



Students with Disabilities: Rights and Responsibilities

The Office of Accessibility Services Handbook

Learning & Student Development Center
Main Hall, East Wing, Room 147

Table of Contents

INTRODUCTION	1
POLICIES AND PROCEDURES	2
The Law	2
Eligibility for Services.....	3
Accommodation Differences: High School versus University.....	4
Self-Advocacy	5
Confidentiality Policy.....	6
REQUESTING ACCOMMODATIONS	7
Registration Process	7
Documentation Requirements	8
Letter of Accommodation.....	12
TEMPORARY INJURIES & TEMPORARY DISABLING CONDITIONS	14
Documentation Requirements	14
Potential Accommodations.....	14
Concussion Information	16
RIGHTS AND RESPONSIBILITIES	18
Student Rights and Responsibilities	18
Faculty Rights and Responsibilities	19
ACCOMMODATIONS AND SERVICES	20
Accommodations: What They Are and What They Are Not	20
Accommodation Descriptions	21
Testing Accommodations-----	22
Note Taking-----	23
Recording Lectures -----	24
Adjustments Involving Attendance, Deadlines, and Rescheduling Exams	25
Audiobooks -----	26
GRIEVANCE PROCEDURE FOR ACADEMIC ACCOMMODATIONS	28
APPENDICES	31
Classroom Accommodations Request Form	32
Confidentiality and Release of Information	34
Equipment Loan Agreement.....	35
Agreement Form for Recording Lectures.....	36
Letter of Accommodations (Sample)	37
Note Taker Agreement Form.....	38
Housing Accommodation Request Form	39
Flexible Attendance/Deadlines Clarification Form.....	41

INTRODUCTION

The Office of Accessibility Services, a division of the Learning and Student Development Center, collaborates with students with documented disabilities and faculty to provide reasonable accommodations and support services that are individualized and based upon medical documentation, functional limitations, and a collaborative assessment of needs. Students are taught to use advocacy skills to request authorized accommodations specific to class needs and personal preference. The Office of Accessibility Services provides reasonable accommodations in order to provide equal opportunity and access to university programs and services.

Mission Statement for Accessibility Services

It is the mission of West Liberty University Accessibility Services to ensure equal access and full participation in programs and services for all students at our University community. It is our institutional goal to create an educational environment where individuals are considered on the basis of ability rather than disability.

Office Information

Disability services are provided by the Office of Accessibility Services located in Main Hall, East Wing, Room 147.

Staff

Chris McPherson, Director of the Learning & Student Development Center/ADA
Coordinator

Phone: 304.336.8274

Email: christopher.mcpherson@westliberty.edu

Administrative Assistant

Phone: 304.336.8185

Student Support Services Coordinator

Phone: 304-336-8018

POLICIES AND PROCEDURES

Chapter

1

The Law

Americans with Disabilities Act

The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications.

An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.

Americans with Disabilities Act: Title II

Subject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.

Rehabilitation Act of 1973: Section 504

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Americans with Disabilities Act: Amendments Act

The **ADA Amendments Act of 2008** (Public Law 110-325, ADAAA) became effective January 1, 2009. The ADAAA expands interpretation of the ADA's coverage, which has been narrowly construed by case law in a number of decisions by the Supreme Court. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition -- and therefore the number and types of persons who are protected under the ADA and other federal disability nondiscrimination laws.

Eligibility for Services

To be eligible to receive accessibility accommodations at West Liberty University, students with permanent disabilities must meet the following requirements:

1) The student must be a qualified individual with a disability under section 504 of the Rehabilitation Act (Federal Register, Vol. 45, No. 92, pp. 30937-30944) and the 2008 Americans with Disabilities Act Amendments Act (ADAAA) (PUBLIC LAW 110-325).

The student must currently have a physical or mental impairment that substantially limits one or more major life activities. According to the ADAAA, "In general, major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working."

Additionally, the ADAAA defines a major life activity as including "the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions."

The student must be "otherwise qualified"; in other words, the student must:

- (a) meet the essential, academic, and technical standards required for admission or participation within the West Liberty University education program or other activity;
- (b) meet the essential eligibility requirements for regular university services; and
- (c) meet the requirements of the student code of conduct.

2) To be eligible for services, the student must self-identify and complete the registration process with the Office of Accessibility Services.

To self-identify, the student must meet with the Director of the Learning and Student Development Center, complete intake documentation, sign all appropriate accommodation agreements, releases of information and other required forms.

Students should self-identify in a timely manner. Students should make an appointment for an intake interview as soon as they are accepted at West Liberty University and have made the decision to attend.

3) To receive accommodations, the student must present comprehensive and current documentation regarding the stated disability.

Documentation of a student's disability must be obtained from a qualified professional. For more information, refer to the 'Documentation Requirements' section.

Accommodation Differences: High School versus University

As students transition to the university level, the accommodation process changes from secondary to post-secondary education. Accommodations that students receive in high school may not be applicable post-secondary accommodations. In fact, universities are not obligated to provide the same services received in high school. The table below clarifies some of the differences between services in high school and a post-secondary setting.

High School University Laws: IDEA & Section 504	Laws: Section 504 & ADA
Responsibility: School district identifies, evaluates, and plans educational interventions in attempt to facilitate student success.	Responsibility: Students must self-identify, provide their documentation, and request disability services to facilitate access.
Parental Rights: Parents/Guardians are involved and must approve plan for students under 18.	Parental Rights: Students 18 and over are their own advocates; parents are not involved; FERPA applies, mandating non-disclosure to parents.
Services: School may provide academic and non-academic services.	Services: Students are provided access to any service, program or activity sponsored by the institution. Services of a personal nature (personal care, personal attendants, academic coaches, readers, typists, etc. for out of class work) are the responsibility of the student.
Accommodations: Educational programs, student outcomes, class requirements, etc. may be modified to facilitate student success.	Accommodations: Reasonable accommodations are provided, based on student request, to facilitate access; success is the responsibility of the student and the fundamental nature and outcomes of classes are not modified.
Plans: IEPs and 504 Plans are provided.	Plans: Accommodation letters are developed each semester. It is the responsibility of the student to request the sheets, to deliver them to their instructors and to discuss with the instructor the requested accommodations.
Confidentiality: The school district shares student plans with school personnel as deemed appropriate.	Confidentiality: The student is in charge of their disability information and disclosure is made only at the request of the student or on a need to know basis.
Intent: Legal mandate with aim to foster success	Intent: Civil rights, non-discrimination to foster access

Self-Advocacy

There are many skills college students need to learn and practice. Perhaps one of the most essential skill is self-advocacy, knowing how to ask for and get the things you need to be successful.

You may have relied on others to advocate for you in the past, but in college you will have to learn to communicate your needs to others. It is important to learn to speak up for yourself and to be assertive. Taking responsibility and control is not always an easy thing to accomplish. There are three important stages or elements to successful self-advocacy:

- *Know Yourself*
- *Know What You Need and Want*
- *Know How to Get What You Need and Want*

This is the time for you to take control and direction for your own future. You will need to take responsibility and act on your own behalf as you problem solve and seek necessary help to be successful.

Know Yourself

Know your disability and how it impacts your learning. You are the expert on how your disability impacts you and it is important that you be able to articulate that impact. After all, no one knows you better than yourself. When other people make decisions for you without you, the decisions that are made often do not fit your needs. Self-advocacy helps achieve desired outcomes.

