**FACULTY GUIDE**

Killian Annex

137

Cullowhee, NC 28723

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accessibility@wcu.edu

About the Office of Accessibility Resources

**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 keeping with WCU’s core values and guiding principles of cultural diversity and equal opportunity.

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

* Coordinate and provide accommodations and related support services for students with disabilities
* Serve as advocate for students with disabilities while promoting independence, self-determination, and responsibility
* 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
* Foster awareness and understanding University-wide of the impact of disabilities on individuals

# Staff, Location, and Hours

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OAR is located on the ground floor of the Killian Annex Suite 137.   
**Office Hours:** Monday-Friday 8:00am-5:00pm

## Office of Accessibility Resources

Suite 137 Killian Annex

45 Killian Building Lane, Cullowhee, NC 28723  
828-227-3886 (main office line) 828-227-7320 (fax)  
[accessibility@wcu.edu](mailto:accessibility@wcu.edu)

# Disability Law

There are two legal mandates that protect students with disabilities from discrimination and ensure equal access to all aspects of university life. Those laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and its amendments.

The law defines a person with a disability as someone who: “1) has a physical or mental impairment that limits a major life activity; 2) has a history of such an impairment; and 3) is regarding as having such an impairment.” Major life activities include (but are not limited to): speaking, hearing, breathing, seeing, walking, learning, caring for oneself, or performing manual tasks.

Section 504 of the Rehabilitation Act states: “No otherwise qualified person with a disability…shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Under Section 504, Western Carolina University may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of a disability, and requested reasonable accommodations are to receive approved modifications to programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Title II of the Americans with Disabilities Act states: “A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of a disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.”

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law’s protections. The ADA Amendments Act revises the definition of a disability to more broadly include impairments that limit a major life activity. The amendment also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

The Office of Accessibility Resources works to ensure that our services are in compliance with the law. In addition, OAR can be a valuable resource to assist you in making sure that your efforts as an instructor of students with disabilities are also in compliance with the law.

# Process and Procedures

It is the student’s responsibility to self-identify, provide documentation of a disability, and to request accommodations. All accommodations are approved on a case-by-case basis after review of the documentation and a discussion and analysis of a student’s individual needs.

## The Process

Students must complete a New Student Application on Accessible Information Management (AIM) [https://elbert.accessiblelearning.com/s-WCU/.](https://elbert.accessiblelearning.com/s-WCU/) The New Student Application is accessible from MyWCU or via OAR website: [go.wcu.edu/oar](https://www.wcu.edu/learn/academic-services/disability-services/index.aspx)

The student will then:

1. Upload documentation of their disability (see next page) into their AIM profile
2. Meet with an OAR staff member for an intake meeting and analysis of needs
3. Work collaboratively with OAR to identify appropriate accommodations based on student eligibility and complete Accommodation Requests to generate Faculty Notification Letters (see Appendix)
4. Self-advocate and discuss accommodations with the faculty member(s)

## Documentation

Students seeking services and accommodations must submit documentation that verifies their eligibility under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the ADA Amendments Act.

In general, documentation should be printed 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
* The signature, printed name, title, professional credentials, and contact information of the evaluator
* The date of the most recent evaluation

Complete documentation guidelines can be found on OAR website: [go.wcu.edu/oar](https://www.wcu.edu/learn/academic-services/disability-services/index.aspx)

Accommodations may be provided on a temporary basis while the student is undergoing evaluation or as the student is obtaining appropriate documentation.

Faculty should not receive, evaluate, or maintain documentation of disability. You can be assured that when you receive an Accommodation Letter from OAR, the student’s needs have been carefully evaluated, and their disability has been appropriately documented.

## Confidentiality

OAR considers all materials pertaining to a student’s disability as confidential. Disability information is shared only on a limited basis within the University and then only when there is a compelling educational reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

It is the student’s right to determine when, to whom, and how much information about their disability is given.

