

**West Virginia University at Parkersburg
Office of Disability Services
Student Resource Manual**

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Welcome to the Office of Disability Services

The Office of Disability Services is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations. Accommodations are given to provide you with equal access to opportunities at West Virginia University at Parkersburg. All accommodations must be based on approved documentation of your disability and your significant functional limitations supported by diagnostic test data.

The following information is designed to help you, the student, understand the policies and procedures concerning disability-related accommodations at West Virginia University at Parkersburg (WVUP) and to assist you in obtaining the services that are available to all students. WVUP encourages all academically qualified students, including those with disabilities, to take advantage of its academic programs. It is WVUP's policy to not discriminate against qualified persons with disabilities in the admissions process or in educational programs, services, and activities.

Because of the legal nature and complexity of obtaining disability-related accommodations within your academic program, it is important to read and understand the policies and procedures described in this manual.

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 Campus Affirmative Action Officer.

Contact Information

Office of Disability Services

Room 1019
300 Campus Drive
Parkersburg, WV 26104-8647
(304) 424-8378, voice
(304) 424-8337, TDD
Email: WVUP_Disabilitysv@mail.wvu.edu

Coordinator of Disability Services

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Campus Affirmative Action Officer

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Rights and Responsibilities of Students with Disabilities

Student Rights

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

- information (in accessible formats)
- confidentiality: information about your disability will not be disclosed without your written permission, unless it is required by law or on a need-to-know basis
- an equal opportunity to learn
- reasonable and appropriate 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 WVUP Office of Disability Services
- disclose your 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, as described in the *WVUP Code of Rights and Responsibilities*
- follow all University policies and procedures for obtaining reasonable accommodations and services
- meet the requirements and maintain the standards for all students for activities, programs, services, and courses.

Disability Laws

The Americans with Disabilities Act (ADA) of 1990

According to the ADA, 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; (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 ADA prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person in consideration must be otherwise qualified for the job, program, or service.

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 includes 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.

How these Laws Apply to Higher Education

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 were designed to ensure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

In the application of both laws, students with disabilities must be qualified to participate in 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
- provision of auxiliary aids and services.

Individuals who pose a *direct threat* to their own health or safety or the health or safety of others will not be considered qualified.

The law requires higher education institutions to ensure that all programs, services, or facilities are 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
- undue financial or administrative burden.

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.”

The University does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring or typing (United States Office of Civil Rights, July, 2002).

The institution 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 students with disabilities from any course of study solely on the basis of their 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

- 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 that students be given the opportunity for equal participation in the University's programs. This is done 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.

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

Admissions

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 WVUP 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 various majors and programs are available in the University catalog.

Program and course requirements will not be waived. However, reasonable accommodations are provided as appropriate means for a student with a disability to be able to satisfy published requirements for a program.

Please contact the WVUP Office of Admissions and Records (1-800-WVA-WVUP or (304) 424-8220) to obtain admission applications or additional admissions information.

Instructions for Obtaining Accommodations

Students who would like to obtain disability-related accommodations must take the following steps:

1. Make sure that you allow a reasonable amount of time for appointments to be scheduled, documentation to be reviewed, and appropriate accommodations to be developed. Sometimes, this can take a semester, so *begin the process as early as possible*.
2. Go to the Office of Disability Services (Room 1019 on the Parkersburg Campus) to register with the office. Students at the Jackson County Center Campus may contact the Jackson County Counselor
3. Provide the Office of Disability Services with appropriate documentation (medical, psychological, or other diagnostic reports) of your disability and associated functional limitations for which you are requesting accommodations. Your documentation must meet university criteria for documentation of your specific disability. Please see the appendices for documentation criteria.

NOTE: A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations. An Individual Education Plan (I.E.P.) or 504 Plan from the public school system is not documentation of a disability for the purposes of providing accommodations at the college level.

4. Following approval of your documentation, meet with a disability counselor in the Office of Disability Services to sign a release of information form (required for accommodation letters) and receive letters to your professors requesting disability-related accommodations.
5. As early as possible, deliver the letters requesting accommodations *in their sealed envelopes* to your professors, and schedule an appointment to meet with them to discuss the accommodations.
 - You must *verbally* request accommodations from your professors in order to receive the accommodations. There may be more authorized accommodations listed on the letter that you need at that time. Meeting with the professor allows you to discuss which accommodations you need and how the professor might implement the accommodations within that particular classroom situation.
 - Allow at least two weeks for your professors to implement the accommodations.
 - If you need authorized accommodations for tests or quizzes (including final exams), request such accommodations from your professors at least two weeks prior to the scheduled test or quiz.

Note: Your professors will not provide disability-related accommodations without authorization from the Office of Disability Services.

