

**NOEL CENTER
FOR
DISABILITY RESOURCES**

**FACULTY HANDBOOK
2015-2016**

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This handbook is available in alternate format upon request.

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INTRODUCTION

The purpose of this handbook is to provide information on the legal rights and responsibilities of both students and faculty and to provide guidelines regarding classroom accommodations for students with disabilities. The professor should realize that needs vary so much among individuals, even those with the same disability, that these suggestions represent only general guidelines for classroom accommodations. It is also important to realize that a student may have multiple disabilities that must be taken into consideration.

This handbook is divided into four parts. Section I presents legal information as it relates to postsecondary education and a brief program overview. Section II focuses on specific disabilities and provides a list of *typical* accommodations and tips for each population along with a Question and Answer section. Section III includes the policies and procedures that govern the provision of accommodations and services. Section IV contains the appendices and includes Noel Center forms as well as the Professional Codes of Conduct followed by the Noel Center staff and contact information.

The Noel Center is the department charged with determining eligibility for accommodations. If a student approaches you concerning a disability but does not have an accommodation letter from the center, please encourage the student to contact the Noel Center as soon as possible. The student may contact the center at 704-406-4270 or by email at disabilityservices@gardner-webb.edu. If the disability is visible (wheelchair, hearing aids, service animals, etc.) and the requested accommodation is obviously appropriate, the professor should provide the accommodation while the referral process is being completed.

Remember to keep information confidential. It is important that faculty and staff ensure the confidentiality of each student regarding disability related issues. Some students with invisible disabilities may be especially sensitive about being identified as having a disability. Each student has the right to decide to whom he/she will disclose any disability related information. **Please be careful when addressing your classroom not to identify a student as having a disability.** Do not announce to the class that "John Smith" needs a notetaker; simply say that a student in the class needs a notetaker and then ask for volunteers.

The Noel Center is available to consult with faculty regarding any issue or concern they might have. The staff is also available to provide training sessions to departments, groups or individuals. Sessions can be designed around particular interests or questions. For information on scheduling professional development, please contact the associate dean at 704-406-4271 or e-mail cpotter@gardner-webb.edu.

NOEL CENTER MISSION STATEMENT

The Noel Center for Disability Resources believes in the equality of all people and in the ability of each person to contribute in a meaningful way to the global society. The Noel Center will provide reasonable accommodations in order for students to receive equal access to a higher education while striving to assist students in obtaining the knowledge, skills and confidence to become effective self-advocates. These accommodations and services will be following collaboration between the student and the Noel Center for Disability Resources.

NOEL CENTER FOR DISABILITY RESOURCES CENTER OVERVIEW

Gardner-Webb University has a long history of providing services to students with disabilities. During the 1950s, Gardner-Webb Junior College provided accommodations and services to a student living in an iron lung. The student graduated from Gardner-Webb and went on to receive her BA from Wake Forest University.

Beginning in 1977 with the admission of the first deaf student, Gardner-Webb University formally began accommodating the educational needs of students with disabilities. As the University has grown and evolved over the years, so has the Noel Center for Disability Resources. There have been increases in both the number of students utilizing the center's services and the number of disability categories these students represent. During the 2014-2015 academic year, 150 students representing a variety of disabilities received services through the Noel Center. The Noel Center also works to provide accommodations to faculty and staff with disabilities.

A student requesting accommodations must self-identify to the center and must submit a copy of his/her documentation verifying a disability and identifying the substantial limitations resulting from the disability. The student and disability specialist will work together to determine accommodations based on the student's documentation. If a student does not agree with the decision regarding reasonable accommodations, then he/she may ask that the documentation be reviewed by the Documentation Review Committee. This committee consists of professionals trained in the administration and review of psychoeducational evaluations, but is not part of disability services.

When eligibility has been determined, an individual meeting between the student and the assigned disability specialist is held. It is at this time that accommodations are agreed upon, the appropriate forms are completed and the accommodation letter is written. It is the responsibility of the student to provide each professor with the accommodation letter. After receiving the signature of each professor, the student returns the accommodation letter to the Noel Center. Following the initial meeting, with student permission, the disability specialist will monitor a student's progress through scheduled appointments, telephone calls or e-mail correspondence. If appropriate, during regularly scheduled appointments, the disability specialist will work with students on individual skills such as time management and strategies for organization and test taking. Career development information and referral services will also be provided to students as needed.

Academic accommodations are also provided for the student enrolled at off campus centers. The procedure for service delivery to Degree Completion Program students differs slightly

from that of on campus students. At the beginning of each semester, telephone or e-mail contacts are made with DCP students who have documented disabilities. Documentation is reviewed and after discussion with the student accommodations are determined. With permission of the student, an accommodation letter is then emailed to the professor who acknowledges receipt and returns it to the Noel Center. Correspondence between the student and his/her Noel Center disability specialist is handled via telephone calls, e-mail or fax.

All University-sponsored activities and events are open to students with disabilities. It is the responsibility of the Noel Center, in conjunction with each University department, to determine the best avenue of accommodation. The Noel Center is also responsible for providing accommodations and auxiliary aids to the public who are attending events sponsored by the University. Special event announcements from the University should contain a statement regarding the availability of auxiliary aids. Printed materials from each department must contain an alternate format statement.

The Noel Center recognizes the importance of having well trained student workers. To that end, the Noel Center has established a two-step process. First, all student workers (lab assistants, readers, student interpreters, student office workers, alternate format crew) and community volunteers are required to attend training sessions. These training sessions provide student workers with information on the characteristics of the various disability groups they will encounter. Specific suggestions for maximizing the effectiveness of services are discussed as well as the policies and procedures related to each. Student worker handbooks that reinforce material covered in the training sessions are distributed. All student workers must sign a confidentiality form which is kept in their file. Students are encouraged to fill out an evaluation on each training session they attend. Results are then compiled and used to determine the effectiveness of the sessions. Notetakers may access their training through an online tutorial through Blackboard. At the end of the tutorial the student must take a quiz, which is automatically submitted to the coordinator of notetaker services. Students must obtain a specific score before being hired as a notetaker.

If at any time during the course of the semester a student with a disability is dissatisfied with his/her student worker, professional interpreter, disability specialist, or any other service, the student is encouraged to fill out an Informal Grievance Form and turn it in to appropriate Noel Center personnel. Once an Informal Grievance has been received, the Noel Center staff researches the stated grievance and takes measures to rectify the situation. If the proposed solution is not satisfactory to the student, he/she is encouraged to speak to the associate dean of the center. If no solution can be agreed upon, the student may follow the formal grievance procedures as outlined in the [Gardner-Webb University Student Catalog](#). The student has the right to file a formal grievance at any time.

In addition to the academic accommodations described above, the Noel Center sponsors other services that are available to all students with disabilities. The Noel Center works in conjunction with the University Career Center, to assist students in exploring career options and developing strategies for presenting themselves to potential employers. The student may take advantage of individual sessions as well as seminars focusing on disabilities and the workplace.

An academic support group for students with learning disabilities and attention disorders, and a social support group for students on the spectrum is available for interested students. The group provides a place for students to gather with others who have shared similar educational experiences and similar challenges. The group members provide support to each other and share strategies they have learned which have proven helpful. The group selects specific topics about which they would like additional information and the meeting time each week is dedicated to one of the chosen topics.

To provide opportunities for self-enrichment and self-growth, the Noel Center provides community outreach through public speaking engagements for civic and church groups, as well as public and private schools, performances of the sign language choir, "Joyful Hands", community service projects and social and educational activities organized by the Noel Center Student Advisory Board.