Faculty should respect the privacy and confidentiality of the student’s disability information. Maintain Accommodation Letters in a secure file. Please do not discuss a student’s disability or accommodations in front of the class or other students. Request that students make an appointment with you to discuss such matters.

## Faculty Notification

Students registered with OAR must complete Accommodation Requests to generate Faculty Notification Letters each and every semester in which they wish to receive accommodations. Students are then encouraged to meet with each instructor, outlining the accommodations for which they have been approved. It is the student’s responsibility to complete Accommodation Requests to generate Faculty Notification Letters and to discuss their needs with each instructor.

Please see a sample Faculty Notification Letter in the Appendix.

# Accommodations and OAR Service Areas

## Test Accommodations

Test accommodations promote equal access and mitigate barriers, allowing students with disabilities to demonstrate their knowledge of the course content. Accommodations may relate to the testing time limit but may also include changes in format or administration.

**Ultimately, you as faculty are responsible for all student testing for your class, including accommodated testing.** You may work with the student to administer the test with the student’s accommodations. However, OAR is available to proctor tests with accommodations for students.

Students are responsible for following the procedure for arranging accommodated testing through OAR. This procedure can be found in the Appendix and on our website: <https://www.wcu.edu/learn/academic-services/disability-services/testing-accommodations.aspx>

**The student should request test proctoring three or more business days in advance by completing the Student Request – OAR Test Proctoring Services form.** OAR will then contact the faculty member via email with a notification of the request and be asked to complete the Faculty Confirmation proctoring form for each student taking the test. The Faculty Confirmation proctoring form will be emailed to you directly.

The faculty member can submit the exam via email at least one day before to the exam date. You may submit the exam via delivery to our office or via the form attachment. Exams can be returned to you by email, delivery, or pick-up.

OAR makes every effort to maintain the integrity of exams. Students are required to leave all belongings and unapproved materials in our office during testing. All testing sessions are monitored and recorded. Exams are secured in a locked file until administered, and completed exams are shredded once we receive faculty acknowledgement of receipt.

Any violation of the Academic Integrity Policy will result in the termination of the testing session, and OAR will contact the faculty member.

Other testing accommodations we can provide include (but are not limited to):

* Assistive technology (such as text-to-speech or speech-to-text)
* Read aloud exams using Kurzweil 3000
* Calculators
* Enlarged-print exams
* Converting exams to Braille
* Adjustable/accessible tables and chairs

## Classroom Accommodations

Common classroom accommodations include (but are not limited to) the following:

* Reserved seating
* Peer note-takers (please see below for more information)
* Audio record lectures and discussions using an approved device
* Permission to use laptop or tablet for notetaking in class
* Copies of instructor’s notes or PowerPoints
* Enlargement of handouts, notes, and readings
* Use of voice amplification equipment
* Use of computer for in-class writing assignments
* Ability to leave the classroom and/or access to snacks/water to manage condition

# Alternative Format

OAR obtains or converts textbooks, exams, or other print materials into a more usable format than the original print version for students who are unable to use traditional print. Students who may use this accommodation include students who are blind or have low vision, students with learning disabilities in reading, or students with upper-body mobility limitations. Your role in this accommodation is to identify for OAR all print materials used for a given class. The creation of textbooks in alternative format can be a time-consuming process; therefore, early textbook identification is critical. Delays in textbook identification may mean that students with disabilities are not able to access their books when other students are able to do so.

**Alternate formats include:**

* Audio Output

This is most commonly accomplished by using books in PDF or other electronic format and using Kurzweil 3000 or other text-to-speech software to read it aloud. Another option is to obtain an audio-recorded book that can be downloaded in MP3 or other audio format. True audio books (with a human reader) are not available for many texts.

* Enlargements  
  Low-vision students may request paper enlargements or texts in PDF to be used with magnification software
* Braille  
  Exams and handouts can be converted to Braille as requested through OAR. Textbooks can be ordered in Braille when available.
* Tactile Images or Raised-line Images  
  Some students need to be able to feel graphic images, so tactile images can be created for their use.