6. If you have problems with accommodations for a particular class, *speak to your professor first*. Discuss modifications to the accommodations that are within the scope of what has already been authorized. If the problem persists, contact the Office of Disability Services for assistance.

7. Meet *every semester* with the Office of Disability Services to arrange accommodations for your classes.

Documentation of a Disability

In order to be eligible to receive disability-related accommodations, all WVUP students must provide appropriate documentation of their particular disability. WVUP has specific criteria that documentation must meet before accommodations are authorized. The documentation must include the following:

1. **Diagnostic Information:** Diagnostic data must be provided that shows a significant impairment to functioning. If the impairment interferes with cognitive functioning, diagnostic tests scores must substantiate a significant impairment and establish a clear link between requested accommodations and the impairment. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

Note: If an impairment interferes with cognitive performance, evidence must be provided of this interference beyond poor grades in school.

2. **Degree of Impact:** Documentation must describe the degree of impact the diagnosed disorder has on the functioning of the student.

3. **Specific Documentation Criteria:** Documentation criteria are different for every disability. See the appendices for documentation criteria for the following disabilities:

- Learning Disabilities
- Attention Deficit/Hyperactivity Disorder (AD/HD)
- Psychological/Psychiatric Disorders
- Physical/Medical Disabilities
- Blindness and Visual Impairments
- Deafness and Hearing Impairments
- Traumatic Brain Injury

Confidentiality

The Office of Disability Services is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law.

Who Has Access to Your Information?

No one has immediate access to student files except Office of Disability Services staff. To protect confidentiality by ensuring limited access, all disability-related information should be filed with the Office of Disability Services.

Any information regarding a disability is considered confidential and only shared within the University when there is a legitimate reason. Information about your disability will not be disclosed to individuals outside of the University without your written permission unless required by law or on a need-to-know basis.

Written Permission

Information that is disclosed on your behalf is done with your written permission. Only general information related to services, policies, and procedures will be given to your parents or guardians without your permission in the form of a personally signed release of information.

Letters Authorizing Accommodations

On a semester-by-semester basis, as you request, your disability counselor will write letters authorizing accommodations based upon your documented functional limitations.

These letters will describe to your professors the accommodations authorized for your disability but will *not* disclose the nature of your disability. The letter instructs the professor not to ask you about the nature of your disability. Whether or not to disclose the nature of your disability is your decision. You are responsible for delivering the letters to your professors in a timely, confidential manner.

University faculty and staff do *not* have a right or a need to access diagnostic or other information regarding your disability. However, faculty and instructors do need to know what accommodations are necessary or appropriate to meet your disability-related needs.

It is important to realize that you must request letters authorizing accommodations in person from the Office of Disability Services every semester for your classes and university activities. You must also sign a release of information for the disclosure of information relative to your disability.

Special Situations

On occasion, it may be necessary to disclose the nature of your disability in a letter authorizing accommodations in order to assist you in potential safety or emergency situations, such as fire drills, building evacuations, and specific medical situations. Questions about this policy should be directed to the Office of Disability Services.

Your file may be released pursuant to a court order or subpoena.

Accessible Parking

The Disability Services Office (Room 1019) provides temporary accessible parking permits to qualified students. To obtain this permit, you must provide a medical report (on official stationery), signed and dated by an appropriate medical professional, that includes the following:

- a description of a specific diagnosis
- a statement that accessible parking is needed
- the length of time the permit will be required.

If the permit is requested for more than a month, you may be required to obtain a state permit issued by your home state. West Virginia residents may obtain the forms (that must be completed by a physician) from the West Virginia Department of Motor Vehicles (DMV) or from the Student Health Services Center.

College Services

Academic Advising

The Office of Disability Services disability counselor does not serve as your academic advisor. Your Academic Advisor is a faculty member who teaches in your area of interest and who is assigned to assist you in your selection and scheduling of classes in addition to providing guidance regarding career opportunities in the field. Undecided majors will be advised by the Orientation, Advising, Testing Services (OATS) staff who are located in Room 1208. Undecided majors at the Jackson County Center will be advised by the Jackson County Center Counselor.

Tutoring and Other Academic Services

The Learning Center offers peer and faculty tutors for many developmental and introductory level courses. Free tutoring is generally available from 8 pm to 4 pm in Room 0404 (basement) on the Parkersburg campus and at the Jackson County Center (JCC). Tutoring is only available for specific subjects, and availability varies from location to location. For more information about the Learning Center on the Parkersburg Campus, contact (304) 424-8278. For more information about the JCC Learning Center, contact (304) 372-6992.

