be filed with the AA/EEO Office without first discussing the issues with any other University official. However, it is encouraged that individuals first attempt to resolve the complaint by bringing the issue to their supervisor or next level supervisor.
- C. A complaint should be filed within 30 days following the alleged discriminatory act, or the date on which the complainant knew or reasonably should have known of said act.
- D. The complaint must be filed with the AA/EEO – Social Justice office.

1. Further Provisions on Time Limits

All of the time limits contained within this complaint procedure may be extended with the approval of the Affirmative Action Officer, or his/her designee.

2. Discrimination Complaints Filed with Other WVU Departments or Units

Any complaint relating to discrimination on the basis of age, color, disability, national origin, race, religion, sex (including sexual harassment), sexual orientation, or veteran status that is filed with another WVUP department or unit shall be referred to the AA/EEO Office within twenty-four hours, or the next working day.

II. Responsibilities

1. The employee, job applicant, or student is responsible for:

- a. whenever possible, attempting to resolve complaints through an immediate supervisor or next level supervisor. If such discussions fail to resolve the complaint, the complainant may seek a review of his/her complaint in accordance with the steps outlined below,
- b. contacting the AA/EEO Office for advice and/or counseling if there is a concern about being discriminated against or harassed, and
- c. filing a discrimination complaint with the AA/EEO Office if the situation remains unresolved.

2. The AA/EEO Office is responsible for:

- a. receiving a complaint and assisting the complainant in defining the charge and completing the complaint form,
- b. apprising the person(s) named in the complaint (herein referred to as the respondent) and his/her administrative office of the allegation and notifying them that no retaliation may occur,
- c. assisting the individuals named in the complaint in interpreting the charge,
- d. obtaining a response to the complaint within ten (10) working days after receipt of the allegations,
- e. upon receipt of the response from the respondent named in the complaint, investigating the complaint further if necessary and appropriate. The AA/EEO office shall have access to all necessary documents, the right to interview witnesses, and the ability to bring together the complainant and respondent, if desirable,
- f. upon completion of the investigation, issuing a finding on the case to all individuals named in the complaint within twenty (20) working days. If

the evidence supports a finding that there is no basis for a charge of illegal discrimination, the AA/EEO Office shall indicate this conclusion to the complainant and advise him/her that the case is closed,

- g. making recommendations for the resolution of the complaint if unlawful discrimination is found, and
- h. monitoring the recommendations for implementation, and assuring that appropriate action is taken without retaliation against the complainant or respondent.

3. The respondent is responsible for:

- a. providing a response to the charge within ten (10) working days after receipt of the charge, and
- b. taking no retaliation or reprisal against the complainant, others related to the complainant, or persons involved in the complaint investigation.

4. The respondent's supervisor is responsible for:

- a. providing a response to the AA/EEO Office within seven (7) business days of the action taken with reference to the AA/EEO recommendations, and
- b. taking no retaliation or reprisal against the complainant, others related to the complainant, or person involved in the complaint investigation.

This policy does not prohibit the employer from taking disciplinary action in appropriate circumstances.

AA/EEO Campus Office:

Debbie Richards, Campus Affirmative Action Officer
Executive Assistant to the President for Policy and Social Justice
West Virginia University at Parkersburg
Room 1105
300 Campus Drive
Parkersburg, WV 26104-8647
(304) 424-8201 Voice
E-mail: Debbie.Richards@mail.wvu.edu

TECHNOLOGY AVAILABLE IN WVU AT PARKERSBURG ACADEMIC COMPUTING LABS, LEARNING CENTERS, AND THE OFFICE OF DISABILITY SERVICES

Software is available for use in certain adapted computers within Academic Computing Labs on the main campus and at the Jackson County Center, the Learning Centers, and the Office of Disability Services and is only for the use of authorized WVU at Parkersburg students, faculty, and staff.

ZOOMTEXT XTRA FOR WINDOWS is designed specifically for the low-vision user. The application integrates multiple technologies with options for screen magnification (such as full screen enlargement up to 20X, selected zoom and split screen), choice of screen color and mouse type, size, and color. The developer of ZoomText, AiSquared, claims that it is the most advanced screen magnifier on the market. In addition to general magnification features, it offers a fully integrated magnifier and screen reader. The document reading module, called DocReader, is a full-screen environment for text-to-speech from any Windows application including web pages and e-mail.