# Sign Language/Transcribing Services

Students who are deaf or hard-of-hearing can request one of the following classroom accommodations:

* ASL Interpreters/Transliteration
* CART Transcription Services  
  A transcriber provides a script, in real time, through a laptop computer screen for all academic-related activities (such as lecture, labs, or study groups).
* Closed captioning for all video materials

Interpreters and/or transcription is arranged through OAR. Please work with our office to ensure that these services are provided smoothly and appropriately.

# Note-taking Assistance

Some students with disabilities need additional assistance in taking class notes. This could be due to a physical disability that prevents the student from being able to write or because the student needs to use cognitive resources to pay attention to events in class. In these cases, OAR may request that you, as the instructor, share your PowerPoint or other slides or notes with the student. If this is not possible, we ask your assistance in identifying a peer note-taker.

If a student has requested peer note-taking support, we may ask that you please make the following announcement in class:

“For reasons of a disability, a student in this class has requested assistance with note-taking. If you are willing to provide copies of your notes so that they may be used by this student, please contact me.”

When a student volunteers, please ask that student to contact OAR, 137 Killian Annex, so that we can arrange details. If no volunteer comes forth, please contact OAR [accessibility@wcu.edu](mailto:accessibility@wcu.edu) so that we can take alternate measures.

There are many benefits for peer note-takers. We find that students who are taking notes for someone else tend to take better, clearer, more concise notes. In addition, peer note-takers can receive service-learning hours from the Center for Community Engagement and Service Learning. OAR can also provide free copying of notes. **Note-takers/provision of notes are NOT a substitute for class attendance.** Students are expected to attend class in order to receive notes.

# Advocacy and Resource Support

The primary goal of each OAR staff member is to ensure that students with disabilities have equal access to education at WCU. We can also assist instructors in making decisions about reasonable accommodations, curriculum and class adjustments, and instructional strategies for working with specific students with disabilities.

OAR staff may act as advocates for students to ensure equal access to appropriate accommodations or auxiliary aids. We may provide coaching and self-advocacy training for students. We may also serve as consultants to faculty and staff on disability-related issues, provide in-service training for the university community, or participate on various university committees.

# Syllabus Statement

OAR asks that you please include the following statement on all syllabi (also located on our faculty webpage):

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Accessibility Resources located at 137 Killian Annex or call (828)227.3886. For additional information, visit [go.wcu.edu/oar](https://www.wcu.edu/learn/academic-services/disability-services/index.aspx)

# Faculty Guidance

1. Provide accommodations for students with disabilities by collaborating with OAR and the student. OAR is the designated office to determine appropriate accommodations and auxiliary aids for students with disabilities. **Ultimately implementing accommodations is the responsibility of the faculty and department.** However, in order for most accommodations to occur, faculty, students, and OAR must collaborate, communicate, and follow through on commitments in a timely manner.
2. Meet privately with students regarding disability matters and maintain confidentiality.
3. Work with OAR to provide students with print materials (i.e. handouts, exams, and textbooks) in alternative formats in a timely manner. Students with disabilities need to get accessible class materials at the same time as their peers.
4. Do not feel obligated to provide accommodations if a student with a known disability has not requested them. You are not expected to guess or predetermine what a student may need. Students have a right to choose not to use an accommodation. If a student asks to retroactively fix a problem because they have failed to use an accommodation, you are not under any obligation to do so.
5. Be cautious about providing accommodations to a student who has not registered with OAR. Not all students with disabilities are registered with OAR. This office is the only office designated to review documentation of a disability and to determine eligibility for specific accommodations for students. Also, if a request for an accommodation seems questionable or unreasonable, consult with OAR.
6. Ensure that web-enhanced instruction is accessible. If you are using Canvas for any part of your course, you may contact LMS Support (828-227-2930) to ensure accessibility of online instruction. The LMS team can also guide you in providing online accommodations such as extended time on exams and quizzes.

