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Mission and Goals

It is the mission of the Office of Accessibility Resources (OAR) to remove barriers and ensure equal access for all qualified students with disabilities.

In support of this mission, the goals of the Office of Accessibility Resources are to:

- Serve as advocate for students with disabilities while promoting independence, self-determination, and responsibility;

- Coordinate and provide accommodations and related support services for students with disabilities;

- Assist the University in compliance with the provisions of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973;

- Provide training and support for faculty, staff, and administration regarding the needs of students with disabilities;

- Provide consultation, information, and outreach to parents and prospective students regarding the needs of students with disabilities;

- Foster awareness and understanding University-wide of the impact of disabilities on individuals.
Process/Procedure: How to register with OAR

It is your responsibility as a student to disclose your disability and to request academic or physical accommodations. You should make your request in a timely manner to the Office of Accessibility Resources (OAR) and every reasonable effort will be made to provide services.

Requests for accommodations or services can be made at any time. However, some accommodations may take additional time to put in place, so it’s best to make your request as early as possible in the semester. Accommodations are not retroactive and cannot be made for events or exams that have occurred prior to the request.

The process for obtaining accommodations is as follows:

1. Make an appointment with the Office of Accessibility Resources (OAR).
2. Complete a Registration and Request for Services Form (found in Appendix A) to register with OAR.
3. Provide current documentation of your disability (see Documentation Guidelines, below, for more information on appropriate and acceptable documentation).
4. Once a Request for Services form and documentation are received and reviewed, you will work with OAR to determine necessary accommodations and initiate an Accommodations Plan.
5. OAR will write Accommodation Letters for your instructors.
6. OAR staff will sign the letters. You will sign the letters.
7. You are then responsible for delivering the letters to your instructors and discussing your accommodations with them.
8. OAR will be available for consultations with faculty and meetings with students and faculty upon request.
9. Accommodations must be reviewed and new letters generated each semester in which you are enrolled.
Documentation Guidelines

Each student requesting accommodations must provide current, comprehensive documentation of a disability by a qualified professional (which may include, depending upon the nature of the disability: a physician, psychologist, audiologist, speech-language pathologist, Vocational Rehabilitation Counselor, physical therapist, optometrist, or learning disabilities specialist).

The Federal definition of a person with a disability is a person who (1) has a physical or mental impairment which limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment. The determination of whether an individual has a disability under the law is not based on the name or diagnosis of the impairment but rather the impact of that impairment on the life/learning of that individual.

Please remember that documentation serves two purposes: 1) to establish that a student meets the definition (above) of a person with a disability; and 2) to describe functional limitations in order to support the need for and reasonableness of specific accommodations. All documentation provided is reviewed in light of these purposes.

In general, documentation of disability should be typed on letterhead stationary or be in a report format and should include the following:

- A clearly stated diagnosis;
- A description of the diagnostic methodology used;
- A description of the student’s current functional limitations in an academic environment;
- A description of the expected progression or stability of the disability;
- The signature, printed name, title, professional credentials, and contact information of the evaluator; and
- The date of the most recent evaluation.

Other points to remember:

- Because provision of accommodations and services is based upon the current impact of the disability, it is in your best interest to provide the best, most recent documentation.
- Documentation should be current within three years. However, each case is evaluated on an individual basis and exceptions may be granted depending upon circumstances and the disability.
• Keep in mind that assessments done in childhood may not be sufficient documentation for an adult college student.

• Should you need a current assessment, assistance will be given in identifying resources where necessary testing can be provided. OAR does not pay for nor provide testing and/or diagnosis.

• Documentation should address your ability to function in an academic environment and may include recommendations for accommodations. OAR is not obligated to provide specific accommodations as recommended by evaluators. All accommodations are determined on a case-by-case basis in collaboration with the student and in consideration of that student’s unique situation, the particular course load, and setting.

• A school plan such as an Individualized Education Plan (IEP) does not alone constitute documentation of disability but may be included in a student’s overall assessment.

• A physician’s prescription pad note is not acceptable as documentation of disability.

• Submission of documentation does not complete the process. You must meet with OAR to discuss and plan services.

Information regarding a student’s disability is not obtained through the admissions process. Disability-related information and records are maintained separately from academic records. Therefore all documentation of disability should be sent directly to OAR.
Confidentiality

OAR considers all materials pertaining to a student’s disability as confidential. Written material and documentation of disability obtained by OAR is used to verify disability and plan services.