NATURALLY SPEAKING PROFESSIONAL FOR WINDOWS is voice recognition software that uses true continuous speech. Continuous speech is defined as speech spoken naturally and at a normal pace of up to 160 words per minute and more, without pausing between words. Words are immediately transcribed on the screen and into the chosen document. Advanced features include custom speech commands for automating tasks, spell checking, pronunciation, context recognition, word usage, and text-to-speech. A comprehensive active vocabulary of up to 55,000 words is available. Including customized vocabulary files, the system can store a total vocabulary of 230,000 words. Naturally Speaking is claimed to be fully integrated with Microsoft Word and Corel WordPerfect.

JAWS FOR WINDOWS is a screen-reading software package developed by blind people for people who are blind. The application works with, but does not replace, most computer applications. It offers individuals who are blind the opportunity to use a computer not only for general applications, but also for online resources such as surfing the web, and complex sentence structure. This application may be a useful tool for poor spellers, individuals who have dyslexia, or those who use English as a second language.

KURZWEIL 1000 FOR WINDOWS is a software application that works on a personal computer in conjunction with a scanner to convert printed words into speech. It was developed for people who are blind or vision impaired and focuses on access via keyboard commands. Some of the special features include the ability to scan text printed in English, French, Spanish, Italian, German, and Portuguese, currency recognition, electronic dictionary, choice of many different reading personalities, search and replace, text editing, background scanning, text highlighting, text magnification, and spell checking.

KURZWEIL 3000 FOR WINDOWS is a PC-based reading system that helps people with learning and reading difficulties improve reading speed and comprehension. Users can scan virtually any printed material and have it displayed on the computer screen. The text-to-speech feature reads aloud the printed word along with dual-highlighting for a multi-sensory approach to reading. These features also work directly with Internet browsers. Some of the special features include electronic dictionary, choice of many different reading personalities, search and replace, text editing, background scanning, text highlighting, text magnification, and spell checking. The main difference between Kurzweil 1000 and Kurzweil 3000 is that Kurzweil 3000 was developed for computer users who have vision. It is a windows-based, mouse-driven application that scans in both text and graphics with the option for color scanning.

APPENDIX A
DOCUMENTATION OF A LEARNING DISABILITY

All qualified West Virginia University at Parkersburg students must provide appropriate documentation for the diagnosis of Learning Disability prior to receiving disability based accommodations based upon that disorder. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of a learning disability must meet all of the following requirements in order to receive disability-related academic accommodations:

1. The report must be on the official letterhead, signed and dated by the evaluator, who must be a qualified or licensed professional;
2. Testing must utilize adult normed tests such as the WAIS-III;
3. The evaluation and report must be comprehensive and minimally address: Aptitude (IQ), Achievement (Reading, Math, and Written Language), and Processing (speed, visual-motor and auditory);
4. All sub-test scores must be provided for all tests reported;
5. Screening tests, such as the Wide Range Achievement Test (WRAT), the Nelson Denny Reading Test, or the Peabody Individual Achievement Test, are not acceptable in and of themselves as tests of achievement; a comprehensive test of achievement is required;
6. Testing must address the present impact of the student's disability on current academic functioning and should have been completed within five (5) years of beginning study at WVU;
7. The report must include test scores that substantiate a *significant impairment*** to learning/cognitive and academic functioning***;
8. The report must clearly state a diagnosis of the specific learning disability and should utilize Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition - TR, (DSM IV-TR) or ICD-10 diagnostic codes. Vague terms that imply a diagnosis such as "may have", "seems to have", "suggests" are not acceptable as diagnostic;
9. The evaluation report must specify the test scores and rationale used to determine the DSM-IV or ICD-10 diagnosis and suggested accommodations;
10. The report must include a history of the learning disability and previous accommodations.

**In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their significant impairment "substantially limits" their academic functioning.*

***A significant impairment means below average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the University level.*

****Poor grades in and of themselves are not acceptable as indicators of significant impairment in academic functioning for the purpose of documenting a disability.*

Contact the WVU at Parkersburg Office of Disability Services for more information or see our web site at <http://www.wvup.edu/ADA/INDEX.HTM>.

Voice: (304) 424-8378 TDD: (304) 424-8337 Fax: (304) 424-8372

E-mail: WVUP_Disabilitysv@mail.wvu.edu Alternative formats are available upon request.