In addition to providing direct services to students and staff the Noel Center is also responsible for providing accommodations to the public who attend activities and events sponsored by the University. The staff works with the ADA Coordinator to identify areas of potential liability regarding accessibility of University facilities, including those areas of the University that are open for public use.

The Noel Center acts as an unofficial referral source for many individuals and agencies within the county and surrounding area. The staff often assists with the identification of community, state and federal resources. Frequent callers include parents of children with disabilities and small businesses who want information regarding the Americans with Disabilities Act.

The Noel Center also strives to keep the administration apprised of any legal issues that are related to providing program and physical accessibility to both students with disabilities and those in the community who visit the University campus. The center associate dean serves on the Americans with Disabilities Act Committee and works closely with the University ADA Coordinator.

The systematic provision of services which allows a student to access, utilize and evaluate his/her accommodations, the high quality of professional staff and trained student workers,

the support of the faculty, staff and administration, as well as the consistent setting of short and long term goals are factors that have made possible the continued growth and success of the center.

SECTION I: LEGAL ISSUES

THE REHABILITATION ACT OF 1973

THE AMERICANS WITH DISABILITIES ACT OF 1990

THE AMERICANS WITH DISABILITIES ACT AMENDMENT ACT OF 2008

The above are major pieces of legislation that impact work with students with disabilities in the university setting. Congress passed the Rehabilitation Act (Public Law 93-112) in 1973. This act guarantees civil rights to Americans with disabilities. Of particular importance is Section 504 of the Rehabilitation Act. Section 504 is designed to eliminate discrimination on the basis of handicap in any center or activity receiving federal financial assistance.

Rehabilitation Act-Public Law 93-112
Federal Register/Vol. 45, No. 92, Pg. 30937-30944

With relation to the university setting, a qualified person with a disability is one who meets the academic and technical standards required for admission or participation in educational centers or activities of the institution.

With the 1990 passage of the Americans with Disabilities Act, the mandate of the Rehabilitation Act was expanded to include any public or private institution, and to provide for stronger enforcement under the law. Under Section 504, the ultimate penalty is loss of federal financial assistance. Under the ADA, individuals may initiate litigation and the U.S. Attorney General may bring suit for monetary damages, civil penalties and attorney fees in addition to the loss of federal aid.

The purpose of the 2010 Americans with Disabilities Act Amendment Act is to ensure the original intent and spirit of the law is followed. The Amendment Act redefined significant language in the law and broadened the scope of who may qualify as a person with a disability.

Nothing in the language or intent of these laws interferes with the freedom of an institution of higher education to establish academic requirements and standards. However, reasonable accommodations must be made unless it would alter the essential academic requirements for a course.

THE AMERICANS WITH DISABILITIES ACT AMENDMENT ACT

The definition of disability remains the same under the Amendment Act, however, there is significant changes to how the terms are interpreted.

Sec. 12102. Definition of disability

As used in this chapter:

(1) Disability

The term "disability" means, with respect to an individual

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment (as described in paragraph (3)).

(2) Major Life Activities

(A) In general

For purposes of paragraph (1), 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.

(B) Major bodily functions

For purposes of paragraph (1), a major life activity also includes 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.

(3) Regarded as having such an impairment

For purposes of paragraph (1) (C):

(A) An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under

this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Paragraph (1) (C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(4) Rules of construction regarding the definition of disability

The definition of “disability” in paragraph (1) shall be construed in accordance with the following:

(A) The definition of disability in this chapter shall be construed in favor of broad coverage of individuals under this chapter, to the maximum extent permitted by the terms of this chapter.

(B) The term “substantially limits” shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

(C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

(D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

(E)

(i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as

(I) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;

(II) use of assistive technology;

(III) reasonable accommodations or auxiliary aids or services; or

(IV) learned behavioral or adaptive neurological modifications.

(ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

(iii) As used in this subparagraph

(I) the term “ordinary eyeglasses or contact lenses” means lenses that are intended to fully correct visual acuity or eliminate refractive error; and

(II) the term “low-vision devices” means devices that magnify, enhance, or otherwise augment a visual image.

Sec. 12103. Additional definitions

As used in this chapter

(1) Auxiliary aids and services

The term “auxiliary aids and services” includes

(A) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;

(B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;

(C) acquisition or modification of equipment or devices; and

(D) other similar services and actions.

GUIDELINES FOR DOCUMENTATION

All students (full or part-time) with a disability who provide appropriate documentation may be eligible to receive accommodations and services for academic classes and University sponsored activities and events.

To be eligible for services, students must provide documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. In addition to the medical documentation, the Noel Center requires that students provide a current impact statement. The current impact statement is to be completed by the student requesting accommodations/services. Additional statements from others who know the student may be submitted in addition to the student's statement. In all situations, every student will be evaluated on a case-by-case basis.

The documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on practice letterhead and signed by the examiner.

Students will be notified (email) whenever the Noel Center for Disability Resources receives any information from their physician, treating specialist or themselves. All eligibility and accommodations decisions are decided upon on a case by case basis and after collaboration between the student and his/her disability specialist.

RIGHTS AND RESPONSIBILITIES

Students with disabilities at Gardner-Webb University have the right to:

- equal access to courses, programs, services, jobs, activities and facilities offered through the University
- equal opportunity to work and to learn, and to receive reasonable accommodations
- appropriate confidentiality of all information regarding their disabilities and to choose to whom information about their disabilities will be disclosed, except disclosures that are required or permitted by law
- information available in accessible formats

Students with disabilities at Gardner-Webb University have the responsibility to:

- meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities and facilities
- identify themselves as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance
- provide documentation (from an appropriate professional) that states how the disability limits their participation in courses, programs, services, jobs, activities and facilities
- follow institutional procedures for obtaining reasonable accommodations
- provide personal independent living needs or other personal disability related needs
- assume personal responsibility for meeting with faculty, requesting assistance through supplemental services and meeting University standards

Gardner-Webb University has the right to:

- identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate faculty, staff, and students on this basis
- request and receive current documentation that supports the need for accommodations
- deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation

Gardner-Webb University has the responsibility to:

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable
- provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities
- maintain appropriate confidentiality of records and communication

- provide accommodations to ensure equal access, not to guarantee success in academics

GARDNER-WEBB ACCESSIBILITY STATEMENT FOR PUBLICATIONS AND EVENTS

1. Any advertisement/announcement/publication of a Gardner-Webb event should carry the following statement:

Auxiliary aids will be made available to persons with disabilities upon request ten working days prior to the event. Please call 704-406-4259 to make a request.

2. Any publication representing a department or campus organization should include the following statement:

Upon request this publication can be made available in an alternate format. Please make a request by calling [the department or campus organization].

GARDNER-WEBB SYLLABUS STATEMENT

All Syllabi Should Include A Statement Similar to the Examples Listed Below.

If your learning or participation in this class might be affected in anyway by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following; (1) register with the Noel Center for Disability Resources (704-406-4270); and (2) notify me as soon as possible preferably within the first week so I can work with you and the Noel Center to arrange necessary accommodations.

All students needing accommodations to participate fully in class activities and to fulfill requirements of the class should be registered with the Noel Center for Disability Resources and notify the instructor of this need preferably during the first week of classes.

All Syllabi for Online Classes Should Include a Statement Similar to the Examples Listed Below

"If you have a disability and would contact the disability services office for assistance if taking classes on campus, there may be issues of access to online classes and to your participation that should be explored as early as possible. Please contact the Noel Center for Disability Resources at 704-406-4270 or at disabilityservices@gardner-webb.edu.