# FAQ’s

General Questions

**Q**: How do I know if a student is registered with OAR?

**A**: Students registered with OAR should complete their Accommodation Requests to generate a Faculty Notification Letter on AIM. **Faculty members will need to sign into the AIM portal to access your students’ accommodation requests.** AIM will clearly state your students’ approved accommodations.

**Q**: When is a student required to submit a Faculty Notification Letter?

**A**: OAR encourages but does not require students to meet with you at the beginning of the semester to discuss their accommodations. However, a student can register, receive, and present Faculty Notification Letters at any time during the semester. **Accommodations are not retroactive**, and you are under no obligation to allow a student to re-do exams or work for which they did not request accommodations in advance.

**Q**: Am I allowed to request documentation from the student?

**A**: If a student requests an accommodation, you are only allowed to ask them if they have completed their Accommodation Requests on AIM. Documentation describing and supporting a student’s diagnosis is considered confidential information.

**Faculty should not receive, evaluate or maintain documentation of a disability.** When you receive a Faculty Notification Letter from AIM, the student’s accommodation request has been completed and appropriately documented by OAR.

**Q**: What is AIM?

**A**: Beginning Fall 2021, OAR launched Accessible Information Management system (AIM). AIM is an online accommodation management portal that facilitates interaction with OAR, faculty, staff and students. Students will independently coordinate their accommodations. The system protects confidential information about the students and allows for streamlined communication between students, faculty and staff. To access the AIM instructor portal, look for the AIM Faculty Portal button on the right of this page. For help, please contact OAR office.

**Q**: I have a student who is struggling in my class. I think the student may have a disability. Does OAR provide testing or diagnostic evaluations? What can I do to help the student?

**A**: **OAR does not provide testing or diagnostic evaluations**. However, we can refer the student to on- and off-campus resources for assessment. Talk privately with the student to discuss your observations. Do not diagnose or assume that the student’s problems are due to a disability. Discuss your observations. Ask questions. If appropriate, refer the student to OAR or other campus resources (such as Counseling and Psychological Services, the Writing and Learning Commons, or the Math Tutoring Center).

**Q**: I have a student with a disability who is falling behind on their schoolwork. They have been using their test accommodations and are still struggling in class. They have missed several classes and are not turning in major assignments. At this point, they are not passing the class. Can I fail a student with a disability?

**A**: **Students with disabilities have the same rights as other students, including the right to fail.** Work produced by a student with a disability should be of equal quality to that of their peers.   
Provision of accommodations is not a guarantee of success. Talk to the student as you would any student who is struggling in your class. Discuss your observations. If appropriate, refer the student to OAR or other campus resources (such as Counseling and Psychological Services, the Writing and Learning Commons or the Math Tutoring Center).

**Q**: A student has informed me that they have a disability and would like accommodations, but they have not completed Accommodation Requests and do not have a Faculty Notification Letter. Am I required to provide accommodations?

**A**: No. **You are not required to provide accommodations without the Accommodation Requests in AIM or a Faculty Notification Letter.** Please refer the student to OAR for assistance with their request.

**Q**: Are accommodations providing advantages for students? Does this lower course standards?

**A**: No. Providing accommodations “levels the playing field” for students with disabilities by reducing or removing barriers to learning. Accommodations allow students with disabilities the same opportunities as their peers to learn and demonstrate mastery.

**You will not be asked to lower standards or alter core academic requirements of your classes. Students with disabilities are expected to meet all course requirements.**

Test Accommodations & Proctoring

**Q:** What are test accommodations?

**A:** Test accommodations promote equal access and mitigate barriers, allowing students with disabilities to demonstrate their knowledge of course content. Accommodations may relate to the testing time limit and testing environment but may also include changes in format or administration.

**Q:** Why do students receive test accommodations?

**A:** Testing accommodations are a common request and assist a variety of students with differing abilities. Requests for assistive technologies, additional testing time and the utilization of a distraction-reduced testing environment are all common accommodation requests provided by OAR. However, we discuss each accommodation request with our students to ensure their requests for reasonable accommodations are provided.