Rev. 12/05

APPENDIX B
**DOCUMENTATION OF ATTENTION DEFICIT/HYPERACTIVITY DISORDER
ADHD/ADD**

All qualified West Virginia University at Parkersburg students must provide appropriate documentation for the diagnosis of Attention Deficit/Hyperactivity Disorder prior to receiving academic accommodations based upon that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of Attention Deficit/Hyperactivity Disorder must meet all of the following requirements in order to receive disability related academic accommodations:

1. The diagnostic report must be on official letterhead, typed, signed and dated by qualified professional such as a psychiatrist or licensed psychologist trained in the differential diagnosis of psychological/psychiatric disorders;
2. Diagnostic reports used to determine disability must be less than one year old and address both the current level of functioning and present need for accommodations;
3. Evaluation reports must include a clear statement of the DSM-IV-TR or ICD-10 diagnosis. Not all conditions listed in the DSM-IV-TR or ICD-10 are disabilities or impairments for the purposes of ADA;
4. Include a summary of assessment procedures and test scores used to make the diagnosis;
5. Include test scores that substantiate a *significant impairment*** to learning/cognitive functioning and academic functioning***;
6. Describe present symptoms and fluctuating conditions/symptoms in relation to the diagnosis; *If accommodations are requested based upon multiple diagnoses, documentation of all disabilities for which accommodations are being requested must meet documentation criteria for each disorder.*
7. List current medications and dosage, including side effects currently experienced by the student.

*In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their significant impairment "substantially limits" their academic functioning.

** A *significant impairment* means below average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 plan from the public school system is not documentation of a disability for the purposes of providing accommodations at the University level.

***Poor grades in and of themselves are not acceptable as indicators of *significant impairment* in academic functioning for the purpose of documenting a disability.

Contact the WVU at Parkersburg Office of Disability Services for more information or see our web site at <http://www.wvup.edu/ADA/INDEX.HTM>.

Voice: (304) 424-8378 TDD: (304) 424-8337 Fax: (304) 424-8372

E-mail: WVUP_Disabilitysv@mail.wvu.edu Alternative formats are available upon request. Rev. 12/05

APPENDIX C
DOCUMENTATION OF PSYCHOLOGICAL/PSYCHIATRIC DISABILITIES

All qualified West Virginia University at Parkersburg students must provide appropriate documentation of a psychological/psychiatric disability in order to receive academic accommodations based upon that disability.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability for which they are requesting accommodations. The cost of obtaining professional documentation is the student's responsibility. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA.

All diagnostic evaluation reports submitted as documentation of a Psychological/Psychiatric Disability must meet all of the following in order to receive disability-related academic accommodations:

1. The diagnostic report must be on official letterhead, typed, signed and dated by a qualified professional such as a psychiatrist or licensed psychologist trained in the differential diagnosis of psychological/psychiatric disorders.
2. Include test scores that substantiate a *significant impairment*** in academic functioning as it relates to the diagnosed condition. If the disorder interferes with cognitive performance specific diagnostic test data must be provided as evidence of this interference. Poor grades are not sufficient as evidence of a conditions impact on academic functioning.
3. Address both the current level of functioning and present need for accommodations. If documentation is more than 6 months old the treating professional must provide a letter updating all pertinent information.
4. Include a clear statement of the DSM-IV-TR or ICD-10 diagnosis. Not all conditions listed in the DSM-IV-TR or ICD-10 are disabilities or impairments for the purposes of ADA.
5. Include a summary of assessment procedures used to make the diagnosis.
6. Describe present symptoms and fluctuation conditions/symptoms in relation to the diagnosis.
7. Describe current medications and dosage, including side effects.
8. Describe functional limitations supported by the diagnosis and substantiated by test scores.
9. When accommodations are requested based upon multiple diagnoses, documentation of all disabilities for which accommodations are being requested must meet documentation criteria for each disorder.

Each student's academic accommodations will be determined on an individual basis and will be based on appropriate documentation. All new, transfer, or transient students must provide appropriate documentation in order to receive disability-based accommodations.

*In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their *significant impairment* "substantially limits" their academic functioning.

**A *significant impairment* means below average functioning. An IEP or 504 plan from the public school system is not documentation of a disability for the purposes of providing accommodations at the University level.

Contact the WVU at Parkersburg Office of Disability Services for more information or see our web site at <http://www.wvup.edu/ADA/INDEX.HTM>.

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APPENDIX D
DOCUMENTATION OF PHYSICAL/MEDICAL DISABILITIES

All qualified West Virginia University at Parkersburg students must provide appropriate documentation of a physical/medical disability in order to receive academic accommodations based upon that disability.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and its impact on the academic tasks for which they are requesting accommodations. The cost of obtaining professional documentation is the student's responsibility. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA.