POLICY AND PROTOCOL FOR ACCESSIBILITY OF MULTIMEDIA MATERIAL

Gardner-Webb University is committed to providing reasonable accommodations so that students with appropriately and properly documented disabilities can have access to educational opportunities. As part of that commitment, any and all audiovisual media used during, with, or in support of classes, including supplemental instruction and "extra credit" assignments, must be made accessible to every student enrolled in the class who has a hearing impairment and has been properly documented through The Noel Center for Disability Resources.

In rare and exceptional cases, faculty members may use inaccessible audiovisual media in a class in which a student with a hearing impairment is enrolled only if the faculty member has consulted the Associate Dean of The Noel Center for assistance in the matter and received the written approval of the Associate Provost or Dean of his/ her department or school. Approval may be granted only when presentation of the material in an inaccessible format is critical to the scholarly value of the class and that critical need is documented prior to the first class session.

There are several options faculty members can use to ensure audiovisual materials are accessible to students with hearing impairments.

Option 1:

Purchase Audiovisual Materials Containing Captioning

Each department and school will need to review the format of all videos and determine whether the material is accessible. Academic departments and schools will have the fiscal responsibility to cover all related purchasing and captioning expenses unless otherwise arranged with his/her Associate Provost.

If this option cannot be achieved; then move to option 2.

Option 2

Request to Borrow Captioned Audiovisual Materials through Inter-library Loan Program or Free Loan of Captioned Material

Exchange of a captioned audiovisual work may be accomplished through an established "loan" program. Most library and learning resource centers cooperate with other library systems, and have entered into inter-library loan program agreements. Consultation with

the university librarian would be useful to identify the procedures and process already in existence on campus.

If Option 2 cannot be achieved, then move to option 3.

Option 3

Obtain Permission to Caption Audiovisual Materials

If a closed-captioned version of the needed video is unavailable from the publisher, the next best option is to request permission from the copyright owner to caption the video. It is important that you obtain written permission to caption the video. You should not interpret a lack of response from the copyright holder as permission to caption. Academic departments and schools will have the fiscal responsibility to cover all related captioning expenses.

If Option 3 cannot be achieved, then move to Option 4.

Option 4

Provide an Alternate Selection of Instructional Material

The copyright holder may be unavailable, unknown, or unwilling to provide permission to caption. Under these circumstances, you must select an alternate video, as long as it is captioned, for use by all students.

TRIPS AND TOURS

Each department is responsible for providing or arranging accommodations for students with a disability who are part of a tour group sponsored by the University. The specific accommodations will depend on the nature of the disability. The project coordinator should remember the following:

1. Reserve hotel rooms that are wheelchair accessible.
2. Reserve hotel rooms equipped with TTY's and flashing emergency alarms for deaf and hard of hearing students.
3. Arrange for accessible transportation.
4. Research accessibility of sites to be visited.
5. Secure funding for payment of interpreter services as well as food, travel, lodging and site entrance fees for the interpreter.

NOTE: Government agencies, most private organizations and agencies, as well as places of entertainment are required to provide interpreters with no fee if arrangements are made well in advance. Check with each site to be visited to find out the procedure for securing an interpreter.

SECTION II: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Arranging suitable course accommodations involves a shared responsibility among the student with a disability, the disability specialist and the professor. The student is responsible for scheduling a meeting with the professor to discuss his/her needs as early as possible in the semester; however, some students may be hesitant to request special accommodations. It is suggested that on the first day of class professors make a general announcement that they are willing to discuss the needs of any student with a disability. Point out the statement on your syllabus regarding students with disabilities.

Be careful of the handouts, power points and other teaching materials used in class. If they are of poor quality, it may be difficult for students with a learning disability or a visual impairment to read and understand the information.

Try not to change an assignment listed on a syllabus. It can be difficult for some students with disabilities to adjust to sudden changes. It can also be extremely difficult to obtain books/reading assignments in alternate format at the last minute.

ACCOMMODATION ISSUES

The following is a description of a variety of disabilities a professor is likely to encounter in the classroom and accommodations that may be appropriate. **The impact of a disability on the learning process varies so greatly among individuals, even those with the same disability, that generalizations can seldom be made.** It is also important to remember that a student may have multiple disabilities.

STUDENTS WITH VISUAL IMPAIRMENTS/BLINDNESS

Visual impairments vary from having difficulty in reading regular print to total blindness. One challenge is the overwhelming mass of printed materials in a university setting. The use of visual materials such as films, DVD's and power point presentation contribute to the educational difficulties of students with visual impairments. These students use a combination of methods to assist them in dealing with the volume of visual materials. These may include large print, alternate text, material, audiotape lectures, readers, or Braille books and materials.

Modern technology has made other aids available such as talking calculators, paperless Braille machines, speech output on computers and reading software. Some students may use service animals. These animals are trained to move at the direction of their masters, are well-disciplined and able to function in group settings. It is important to note that service

dogs are not to be petted or distracted in any way while they are on duty. Service dogs are allowed by law in all university buildings, including laboratories, food service areas, classrooms and administrative offices.

TYPICAL ACCOMMODATIONS FOR STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED

- Seating close to the whiteboard or screen
- Recorded lectures
- Alternate texts
- Alternate test formats: Braille, reader software, large print or tests administered orally by the professor.
- Raised line drawings and tactile models
- Large print or Braille labels and signs
- Use of a voice output computer or large screen computer with word processing software
- Scribe or speech to text software
- Computerized note taking devices
- Use of a closed circuit television (CCTV)
- Use of e-mail for communicating written remarks and corrections
- Notetakers in selected classes

TIPS:

- Stand away from windows when lecturing in order to decrease glare.
- Do not use “this and that” phrases. For example, do not say “the sum of this and that” or “the lungs are located here.” Precise verbal descriptions should be given.
- Read out loud, clearly and precisely, anything written on the board.
- Test blind students or severely visually impaired students on maps or charts through recorded verbal description or on a one-on-one basis.

- Do not be afraid to use words such as “see,” or “look,” or “watch.”
- Clear pathways of obstructions.
- Inform student if furniture has been rearranged.
- When offering a seat to the student, place the student’s hand on the back of the seat and allow the student to seat himself/herself.
- When leading a blind person, allow the student to lightly hold onto your elbow. Pause just before going up or down stairs. When entering a narrow passageway, put your arm behind your back and the blind person will fall in behind you.
- Pop tests can be administered orally by the professor or a responsible student before, after or during class, depending on the student’s class schedule.
- You may call the student’s disability specialist ahead of time to make arrangements for the administration of “pop quizzes”.
- Suggest the use of computer labs equipped with adapted computers for the blind/visually impaired.

Note: Because of the time required to produce alternate format materials, please have all exams turned into the Noel Center secretary at least two (2) working days prior to the date the material is needed.

STUDENTS WHO ARE DEAF OR HARD OF HEARING

The two main types of hearing loss are: sensorineural (nerve deafness which involves impairment of the auditory nerve) and conductive deafness (usually a dysfunction of a part of the middle ear mechanism). Hearing loss may be mild, moderate, severe or profound. If the age of onset occurs before the acquisition of language and the development of speech, the individual may have difficulties with language syntax and vocabulary that is auditory based. A hearing aid may help some individuals, but it cannot restore normal hearing. Certain kinds of hearing losses may create distortion of sounds as well as a reduction in loudness. Hearing aids amplify sounds. Classrooms typically have considerable background noise which increases the difficulty for students who are hard of hearing.