**Q:** Can I administer my test for a student with testing accommodations?

**A:** Ultimately, you as faculty are responsible for all student testing for your class, including accommodated testing. You may work with the student to administer the test with the student’s accommodations. However, OAR is available to proctor tests with accommodations for students.

**Q**: How can I be sure that my students who are receiving testing accommodations at your office are not cheating?

**A**: OAR makes every effort to maintain the integrity of exams. Students are required to leave all belongings and unapproved materials in our office during testing. All testing sessions are monitored and recorded. Exams are secured in a locked file until administered and completed exams are shredded once we receive faculty acknowledgement of receipt.

Any violation of the Academic Integrity Policy will result in the termination of the testing session and our office will contact the faculty member regarding the incident.

**Q:** How do students arrange for proctored testing in OAR test proctoring center?

**A:** Students are responsible for following the procedure for arranging accommodated testing through OAR.

**Q:** How do I know if a student is taking their test in OAR test proctoring center?

**A:** The student should request test proctoring three or more business days in advance by completing the Student Request – OAR Test Proctoring Services form on our website [go.wcu.edu/oar](https://www.wcu.edu/learn/academic-services/disability-services/index.aspx)  . OAR will then contact the faculty member via email with a notification of the request. Faculty will complete the Faculty Confirmation Proctoring form for each student taking the test. The faculty member can submit the exam via email at least one day prior to the exam date. You may also submit the exam via delivery to our office or via the form attachment. Exams can be returned to you by email, delivery or pick-up.

**Q:** How will I know when a student has completed the test in OAR test proctoring center?

**A:** Once a student has completed the test, an OAR staff member will send you an email to confirm test completion. Paper tests may be scanned and returned via email, but you will need to confirm receipt. Also, you must acknowledge the legibility of the document before our staff shreds the original copy.

Other Helpful Information

**Q:** What is Kurzweil 3000?

**A:** Kurzweil 3000 is a program available by the OAR to not only support accessible features to students, but also to allow faculty the ability to support their classroom functions online (document sharing, testing, etc.) Faculty and students can now register for an account.

Students and faculty who utilize Kurzweil 3000 will benefit from assistive technology tools that make documents, websites, and other platforms more accessible, including but not limited to: text to speech in 31 voices, text to speech in 11 languages, translations for 100+ languages, speech to text, note taking tools, word prediction, writing templates, accessibility for testing accommodations, text magnification tools, multiple dictionaries, synonym/thesaurus tools, multi-color highlighters, 7 color overlays, talking spell checker, read the web extensions for chrome and Firefox, integrated reading/writing/study skill tools, etc.

**Q:** How do I accommodate Flexibility with Attendance/Assignments?

**A:** Some accommodations require helpful guidance and agreement between the student and the faculty. Typically, a student with flexibility with attendance/assignment accommodations has a disability which is a chronic condition with random or cyclical acute episodes having functional impacts on class participation. Flexibility with attendance/assignment accommodations should be established in advance, not retroactively. Documentation with this accommodation must be updated annually unless otherwise noted.

A special agreement and understanding between the student and faculty can be helpful as this accommodation is not intended to allow for unlimited absences, and does not alleviate the student from the expected course standards. It is recommended that the student and faculty use the Guidance and Agreement for [Flexibility with Attendance/Assignment](https://www.wcu.edu/_files/academic-enrichment/GuidanceFlexibilityAttendanceAssignment.pdf) form and questions #1-4 to clarify the student’s participation expectation in the course, process to notify the faculty of such absences, and procedure for turning in, and/or making-up related assignments and tests.  
  
**Q**: How do I successfully accommodate students with disabilities?

**A**: Think through questions you need to ask and answer: What considerations and information will you use to answer the questions asked by students concerning their accommodations? Utilize on and off-campus resources.

Work with campus technical support who specialize in the learning management systems you are using, with consideration of students who may also use assistive technology. Students with vision impairments, blindness, hearing impairments, deafness, and other processing and print type disabilities may be faced with new challenges with online instruction and changes to how content is now provided.