Know What You Need

You should be able to articulate clearly what you need so that if those needs are not met, you can advocate for more appropriate assistance.

Know How to Get What You Need

Learn what resources are available on campus and how to attain access to those resources. Request your accommodations early. Take action immediately if you start to struggle academically. Negotiate and compromise when necessary in order to receive the most appropriate assistance in the class. A willingness to compromise and work with an instructor will help build trust and respect.

The skills of self-advocacy are multilayered and are anything but simple, but they are important skills and life-long strategies that will help you both now and in your future career and personal life.

Adapted from <http://www.wrightslaw.com/info/sec504.selfadvo.ld.johnson.htm>

Confidentiality Policy

Student records are protected by the Family Educational Rights and Privacy Act (FERPA). The Office of Accessibility Services at West Liberty University respects the confidential nature of disability-related information and has an obligation to maintain the confidentiality of such documentation.

Access by University personnel to disability-related information housed in the Office of Accessibility Services is on a need-to-know basis and only for the purpose of assuring appropriate accommodations. Instructors are regularly apprised of the confidential nature of disability-related information shared with them. Accommodation letters prepared by the Office of Accessibility Services do not give specific diagnoses. Instead, the letters explain that the student has provided appropriate documentation of a disability and lists the approved academic accommodations for that student.

On a legitimate, educational need-to-know basis, the Office of Accessibility Services staff may discuss the impact or impairments caused by the disability and the corresponding accommodations approved with appropriate individuals on campus. Circumstances may include housing arrangements, academic accommodations, instructional strategies, and resources or other circumstances specific to the individual.

The Office of Accessibility Services and West Liberty University are prohibited by law from releasing any disability-related records or personally identifying information to any entity outside the university including documentation provided to the Office of Accessibility Services by the student unless the student provides written permission or there is a court order. Entities outside the university include parents of students over the age of 18. A specific release of information must be signed and in the file giving staff permission to discuss student-specific information with parents.

The student may request or approve the release of such information to persons or agencies outside the university by signing the 'Confidentiality and Release of Information Form'.

REQUESTING ACCOMMODATIONS

Registration Process

Students must register with the Office of Accessibility Services to receive accommodations. Although you may request an academic accommodation at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. The Office of Accessibility Services staff needs adequate time to review your request and provide an appropriate academic adjustment. Students are advised to make an appointment for an intake interview as soon as they are accepted at West Liberty University and have made the decision to attend.

STEP 1: Make an appointment to meet with the Director of the Learning & Student Development Center/ADA Coordinator at the Office of Accessibility Services to:

- Complete the ‘Contact Form’;
- Complete and sign the ‘Confidentiality and Release of Information Form’;
- Read and sign other forms as required for accommodations;
- Submit documentation to support your request for accommodations (see ‘Documentation Requirements’ section);
- Receive your ‘Letter of Accommodation’ for the current semester

Note: Accommodation letters are NOT automatically assigned each semester. In order to receive classroom accommodations, a student must respond to an e-mail and/or complete any necessary online forms to receive accommodations for that semester. Accommodation letters are sent to a student’s West Liberty University e-mail account.

STEP 2: Make an appointment to meet with each instructor to deliver your ‘Letter of Accommodation’ and discuss accommodations. It is also strongly recommended that you email each professor a copy of the letter. You should not just hand the letter to your instructors and walk away. It is extremely important to discuss with instructors the implementation of approved accommodations in each class.

Mid-semester Accommodation

Occasionally, a student may not want to disclose a known disability, expecting that they will succeed without academic accommodations. When the academic workload becomes overwhelming, a student at mid-semester may realize help is needed. Provided that this disclosure and documentation submission is timely (timely is not considered to be the day of an exam), the same initial procedures and forms are to be followed: documentation submission, intake meeting, signed agreement forms, notification of accommodations letter to professors, and adequate notification of testing/accommodation needs.

Documentation Requirements

West Liberty University students must provide appropriate documentation of a disability in order to receive academic accommodations based upon that disability.

It is the student's responsibility to initiate contact with the Office of Accessibility Services and to provide appropriate documentation of a disability, as well as its impact on the academic tasks for which accommodations are being requested. The cost of obtaining professional documentation is the student's responsibility. **The documentation should be no more than five (5) years old** from the time the student begins study at West Liberty University or the student may be required to be retested and provide updated documentation.

A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA.

General Guidelines

Documentation of a disability should consist of an evaluation by an appropriate professional. Included must be a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should include the following elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used. This includes specific test results (including standardized testing scores) and the examiner's narrative interpretation.
- A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- A history of previous accommodations and their impact.

- The credentials of the diagnosing professional(s), if not clear from the letterhead or other forms. Please note that diagnosing professionals shall not be family members or others with a close personal relationship with the individual being evaluated.
- Documentation prepared for specific non-educational venues (i.e. Social Security Administration, or Department of Veteran’s Affairs, etc.) may not meet these criteria.
- IEP or 504 plans will not be considered sufficient documentation unless accompanied by a current and complete evaluation.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of the individual’s current program. Accommodation decisions are to be made on a case by case basis, considering the impact of a particular student’s disability within the specific context in which that student must function.

Documentation Requirements for Learning Disability

Documentation of a Learning Disability must meet all of the following:

- The report must be signed, dated and on official letterhead of the evaluator.
- The professional(s) conducting the evaluation and providing the diagnosis must be qualified and/or licensed to do so.
- Testing must utilize adult normed tests such as the WAIS-III.
- The evaluation report must minimally address: aptitude (IQ), Achievement (Reading, Math and Written Language) and Processing, such as, visual-motor, and auditory.
- All sub-tests, standard scores must be provided for all tests reported.
- Screening tests, such as the Wide Range Achievement Test (WRAT), the Nelson Denny Reading Test, the Peabody Individual Achievement Test (PIAT), are not acceptable in and of themselves as tests of achievement.
- Testing must address the impact of the student’s disability on current collegiate functioning or should have been completed within five (5) years of beginning study at West Liberty University.
- The evaluation report must indicate how the learning disability impacts academic performance and contributes to a “significant impairment” in academic functioning.
- The report must contain a clear statement of diagnosis of the specific learning disability and utilize Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, (DSM IV-TR), 1994 ICD-10, diagnostic codes. Vague terms such as “may have”, “seems to have”, or “suggests” are not acceptable as diagnostic.
- The test report must specify the test scores and equated rationale used to determine the DSM IV diagnosis and/or suggested accommodations.
- The report should include a history of the learning disability and previously provided accommodations.

Documentation Requirements for Psychological/Psychiatric Disabilities

Documentation of a Psychological/Psychiatric Disability must meet all of the following:

- Be in the form of a signed and dated report on official letterhead, prepared by qualified professional such as a psychiatrist or licensed psychologist trained in the differential diagnosis of psychological/psychiatric disorders.
- 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 evidence of a condition's impact on academic functioning.
- Address both the current level of functioning and present need for accommodations.
- If documentation is more than six (6) months old, the treating professional must provide a letter updating all pertinent information.
- 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.
- Include a summary of assessment procedures used to make the diagnosis.
- Describe present symptoms and fluctuation conditions/symptoms in relation to the diagnosis.
- Describe current medications, including side effects.
- Describe functional limitations supported by the diagnosis and substantiated by test scores.
- 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.