TYPICAL ACCOMMODATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

- Sign language interpreter, cued speech transliterator, c-print captionist
- Notetaker
- Assistive listening device (FM System)
- Visual aids when possible (whiteboard, captioned films, diagrams, charts, etc.)
- A written sheet of “new” terms
- Seating on front row

TIPS

- Avoid turning your back to the student when speaking.
- Try to avoid standing with your back to a window or other light source.
- Repeat questions or comments made by other persons in the room.
- Do not chew gum or block the areas of your mouth with hand or other objects.
- Speak naturally and clearly without exaggerating lip movements or volume.
- If using a sign language interpreter, do not say “tell him,” or “ask him.” You should speak directly to the student. “What do you think, Joe?”
- Write important information on the whiteboard.
- It is helpful to give copies of the textbook, course syllabus, handouts and class notes to the interpreter.
- Allow interpreters to be in close proximity to you to enable the deaf/hard of hearing person to watch both you and the interpreter.
- Avoid walking between the interpreter and the deaf student so that the visual line of communication is not disturbed.

- Allow deaf students to locate a page in a book or material referred to before continuing your lecture. Remember they must receive the message through the interpreter before they can begin.
- Be aware that there is a small lag time between the spoken or signed message and the interpretation. A deaf student will have a better opportunity to participate actively in discussions if the instructor waits until the interpreter completes the interpreting process.
- When ordering a video for class, locate one that is opened or closed captioned.
- Be aware that interpreters are required to adhere to the Registry of Interpreters for the Deaf Code of Professional Conduct.
- Be aware that interpreters do not add, delete or define information, take responsibility for student absences or class performance, take notes or pass out paper, provide service during tests, participate in class discussions or activities, or attend class when deaf students are absent.
- Be careful about giving instructions while handing out papers.
- Use e-mail for class and private discussions.
- Use Relay services to assist in placing calls to deaf/hard of hearing students. You can reach a relay operator by dialing 7-1-1 or 1-800-877-8888
- Sorenson videophones are available in Frank Nanney Hall, Dover Library and Poston Security Center.

STUDENTS WITH LEARNING DISABILITIES

The term learning disability (LD) is a general term used to refer to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reasoning or mathematical abilities. A student with a learning disability has intellectual ability in the average to superior range and adequate sensory motor systems, but may achieve significantly below his/her expected ability in one or more areas. These disorders are believed to be due to central nervous system dysfunction. Problems in self-regulatory behaviors, social perception and social interaction may exist with students who have learning disabilities. While learning disabilities cannot be “cured,” their impact can be lessened by academic accommodations and by learning compensatory strategies.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

- Seating in the front of the classroom
- Notetaker
- Recorded lectures
- Extended time testing
- Alternative test formats
- Low distraction environment for testing
- Scribe
- Reader
- Alternate format texts
- Use of memory aids - formula card, word bank
- Use of computer equipped with voice output, spell check, voice recognition software
- Directions and deadlines given both orally and in writing
- Use of visual aids when possible

TIPS

- Assure the student of your willingness to help. Because of the stigma often associated with learning disabilities, the student may be hesitant to request assistance.
- Talk with the student to learn more about how you can meet his/her unique learning need.
- Provide an alternative to computer-scored answer sheets.
- Allow chances for oral responses rather than written ones.

- Type handouts and leave space between lines for notes.
- Use manuscript rather than cursive writing on the whiteboard.
- Stand away from windows when lecturing.
- Close doors to the classroom.
- Use multi-sensory, multi-media approaches to instruction.
- Provide a class syllabus that specifies deadlines and adhere as much as possible to the dates listed.

STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Hyperactivity Disorder (ADHD) is a neurobiological disability that interferes with a person's ability to sustain attention or focus on a task and to delay impulsive behavior. ADHD is characterized by attention skills that are developmentally inappropriate and impulsive. ADHD may fall into one of three categories: those who primarily exhibit inattention, those who exhibit hyperactivity and those with a combination of the disorders. All symptoms of these disorders impact academic performance by causing problems with time management, initiating, maintaining or shifting focus, completing assignments on time, organizing and setting priorities. ADHD affects up to 5-10% of the population. Although originally thought to be outgrown in adolescence, the symptoms are still present in adulthood in 50-70% of the individuals diagnosed.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

- Seating near the front of the classroom
- Notetaker or Smartpen
- Recorded lectures
- Extended time testing
- Low distraction environment for testing
- Use of a word processor for testing

- Use of visual aids when possible
- Oral and written directions
- Use of memory aids, such as formula cards, word banks

TIPS

- Visual aids and demonstrations are helpful in keeping the attention of the student.
- Define the requirements of a completed activity to prevent the shifting from one incomplete activity to another without closure.
- Reduce assignments into manageable sections with specific due dates.
- Get the student's attention before giving directions.
- Attempt to actively involve student in lesson.

AUTISM SPECTRUM DISORDER

Autism is a developmental disability that is characterized by social interaction deficits, impaired communication skills and unusual or bizarre behaviors. The accommodations suggested for students with disorders of attention will be useful for these students. Many behaviors that seem odd or unusual are due to the disability and are not the result of intentional rudeness.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH AUTISM AND RELATED DISORDERS

- Use of visual aids when possible
- Use of word processor for testing
- Low distraction environment for testing
- Instructions in written format
- Use de-escalation room
- Establish signal to indicate when behavior is inappropriate

TIPS

- Define course requirements, the dates of exams and the date assignments are due.
- Provide advance notice of any changes.
- All expectations need to be direct and explicit. Don't expect the student to read between the lines. Idioms, double meaning and sarcasm often require an explanation.
- If the student uses repetitive verbal agreements and/or repetitive questions, request that he/she write down the question or statement.
- If class involves working with partners or with small groups, consider making the group assignments for the entire class, as the student with autism may have difficulty connecting with other students.

STUDENTS WITH MOTOR IMPAIRMENTS

Motor impairment is the partial or total loss of function of a body part. A variety of mobility-related disabilities result from neuromuscular and orthopedic impairments. These disabilities may be congenital or the result of an accident or illness. They may include conditions such as spinal cord injury, paralysis, paraplegia, quadriplegia, cerebral palsy, severe forms of arthritis, post-polio syndrome, spinal bifida, amputation, cardiac conditions, cystic fibrosis, later stages of AIDS, stroke, multiple sclerosis and muscular dystrophy. Functional abilities and limitations vary, even within one disability group. Therefore, the student should be consulted regarding the areas and extent of adaptation needed. There are, however, some general considerations that apply to most students with mobility impairments.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH MOTOR IMPAIRMENT:

- Relocating the class to an accessible location
- Providing space among the desks for a wheelchair or a wheelchair accessible desk/table
- Seating arrangements as needed for other mobility impairments (i.e. special chair, adjustable tables)
- Modified work stations in laboratories
- Providing advanced notice of change of meeting place

- Use of handouts
- Notetaker
- Recorded lectures
- Extended time testing if the disability affects hand writing
- Use of computer equipped with special input devices (voice output, voice recognition software, alternate keyboards, etc.)
- Class assignments available in electronic format
- Scribe or voice recognition software
- Recorded test responses
- Reasonable consideration for tardiness due to difficulties in classroom location or schedule.
- These students frequently have to maneuver through crowded halls or take a circuitous route to class. However, if the student disrupts the class with his/her entrance, the professor should discuss the situation with the student to seek a solution.

TIPS:

- Make necessary arrangements to ensure site accessibility if a class involves fieldwork or field trips. If the university provides transportation for field trips, an accessible mode of transportation must be provided for the student with a disability.
- Do not assume the student will need your assistance. Most students will ask if they need assistance.
- Sit down, kneel or move the conversation to a location where you are at eye level with the student in a wheelchair if a discussion continues for more than a few minutes.
- Do not lean on a person's wheelchair. This is considered part of his/her body space.
- Remember that students in wheelchairs or who have other motor impairments may participate in outdoor activities.