All diagnostic evaluation reports submitted as documentation of a Physical/Medical Disability must include all of the following in order to receive disability-related accommodations:

1. The diagnostic report must be on official letterhead, typed, signed and dated by a qualified professional;
2. A clinical diagnosis including the date of original diagnosis of the disability and the date of last contact with the individual. The documentation must be recent and address current levels of functioning;
3. A summary of assessment procedures and diagnostic test data used to make the diagnosis and determine functional limitations;
4. Test scores that substantiate a *significant impairment*** in the area of functioning for which accommodations are being requested. All sub-test standard scores must be provided for all tests reported. If the impairment interferes with learning/cognitive or academic functioning, test scores must be provided that substantiate a *significant impairment*;
5. A clear link must be established between the requested accommodations and the substantiated functional limitations that are pertinent to the academic/functional demands of the academic setting in which the accommodations are being requested.
6. A description of the expected progression or stability of the impact of the disability over time should be included;
7. Treatments, medications, dosage and side effects, assistive devices/services currently prescribed or in use.

Each student's academic accommodations will be determined on an individual basis and will be based on appropriate documentation. All new, transfer, or transient students must provide appropriate documentation in order to receive disability-based accommodations.

*In order to meet the adult criteria of "disability" under federal laws a person must provide documentation of how their *significant impairment* substantially limits their functioning in the area for which accommodations are being requested.

**A *significant impairment* means below average functioning. An IEP or 504 plan from the public school system is not documentation of a disability for the purposes of providing accommodations at the University level. Poor grades in and of themselves are not acceptable as indicators of *significant impairment* in academic functioning for the purpose of documenting a disability.

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APPENDIX E
DOCUMENTATION OF DEAFNESS AND HARD OF HEARING

All qualified West Virginia University at Parkersburg students must provide appropriate documentation of deafness and hardness of hearing in order to receive academic accommodations based upon that disability.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and its impact on the academic tasks for which they are requesting accommodations. The cost of obtaining professional documentation is the student's responsibility. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to assure that reasonable, effective accommodations are provided to all qualified students in a timely manner.

Documentation of Deafness or Hard of Hearing must meet all of the following:

1. A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student's academic functioning;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate;
3. Medical information relating to the student's needs, the status of the individual's hearing (static or changing) and its impact on the demands of the student's academic program;
4. A statement regarding the use of hearing aids (if appropriate);
5. A statement of the functional limitations of the hearing loss.

Each student's academic accommodations will be determined on an individual basis and will be based on appropriate documentation. All new, transfer, or transient students must provide appropriate documentation in order to receive disability-based accommodations.

*In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their *significant impairment* "substantially limits" their functioning. A *significant impairment* means below average functioning. An IEP is not documentation of a disability for the purposes of providing accommodations at the college level.

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APPENDIX F
DOCUMENTATION OF BLINDNESS AND LOW VISION

All qualified West Virginia University at Parkersburg students must provide appropriate documentation of the diagnosis of blindness or low vision prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of blindness and low vision must include all of the following in order to receive disability-related accommodations:

1. Be in the form of a signed, and dated report on the official letterhead by a qualified and credentialed professional;
2. A clear statement of the diagnosis with supporting numerical description of vision limitations that is within five (5) years of beginning study at WVU;
3. A summary of the present symptoms used to meet the criteria for diagnosis of the specific condition;
4. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including a summary of evaluation results;
5. Current medical information relating to the student's needs and the status of the student's vision (static or changing), including the use of corrective lenses and ongoing visual therapy (if appropriate);
6. A description of the student's functional limitations supported by the diagnostic data, and how they would relate to a significant impairment** in academic functioning.

*In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their significant impairment "substantially limits" their cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

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APPENDIX G

DOCUMENTATION OF TRAUMATIC BRAIN INJURY

All qualified West Virginia University at Parkersburg students must provide appropriate documentation for the diagnosis of traumatic brain injury prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the West Virginia University at Parkersburg Disability Services Office and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of traumatic brain injury must include all of the following in order to receive disability-related accommodations:

1. Be in the form of a signed and dated report on official letterhead, prepared by qualified physician.
2. Include a clinical diagnosis including the date of original diagnosis of the traumatic brain injury and the date of last contact with the individual.
3. Include a summary of assessment procedures used to make the diagnosis and determine functional limitations.
4. Identify the major life activities affected by the student's traumatic brain injury that will affect the student in an academic setting.
5. Include test scores that substantiate a *significant impairment*** to learning, cognitive and academic functioning*** as it relates to the student's traumatic brain injury. All subtest standard scores must be provided for all tests reported.
6. Address both the current level of functioning and present need for accommodations, including an assessment of the individual's cognitive abilities, including processing speed and memory.