Documentation Requirements for Attention Deficit/Hyperactivity Disorder

Documentation of Attention Deficit/Hyperactivity Disorder must meet all of the following:

- Be in the form of a signed and dated report, prepared by a qualified professional such as a psychiatrist or licensed psychologist trained on the differential diagnosis of psychological/psychiatric disorders.
- Be typed on official letterhead, signed and dated by the provider.
- Include test scores that substantiate a significant impairment in academic functioning as it relates to the diagnosed condition.
- 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.
- 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.
- Include a summary of assessment procedures used to make the diagnosis.

- Describe present symptoms and fluctuating conditions/symptoms in relation to the diagnosis.
- Describe current medications, including side effects.
- Describe functional limitations supported by the diagnosis and diagnostic test scores. 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.

Documentation Requirements for Physical Disabilities:

Documentation of a Physical Disability must meet all of the following:

- A signed and dated report, prepared by a qualified professional on official letterhead;
- A clinical diagnosis including the date of original diagnosis of the disability and the date of last contact with the individual;
- The documentation should be no more than five (5) years old from the time the student begins study at West Liberty University;
- A summary of assessment procedures used to make the diagnosis and determine functional limitations;
- Test scores that substantiate a significant impairment in academic functioning. All sub-test standard scores must be provided for all tests reported;
- A description of both the current level of functioning and present need for accommodations;
- A description of the expected progression or stability of the impact of the disability over time should be included;
- Treatments, medications, assistive devices/services currently prescribed or in use.

Documentation Requirements for Blindness and Low Vision

Documentation of Blindness and Low Vision must meet all of the following:

- A diagnostic/treatment report prepared by a qualified professional, on official letterhead, signed and dated by the provider;
- A clear statement of the diagnosis with supporting numerical description of vision limitations that is within five (5) years of beginning study at West Liberty University;
- A summary of the present symptoms used to meet the criteria for diagnosis of the specific condition;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including a summary of evaluation results;
- 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);
- 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.

Letter of Accommodation

If classroom accommodations are recommended and you elect to use them, you will be given a Letter of Accommodation to give to each instructor. **A new Letter of Accommodation must be requested/provided for each semester.** The Letter of Accommodation verifies for an instructor that you are registered with the Office of Accessibility Services and informs the instructor of your approved accommodations.

It is your responsibility to share the Letter of Accommodation with each of your instructors. Because of policies regarding the confidentiality of disability-related information, our office does not automatically inform your instructors that you may require accommodations. Students are required to self-disclose the need for accommodations by delivering or e-mailing the Letter of Accommodation directly to faculty.

As previously stated, you should not hand the Letter of Accommodation to the instructor and then walk away. *It is in your best interest to make an appointment to meet with each of your instructors to discuss your approved accommodations and the implementation of those accommodations in each class.* A 'Student Script' is available to assist you with this process.

Also, please be aware that instructors require **timely notice** of the need for accommodations so arrangements can be made. You must request accommodations and speak with your instructor as early in the semester as possible. Waiting until the last minute may result in an inability to make appropriate arrangements and you may not receive a requested accommodation.

Note: When requested, instructors will be expected to assist in the provision of classroom accommodations when reasonable and necessary. ***Instructors are not expected to compromise essential elements of the course*** or course evaluation standards.

If an instructor denies the use of an approved accommodation, please contact the Office of Accessibility Services **as soon as possible** so we can discuss with the instructor their concerns.

TEMPORARY INJURIES & TEMPORARY DISABLING CONDITIONS

Chapter

3

West Liberty University recognizes that individuals with temporary conditions that are a result of injury, surgery, or a short-term medical condition may need assistance. Some examples of temporary conditions include:

- Broken limbs
- Hand injuries
- Concussions
- Follow-up care for medical treatments

In most cases, temporary disabling conditions do not qualify as disabilities and are not covered under the Americans with Disabilities Act (ADA). Many accessibility service offices do not provide support for temporary injuries. However, West Liberty University will work with students who have sustained a temporary injury by providing limited, temporary accommodations. If a temporary injury continues to impact you for longer than a semester, you will have to schedule an additional meeting with Accessibility Services staff to discuss accommodations for a subsequent semester.

Documentation Requirements

Students are asked to provide documentation from an appropriate, licensed care provider. This professional should follow the documentation requirements outlined in the [Accessibility Services Handbook](#). Specifically, this documentation should indicate the disability, impact, and estimated duration. It may also be helpful to know any side effects caused by medication and recommendations for accommodations. The information should be recent enough to identify current impact.

Potential Accommodations

Academic accommodations are approved on a case-by-case basis. Examples of some accommodations which may be available for a temporary arm, hand, or upper extremity injury may include:

- Scribe for exams
- Peer Notetaker
- Audio recorder for lectures
- Extended Testing Time
- Use of Computer for essay exams

Students with temporary disabilities may want to meet with Accessibility Services staff to discuss:

- Potential classroom and testing accommodations
- Information on accessible routes and elevator access on campus

Please note that even though these are temporary accommodations, they do take time to implement. So, please contact us as soon as possible and know that it may take 5-10 business days to get them in place. It is important to note that accommodations through Accessibility Services, including accommodations for temporary injuries, are not retroactive. Therefore, you must have completed the registration process and been notified that you are registered for services by Accessibility Services before you may begin receiving accommodations. Accessibility Services cannot assist you with disability-related matters that occurred prior to completing the registration process.

Concussion Information

What is a concussion?

A concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious (CDC.gov). Concussions are invisible injuries that can affect a person's mental stamina, causing the brain to work longer and harder to complete simple tasks. Mental and physical rest is essential to recovery from a concussion. Concussions affect every person differently, and the accommodations that are appropriate for one student with a concussion, may be different than appropriate accommodations for another student with a concussion.

What to expect when a student has a concussion, or is recovering from a concussion:

A concussion can affect a student physically, cognitively, and emotionally. Students who have experienced a concussion may have:

- Frequent or severe headaches
- Fatigue
- Trouble sleeping
- Blurry or double vision
- Sensitivity to noise or light
- Dizziness
- Nausea

Physical symptoms can have an impact on classroom learning and schoolwork by interfering with the student's ability to focus and concentrate.

Cognitively, students may:

- Have trouble remembering how they were injured or have other memory problems
- Become easily confused
- Have difficulty paying attention
- Feel "foggy" or have a slowness in thinking
- Slow reaction time
- Affect short term memory and working memory
- Slow cognitive processing speed
- Experience more difficulty at school than normal

Cognitive symptoms may impact the ability of a student to learn, memorize, and process information, and can impact their ability to keep track of assignments and tests.

Accommodation available to students with concussions:

Students who have had a concussion may recover quickly, or their symptoms may take longer to heal. In order to promote student learning, temporary accommodations may be provided to students who have had a concussion. These accommodations are removed when the student no longer experiencing symptoms. Temporary accommodations may include:

- Absence from course meetings
- Students with concussions frequently must avoid extensive computer use or "screen time" and may need to complete assignments without the use of a computer.
- Preferential seating (i.e. a seat near the front of the room, in a quiet area, or away from a window)
- Additional "rest breaks"
- Flexible due dates for assignments
- Additional time to complete quizzes/exams
- Completing exams in a reduced distraction environment
- Peer Notetaker
- Audio recording class lectures

Post-Concussion Syndrome

Post-concussion syndrome is a complex disorder where various concussion symptoms, such as headaches and dizziness, last for weeks or months after the initial injury. Some students that experience concussions may develop post-concussion syndrome and require long-term accommodations.