STUDENTS WITH MENTAL HEALTH DISABILITIES

Mental health disabilities cover a wide range of disorders, such as anxiety, depression and personality disorders. These disabilities are invisible but still have an impact on the student and his/her education.

The greatest problems related to providing educational support services to students with a history of mental illness are founded in the misconceptions and stigma about the illness. Media attention to crimes involving persons with a psychiatric history and television dramas depicting persons with mental illness as psychotic killers contribute to these misconceptions. In reality, people with mental illness do not commit more violent crimes than the rest of the population.

Although most students with mental health disabilities do not behave disruptively, a few may experience periods in which controlling behavior becomes more difficult. All students, including students with mental health disabilities, have the responsibility to meet the code of conduct that has been established by the University. If disruptive behavior occurs as to disrupt the educational process or the student code of conduct is violated, the situation should not be defined as a disability issue. It should be defined as a disciplinary issue and the appropriate referral made.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH MENTAL HEALTH DISABILITIES

- Special seating
- Reasonable consideration for absences
- Notetaker
- Recorded lectures
- Low distraction environment for testing
- Extended time testing
- Establishing a signal to indicate when behavior is inappropriate

TIPS

- Do not attempt to diagnose or treat the mental health disorder.
- Discuss inappropriate behavior with the student privately and directly.
- Refer the student to the University Counseling Center if further help is needed.

STUDENTS WITH CHRONIC ILLNESSES

A person diagnosed with a chronic illness may appear to be physically normal and lead a normal life. The person, however, lives with the threat of recurring illness, higher health costs and excessive absences from school or work. The person is also at greater risk for long term disability. Persons with chronic conditions often require multiple visits to their health care providers throughout the year. Many of these conditions may interfere with a student's academic functioning. Students and faculty members are encouraged to discuss the potential impact of the chronic illness on the student's performance.

Below are some brief descriptions of some chronic illnesses experienced by college students.

Asthma

Asthma is the most common chronic illness in children and young adults today. The disorder accounts for more absences from work and school than any other chronic illness. Although the severity of asthma varies greatly among patients, asthma is a very serious medical condition. Asthma is characterized by difficulty in breathing, such as wheezing and coughing, which occurs when the air passages in the lungs become blocked. This blockage may occur because of an increased production of mucus, or narrowing or swelling of the membranes that line the air passages of the lungs.

Asthma can be triggered by several conditions: allergies, aspirin, chemicals, cigarette smoke, cold air, dust, exercise, food dyes, food preservatives, intense emotion, smog, stress and viral infections. Persons who have asthma can find periods such as winter or final exam times very difficult. Even when treated, persons with asthma may have fatigue, sleep problems and recurrent infections.

Diabetes

Diabetes causes a person to lose the ability to regulate blood sugar. People with diabetes often need to follow a strict diet and may require insulin injections. Insulin is a hormone that

controls the blood sugar level and thereby controls the chemical process in the body's cells that convert food to energy. Diabetes affects approximately 16 million Americans of all ages; 1.5 million of these develop the condition in childhood. Symptoms of a diabetic attack include blurry vision, dry mouth, excessive urination, headache, inattention, nausea, sweaty skin and weakness.

Factors that may cause difficulties for persons with diabetes include alcohol, diet, excessive exercise, fatigue, and insulin overdose or under dose. It is important for individuals who are diabetic to have a structured environment. Because the college environment is so drastically different from the home environment, many students find it difficult to maintain the structure that is needed to keep the diabetes under control.

Lupus

Systemic lupus erythematosus (SLE), or lupus, is a connective tissue disease characterized by inflammation of the skin and kidneys and limited movement of the joints, tendons and muscles. Its cause is unknown, though certain predisposing traits may be inherited. Certain drugs, stress, exposure to sun, infections and pregnancy can trigger SLE. Signs and symptoms of lupus may include stiffness, pain, redness, swelling of joints, fatigue, fever, weakness and loss of mobility and function in joints.

Often, the treatment of lupus causes other problems. The use of anti-inflammatory drugs can cause irreversible retina damage, resulting in decreased vision; and the use of steroids can cause high blood pressure, ulcers and severe swelling. Additionally, kidney involvement is the most serious complication and can require dialysis as part of treatment. Lupus is not usually life threatening although it can be extremely disabling.

Students with SLE may miss quite a few days from class due to unusual fatigue and flare-ups. It is also difficult for a person with lupus to perform many activities when the weather is warm because of sensitivity to the sun. It is helpful if the student and faculty member discuss the complications of lupus.

Cancer

Cancer may occur in almost any organ system. The symptoms and particular disabling effects will vary greatly from one person to another. Some people experience visual problems, lack of balance, loss of coordination, joint pains, backaches, headaches, abdominal pains, drowsiness, lethargy, difficulty in breathing, weakness, bleeding and/or anemia.

Treatment can be time-consuming, painful and disabling. The primary treatments for cancer are radiation therapy, chemotherapy and surgery. These treatments may create additional

difficulties. Therapy may cause violent nausea, drowsiness and/or fatigue, affecting academic functioning or causing absences. Surgery can result in amputation, paralysis, sensory deficits, language loss and memory problems.

Chronic Fatigue Syndrome (CFS)

Chronic Fatigue Syndrome is a complex disorder characterized by profound fatigue that is not improved by bed rest and may be worsened by physical activity. It is three times more common in women. Symptoms of chronic fatigue syndrome may include depression, weakness, muscle pain, insomnia, poor short-term memory, and impaired concentration. The outlook varies from person to person, but studies have shown that about one-third improve significantly within five years. There is no known treatment for Chronic Fatigue Syndrome.

Acquired Immune Deficiency Syndrome (AIDS)

AIDS is caused by the human immunodeficiency virus that destroys the body's immune system. This condition leaves the individual vulnerable to infections and cancer that a healthy immune system would normally destroy. Because of the variety of infections and other diseases to which the person with AIDS becomes susceptible, symptoms of the disease and specific accommodations will vary for each individual. Fatigue is common and allowances for absences due to illness or treatment may be necessary.

It is important to note that students with AIDS can in no way infect another individual through casual contact. Students with AIDS are highly susceptible to all sorts of viruses and infections. Faculty should keep these factors in mind when interacting with students with AIDS.

Students with AIDS may be afraid to reveal their condition because of the social stigma, fear and/or misunderstanding surrounding the condition. Confidentiality should, therefore, be strictly observed.

Multiple Sclerosis (MS)

Multiple sclerosis is a progressive neurological condition characterized by a decline of muscle control. MS has a variety of symptoms, such as loss of strength, numbness, vision impairments, tremors, slurred speech, mood swings, low attention span, and depression. The intensity of MS symptoms can vary greatly; one day a person might be extremely fatigued and the next day feel strong. Extreme temperatures can also adversely affect a person with MS.

The course of multiple sclerosis is highly unpredictable. Periodic remissions are common and may last anywhere from a few days to several months. As a result, mood swings may vary from euphoria to depression. Striking inconsistencies in performance are not unusual.

Muscular Dystrophy

Muscular dystrophy refers to a group of hereditary, progressive disorders that most often occur in young people, producing the degeneration of voluntary muscles of the trunk and lower extremities. The atrophy of the muscles results in chronic weakness and fatigue and may cause respiratory or cardiac problems. Walking, if possible, is slow and appears uncoordinated. Manipulation of materials in class may be difficult.

Cystic Fibrosis

Cystic Fibrosis is a genetic disease that causes the body to produce an abnormally thick mucus that clogs the lungs and leads to life-threatening infections. There are a variety of symptoms, such as persistent coughing, wheezing, pneumonia and excessive appetite but poor weight gain.