**Review, Communicate, Support.**Revisit student accommodation letters in your courses.

Invite students to talk with you if they have a concern and reinforce their right to accommodations. Discuss possible changes to the accommodations (i.e., testing) in an online environment. Develop a plan and provide supportive communication with the students about their accommodation to know what to expect.

Outreach and collaboration with campus partners. No one individual, department, or unit can be everything to everyone; use campus offices and colleagues established to address and support issues.  
  
**Q**: What if a student brings a “service animal” into my classroom?

**A**: According to the ADA, Service Animals must be allowed to accompany persons with disabilities in all areas where members of the public are allowed to go. The law recognizes only dogs (or in some cases miniature horses) as Service Animals. A Service Animal is defined as a dog that is individually trained to do work or perform tasks for a person with a disability.

The Service Animal must be harnessed, leashed, or tethered, unless these devices interfere with the Service Animal’s work or the individual’s disability prevents using these devices. In these cases, the individual must maintain control of the animal through voice, signal, or other effective controls.

**When it is not obvious what service an animal provides, only limited inquiries are allowed.** You may ask two questions:

1) is the dog a Service Animal required for you as a person with a disability? and 2) What work or task has the dog been trained to perform? **You cannot ask about the person’s disability, require medical documentation, require a special ID card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.**

The job or task the Service Animal is trained to perform should be an actual job or task that a dog can be trained to perform. **Providing comfort by its presence is NOT a job or task for a Service Animal, this is an Emotional Support Animal (see below).** Alerting a person with a disability to an impending seizure, guiding a person who is blind, pulling a wheelchair, or interrupting a behavior/panic attack with an action are all examples of jobs or tasks that Service Animals may be trained to perform.

A person with a disability cannot be asked to remove the Service Animal from the premises unless: 1) the dog is out of control and the handler does not take effective action to control it; or 2) the dog is not housebroken.

Please understand that the dog is working. Do not pet, feed, speak to or otherwise distract it from its duties.

In most cases, you will be notified by OAR if a student in your class has a Service Animal. However, students with Service Animals are NOT required to be registered with our office. Service Animals-in-training are not recognized by Federal Law.

An Emotional Support Animal (ESA) or Therapy Animal is NOT a Service Animal. To have an ESA in the classroom or academic building should be considered an accommodation just like any other and MUST go through the accommodations process with OAR. If you do not have a Faculty Notification Letter stating the ESA is an approved accommodation, please ask the student to remove the animal from the classroom and refer them to our office.

# Instructional and Communication Strategies

**Practice Universal Design for Learning**

Universal Design for Learning (UDL) is an approach for designing course instruction, materials, evaluation, activities, and content in such a way that all people can participate in the educational process without adaptation or retrofitting. Using this concept, many accommodations may not be necessary because learning and evaluation are available to everyone participating in a class. This approach to teaching and learning is an ideal but incorporating some aspects of UDL may be feasible as well as helpful to all students.

[Visit UDL Universe for more information and examples on UDL](http://udluniverse.com).

Be responsive to the needs of students with specific disabilities. For example:

* Do not turn your back on a student who is deaf or hard-of-hearing. They may use lip reading.
* If you have a student who is blind, use words to describe what you and others see. Avoid vague language such as “look at this slide” or “examine this chart”.
* Assist with preferential seating when necessary, designating a seat for a sign-language interpreter, for example, or reserving an accessible desk for a wheelchair user.
* Provide students who are blind with orientation to the classroom by describing the physical layout of the room, including obstacles, furniture, lecture position, location of steps, posters or signs on the wall, and any low-hanging objects.
* Assist with making a room change if the room is inaccessible. Do not suggest the student drop the class. All students must have access to all classes.
* Students with disabilities may have other suggestions. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology they use.

Learning support strategies are especially helpful for students with learning disabilities, ADD, brain injuries, autism, or other cognitive disabilities. Strategies and aids that provide structure can be particularly helpful.