Disability information is shared only on a limited basis within the University and then only when there is compelling educational reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

It is only necessary to share with faculty the information that the student has a documented disability and the need for accommodations. Faculty members do not need to know the nature of the disability, only that it has been appropriately verified by OAR.

Disability-related records are maintained separately from academic files and are excluded from free access under FERPA. A student may request to view the contents of his/her own file when an OAR staff member is present. All documents in the file are the property of OAR. Files will be retained for five years after students leave the University.

Disability information may be released only when a student signs a Release of Information form with OAR.
Overview of Services

Services offered to students with disabilities are designed to level the playing field for those students and ensure access by providing accommodations. Services are provided when deemed necessary and reasonable for a particular student and are determined on a case-by-case basis.

Accommodations Plan/Accommodations Letters

An Accommodations Plan specifies appropriate classroom accommodations, which may include: alternative testing arrangements, extended time, reduced-distraction testing rooms, readers, scribes, alternative format materials (such as handouts and textbooks), use of a word processor, recorders, SmartPens, captioning of videos, interpreters, or assistive technology. The Accommodations Plan is created collaboratively with the student and OAR. From that plan, Accommodations Letters are generated for each class.

Testing Accommodations

Students with documented disabilities sometimes need alternative testing accommodations. These accommodations are designed to adjust testing conditions to validly measure what the student with a disability has learned rather than measuring the impact of that person’s disability. The most common testing accommodations include: extended time (time-and-a-half or double time); a reduced-distraction environment; use of a reader or text-to-speech software; use of a computer, scribe, or speech-to-text software; or exams given using alternative materials (such as Braille or large print). Please see the section of this handbook titled: Test Proctoring Procedure.

Advocacy Assistance

OAR is available to provide support and advocacy to address the unique personal and academic issues of students with disabilities. OAR does not provide therapy or counseling, but can refer you to appropriate resources as needed.
Other services/assistance available:

**Computer services** include: identifying and locating text-to-speech or speech-to-text software; identifying and using other accessibility features (such as magnification features).

**Interpretive services:** Sign-language interpreters or CART services can be arranged through OAR.

**Accommodations for Temporary Disabilities:** If you have a temporary disability (due to an injury or illness), OAR can provide some accommodations on a temporary or short-term basis. Please make an appointment to discuss your situation.
Self-Advocacy

Talking with instructors about accommodations.

Once you meet with OAR, create an Accommodations Plan, and generate Accommodations Letters, it is up to you to deliver those letters to your instructors. By delivering the letters yourself, you are better able to preserve your privacy and confidentiality. This practice also allows you to talk with your instructor about your accommodations and discuss your individual needs. The following are some tips that will help the process go more smoothly and allow you to practice self-advocacy skills.

Make an appointment to meet with your instructors.

The time immediately before or immediately following a class is not the best time to talk with your instructor about accommodations. Often, the time right after class is a time when many students will approach the instructor with questions. Also, many instructors have other classes or other obligations directly after class and cannot linger. For these reasons, the instructor most likely cannot provide you with his/her full attention and certainly not privacy in discussing confidential matters. Therefore, you should approach your instructor after class to arrange an appointment.

Be polite, be respectful.

If you are rude and demanding, your instructor (and you) may become defensive and the conversation is not likely to be productive. You can receive accommodations or the assistance you need without demanding.

Be prepared.

When you arrive at your scheduled appointment, know what you’re there to discuss. If you are presenting your letters or going over your accommodations, know what they are and what you need. Be ready to discuss how your disability impacts you. Although you do not have to disclose your disability, it is helpful for your instructor to know how it affects you in the classroom. For instance, do you have difficulty following a lecture and taking notes at the same time? Can you see or hear the information presented in class? By understanding and being able to share this information with your instructor, you can work together to figure out how she/he can best accommodate you.

Request accommodations at the beginning of the semester.

Instructors (and OAR staff) need time to put many accommodations in place. Last-minute requests put added stress on everyone (including you) and you risk not being able to have your accommodations when you need them.
INSTRUCTIONS FOR SUBMITTING A TEST PROCTORING REQUEST
STUDENT RESPONSIBILITY

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<tr>
<th>To take the test on:</th>
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Proctoring requests MUST be received by our office THREE (3) business days before the test.