Students who have experienced a concussion are strongly encouraged to contact [Accessibility Services](#) regarding their injury, as this injury may impact their learning needs. If the effects of a concussion persist, students can discuss registering for accommodations and other support available through [Accessibility Services](#).

For more information, please see:

[The Center for Disease Control](#)

[Mayo Clinic](#)

RIGHTS AND RESPONSIBILITIES

Chapter

4

Student Rights and Responsibilities

Student Rights

Each student has the right to:

- confidentiality of all information related to their disability
- equal access to courses, programs, services, jobs, activities, and facilities available through the university
- reasonable accommodations according to their disability
- self-disclose and to seek accommodations
- decline accommodations
- contact the Office of Accessibility Services to discuss learning difficulties, academic accommodations, and the accommodation process at West Liberty University.

Student Responsibilities

Each student is responsible for:

- contacting the Office of Accessibility Services for an appointment
- submitting documentation that meets West Liberty University guidelines
- discussing academic accommodations with the Office of Accessibility Services
- requesting an Accommodation Letter each semester
- self-disclosing to each instructor and ensuring that each instructor has recognized the Accommodation Letter each semester
- working with each instructor to arrange to receive the academic accommodations indicated in the Accommodation Letter.

Students registered with the Office of Accessibility Services who require academic accommodations must register with the Office of Accessibility Services before receiving accommodations.

Faculty Rights and Responsibilities

Faculty Rights

It is the faculty member's right to:

- determine course content and general methods of teaching;
- ensure that course standards are not lowered or compromised;
- ensure that a student has demonstrated mastery of the essential course requirements in order to obtain an appropriate grade;
- fail any student if they do not demonstrate mastery of essential course requirements;
- expect *all* students to adhere to the university code of conduct, regardless of whether they have a disability;
- challenge an accommodation request if they believe the accommodation would result in a fundamental alteration of the program or the accommodation would impose an undue financial or administrative burden on the university.

Faculty Responsibilities

As an employee of West Liberty University which has compliance obligations under federal laws, faculty have a shared responsibility in providing reasonable academic accommodations for students with disabilities. It is the faculty member's responsibility to:

- provide the accommodations listed on the student's Accommodation Letter unless the student has agreed otherwise
- contact the Office of Accessibility Services if there is a question or concern about the accommodations and how they will be provided
- respect a student's right not to request or use accommodations
- direct student questions about disability accommodations to the Office of Accessibility Services
- provide a 'Reasonable Accommodation' statement on each course syllabus. Please include a statement similar to the one below:

"If you have a disability that affects your academic experience and plan to seek accommodations, it is your responsibility to inform the Office of Accessibility Services as soon as possible. The Office of Accessibility Services is located in the Learning and Student Development Center (LSDC) in Main Hall 147. Please contact 304.336.8185 for more information. It is important to request accommodations early enough to provide adequate time to facilitate your request."

ACCOMMODATIONS AND SERVICES

Chapter

5

Accommodations: What They Are and What They Are Not

Accommodations are provided for the purpose of **ensuring equal access** to an education. They are **not** a guarantee of a certain grade or of success in a particular class; rather, they are intended to **'level the playing field'** for students with disabilities. Students with disabilities are expected to fulfill all academic and course requirements and evaluation standards, as is expected of all students.

Accommodations are approved on a **case-by-case** basis. They are assigned depending on the documentation that each student submits, the impact of each student's disorder, and conversations with each student regarding their strengths, weaknesses, and needs.

Accommodations are also provided on a **class-by-class** basis. An accommodation which is reasonable in one class may not be reasonable in another. **No accommodation will be provided if it compromises or alters essential elements or evaluation standards of a course.**

Accommodations are considered to be **classroom supplements**. They are NOT intended to replace regular classroom attendance or participation.

Note: Accommodations are NOT provided retroactively.

The Office of Accessibility Services is unable to provide accommodations for academic work completed before the student is verified as eligible for accommodations or before the student requests accommodations each semester. It is imperative for you to request accommodations as early in the semester as possible.

Adding to or changing your approved accommodations

Some students decide after being verified that they may benefit from an additional accommodation which was not previously approved or that a change in their accommodations may be helpful. If you would like to request additions or changes to your previously approved accommodations, it will be necessary for you to meet with the Learning and Student Development Center Director/ADA Coordinator who will review your documentation to see if it supports your request. In some cases, additional documentation may be needed to grant your request.

Accommodation Descriptions

Listed below are descriptions of some of the most common accommodations assigned through the Office of Accessibility Services. Also included is the procedure for requesting and receiving each accommodation. Please remember that accommodations are assigned on a case-by-case basis and therefore inclusion of an accommodation in this handbook does not constitute individual verification. You should review the accommodations listed, paying particular attention to those for which you have been approved. This is not an all-inclusive list. You may have been approved for an accommodation that is not listed in this handbook.

If you have any questions or concerns about your approved accommodations, please do not hesitate to contact us. As previously stated, we cannot assist you if we are unaware of issues.

Accommodations and services include but are not limited to:

- Testing accommodations, e.g. extended time for tests/quizzes, reader/scribe, distraction-free testing environment, adaptive technology
- Note-taking assistance
- Recording lectures
- Flexible attendance/deadlines
- Priority seating in classrooms
- Assistive Computer Technology, e.g. speech recognition software, Zoom Text
- Alternative media, e.g. audio books
- Accessible residential housing (“Housing Accommodation Request Form”)
- Strobe alarms

Testing Accommodations

Extended time for test and quizzes. Extended time for test taking allows additional time for reading, processing, attention, or other adjustments so that the student's disability does not become a barrier to equal opportunity in education. Generally, eligible students are allowed time and a half or double time on tests unless otherwise specified by the faculty member and/or Learning & Student Development Center Staff member.

A distraction-free testing environment can be defined as a quiet place where students will not be easily distracted or will not distract others.

If it is determined that you are eligible for extended testing time (time and a half or double time) or a distraction-free testing environment, you can take your tests at the Learning & Student Development Center. The center offers several testing rooms where students can take tests and quizzes.

Procedures for requesting a test:

You must contact the Learning and Student Development Center through the appropriate form to arrange testing accommodations for each exam/quiz. Do not wait until the day of an exam to notify the center of your need for this accommodation. You should give a four-day notice of your need for an alternate testing environment. Without enough notice, we cannot guarantee that a testing room will be available or that your instructors will have the time to deliver the test to the testing location.

1) To schedule a test at the Learning and Student Development Center, you can complete an online form provided to you **at least 4 days before the test**. After your request is received, a Learning & Student Development Center staff member will contact your professor and obtain a copy of the test. You can also stop into the Learning & Student Development Center and speak with a staff member to assist in scheduling a test.

2) Arrive to the Learning and Student Development Center at the time of your scheduled test.

Note: If extended time on an exam will cause a time conflict with another class, it is your responsibility to speak with your instructor about a possibility of taking the test at a different time.

Test readers. A reader is a person who reads the test to the test-taker. A reader reads the test directions, questions, and answer choices to the test-taker. Students should provide readers with information regarding the best way to read to them (i.e. tone and reading rate). While reading exams, readers may be requested to repeat questions but are not allowed to explain or reword questions.