Examples include:

* a comprehensive syllabus that clearly delineates expectations and due dates
* study guides, study questions, and opportunities for Q & A
* examples of correct/best responses and a description/discussion of what makes these good responses
* review sessions to help with repetition

Be sensitive to disability-related etiquette.

For example:

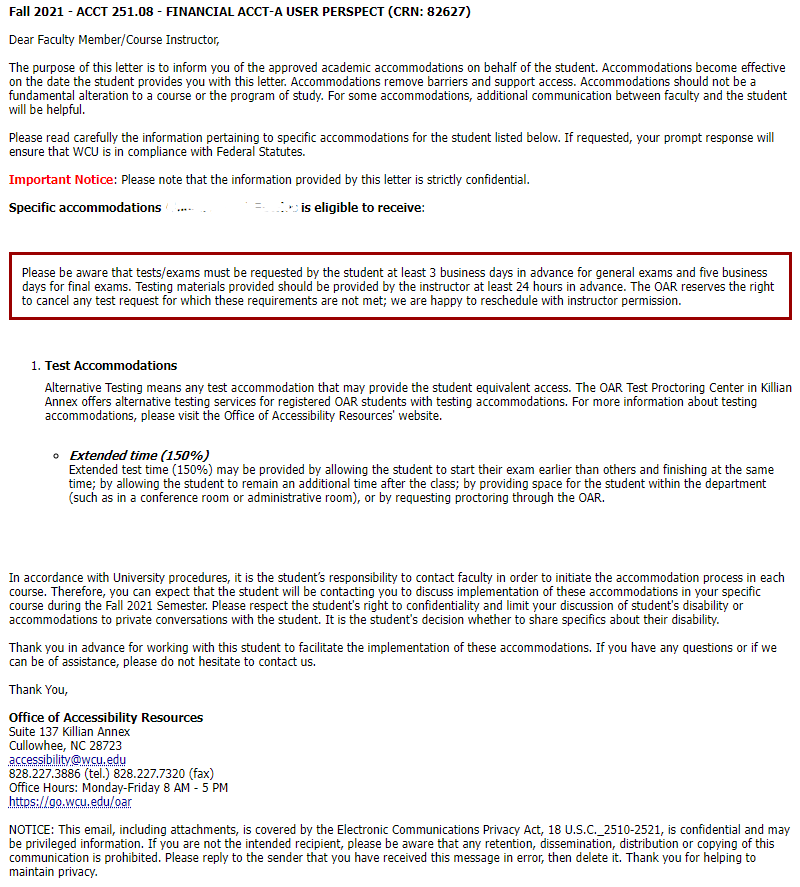
* If a student has a Service Animal, understand that this is a working animal. The animal must be allowed in the classroom, but do not feed or pet or otherwise distract the dog from its duties.
* Sign-language interpreters are in the classroom to facilitate communication. They must not be asked to do other things like run errands, proctor exams, etc. Speak to the student who is deaf and not the interpreter. The interpreter will voice student questions and statements. Do not ask an interpreter to “not say that” or “skip that.”
* Do not “call out” a student with a disability in an identifying way. Do not discuss disability-related arrangements in front of the class unless in very general terms and there is no chance the student with a disability can be identified.
* It is okay to offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help. Listen to any instructions the person may want to give.
* Be considerate of the extra time it might take for a person with a disability to get things said or done. Let the student set the pace in walking and talking.
* Understand that any aid or equipment a person uses--such as a wheelchair, cane, walker, or crutch--is a part of that individual’s personal space. Do not touch, pull, push, or otherwise interact physically with the student’s body or equipment unless you are asked to do so. Always ask before you move a person in a wheelchair and wait for answer BEFORE doing so.

Use direct and clear communication. Use precise language. Be prepared to give information more than once in different ways. When asking questions, phrase them to elicit accurate information. Verify responses by repeating each question in a different way. During class discussions, repeat student responses so that everyone can hear and understand. Give assignments verbally and in writing with clear deadline information.

Set expectations. Provide grading rubrics and examples of what you are expecting from assignments. Be open to students meeting with you during office hours for clarification.