Email proctoring request (one per test) to: accessibility@wcu.edu

Type in the subject line of the email: Test Proctoring Request

Type the following information as formatted below in the body of the message:

1. Your first and last name.
2. Your 92#/ Student ID
3. Class prefix and number (e.g. ENGL 101)
4. Your instructor’s first and last name.
5. Date and time the class will take the test.
6. Date and time you will take the test, if this is different from when the class will take the test. OBTAIN permission from your instructor FIRST for any changes on the day or time BEFORE sending your test request to OAR.
7. List the accommodations you will need for this exam, such as: extra time (indicate time-and-a-half or double time); reduced-distraction environment; reader; scribe; alternate format test (e.g. Braille); computer and/or other equipment. (Specific accommodations must be listed on your letters and agreed upon ahead of time.)

You will be sent a confirmation email within one business day of the receipt of your request (Friday requests will be confirmed on Monday). If you do not receive a confirmation, please contact the Office of Accessibility Resources at (828) 227-3886.

IMPORTANT: IF YOU DO NOT FOLLOW THIS PROCEDURE, OAR may not be able to proctor your exam and you will have to take your exam with the rest of the class. In this case, the instructor might not be able to provide your accommodations for that exam.
TESTING FAQ’s

- Do I have to take my exam with OAR if my instructor can give it to me with the extra time?
  No. If your instructor can administer your exam with your approved accommodations, then they should do so.

- I gave my accommodations letter to my professor at the beginning of the semester. Doesn’t that mean they have to schedule my exams with OAR? Can’t I just show up to OAR on the day of my exam?
  It is the student’s responsibility to schedule individual exams and you must do so at least three business days in advance of your exam. Follow the procedure described in the section: Test Proctoring Procedure. OAR will then contact your instructor for details.

- What happens if I forget to schedule my exam with OAR until the day before?
  If you do not schedule your exam with OAR using the proper procedure (as described in the section: Test Proctoring Procedure), OAR may not allow you to take your exam in our office. You will have to take your exam with the instructor and the rest of the class.

- What if I am sick on the day of my exam or if I forget to come take my exam? Do I just reschedule with OAR?
  No. You must contact your instructor and discuss it with him/her. Once you agree with the instructor on a make-up date/time, we are happy to administer the exam. We will not administer a test other than at the originally scheduled time without explicit approval from the instructor.

- I am approved for a reader. Can I bring someone with me to read for me or can I request a particular reader?
  In order to maintain the security and integrity of testing, OAR will not allow you to bring your own reader. OAR assigns readers based upon availability of our staff and cannot guarantee a particular person to read. In some cases, OAR may use Assistive Technology for reading exams aloud.

- I have not used testing accommodations all semester. Can I still take my final exams at OAR?
  Yes, if you have met with OAR, received your Letters of Accommodation, and given them to your instructors. To schedule exams you must follow the procedure outlined in the section: Test Proctoring Procedure. If you have not picked up your Letters of Accommodation or have not given the letters to your instructors, then you must take your exams with the rest of the class without accommodations.
I have an exam scheduled for the first day of finals but I’d rather take it on the last day, to give myself more time to study. Also, I have to work that day. Is this ok?

No. You must take your exam on the same day as or near the same time as the rest of the class unless you have multiple finals on the same day and have made prior arrangements with your instructor. Only your instructors—not OAR—can approve changes in your exam schedule. Work, travel, or other extra-curricular activities are not valid reasons for moving the date of an exam.

I have an exam scheduled for the last day of finals but I’d rather take it early because my parents are coming to move me out of the dorm. Can I do this?

Only your instructors—not OAR—can approve changes in your exam schedule. Work, travel, or other extra-curricular activities are not valid reasons for moving the date of an exam.

My exam begins at 8:30am. I have double time. Since that gives me 5 hours to take my exam, can I just come at 9:30am or 10am? Or can I come at 8am and sit in the room to study for a few hours?

No. You must begin your exam at the schedule start time. If you wish to begin more than 15 minutes before or after the scheduled start time, OAR must have approval from your instructor.

If I’m tired and have plenty of time, can I lie on the floor and sleep in the testing room?

No. If you are not taking an exam, we will assume you are finished and collect your exam.

Can I take my things into the testing room?

You may only take items that are approved by your instructor (i.e. laptops, books, notepaper, etc). You may have a drink or snack with you, if you like, but please do not spread out and make yourself a picnic.

Absolutely NO cell phones or smart phones are allowed in the testing rooms.
Attendance

Western Carolina University’s Attendance Policy is as follows:

“All students are expected to attend and participate in all meetings of the courses in which they are enrolled; any absence is incurred at the student’s own risk.