Scribes: A scribe is a person who writes down, or otherwise records, the test-taker's responses. The scribe does not create answers for the test-taker or help the test-taker identify correct answers. The scribe simply writes the test-taker's answers down on the test or answer sheet. Scribes will write down exactly what the student has dictated. Corrections, such as punctuation and spelling, are the responsibility of the student. Students may review what the scribe has written by reading it or having it read to them.

Policy for Exam Proctoring

Staff members of the Office of Accessibility Services who proctor or administer exams at the Learning & Student Development Center have the responsibility to do so in a secure manner according to the instructions of the faculty member. Students who take tests at the Learning & Student Development Center are responsible for following these instructions at all times.

- Only necessary items are allowed with the student during testing. Items not allowed include cellular phones, purses, and backpacks. Valuable items may be placed in a locker. It is recommended that valuables be left at home when testing. The Learning & Student Development Center is not responsible for lost items.
- Students will not be allowed to wear coats or hats while test taking.
- Students are responsible for supplies needed for the exam such as calculators, pencils, and blue books.
- The Office of Accessibility Services staff will not answer questions by students that call for interpretations of test instructions or questions.
- Students suspected of cheating will be reported immediately to the instructor.
- Unless other arrangements are made, students must take the test at the same time as the class.
- Students who arrive late may forfeit the opportunity to take the exam at the Learning & Student Development Center.
- Students who fail to show for an exam will have their exams returned to the instructor.

Note Taking

The purpose of notetaking as an accommodation is to provide students who are impacted in their ability to take notes independently with classroom notes to assist them with their learning. The use of NCR paper (duplicate carbonless paper) for notetaking will allow immediate access to notes. Note-takers are student volunteers enrolled in the class.

It is the responsibility of the student to request note-taking accommodations at the beginning of the semester in writing to the Director of the Learning & Student Development Center/ADA Coordinator. Failure to request note-taking services in a timely manner may result in a delay of this service.

Note: Note-taking accommodations are not a replacement for class attendance. Note-takers are not obligated to provide notes for classes that students miss or for portions of the class that students do not attend.

Procedures for Obtaining Note-Takers:

1. Students requiring a note-taker must meet with the Director of the Learning & Student Development Center/ADA Coordinator to discuss the need for note-taking assistance in each class. If comprehensive notes are available from the instructor or through the use of technology, additional note-taking assistance may not be necessary.
2. The Office of Accessibility Services will reach out to the students enrolled in the classes where note-taking services are needed and select a student volunteer. All note-takers are required to sign a "Note-taker Agreement form." Our note-takers use NCR (duplicate carbonless paper) to record lecture notes. The Office of Accessibility Services provides the note-takers with NCR paper.
3. The notes can be returned to the student at the end of each class. If the student does not wish to disclose an accommodation, the identity of the student will not be revealed to the note-taker. In this case, the notes will be returned to the Learning & Student Development Center within 3 days after the class to be picked up by the student using the accommodations.
4. It is the student's responsibility to immediately alert the Director of the Learning & Student Development Center/ADA Coordinator if there are problems with the notes. Once informed, the Office of Accessibility Services will facilitate a timely resolution.

Recording Lectures

Students approved for this accommodation are encouraged to record lectures as a way to enhance memorization and notetaking. Any information recorded in the classroom is for the student's personal use only and should not be distributed in any way except with the permission of the instructor. Instructors may ask a student with this accommodation to sign a form promising not to distribute the contents of the recorded information. Students can loan a digital voice recorder from the Learning & Student Development Center through the completion of an Equipment Loan Agreement. Students must return the recorder at the end of the semester/academic year.

Policy for recording lectures

The Office of Accessibility Services may recommend audio-taping lectures as an academic accommodation for a student. This accommodation is subject to the following requirements:

1. Students must request the instructor's permission to audiotape the class. The Learning & Student Development Center has an "Agreement Form for Recording Lectures that can be utilized.
2. Audiotapes/recordings of class lectures are to be used solely by the student provided with this accommodation for use in study for the class.
3. The audiotapes/recordings are sources which are governed by rules of academic conduct.
4. Upon the request of the instructor, the student will return any audiotapes/recordings when they are no longer needed for academic work.

Adjustments Involving Attendance, Deadlines, and Rescheduling Exams

In some instances, students who request and receive a flexible attendance/deadline accommodation. This section outlines factors faculty take into account when a consideration for flexibility is made. Flexing a course standard can provide an alternate way for a student to meet essential course requirements and actively participate in the course while also managing a disability.

Note: Students are expected to request consideration for a flexibility adjustment as early in the semester as possible.

When Flexibility is Appropriate

Academic adjustments are intended to provide equal access to students with a disability. A reasonable academic adjustment preserves both the integrity of the course and the student's right to participate in classroom activities. Appropriate adjustments do not change or lower the essential elements of the course.

Attendance

Generally, students are expected to follow established classroom attendance policies. When a student has a chronic condition with unpredictable or cyclical acute episodes, an accommodation to flex the attendance policy may be appropriate. Faculty are encouraged to work with the student and the Director of the Learning & Student Development Center to find a flexible way for the student to meet course requirements without altering the essential nature of the course. Please refer to [West Liberty University Academic Catalog](#) for further information on the University's policy for class attendance.

The following are considered when determining whether class attendance flexibility is a reasonable accommodation (based on the US Department of Education Office of Civil Rights guidelines):

1. How much classroom interaction is there between the instructor and students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning (e.g. foreign language, lab courses)?
4. To what degree does a student's absence constitute a significant loss to the educational experience of other students in the class?
5. How is attendance calculated in the final grade?
6. What is the classroom policy regarding attendance?

Due date/deadline extensions and missed exams

Similarly, students may request a due date extension or to reschedule an exam. These requests may be time sensitive due to the sudden onset of symptoms. Professors and students are strongly encouraged to proactively discuss the possibility of the student requesting an extension and/or rescheduling an exam due to symptom flare-up. Items to discuss include:

- How and when the student will notify faculty;
- How the student will make up missed content; and
- The time frame/deadline for completion.

Student Responsibilities:

- Meet with faculty as early in the semester as possible to request flexibility accommodations.
- Give faculty a copy of your accommodation letter, and the 'Flexible Attendance/Deadlines Clarification Form'
- Complete the 'Flexible Attendance/Deadlines Clarification Form' with your instructor, sign it, have your instructor sign, and keep a copy of the form. Bring the form back to the Accessibility Services Office and keep a copy of the form for yourself.
- Adhere to the 'Flexible Attendance/Deadlines Clarification Form' agreement.
- Communicate with faculty regularly throughout the semester to keep them apprised of disability-related consideration requests.

Faculty Responsibilities:

- Be available to discuss the adjustments with the student by appointment or during office hours.
- Discuss the student's academic adjustment letter with the student.
- Complete the 'Flexible Attendance/Deadlines Clarification Form' with the student. Discuss how you expect the student to communicate with you when a class will be missed or a postponement is being requested, and the guidelines/deadlines for making up missed work.
- Sign and date the 'Flexible Attendance/Deadlines Clarification Form'; have the student sign and date the form and make a copy of the form for your records. Keep this form with the student's Accommodation Letter in a confidential location.