*In order to meet the adult criteria of "disability" under these federal laws a person must provide documentation of how their significant impairment "substantially limits" their cognitive and academic functioning.

**A *significant impairment* means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

***Poor grades in and of themselves are not acceptable as indicators of a significant impairment in academic functioning for the purpose of documenting a disability.

Contact the WVU at Parkersburg Office of Disability Services for more information or see our web site at <http://www.wvup.edu/ADA/INDEX.HTM>.

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APPENDIX H

DOCUMENTATION CRITERIA FOR THE USE OF A SERVICE ANIMAL

Some West Virginia University at Parkersburg students with disabilities require the use of a service animal. In order to use a service animal within academic settings and at University functions, all qualified students must provide appropriate documentation of a diagnosed condition and the associated functional limitations that create the substantial need for the use of a service animal. This must be done prior to receiving disability accommodations based upon that disorder. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the WVUP Disability Services Office and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

The student must provide appropriate documentation of a diagnosed condition that substantiates the need for the use of a service animal on campus and at University functions. Such documentation must meet the following requirements:

1. The signed report must be completed by a qualified and licensed health care provider, and must be dated and on the official letterhead of the provider.
2. The evaluation report must be recent (typically with one year of the request).
3. The report must include all diagnostic test scores or values that relate to the diagnosis and functional limitations.
4. The report must indicate how the disability contributes to a *significant impairment*** in functioning for which the accommodation is being provided.
5. The report must substantiate the need for a service animal.
6. The student must provide documentation that shows that the service animal is certified to provide the necessary service.

*In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment substantially limits his or her functioning within the area for which they are requesting disability-based accommodations.

**A significant impairment means below-average functioning as measured through an objective evaluation by an individual qualified and licensed within the specialty area of concern.

WVUP defines "service animal" as an animal individually trained to perform tasks for the benefit of the individual with a disability. WVUP defines a companion animal as an animal that provides emotional support for an individual. WVUP does not permit the use of a companion animal as a disability-based accommodation.

Contact the WVU at Parkersburg Office of Disability Services for more information or see our web site at <http://www.wvup.edu/ADA/INDEX.HTM>.

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APPENDIX I
**TESTING PROCEDURES FOR WVU AT PARKERSBURG STUDENTS WITH
DOCUMENTED DISABILITIES**

The Disability Services Center is available for examinations, including final examinations, under the following conditions:

- All requests for proctoring examinations must be forwarded by faculty to Disability Services Personnel in the Disability Services Office, Room 1019, (304) 424-8378. Office hours are currently 8 a.m. to 4 p.m. Testing services at the Jackson County Center are coordinated by the Jackson County Counselor (304) 372-6992.
- An exam date and time will be scheduled by the student for their examination to be proctored in the Disability Services Testing Center. Examinations should be scheduled at least four days in advance.
- The faculty member must deliver the exam to the Disability Services Testing Center before the appointment and must pick the exam up by the following day. Students will not be allowed to bring the exam to the center themselves nor return the exam to the instructor.
- Time limits for the examination are to be communicated by faculty to Disability Services Personnel. Test Delivery Forms will be provided to faculty to submit with their examinations so that special testing can be given.
- The only accommodations provided are those stipulated in the student's accommodation letter.
- Once examinees are in the testing location they are NOT permitted to leave for any purpose longer than an ordinary trip to the restroom.
- At NO time will an examinee be allowed to leave the testing location after completing a portion of the examination and then return at a later time to finish the examination.
- Disability Services personnel will provide security for all testing materials once received by the Center office.
- Examinees admitted only with PHOTO ID unless:
 - A. Accompanied by the instructor
 - B. Personally known by the Center staff
- Observation of cheating behavior will be reported to both the faculty member and examinee.
- Students will be responsible for contacting instructor and testing staff when they are unable to test on scheduled date. Instructors will be informed by testing center staff of examinees not reporting for test appointments.
- A log will be kept by Center personnel on arrival and departure times of one taking test.