Each instructor will establish the attendance requirements, make-up procedures, and guidelines for absences in each course and the effect that irregular attendance, lack of participation, and inadequate preparation will have upon a student’s grade. Attendance requirements and their relationships to grades shall reflect the norms of the department and college and should not conflict with university policy. The instructor will distribute written attendance policies to students at the beginning of each term. An instructor may establish special and more demanding attendance requirements for students who are performing less than satisfactorily.”

Attendance is important to your academic success. OAR understands that there may be disability-related reasons for missed classes. Therefore, OAR can request flexibility of an instructor’s attendance policy as an accommodation. This accommodation is determined on an individual basis in collaboration with the student and with review of her/his documentation and intake information. When approved as an accommodation attendance flexibility is worded as follows on the letters:

Student has provided documentation of a medical condition that may cause her/him to miss classes. It is of utmost importance that you discuss this accommodation request with the student in advance to develop a plan for notifying you of disability-related absences and a plan for exactly how absences will be recorded and graded. This accommodation is NOT intended to allow for unlimited absences and does not alleviate the student of responsibility for assignments.

Please note that implementing this accommodation requires a discussion between the student and instructor in advance of using the accommodation. Simply handing the letter to the instructor and expecting to be excused from all absences is not acceptable. If you need support or assistance in having this conversation, OAR is happy to provide that.
Note-taking

For some students with disabilities taking notes while listening to lectures can be extremely difficult, if not impossible. In these cases, you may be approved for a note-taking accommodation.

In order for you to be eligible for note-taking accommodations, you must meet the following criteria:
1. You must be registered with OAR.
2. Your documentation and/or intake information must show a clear need for alternate note-taking strategies.
3. You must provide your instructor with an Accommodation Letter from OAR. Alternate note-taking must be an accommodation listed on the letter.
4. You must attend class to receive notes. Note-taking services are NOT a substitute for attendance.

There are several different accommodations for note-taking available:
- You may be approved to use a device for audio-recording lectures. This could be an app on your smart phone or tablet; a personal recorder; or a SmartPen or digital recorder on loan from OAR (please see the section titled Assistive Technology/Equipment in this handbook).
- You may be approved to use a laptop or tablet computer for typing your own notes.
- You may exchange notes with a friend or another student in the class so that you have a second set for reference.
- You may be approved to request copies of notes, PowerPoints, or overheads from your instructor.
- You may request volunteer note-takers in your class (please see below the section on Steps to Finding Note-takers).

Steps to finding volunteer note-takers:
1. Ask the instructor to announce at the start of the next class that a volunteer note-taker is needed for a student in the class.
2. The instructor should pass around a sign-up sheet for volunteer note-takers. The sign-up sheet should include the volunteers’ names and emails.
3. The instructor will then send the sign-up sheet to OAR or may give it to you to bring to OAR.
4. OAR will follow-up with the volunteers, check GPAs, and contact note-takers for training and further instructions.
5. OAR will then coordinate with the note-taker and with you regarding exchange of notes. You will likely be required to come to OAR to pick up your notes.
regularly. If you do not pick up notes after two weeks, OAR will contact you and may suspend note-taking services.

6. If no one volunteers, please inform OAR as soon as possible and we will assist you in finding an alternative.

For volunteer note-takers, OAR will provide copying free of charge or will provide carbonless notebooks.

Volunteer note-takers often find benefits to their services. Often volunteer note-takers find that they take better notes for themselves knowing that someone is depending upon them. Also, note-takers may count their service as 3 hours of community service through the Center for Service Learning. Please ask your volunteer note-taker to contact OAR for more information.
Alternate Format Textbooks

OAR can provide alternate format books if this is agreed upon in your Accommodations Plan.

To expedite receipt of alternate format textbooks, eligible students requesting textbooks should first attempt to obtain accessible copies of textbooks through the following locations:

- **Bookshare** (www.bookshare.org) – free membership for qualifying individuals
- E-text – see if an electronic version is available for purchase instead of buying a paper copy.
  - **CourseSmart** (www.coursesmart.com) – an online retailer that claims to have over 90% of course texts in use today

If you are unable to find an alternative format from the above, please submit the form: **Alternate Format Textbook Request and Agreement** (found in Appendix A and available at OAR). OAR will contact publishers to obtain accessible PDFs. Once we obtain accessible PDFs, you will be notified via email.

You can then use text-to-speech assistive technology built in to Adobe Reader or downloaded (such as Natural Reader). If the publisher is unable to provide alternative format via PDF, OAR will contact you to discuss further options for access.

Alternate format books are protected under copyright law. When you complete the **Alternate Format Textbook Request and Agreement**, you are agreeing to abide by these laws. You are not to share these materials with any other party nor to use them in any manner not provided for in the agreement.