Audiobooks

Learning Ally/Bookshare

- Learning Ally/Bookshare provide online libraries of accessible audio textbooks and literature titles.
- A documented disability like dyslexia, visual impairment or physical disability is required for membership.
- Learning Ally VOICeText, an audiobook format, includes on-screen highlighted text synced with the audio narration.
- Research shows that when students use accessible audiobooks, they experience 76 percent improved reading comprehension and 52 percent improved reading accuracy.
- Students can browse the library, order and download audiobooks, and listen/study on PCs and Mac computers, smartphones and tablets running Android or Apple iOS, as well as on specialized assistive technology devices.

- Audiobooks may have built-in functionality enabling students to efficiently navigate through the material — they can easily find a certain chapter or page, set multiple bookmarks, and study effectively like any other student.
- Of critical importance for blind readers, audiobooks are read by human narrators who include teachers, doctors, mathematicians, scientists, and specialists in every subject — people who can describe in correct language and detail every chart, diagram, and illustration.

Policy for Obtaining a Membership with Learning Ally/Bookshare

- Student must have a documented disability like dyslexia, visual impairment, or physical disability.
- Student must meet with the Director to request audio books. Student should bring the list of required textbooks for the current semester.

Voice-Recognition Software

The Office of Accessibility Services offers eligible students with disabilities access to **Dragon Naturally Speaking software**. This voice-recognition software allows those who have difficulty writing to verbally take exams and/or write papers. The computer recognizes the student’s voice and writes down what the student says. Students must train with this program. The more a student uses this program, the better it works.

Equipment Loans

The Office of Accessibility Services can loan students equipment (digital voice recorders, adaptive equipment etc.). Equipment is loaned based on need, assigned accommodations, and availability. You must come by the office and complete a loan form before any equipment will be loaned. All equipment must be returned to the Office of Accessibility Services by the date specified on the loan form. If equipment is not returned, damaged, or is lost, the cost of the equipment may be charged to your student account.

GRIEVANCE PROCEDURE FOR ACADEMIC ACCOMMODATIONS

Chapter

6

Purpose

West Liberty University has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such an entity." Issues that are grievable include, but are not limited to, a denial of a requested accommodation, the inadequacy of an accommodation, the inaccessibility of a program or activity due to disability, or discrimination or harassment based on disability.

The purpose of this procedure is to establish a process for promptly resolving student appeals related to the Accessibility Services Office administrative decisions involving academic accommodations.

While attending West Liberty University, you may have concerns related to disability-based services. If this should happen, there are some things to keep in mind.

- It is important to deal with problems as they arise. Do not delay, as that only allows small problems to become bigger! If you are not sure what to do, contact the Learning and Student Development Center Accessibility Services Office to discuss further.
- If you have a problem with a particular individual, discuss the problem with that person first. Your LSDC can offer helpful suggestions since problems often can be solved informally through effective communication.
- If you have a problem with the implementation of your accommodations, please talk with the person(s) facilitating those accommodations first. For example, if you are using a reader and she/he reads too slowly, explain this to the reader!
- If your professor is questioning the appropriateness of a recommended accommodation, discuss it with him/her first. If you are still unable to resolve the issue, let the LSDC Accessibility Services Office know. Clarification and/or suggestions on how to proceed can be provided. If necessary, the LSDC can work directly with the professor to resolve the particular question.

Academic Accommodation Grievance Procedure

Any student who is not satisfied by the services provided by a Learning and Student Development staff member may seek the assistance from the Director. The Learning and Student Development Center Director will work with the student to resolve the issue. If an informal resolution is not achieved, the student may pursue the formal appeal process outlined below:

A complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of the person making the complaint and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or tape recording, will be made available for persons with disabilities upon request.

The complaint should be submitted by the person making the complaint and/or his/her designee as soon as possible but no later than 60 calendar days after the alleged violation to:

Chris McPherson
Director, Learning & Student Development Center
CUB 112
208 University Drive
West Liberty, WV 26074

Within 15 calendar days after receipt of the complaint, Mr. McPherson or his designee will meet with the person filing the complaint to discuss it and possible resolutions. Within 15 calendar days of the meeting, Mr. McPherson or his designee will respond in writing, and where appropriate, in an accessible format. The response will explain the position of West Liberty University and offer options for substantive resolution of the complaint as appropriate.

1. Any student can request a formal appeal if the student disagrees with an LSDC-Accessibility Services Office decision related to the request/implementation of an academic accommodation or if the student is not satisfied with the resolution.
2. Requests for a formal appeal of a decision should be submitted in writing. The request for formal appeal should include a copy of the decision letter, an explanation of the reason for the appeal and a description of the desired outcome. The student may request a meeting with the Vice President of Student Services to discuss the formal appeal.
3. The Vice President of Student Services will review the formal appeal based on the following grounds:
 - a. The decision reflects a failure to follow University policy;
 - b. There is new information not taken into account by the decision maker; and or,
 - c. The decision reflects an abuse of discretion by the decision maker;
4. The Vice President of Student Services provides a response in writing once the formal appeal is received, generally within 15 business days.

If the student is not satisfied with the response from the appeals process, or if the student selects not to use the Appeals Procedure, the student may file a grievance directly with:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Retaliation against any complainant under this grievance procedure or against any person who assists a complainant in his/her pursuit of a complaint under this grievance procedure is prohibited.

APPENDICES



Classroom Accommodations Request Form

Name: _____ Date Completed: _____
Campus Address: _____ Academic Year: _____
Home Address: _____ Home Phone: _____
ID #: _____ Cell Phone: _____
Email Address: _____ May I contact you through this email address: Yes
Major/Minor: _____ No

Disability (check all that apply)

_____ Attention Deficit/Hyperactivity Disorder
_____ Psychological/Psychiatric Disorder
_____ Medical/Physical Disability
_____ Spinal Cord/Traumatic Brain Injury
_____ Other (Please specify) _____

_____ Learning Disability
_____ Blindness/Low Vision
_____ Deaf/Hard of Hearing
_____ Speech Disorders

Will classroom or residence hall accommodations be necessary? Yes No
(Check all that may apply)

Classroom: _____ Extra test time
_____ Testing in private
_____ Alternative testing
_____ Test reader/writer
_____ Note taking
_____ Sign language interpreter
_____ Tape record lectures
_____ Priority seating
_____ Closed Captioning
_____ Other (please specify)

Residence Hall: _____ Private room
_____ Wheelchair accessible apartment
_____ Air-conditioned room
_____ Ground level room
_____ Apartment (other than wheelchair accessible)

(Over)

Current treating clinician/doctor(s) (Please include title): _____

Current Medications (Include dosage & frequency):

Previous Accommodations, if any: _____

How does your disability impact you academically? (ex. concentration, note taking, etc.):

How does your disability affect you in your everyday life?

Concerns living with a roommate? Yes No

Explain: _____



Confidentiality and Release of Information

The Learning & Student Development Center Office of Accessibility Services is committed to ensuring all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law.

The following guidelines about the treatment of such information have been adopted by the LSDC. These guidelines incorporate relevant state and federal regulations:

No one will have immediate access to student files in Accessibility Services except appropriate staff of the Learning and Student Development Center in which disability services is located. Any information regarding a disability is considered confidential and will be shared only with others within the university who have a legitimate educational interest.