Technology

Software is available for use on certain adapted computers in Academic Computing Labs on the main campus and at the Jackson County Center, the Learning Centers, the Library, and the Office of Disability Services. Adapted computers are available to authorized students. Speak with a disability counselor in the Office of Disability Services to determine if this technology would be helpful for you. See the appendices for a list of the available software.

Grade Appeals

If you wish to appeal your final grade in a course you must follow the Final Grade Appeals process described in the WVUP Undergraduate Catalog.

Absences

The attendance policy described in the WVUP Undergraduate Catalog and other attendance policies listed on class syllabuses apply to all students, even if you are registered with the Office of Disability Services.

WVUP policies and procedures that apply to all university students also apply to students with disabilities.

Orientation, Advising, Testing Services (OATS)

The Orientation, Advising, Testing Services (OATS) offers a broad base of services and resources to help students become successful in achieving educational and individual goals and in transitioning into the college environment. Services include assessment of skills at entrance to ensure proper placement into courses, academic advising for undecided majors, and other services to enhance individual and academic potential. To schedule an appointment or to obtain additional information, call (304) 424-8211 or 1-800-WVA-WVUP (West Virginia and Ohio only), ext. 211. Appointments can also be scheduled with the Jackson County Counselor by calling (304) 372-6992.

Career Center

The Career Center offers a variety of services to assist students with career planning and development, including a career library, career counseling, and advising, career exploration testing, and internet access to other support services. For more information, call (304) 424-8304 or 1-800-WVA-WVUP (West Virginia and Ohio only), ext. 304.

Discrimination Complaints

West Virginia University at Parkersburg recognizes and accepts its responsibility to act in accordance with the University's Affirmative Action Plan and state and Federal laws and regulations. Therefore, WVUP 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. Individuals with discrimination-related complaints are urged to use this Internal Affirmative Action/Equal Opportunity (AA/EO) complaint procedure before filing a complaint with external enforcement agencies.

Using the University's complaint procedure does not mean that you cannot also use another complaint mechanism.

Any WVUP student may file a discrimination complaint with the AA/EO Office located in Room 1105, telephone number (304) 424-8201.

A complaint may be filed with the AA/EO Office without first discussing the issues with any other University official. However, individuals are encouraged to first attempt to resolve the complaint by bringing the issue to their instructor and their disability counselor.

A complaint should be filed within 30 days of the alleged discriminatory act or within 30 days of the date on which the complainant knew or reasonably should have known of said act.

The complaint must be filed with the AA/EO Office. Any complaint relating to discrimination that is filed with another WVU department or unit shall be referred to the AA/EO Office within twenty-four hours, or the next working day.

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

A student filing a complaint is responsible for:

- Whenever possible, attempting to resolve a complaint through the instructor or his or her supervisor, such as the department chairperson. If a graduate student is teaching the class, the student should talk with the graduate assistant or the faculty person supervising the class
- Contacting the AA/EO Office for advice and/or counseling if there is a concern about being discriminated against or harassed
- Filing a discrimination complaint with the AA/EO Office if the situation remains unresolved.

The AA/EO Office is responsible for:

- Receiving a complaint and assisting the complainant in defining the charge and completing the complaint form
- Apprising the person(s) named in the complaint and his or her administrative office of the allegation and notifying them that no retaliation may occur
- Assisting the individual(s) named in the complaint in interpreting the charge
- Obtaining a response to the complaint within ten working days after receipt of the allegations
- Upon receipt of the response from the person(s) named in the complaint, the AA/EO may investigate the complaint further if necessary and appropriate. The AA/EO Office shall have access to all necessary documents, the right to interview witnesses, and the ability to bring together the complainant and the person(s) named in the complaint, if desirable
- Upon completion of the investigation, issuing a finding on the case to all individuals named in the complaint within twenty working days. If the evidence supports a finding that there is no basis for a charge of illegal discrimination, the AA/EO Office shall indicate this conclusion to the complainant and advise him or her that the case is closed
- Making recommendations for the resolution of the complaint if unlawful discrimination is found
- Monitoring the recommendations for implementation and ensuring that appropriate action is taken without retaliation against the complainant or person(s) named in the complaint

The person(s) named in the complaint is responsible for:

- Providing a response to the AA/EO Office about the charge within ten working days after receipt of the charge
- Taking no retaliation or reprisal against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The supervisor of the person(s) named in the complaint is responsible for:

- Providing a response to the AA/EO Office within seven business days of the action taken with reference to the AA/OE recommendation
- Taking no retaliation or reprisal against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The policy does not prohibit WVUP from taking disciplinary action in appropriate circumstances.

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.

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>.

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

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.

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

Rev. 12/05

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

**ACADEMIC COMPUTING LABS, LEARNING CENTERS, LIBRARY, 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, the Library, 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.