All alternate format materials are to be returned by the end of each semester. If not returned, holds may be placed on your transcript, registration, and/or graduation.

**Assistive Technology/Equipment**

OAR has some assistive technology available for loan to students. This may include digital recorders, SmartPens, FM systems, and/or software programs. Please contact OAR to discuss your particular needs. You will be asked to sign an **Assistive Technology User Agreement** (found in Appendix A) for all assistive technology on loan.

All assistive technology/equipment is to be returned by the end of each semester. If not returned, holds may be placed on your transcript, registration, and/or graduation.
Interpreter/Transcription Service

During the initial intake interview, the need for interpreting/transcribing services will be discussed. If needed, an interpreter/transcriber will be assigned to each of your classes. On occasion, OAR may be unable to find a qualified interpreter/transcriber for a specific class at a specific time. If this occurs, you will be notified immediately and given the opportunity to change the class to another time or choose a different class when the interpreter/transcriber is available.

Any changes such as room, day, or time change must be communicated to OAR immediately to ensure that services are not delayed.

If you know you will miss a class or if your instructor cancels a class, you must notify OAR within 2 business days. Last minute cancellations are considered as a “No-show”. To notify OAR of cancellations:
- Call (828) 227-3886 and either speak with someone or leave a message by voice or relay, or
- Send an email to the Director at wsatterwhite@wcu.edu.

Three “No-shows” for the same assignment in one semester will result in a meeting with the Director and implementation of an agreement and may result in an interruption of services.

If you are late for a class, the interpreter/transcriber will wait for 25% of the total scheduled assignment (i.e. 15 minutes for a 50-minute class, 20 minutes for a 75-minute class) up to a maximum of 30 minutes. For late arrivals, the wait time begins at the scheduled time for the start of class. The interpreter will wait outside the classroom. If you have not arrived by the end of the wait time, the interpreter will contact OAR, informing the office of a “No-show”. If you are running late, please contact OAR as soon as possible so that we can notify the interpreter that you are coming.

If you arrive in class before the interpreter leaves, do not ask the interpreter what you missed. It is your responsibility to ask your instructor, note-taker, or other students after class or during break.

If you need to talk to the instructor or other students before or after class, ask the interpreter if he/she is available. If she/he is not, you will need to arrange an appointment and request an interpreter through OAR.

You are responsible for all course content, tests, and other course requirements. The interpreter is not responsible for the grades you receive. Please direct all questions regarding course content and context to your instructor. The interpreter will not be able to provide course information, tutoring, or any form of instruction. The interpreter/transcriber’s role is to facilitate communication.
If communication or other problems occur between you and your interpreter, discuss these first with your interpreter. Do not discuss these problems with your friends, your instructor, or other interpreters. If the problem cannot be solved through direct communication, please contact the Director. She will discuss options for resolving the issue and will facilitate a meeting between you and the interpreter/transcriber. If the problem is related to the skill level of the interpreter, every effort will be made to replace the interpreter. If a qualified interpreter cannot be found for the day and time of the class, you may be asked to change to a different class when a qualified interpreter can be hired. However, if the problem is related to personality conflicts, all steps will be taken to resolve the issue to the satisfaction of both parties, but a replacement interpreter may not be hired. If the problem continues and cannot be resolved, the Director will need sufficient time to find a suitable replacement.

If interpreting services are needed for college-related events outside of your regular class schedule, complete a Request for Interpreter/Transcriber (available at OAR). You will receive confirmation of your request within 24 hours. If you do not receive confirmation contact OAR immediately. Requests should be made at least two weeks before services are needed. Requests made within 2 business days will be accepted and every attempt shall be made to provide services.
Housing and Meal Plans

Requests for special housing considerations for students with disabilities should be made through Residential Living.

The deadline for requesting housing accommodations is the same as the deadline for the housing application. The ADA Housing Accommodation Request Form should be submitted along with the housing application.

Each case will be individually evaluated annually with respect to the documentation presented and accommodations request. For the student with a disability to be considered for a housing accommodation (such as a wheelchair-accessible or hearing-impaired room), she/he must provide sufficient documentation completed by a qualified professional. The documentation must demonstrate a clear need for the requested accommodation and a clear connection between the requested accommodation and the disability or symptom. Please keep in mind that housing accommodations are about access, not preference. In most cases a diagnosis alone is not adequate to support specific housing requests and providing documentation of a disability alone does not guarantee housing accommodations. The Director of the Office of Accessibility Resources is the person charged with reviewing documentation. Disability documentation provided in support of housing requests will be maintained in the Office of Accessibility Resources.