Treatment varies according to the stage of the disease and which organs are involved. Treatment can be a rigorous and time-consuming process.

Fibromyalgia

Fibromyalgia is a condition of widespread muscular pain and fatigue. The pain which occurs in the muscles and joints ranges from mild discomfort to complete disability and may vary from day to day. In addition to widespread pain and fatigue, other symptoms include disturbances of sleep, tension headaches, migraine headaches, irritable bowel syndrome, restless leg syndrome, stiffness, tingling, numbness, hot/cold sensations, chest pains that sometimes can be mistaken for a heart attack and at times the inability to maintain a grasp on small objects. Cognitive disturbances also occur, such as memory difficulties, occasional disorientation and difficulties processing, maintaining or expressing thoughts.

Cerebral Palsy

Cerebral Palsy is caused by an injury to the brain which may have occurred before, during or shortly after birth. The injury results in disorders of posture or movements. Manifestations may include involuntary muscle control, contractions, rigidity, spasms, poor coordination, balance or spatial relations. Visual, auditory, speech, hand function, seizure disorders and mobility problems might also occur. Manipulation of materials in class may be difficult.

Narcolepsy

Narcolepsy is a sleep disorder that is manifest in recurrent attacks of sleep, sudden loss of muscle tone and sleep paralysis. Having this disorder can greatly impact the learning process. Attacks of sleep can happen in an untimely manner and the desire to sleep can be resisted only temporarily. Drug therapy may be useful in regulating the sleep attacks. The most important thing to remember when working with this population of students is the careful planning of classes and exam times.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH CHRONIC ILLNESSES

- Reasonable consideration for absences or tardiness
- Arrangement of class schedule to utilize those hours that are best for the student
- Extended time testing with breaks
- Exam schedules may be altered due to fatigue or medical side effects
- Breaking up tests into smaller parts
- Notetaker
- Recorded lectures

TIPS:

- Discuss with the student ahead of time how absences or tardiness will be handled.
- Allow students who experience drowsiness caused by medication to bring a cold drink or to sit in the back of the room where they can stand up or move around.
- Observe behavior which may be an indication that the student is experiencing a recurrence of symptoms and is in need of intervention.
- Try to see that the air is filtered for students with multiple chemical sensitivity/environmental illness.
- Refrain from and request class members to avoid using scented products if a student with multiple chemical sensitivity/environmental illness is in your class.

TRAUMATIC BRAIN INJURY

Students with traumatic brain injury are becoming increasingly prevalent on college campuses. More than half of the more than one million people receiving head injuries each year are between the ages of 15 and 28 years. The consequences of brain injury are many and complex. Even those injuries described as minor can produce long-lasting social and educational challenges. These students often exhibit one or more of the following disabilities: short-term memory problems, serious attention deficits, auditory dysfunction, cognitive/perceptual difficulties, conceptualization difficulties, executive function difficulties, psychosocial dysfunction and motor/sensory problems.

Note: For classroom accommodations and tips, refer to the section on learning disabilities.

EPILEPSY

Epilepsy is not a disease. It is a symptom of a brain disorder. Epilepsy is characterized by a recurrent series of electrical disturbances in the brain. These disturbances may result in seizures which are temporary episodes within the brain that cause a person to act involuntarily. Seizures can involve temporary losses of consciousness, changes in behavior and movement in all or part of the body. The type of seizure a person has depends on which area of the brain is affected by the electrical disturbance. About 10% of the population has at least one seizure at some point in their lives, and about 50% of these will occur in childhood. Head injuries are a major cause of epilepsy in adults.

Some individuals with epilepsy make frequent visits to the ER and to their physicians. Occasionally, they are unable to operate a vehicle. Signs and symptoms of epilepsy include seizures, disorientation and confusion. Many of the factors that trigger an epileptic episode are commonly associated with college life. Epilepsy can be triggered by alcohol, changes in medication, extreme temperatures, fatigue, lack of sleep, flickering lights, infections, loud noises, menstrual cycles and stress.

In terms of educational implications, students with epilepsy may exhibit problems in one or more of the following areas:

- brief lapses of consciousness or “staring spells,” causing disruptions in the learning process
- side effects from anticonvulsant medication, resulting in slowed reactions, clumsiness, and poor hand coordination

- increased absences
- clouded thinking and memory deficits due to complex partial seizures and chronic seizure disorders and
- social isolation due to the general public's fear and misunderstanding of seizures.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH EPILEPSY

- Priority seating with a sturdy chair and desk
- Large screen television to eliminate flicker effects that may trigger seizures
- Slow display speed on computer
- Glare guard for monitor screen to reduce glare and decrease color intensity
- Incandescent lighting in classroom

TIPS

- During a seizure, keep calm and follow these instructions:
 - Help him/her lie down.
 - Remove glasses and loosen tight clothing.
 - Clear the area of hard, sharp or hot objects which could cause injury.
 - Place something soft under the head. Do not restrain the person.
 - Do not force anything between the teeth.
 - After the seizure, turn the person on his side to allow saliva to drain out of the mouth.
 - Allow the person to rest.
- It is Gardner-Webb University policy to call 911.

TOURETTE SYNDROME

Tourette Syndrome is an inherited neurological disability sometimes referred to as an "impulse disorder." The symptoms begin before age 18 and involve involuntary body movements (tics). These tics may include repeated eye blinking, repeated clearing of throat, swinging of arms or legs, kicking, jumping, etc. Less than 10% also utter or shout socially inappropriate words or phrases.

These tics are irresistible urges that must be expressed. The student may be able to control the tics for a period of time, but this often leads to more severe outbursts. The student may seek a private location to release these tics after trying to suppress them. Stress typically causes tics to increase. Many students with Tourette Syndrome also have co-occurring ADHD and Obsessive Compulsive Disorder.

TYPICAL ACCOMMODATIONS FOR STUDENTS WITH TOURETTE SYNDROME

- Notetaker
- Low distraction environment for testing
- Extended time testing
- Oral and written directions and deadlines
- Seating away from doorway or window

TIPS

- Arrange for student to leave classroom for a “safe place” when under high stress.
- Ignore behaviors that are not seriously disruptive.
- Arrange in advance a signal which would indicate to the student he/she is displaying inappropriate behavior.

FREQUENTLY ASKED QUESTIONS AND ANSWERS

Why do I have to provide academic accommodations?

Federal law requires reasonable accommodations. Since the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act individual with disabilities are attending colleges and universities in increasing numbers. The Rehabilitation Act states that “No otherwise qualified handicapped individual...shall, solely by means of handicap 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.” With the passage of the ADA, this mandate was expanded to any public or private institution. Subpart E of the Rehabilitation Act requires an institution to be prepared to make

reasonable academic accommodations to allow students with disabilities full access to the same programs and activities available to students without disabilities.

Are there things I should take into consideration when advising a student with disabilities?

Yes, listed below are some advising tips. However, this information is not a substitute for having a thorough discussion with the student about his/her needs.

- A student with a learning disability(ies) often needs assistance in selecting a balanced class schedule.
- A student with a disability (ies) often requires a lighter course load than a student with no disability(ies).
- A student with a mobility issue may need additional time between classes. For example- try not to schedule a class in Communications Study Hall or Tucker Student Center.

What if I cannot implement a requested accommodation?

If you have a question, or think you will have difficulty providing any accommodation requested, the first step is to contact the student's disability specialist. The disability specialist will clarify any information, as well as assist you with obtaining the resources needed to provide the accommodation(s). In many cases, clarification will involve working with the student and the disability specialist to adjust the recommendations for your particular academic situation.

What if a student with a disability is disruptive in class?