1. This information is protected by the Family Educational Rights and Privacy Act (FERPA).
2. Sensitive information in Accessibility Services student files will not be released except in accordance with federal and state laws.
3. A student's file may be released pursuant to a court order or subpoena.
4. If a student wishes to have information about his/her disability shared with others outside the institution, the student must provide written authorization to the Accessibility Services Office to release the information. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released.
5. The student should also understand there may be occasions when, within the university, the Director will share information regarding a student's disability at his/her discretion if circumstances necessitate such sharing and the Director has determined there is an appropriate legitimate educational interest involved.
6. A student has the right to review his/her own file with reasonable notification.

I have been informed of the policy regarding confidentiality and the release of information from my Accessibility Services file. I understand that information may be released from my file to be used in a confidential manner with appropriate university faculty and officials who have a legitimate educational interest while I am a student at West Liberty University.

Student Signature

Date

Director, Learning & Student Development Center
or Designee

Date



Equipment Loan Agreement

The purpose of adaptive equipment provided by Accessibility Services is to serve as a short-term loan for academic purposes only.

By completing the information below and signing your name, you are certifying that you will be responsible for the safekeeping of the described equipment. In the event of damage, loss, theft or failure to return the equipment in the same condition as it was at the time of issue (normal wear and tear is acknowledged), it is agreed that full reimbursement for replacement costs will be made to Accessibility Services by the borrower.

Additionally, it is agreed that failure to return the equipment in satisfactory condition by the designated date below will result in a hold being placed upon your ability to register for classes or receive transcripts until said equipment is returned and found to be in an acceptable condition.

PLEASE PRINT

_____	_____
BORROWER NAME	ID NUMBER
_____	_____
PHONE NUMBER	EMAIL ADDRESS

DESCRIPTION OF EQUIPMENT	
_____	_____
CONDITION OF EQUIPMENT AT CHECKOUT	CONDITION OF EQUIPMENT AT RETURN
_____	_____
DATE LOANED	DATE TO BE RETURNED

_____	_____
BORROWER'S SIGNATURE	LSDC STAFF SIGNATURE

Upon return of the equipment, the Accessibility Services staff member's signature below acknowledges that the above equipment was returned on the date indicated below, and in satisfactory condition.

_____	_____
LSDC STAFF SIGNATURE	DATE



Agreement Form for Recording Lectures

Under Section 504, Subpart E Postsecondary Education, of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide reasonable accommodations to a student's known disability and may not deny equal access to the institution's programs, courses, and activities. Recording lectures is a reasonable accommodation for students whose documentation calls for this accommodation.

Faculty have the right to require a student who uses an audio recording device to sign an agreement for recording and present the form to the instructor.

Permission to record lectures as a disability accommodation is subject to the following conditions:

1. You must inform your professor of your intention to record class lectures.
2. You are not to alter, copy, or share lecture recordings.
3. Your signature indicates that you will abide by the above conditions.

I, _____ agree that I will not release the audio recordings, or
(student name)

transcription, or otherwise hinder _____
(faculty name)

ability to obtain a copyright on lectures that I have taped in

(course number/section)

(student signature)

(date)

This form is to be submitted to the professor/instructor upon completion.

Letter of Accommodations (Sample)



WEST LIBERTY UNIVERSITY

Learning and Student Development Center
Main Hall, East Wing 147
CUB 112
208 University Drive
West Liberty, WV 26074

Chris McPherson, Interim Director
Office: (304) 336-8274
Fax: (304) 336-8398
christopher.mcpherson@westliberty.edu

This letter is valid for the SPRING 2020 semester only.

TO: Appropriate Faculty
FROM: Chris McPherson, Interim Director, Learning & Student Development Center
DATE: December 16, 2019
RE: Classroom accommodations for "Student" @123456789

The above named student has registered with and provided documentation to the Accessibility Services Office. On the basis of the documentation provided, this student is eligible for the following accommodations:

Testing Accommodations

- Testing in a distraction free environment
- Time and a half for tests/quizzes
- Test Reader

Classroom Accommodations

- Recording of lectures

Permission to Audio Record Classes

Recording class materials in audio or video format is allowed when the student provides notification of the accommodation to the instructor. The student must provide his/her own recording device and may discuss with the instructor the best placement of the recording device. *Note: Your instructor may ask you to complete an "Recording of Lecture Agreement Form." A copy of this form is attached to the e-mail with this letter.*

The Americans with Disabilities Act (ADA) of 1990, and its Amendments Act (ADAAA) of 2008, along with Section 504 of the Rehabilitation Act of 1973 define an individual with a disability as a person who 1) has a physical or mental impairment that substantially limits a major life activity; or 2) has a record of such impairment; or 3) is regarded as having such impairment. These Acts prohibit discrimination solely on the basis of disability in employment, public services, and accommodations.

The basic requirement of the law as applied to higher education is that all programs, services, or facilities must be accessible to or usable by persons with disabilities. WLU must provide auxiliary aids to ensure equal access for participation in college classes and activities and must accommodate the academic participation of qualified students with disabilities.

*Please find additional details and information at:
www.access-board.gov/adaaa/about/
www.daisweb.com
and
www.dol.gov/ofccp/regs/compliance/faqs/ADAfaqs.htm*

The student may need additional academic accommodations in your classroom. If there is a need, the student will come to you with a request and with your assistance, appropriate accommodations can be arranged. Please discuss accommodations privately with each student to determine appropriate arrangements in your class. An accommodation should not alter any fundamental objective of your course.

When implementing accommodations involving testing in a distraction free environment and/or Time and a half for tests and quizzes, the student may use one of the Center's testing labs to complete any tests or quizzes if time or space become problematic for you. **Please note for testing done through Sakai, extended time can be arranged for individual students. Call 304.336.8432 or e-mail online@westliberty.edu for assistance.*

I appreciate your assistance in this collaborative effort to ensure that this student receives appropriate accommodations. Likewise, if you have questions or concerns please feel free to contact me at 304-336-8274 or email at christopher.mcpherson@westliberty.edu.



Note Taker Agreement Form

I, _____, commit to providing quality note-taking services for West Liberty University. I understand that I need to follow the procedure below in order to be recognized as a note-taker by the Office of Accessibility Services in the Learning & Student Development Center.

1. I will attend classes as scheduled.
2. I will take clear and comprehensive notes, adhering to the guidelines provided by the Learning & Student Development Center.
3. I understand that I will be informed of the way in which my notes should be provided to the person with a disability. These methods include: delivery of notes to the Learning & Student Development Center or directly to the student recipient.
4. I will deliver a copy of my notes to the agreed upon location within 24 hours of the course or program.
5. I am responsible for supplying notes from the date indicated by Office of Accessibility Services through the end of the term. If I am unclear as to what the start date of my notes should be, it is my responsibility to contact the Office of Accessibility Services.
6. Should I be approached by the person for whom I am taking notes, I will keep confidential their identity. I understand that if I am not approached by the person for whom I am taking notes, only the Office of Accessibility Services and the Instructor of the Course/Program will know the person's identity.
7. If the notes are inadequate or the student no longer requires them, I understand that I may be asked to discontinue my note-taking services.
8. I understand that my name and email address may be given to the student to set up note delivery.

By signing, I acknowledge that I have read the above Note-taking procedures and agree to follow them as a note-taker for West Liberty University.