Please see the website: https://www.wcu.edu/experience/life-on-campus/residential-living/
or contact Residential Living at:
1st West Scott Hall
Cullowhee, NC 28723
828.227.7303 telephone
828.227.7304 fax
housingquestions@wcu.edu

Meal Plans

Students living in residence halls are required to purchase a meal plan. Dining Services can assist with most special dietary needs. Meal plans are not reduced unless there are circumstances that prevent Dining Services from providing the requested diet of the student, in which case medical documentation will be requested.

If you have specific questions concerning meal plans or services, please contact Mike Doppke, Sr. Food Service Director, at doppke-mike@aramark.com or 828-227-3249.
Rights and Responsibilities: Institution/Faculty/Student

Institutional Rights
Western Carolina University has a right to:

- Set and maintain standards for admission, enrollment, and student behavior.
- Request documentation of disability for any student requesting accommodations.

Institutional Responsibilities
Western Carolina University has a responsibility to:

- Provide reasonable accommodations for all students with disabilities
- Remove barriers—physical or otherwise.
- Ensure nondiscrimination in all policies and practices of the University.

Faculty Rights
Instructors have the right to:

- Maintain the fundamental nature of course content.
- Require students to demonstrate knowledge of fundamental course content.
- Negotiate an accommodation if it doesn’t seem reasonable.
- Request verification of eligibility of accommodation.

Faculty Responsibilities
Instructors have a responsibility to:

- Implement best practices to reach a diversity of learners.
- Share information with students on how to request accommodations and access services.
- Work with the Office of Accessibility Resources to implement accommodations in a timely manner.
- Be aware of campus resources.
- Maintain confidentiality of student disability information and respect student privacy.
**Student Rights**
Students have a right to:

- Participate in higher education if they are qualified for admission.
- Equal access to academic content and educational opportunities.
- Participate in student activities.
- Reasonable accommodations.
- File a formal complaint if they feel discrimination has occurred.
- Confidentiality of all disability-related information.

**Student Responsibilities**
Students have a responsibility to:

- Provide appropriate documentation of disability.
- Advocate for your own learning needs.
- Connect with the Office of Accessibility Resources and other campus resources.
- Seek a reasonable accommodation in a timely manner.
Conduct and Academic Integrity

The Office of Accessibility Resources (OAR) is a professional environment that provides services and accommodations for students with disabilities at Western Carolina University. In order to best serve our students, we expect that everyone will be courteous and appropriate to one another and to OAR staff. Profanity, aggression (physical or verbal), threats, yelling, slamming doors or items, failing to comply with OAR guidelines are considered unacceptable due to the disruption of other students and staff.

The same general expectations of behavior apply to all students, including students with disabilities. Students registered with OAR are expected to adhere to the University Code of Student Conduct and to the Academic Integrity Policy.

Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Any student in violation of the Student Code of Conduct or the Academic Integrity Policy will be reported to appropriate authority.
Addressing Concerns (Grievance/Complaint Procedure)

The Director of the Office of Accessibility Resources is available as an information resource to students, faculty, and staff. The Director is also available to assist with informal problem-solving or dispute resolutions. It is the responsibility of the student to contact the Director first if there is a concern/grievance regarding the quality, absence of, or reliability of recommended accommodations.

The Director will make every attempt to work with the student and faculty/staff member to understand their respective concerns and to come to a resolution of the complaint. The Director will remain open to appropriate flexibility without compromising the rights or needs of students with disabilities. However, should a disability-related dispute not be resolvable in a timely manner, the following steps will take place:

1. The concern may be reported in writing to the Assistant Vice Chancellor for Student Success, who will respond to the student’s concern within ten working days.

2. If the student feels that she/he has been discriminated against, the student may also report her/his concern to the Shea Browning, 520 HFR Administration Building, (828) 227-7116, sbrowning@email.wcu.edu. Claims are processed according to WCU Policy 53.
Appendix A

Forms and Handouts
REGISTRATION AND REQUEST FOR SERVICES

Name:________________________________________________ WCU ID#_____________________

Local Address:_______________________________________________________________________

City:_________________________________ State:__________ Zip:_____________________________

Phone:___________________________________ Alternate Phone:______________________________

Email:______________________________________________________________________________

Incoming WCU student? ___ Y ____ N  Semester Entering WCU:______________________________