Treat a student with a disability as you would any student who is interrupting class. A student with a disability is not exempt from the code of conduct that has been established by the University. It would be helpful to notify the Noel Center. Often the staff can work with the student to prevent future disruptions.

What do I do if a student approaches me in class requesting accommodations, and I have not received notification of his/her disability from the Noel Center?

The student is responsible for providing documentation of a disability in order to receive full accommodations. Therefore, the first question to ask the student is if he/she has met with a disability specialist from the Noel Center for Disability Resources. If a student has not arranged such a meeting, suggest that he/she does so.

Why is extended time on tests recommended so often?

Extended test time is the most common accommodation for students with disabilities because many disabilities affect processing time. For example, a student with a learning disability cannot process information in the same manner as a typical student. Therefore, additional time is needed to process the questions in a way the student can understand and answer. A student with a disability affecting motor control of extremities may need additional time to write the answers. Examinations need to allow students with disabilities the opportunity to demonstrate their abilities, not the limitations of their disabilities.

As a faculty member, can I know a student's disability?

A student may choose to disclose his/her disability; however the Noel Center cannot release information unless the individual with the disability signs a release of confidentiality.

I have a student who has been out ill for the past week and wants to have extra time to turn in her assignment(s) and make up a quiz. Am I required to provide the extra time?

Since our shared primary goal for students is learning, you may wish to work with the Noel Center to determine an appropriate plan to address the student's individual needs. The Noel Center serves the student once appropriate medical documentation has been received, and the student requests help. Temporary disabilities are not covered under Section 504 or the Americans with Disabilities Act; however, the staff of the Noel Center will work with students with temporary disabilities to assist them in locating and utilizing all campus resources.

What do I do if a student requests tutoring services?

Tutoring services are available to all Gardner-Webb University students through the Learning Enrichment and Assistance Program. Please direct the student to the online tutor request form at <http://gardner-webb.edu/academic-programs-and-resources/academic-enrichment-programs/index>.

What do I do if a student requests assistance with writing?

Assistance with grammar, citing sources, and writing form are available to all Gardner-Webb University students. Encourage the student to contact the Writing Center at (704) 406-4393.

SECTION III: POLICIES AND PROCEDURES

POLICY ON NON-DISCRIMINATION

Gardner-Webb University does not knowingly discriminate on the basis of age, race, color, national and ethnic origin, sex or handicap in the administration of educational and admission policies, financial aid, employment or other University programs and activities.

ADMISSIONS PROCESS

Policy

Individuals with a disability enter the University through the established admissions procedures that are required of all applicants. Neither the nature nor the severity of one's disability is used as criterion for admission. Documentation of a disability does not need to be provided during the application process.

Procedure

Students requesting application material should contact one of the departments listed below or go to: <http://gardner-webb.edu/academic-programs-and-resources/programs/index>
Applications may be completed online.

- Undergraduate Admissions 704-406-4498 or 800-253-6472
- Graduate Admissions 877-498-4723
- Divinity Admissions 704-406-4400
- Godbold School of Management 877-498-4723
- Degree Completion Program Admissions 866-GWU-GOAL

PRIORITY REGISTRATION

Policy

Students with specific scheduling needs, if supported by documentation may qualify for priority registration regardless of his/her academic classification. The Noel Center does not guarantee the student will receive his/her desired schedule or choice of faculty member.

Procedure

- The student will make an appointment to meet with his/her academic advisor prior to the beginning of registration.

- The student should discuss his/her class schedule and obtain a registration pin number.
- The student should register the first day of registration regardless of academic classification.

GARDNER-WEBB UNIVERSITY'S GRIEVANCE POLICY

STUDENT GRIEVANCE POLICY

Any student who believes he/she has been discriminated against by a member of the faculty, an employee of the University, or by a fellow student is encouraged to file a complaint. If a student believes he/she has been discriminated against in accordance with policies and practices listed under Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or section 504 of the Vocational Rehabilitation Act of 1973, he or she may make a claim that his or her rights have been denied. Claims or grievances should be filed with the appropriate University official.

NOTICE OF NONDISCRIMINATION

Various federal regulations, including the regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, require that each recipient of federal financial assistance, such as Gardner-Webb University, publish this Notice of Nondiscrimination.

Gardner-Webb University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment or any of its programs and activities.

The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of sex (including sexual harassment and sexual misconduct) is the Title IX Coordinator. The Title IX Coordinator for Gardner-Webb University is

Dr. Ben Leslie, Provost & Executive Vice President
 Webb Hall - 100
 Ext. 4264
bleslie@gardner-webb.edu

Deputy Coordinators are available to provide consultation and receive complaints within their respective areas.

Complaints related to faculty or academic personnel
 Dr. Doug Bryan, Associate Provost for Academic Development
 Tucker Student Center - 340
 Ext. 4398
dbryan@gardner-webb.edu

Complaints related to athletics
 Ms. Pam Scruggs, Associate Athletics Director and Senior Women's Administrator
 Lutz Yelton Convocation Center – 144
 Ext. 4341

pscruggs@gardner-webb.edu

Complaints regarding non-faculty employees
Mr. Scott White, Director of Human Resources
Webb Hall - 106
Ext. 4259
swhite@gardner-webb.edu

Complaints relating to students
Ms. Cindy Wallace, Counseling Center Director
Tucker Student Center
Ext. 4103 - 343
cwallace@gardner-webb.edu

Complaints relating to Admissions personnel or procedures
Ms. Sarah Currie, Director of Retention
Tucker Student Center - 241
Ext. 2385
scurrie@gardner-webb.edu

The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of disability (including compliance with the Americans with Disabilities Act and section 504 of the Vocational Rehabilitation Act of 1973) is

Dr. Jeff Tubbs, Vice President for Planning and Institutional Effectiveness
Webb Hall - 228
Ext. 4264
jtubbs@gardner-webb.edu

For further information on this required notice of nondiscrimination you may visit the following website for the address and phone number of the Department of Education Office of Civil Rights that serves your area or call 1-800-421-3481: <http://wdcrobcolp01.ed.gov/CFAAPS/OCR/contactus.cfm>.

To view the complete Non Harassment Policy for all Students, Faculty, and Employees, check pages 89-95 of the current *GWU Student Handbook*.

Complaints and grievances related to academic matters should follow the procedure as stated in the Academic Catalog.

Complaints and grievances related to non-academic employees of the University should be made to the supervisor of the employee or to the Vice President of that area.

Complaints and grievances related to student life, student activities, residence life, counseling, safety and security, should be made to the Vice President and Dean of Student Development.

Complaints and grievances related to Christian Life and Service should be made to the Vice President for Christian Life and Services.

Complaints and grievances related to admissions practices, recruitment, and financial aid should be made to the Vice President for Enrollment Management.

Complaints and grievances related to accounts payable and business office related functions should be made to the Vice President of Business and Finance.

Complaints and grievances related to athletics should be made to the Vice President for Athletics.

Grievances Related to Disability

Gardner-Webb University is committed to complying with all requirements of the ADA of 1990 (ADA) Title III and its amendments and the Rehabilitations Act of 1973 (Section 504). The University is committed to ensuring that no otherwise qualified individual with a disability is denied reasonable accommodations or denied access to courses, programs, activities, services, jobs or facilities.

A student who believes he or she has been discriminated against on the basis of a disability is encouraged to file a complaint with the University. The University will treat all information related to the

grievance as confidential. However, The Family Rights and Privacy Act (FERPA) and other applicable privacy laws permit the investigating official to provide information as necessary to those persons who have a legitimate need to know in order for the official to conduct a meaningful and thorough investigation. Gardner-Webb University prohibits retaliation for submitting a grievance. Retaliation includes threats, intimidation, reprisals and adverse actions.