# Appendix

**FACULTY NOTIFICATION LETTER**



**INSTRUCTIONS FOR SUBMITTING A TEST PROCTORING REQUEST**

**Students** are responsible for following the procedure for arranging accommodated testing through OAR. This procedure can be found in the Appendix and on our website: <https://www.wcu.edu/learn/academic-services/disability-services/testing-accommodations.aspx>

|  |  |
| --- | --- |
| **Send request no later than 5:00 pm on:** | **To take the test on:** |
| MONDAY | THURSDAY |
| TUESDAY | FRIDAY |
| WEDNESDAY | MONDAY |
| THURSDAY | TUESDAY |
| FRIDAY | WEDNESDAY |

Students should submit proctoring requests THREE (3) business days before the test. Proctoring requests for finals MUST be received ONE WEEK before the final exam.

**Student submits** [**proctoring request**](https://forms.office.com/pages/responsepage.aspx?id=WluzxdUWFESO4XvecFQ_G6A7L6YCb7xBmq77xEd60pxUQ0NVVEtYNDRJRDNMNjlNTllLTjcxVFlQRC4u)  **(one per test) via OAR Website.**

The student completes all necessary information:

1. Your Student 920#
2. Your Cell Phone Number
3. Faculty Name
4. Faculty WCU Email Address
5. Course Prefix and Number-Section (e.g. ENGL -101-03)
6. Requested Date OAR will Proctor Your Test
7. Start Time of the Test

8. Select the Platform of Your Test (i.e. Paper, Online-Canvas, Online-Examsoft, Online-ATI, etc.)

9. List your approved accommodations you will need for this exam, such as:

* Extended Time (indicate Time and a Half/150% or Double Time/200%)
* No scantron/Write on test
* Use of Computer for Written Responses
* Alternate Format Test (e.g. Braille)
* Calculator, computer, and other Equipment

(Specific accommodations must be listed on the student’s letters and agreed upon ahead of time.)

The student is 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 OAR.

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

**INSTRUCTIONS FOR SUBMITTING A TEST PROCTORING REQUEST (continued)**

Once a Student Test Proctoring Request is processed, the faculty member will receive an email regarding the student’s request, asking you to complete the [Faculty Confirmation for OAR to Proctor Student’s Test](https://forms.office.com/pages/responsepage.aspx?id=WluzxdUWFESO4XvecFQ_G6A7L6YCb7xBmq77xEd60pxUMTNPMlo5VFY4RDZJOURWQVpYVUdSNUk0Si4u)  at least 24 hours prior to the test. This form can also be found on our website: <https://www.wcu.edu/learn/academic-services/disability-services/faculty-information.aspx>

**Completing this form ensures that whoever administers the test in our office has all of the needed information in one place.**

The faculty members completes all necessary information:

1. Student’s Name
2. Course Prefix-Number-Section (i.e. BIOL-101-01)
3. Test Date
4. Start Time for OAR to Proctor Your Test (This is not always the class time.)
5. Total amount of time given to **ALL** students taking the test with you (i.e. 1 hour 30 minutes, 75 minutes)
6. Check the applicable format(s) of this test. (Paper, Canvas, Examsoft, ATI)
7. Materials needed or allowed during test:

* None
* Answer Sheet
* Blue Book
* Books
* Calculator
* Computer
* Diagrams/Formulas/Tables
* Dictionary/Thesaurus
* Extra Paper
* Notes
* Scantron

1. Identify the Method Faculty Will Provide the Test to OAR. (In-person delivery, email, online platform, upload to this form)
2. Test File Submission (if applicable)
3. Test Return Method to Instructor (scan and email, instructor pick-up, online platform)
4. Faculty Contact Information During the Test  
   We request contact information in case of a testing issue. **We do not share your information with students.**

Upon test completion, the test will be returned to you by the method you selected. If you have any questions about the test proctoring process or accommodations, do not hesitate to contact OAR.

Text

Description automatically generated