Current WCU Student? ___Y ___N Classification: ___Freshman ___Sophomore ___Junior ___ Senior

What is your major/goal at WCU?________________________________________________________________________

What is the nature of your disability? (Check all that apply)

___ Blind/Visual Impairment  ___ Learning Disorder

___ Deaf/Hearing Impairment  ___Psychiatric/Psychological Disorder

___Motor/Mobility Impairment  ___Attention Deficit Disorder

___Speech Impairment  ___Brain Injury

___Chronic Illness:___________________  ___Temporary Disability:_________________________

___Other (Please specify):______________________________________________________________

How does this disability impact you? ______________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
What types of services or accommodations have you received in the past (i.e. in high school or other college)? Please include any equipment or technologies you have used to accommodate your disability.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What services or accommodations do you think you might need while you are at WCU?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

If you have visual impairment, what is your method of reading?
___audiobooks   ___Braille   ___large print/magnification   ___other:________________________

If you have a hearing impairment, how do you compensate?
___interpreter/sign language   ___lip reading   ___other:________________________

By signing below, I certify that the information provided on this form is correct. I understand that eligibility for specific accommodations/services is determined on an individual basis and only with supportive documentation.

I authorize the Office of Accessibility Resources to disclose information about my disability and functional limitations to WCU faculty and staff directly involved in providing academic or support services as needed*.

Signed: ________________________ Date: ______________________

*All documentation and records provided will be maintained in a confidential manner as outlined in the Family Rights and Privacy Act (FERPA) of 1974. Disability information is shared only on a limited basis within the University and only when there is compelling reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information. Disability-related records are maintained separately from academic files and are excluded from free access under FERPA.
## ACCOMMODATIONS PLAN

**Student Name:**

**Goes By:**

**SID:**

**Semester Enrolled:**

**Semester Registered with OAR:**

**Met with student:**
- [ ] in person
- [ ] phone

**Date:**

**Documentation:**
- [ ] Yes
- [ ] No
- [ ] Pending (has been requested)

**Student was provided handbook:**
- [ ] in person (signature sheet attached)
- [ ] via email (copy of email attached)

**Disability & Impact:**

### Accommodations approved:

- [ ] Priority Registration
- [ ] Testing Accommodations
  - [ ] Extended time: [ ] time & ½ [ ] double time
  - [ ] Reduced-distraction environment
  - [ ] Alternate format
    - [ ] Braille
    - [ ] On computer
    - [ ] On paper (vs. computer)
    - [ ] Large print
    - [ ] Colored paper
    - [ ] Other: ______________________
  - [ ] Reader or [ ] Text-to-speech
  - [ ] Scribe or [ ] Speech-to-text
  - [ ] Write on test (not Scantron)
- [ ] Assignments [ ] Extended time on assignments. Describe: ________________________________
- [ ] Attendance [ ] Letter regarding missed class for medical reasons
- [ ] Classroom Accommodations
  - [ ] Special seating: [ ] Front of classroom [ ] Must see the instructor [ ] close to exit
  - [ ] Special equipment: [ ] special chair/table [ ] other: ______________________
  - [ ] Auditory assistance [ ] FM system [ ] ASL Interpreter [ ] CART/Transcription
  - [ ] Video captioning/transcripts of videos or Audio-described videos
  - [ ] Use of lap-top for note-taking
  - [ ] Copies of instructor’s notes/PowerPoints
  - [ ] Recording [ ] Permission to use own device [ ] SmartPen [ ] OAR Recorder
  - [ ] Peer note-taker
  - [ ] Alternate text format [ ] Braille [ ] Electronic/PDF [ ] Audio
  - [ ] Alternate format documents/handouts [ ] Braille [ ] Electronic/PDF
  - [ ] Use of a dictionary/thesaurus/spellchecker
  - [ ] Use of a calculator or talking calculator
  - [ ] Access to screen reader or other AT ______________________
  - [ ] Appropriate modifications of physical requirements
  - [ ] Other: ______________________

### Housing Accommodations

- [ ] Private room [ ] Deaf/HI Room [ ] Wheelchair [ ] Other: ______________________

### Other Accommodations:

- [ ] Describe: ______________________

**Accommodations approved by:** ______________________

**Date:** ________________
ACCOMMODATION LETTER (SAMPLE)

CONFIDENTIAL

SEMESTER: Fall 2016
STUDENT:
BANNER ID:
COURSE:
INSTRUCTOR:

Dear Faculty Member:

The above student is enrolled in your course and has requested academic accommodations. This letter is provided to inform you of the reasonable requests that are approved for this student based on current documentation of a disability or medical condition. Accommodations are intended to minimize barriers and should not be interpreted as an alteration of academic standards. Please contact the Office of Accessibility Resources at (828) 227-3886 if you have any questions or concerns.