Student signature

Date

Student ID# _____

E-mail: _____

Cell Phone: _____

Term & Year: _____

Class Name and Section:		
Professor's Name:		
Class Day/ Time:		Class Location:

*Please return this completed form to the Learning & Student Development Center,
Main Hall, Room 147*



Housing Accommodation Request Form

Dear Student:

In order to make specific housing accommodations, appropriate and complete documentation is **mandatory**. Please read the following information carefully before completing this form. Note that the second form is to be completed and signed by your treating physician/clinician.

Also, you must register with the Office of Accessibility Services. You can begin this process by visiting the Learning & Student Development Center in Main Hall, East Wing, Room 147, or calling 304-336-8185.

West Liberty University is committed to providing all registered students with access to all educational and student life settings. The Office of Accessibility Services works closely with the Housing & Student Life Office and the University's Health Services Office in order to meet various needs of students. We will evaluate the documentation received in order to make appropriate recommendations for accommodations.

This completed form plus any additional pertinent documentation supplied by your treating clinician should reach the Office of Housing & Student Life as soon as possible to avoid delay. Should you not submit the documentation in a timely manner, delays may occur.

1. Once all documentation is received, we will determine the most appropriate housing for your needs. You will receive written notification of this decision.
2. The documentation requested will be used to:
 - i. Verify the disability/medical condition
 - ii. Determine the severity of the need
 - iii. Help determine other reasonable accommodations for living on campus if an apartment or private room is not available.
3. Should you be approved for an apartment or private room, you will be charged the appropriate fees for the apartment or single room rates with meal plan.

If you have questions or need additional information, please contact the Office of Housing & Student Life at 304-336-8345 or residencelife@westliberty.edu.



Flexible Attendance/Deadlines Clarification Form

Student Name: _____ **ID:** _____

Faculty Name: _____

Semester (e.g. Fall 2019): _____ **Course (e.g. ENG 101):** _____

This student is registered with the Accessibility Services Office in the Learning & Student Development Center and presented documentation stating that the nature of the student's disability MAY affect attendance in class. Although many disabilities are cyclical in nature and would not regularly affect the student's ability to attend class, flare ups, medication reactions, increases in symptoms, out of town doctor's appointments, etc., may cause the student to miss class on occasion.

This form is designed to allow faculty to clarify requirements of the course and for students to share with faculty possible attendance issues. In using this form, the student and faculty should clarify any expectations regarding notification in the case of absence, the process for completing missed work and how the student will obtain information missed in class. The Director of the Learning & Student Development Center will discuss the potential implications of missing class (i.e. missed notes, greater difficulty in understanding the material, etc.) with students and stress that this accommodation does not guarantee success and that clear communication with the faculty member is critical in utilizing this accommodation.

Although allowing for disability-related absences is a reasonable accommodation for this student, Accessibility Services recognizes that there may be courses in which class participation and attendance are essential (e.g., labs, theatre, music, practicums). While the Accessibility Services Office cannot recommend a certain number of excused absences, the questions below will provide some guidance to determine how much flexibility can be offered while still maintaining the essential elements of the course and learning experience.

The Director of the Learning & Student Development Center/ADA Coordinator can serve as a resource to discuss this form and/or options related to addressing accommodation issues. Please feel free to contact the LSDC at 304.336.8274 or christopher.mcpherson@westliberty.edu

Questions related to course requirements and instructor's expectations regarding
Course Attendance and Participation

The U.S. Department of Education Office of Civil Rights has outlined the following factors to consider when evaluating flexibility with attendance policies and classroom participation for students with disabilities.

1. Is there classroom interaction between the instructor and students and among students?
 - Yes, please describe: _____
 - No

2. Do student contributions/participation constitute a significant component of learning?
 - Yes, please include percentage of the grade _____ percent
 - No

3. Does the fundamental nature of the course rely upon student participation as essential to the learning method?
 - Yes, approximately _____ percent of in-class activities includes essential requirements in this course
 - No

4. If yes, the following opportunities are available for the student to "make-up" this participation:
 - There are no other opportunities
 - Meet during instructor's office hours to discuss material
 - Extra credit opportunities
 - Written assignments
 - Other: _____

5. To what degree does a student's failure to attend constitute a significant loss to the educational experience?

6. Does this class have an attendance policy that is outlined in the syllabus?
 - Yes, please describe _____

 - Please describe any flexibility you are willing to grant to your policy:

 - No

Students who miss a significant number of classes with a heavy emphasis on interaction and participation may not be able to fulfill course requirements/expectations. While instructors are encouraged to work with students to minimize the impact of missing class due to their disability, in some cases excessive absences may limit the student's ability to complete the essential requirements of the course. Instructors are encouraged to contact the Director of the Learning & Student Development Center/ADA Coordinator with any questions or concerns regarding attendance issues.

Questions related to course requirements and instructor's expectations regarding
Assignments and Exams

7. Is there a make-up exam policy?
- Yes, please describe_____
 - Please describe any flexibility you are willing to grant to your policy:

 - No
8. If no, would the student have the opportunity to make-up the exam in your course?
- Yes, please describe_____
 - No
9. Is there a policy for turning in missed assignments?
- Yes, please describe_____
 - Please describe any flexibility you are willing to grant to your policy:

 - No
10. If no, would the student have the opportunity to make-up the missed assignment in your course?
- Yes, please describe_____
 - No

This student has documentation on file at the Accessibility Services Office that indicates their disability has the potential to affect their ability to attend class. The nature of their disability may not require them to seek medical treatment for each absence and therefore documentation regarding specific disability-related absences may not be reasonable. If you have any questions about excusing disability-related absences, please contact the Director of the Learning & Student Development Center.

Questions related to the student's individual situation

11. When factors cause me to be absent, I will typically be affected for:
- One day
 - Multiple days
12. Based on the nature of the disability, how much advance notice of the need to be absent are you (the student) typically able to provide?
- One week or more
 - Within 24 hours
 - Unpredictable

Questions for the student and instructor to discuss

13. Please indicate your preference on how the student should contact you about missing class.
(Please feel free to mark any options)

- The student does not need to contact me.
- Email
- Phone call
- Within the day
- Within 2 days
- Within the week
- Other: _____

14. How will the student get copies of class notes or other information presented in class?

- The student will set up a group of fellow students to contact
- Information is available on Canvas
- The instructor will email notes to the student
- Other: _____

15. After _____ number or _____ percent of missed classes/coursework, the student and instructor should meet to discuss progress in the class. This will serve as an opportunity for the instructor and student to revisit this document, discuss academic progress and allow the student the opportunity to decide whether or not continued enrollment in the course is feasible.

For the student: *The above questions have been discussed and answered as completely as possible. I am aware of my responsibilities related to class attendance and communication with the instructor as documented above.*

Student Signature

Date

For the instructor: *I am aware of the student's possible issues related to attendance as discussed in this form and have informed the student of my expectations.*

Instructor Signature

Date

For the Accessibility Services Office: *I have received and reviewed this completed form and will be available as needed regarding this accommodation for the course.*

Director, LSDC or Designee Signature

Date

This accommodation is not officially recognized by the Accessibility Services Office until receipt of this completed form and will be in effect as of the instructor's signature date. The student, instructor, and LSDC should have a copy of the signed document. The instructor or student may bring a copy to the LSDC (Main Hall, East Wing, Room 147)