**Student** is eligible for the following:

1. Accommodation 1
2. Accommodation 2
3. Accommodation 3

____________________________________                  _______________________
Student Signature                                      Date

____________________________________                  _______________________
Office of Accessibility Resources Signature             Date

It is the policy of Western Carolina University to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 in provision of reasonable accommodations for individuals who voluntarily disclose and provide documentation of a disability or medical condition. The information in this letter is CONFIDENTIAL and is not to be shared with other parties. Instructors are advised not to provide accommodations without notification from the Office of Accessibility Resources.
CONSENT FOR RELEASE OF INFORMATION

I, ______________________, give my permission for Wesley Satterwhite, Director, Office of Accessibility Resources (OAR), to receive medical and/or psychological information related to my disability/medical condition from my physician, health care provider, or other individual or agency in order to be eligible to receive accommodations or related disability services at Western Carolina University.

I also give my permission for OAR to share information about my disability/medical condition or academic or access needs with my instructors and other campus officials on a need-to-know basis.

I understand that my medical documentation will be housed in the Office of Accessibility Resources office in a confidential manner, and that I have the right to review my records. I have been informed that I have the right to limit or withhold information related to my disability from any individual and that I may cancel this authorization at any time.

Additional Comments: __________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
___________________________________________

Signature:_________________________Date:__________________

Last four digits of SS#:____________

Student ID #: _____________________

Date of Birth:____________________
Western Carolina University’s Office of Accessibility Resources has purchased assistive technology for students enrolled in Disability Services to use throughout the school year. This equipment is very expensive to repair or replace. Therefore, the University must have all equipment returned on time and in good working condition for the next student to use. Equipment will be loaned for up to a full semester, and prompt return is expected. If the equipment malfunctions while in your possession, please contact the office immediately so it can be repaired. If the problem with the equipment is due to negligence or misuse by the user, the user will be accountable to reimburse the University for the repair/replacement costs regardless of the cause. **If the equipment is not returned or repair/replacement costs are not paid, there will be holds placed on the user’s transcript, registration, and graduation and the University may pursue any remedies available to collect any and all amounts due and owing.** Loaning of the equipment to students for individual use is a privilege and abuse of that privilege will result in strictly on site access, so please be respectful and considerate of the University’s property.

I, ____________________________, have read the above contract, understand its purpose, and fully agree to all its tenets.

________________________________  ______________
Signature                      Date

________________________________
920# email/contact number

For Office Use Only

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Alternate Format Textbook--Request and Agreement

To expedite receipt of alternate format textbooks, eligible students requesting textbooks should first attempt to obtain accessible copies of textbooks through the following locations:

- Bookshare www.bookshare.org – free membership for qualifying individuals
- E-text – see if an electronic version is available for purchase instead of buying a paper copy.

If you are unable to find an alternative format from the above, please submit this form. OAR will contact publishers to obtain an accessible PDF. Once we obtain an accessible PDF, you will be notified via email. You can then use text-to-speech assistive technology built in to Adobe Reader or downloaded (such as Natural Reader). If the publisher is unable to provide alternative format via PDF, OAR will contact you to discuss further options for access.

By submitting this form I agree to the following:

1. I am currently enrolled for these courses for which I am requesting alternative format text and I can provide a copy of my receipt for rental or purchase (if requested).

2. I understand that these materials are protected under Copyright Law and I will not copy or reproduce alternate format material nor allow anyone else to do so.

3. I will not share alternate format materials with any other party.

4. Upon completion of the semester, I understand that I must return any alternate format media (such as CDs or USB drive) to OAR. Therefore, if I have purchase the book, I am responsible for fully downloading the materials should I wish to use them in the future.

5. If I do not return materials to OAR at the end of the semester, I understand that holds can be placed on my transcript, registration, and graduation and the University may pursue any remedies available to collect any and all amounts due and owing.

6. I understand that any violation of this agreement may be considered a violation of the University Code of Student Conduct and may result in sanctions. Violations may also constitute violation of federal and/or state laws and may result in further penalty.

_________________________________________  __________________________
Print Name                                           Signature

_________________________________________  __________________________
920#                                               Email/ Contact number
Please print clearly: forms that cannot be read may not be processed.

Course Name & Number:_________________________
Professor:______________________________

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