A student can voluntarily choose to begin the process with an informal grievance by submitting an electronic Student Complaint Form located on WebbConnect.

If the student is not satisfied with the resolution of the informal grievance, or elects not to use the informal process, a Formal Grievance may be initiated by submitting a written statement to the Provost and Executive Vice President. The Provost will then instruct the ADA/504 Coordinator who will then begin an investigation of the grievance. If deemed necessary the investigating official may refer documentation issues to the Documentation Review Committee and deference will be given to the committee's decision.

Procedure:

Complaints should be filed in accordance with the procedure appropriate to the specific type of grievances. For grievances not covered by a specific policy (e.g. "non-harassment policy"), students may use the following general procedure.

Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

- a. The exact nature and details of the grievance.
- b. The date, time, and place of the grievance.
- c. The names of witnesses or persons who have knowledge of the grievance.

- d. Any available written documentation or evidence that is relevant to the grievance.

The University official who receives the written complaint will investigate the complaint and take whatever action is deemed necessary and appropriate and will respond to the student in a timely manner. If a student has followed the grievance policy process and remains dissatisfied with the response to the complaint, the student may appeal to the Educational Policies and Standards Committee for academic matters and to the University Appeal Board for non-academic matters. Decisions by the Educational Policies and Standards Committee and the University Appeal Board are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The provost's conclusions and actions regarding the complaint are final.

An electronic Student Complaint Form can be found on WebbConnect.

If discrimination is established, the University will take appropriate corrective and remedial actions and steps will be taken to prevent recurrence of any discrimination.

The above procedure does not prevent or substitute for a student's right to file a complaint with the Federal Office of Civil Rights. A student who believes he/she has been discriminated against by the University based upon violation of the ADA and its amendments and/or Section 504 can file a complaint with the Department of Education, The Office of Civil Rights.

The Office of Civil Rights
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202
Telephone: 202-245-8300
Fax: 202-245-8301; TTD: 887-521-2172
Email: OCR.DC@ed.gov

Grievances Related to Discrimination

If a student believes he/she has been discriminated against because of race, gender, religion, color, national or ethnic origin, age, disability, or military service, the student should contact the University's Title XI Coordinator who has been identified on the previous page. In the case of harassment, the complaint should be made in accordance with the University's Non-Harassment Policy as stated in the current student handbook. If a student is not sure how to file a complaint, the Provost and Executive Vice President will assist the student.

Grievance Procedure

Complaints should be filed in accordance with the procedure appropriate to the specific type of grievances. For grievances not covered by a specific policy (e.g. "non-harassment policy"), students may use the following general procedure.

Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

- e. The exact nature and details of the grievance.
- f. The date, time, and place of the grievance.
- g. The names of witnesses or persons who have knowledge of the grievance.
- h. Any available written documentation or evidence that is relevant to the grievance.

The University official who receives the written complaint will investigate the complaint and take whatever action is deemed necessary and appropriate and will respond to the student in a timely manner. If a student has followed the grievance policy process and remains dissatisfied with the response to the complaint, the student may appeal to the Educational Policies and Standards Committee for academic matters and to the University Appeal Board for non-academic matters. Decisions by the Educational Policies and Standards Committee and the University Appeal Board are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The provost's conclusions and actions regarding the complaint are final.

An electronic Student Complaint Form can be found on WebbConnect.

REQUEST FOR COURSE SUBSTITUTION

CORE MATH REQUIREMENT SUBSTITUTION

Policy

While the faculty at Gardner-Webb University views the learning of mathematics to be an important component of a liberal arts education, it recognizes that otherwise qualified students with disabilities may find the requirements to be a barrier to degree completion. The complete waiver of mathematics in the general studies curriculum is not granted by Gardner-Webb University; however, eligible students may apply for a course substitution.

Course substitutions will not be permitted if mathematics is required for a major regardless of the disability status of the student.

Procedure:

- The student must be registered with the Noel Center to make this request.
- The mathematics substitution request must be submitted in writing.
- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center for Disability Resources appropriate documentation from a psychologist that specifically addresses a mathematics learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.

- The student obtains a Course Substitution Form (Appendices 16 & 17) from the Noel Center and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her disability specialist, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of Mathematics and present an alternate course request upholding the spirit of the math competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of Mathematics will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

Note: High School IEP, 504 plan and/or letter from a physician or other professional will not be sufficient to document a mathematics learning disability. See [Guidelines for Documentation](#) in the Noel Center Handbook or on the center website.

CORE FOREIGN LANGUAGE REQUIREMENT SUBSTITUTION

Policy

While the faculty at Gardner-Webb University views the learning of foreign language to be an important component of a liberal arts education, it recognizes that otherwise qualified students with disabilities may find the requirements to be a barrier to degree completion. The complete waiver of a foreign language requirement is not granted by Gardner-Webb University; however, eligible students may apply for a course substitution. **Course substitutions will not be permitted if foreign language is required for a major regardless of the disability status of the student.**

Procedure

- The student must be registered with the Noel Center to make this request.
- The foreign language substitution request must be submitted in writing.

- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center for Disability Resources appropriate documentation from a psychologist that specifically addresses a language based learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.
- The student obtains a Course Substitution Form from the Noel Center and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her disability specialist, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of World Languages and present an alternate course request upholding the spirit of the foreign language competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of World Languages will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

Note:

High School IEP, 504 plan and/or letter from a physician or other professional will not be sufficient to document a foreign language learning disability. A psychoeducational report will be necessary to make this determination. See [Guidelines for Documentation](#) in the Noel Center Handbook or on the center website.

COURSE SUBSTITUTION FOR STUDENTS WHO ARE DEAF/HARD OF HEARING:

The student who is Deaf/hard of hearing that scores an advanced level or higher on the SLPI-ASL will not be required to take additional foreign language courses.

Gardner-Webb University offers a student who is Deaf/hard of hearing the opportunity to substitute ART 210 for the core art requirement ART 225.

NOTE: If the student is seeking a major where art requirements are considered an essential part of the curriculum, no art substitution is allowed.

POLICY ON ELIGIBILITY OF STUDENTS TAKING REDUCED COURSE LOADS WHILE MAINTAINING FULL-TIME STATUS

All students with disabilities, including those with physical, learning, psychological and medical disabilities, are eligible to apply for special status, which if approved, allows them to take a reduced course load while maintaining full-time status. Except in extreme situations, no student applying for a reduced course load with full-time status will be approved for less than nine (9) credits per semester. The Noel Center for Disability Resources will consider an alternative number of credits on request and only with sufficient documentation to support the request. All students who wish to apply for this status during the forthcoming semester must do so no later than eight (8) weeks into the current semester.

Incoming students may apply for a reduced course load upon acceptance to the University. They must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Applications for students who enter after the initial freshman registration period and who wish to apply for a reduced course load will be reviewed on an individual basis. The approval of these applications may be deferred to the following semester, due to the late application date. Every attempt will be made to accommodate these requests.

Current students who wish to apply for this status change mid-semester are considered special case circumstances. These applications will be reviewed individually and the approval of these applications may be deferred to the following semester, due to the late application date. Every attempt will be made to accommodate these requests. All requests are reviewed on a case-by-case basis.

ACADEMIC, INSTITUTIONAL AND EXTERNAL REQUIREMENT FOR ELIGIBILITY

1. Reduced Course Loads for students with full-time status (hereafter RL/FT students): RL/FT students, to have an effective course load, must register for at least nine credits for the semester.
2. Maintaining Satisfactory Progress: To maintain satisfactory progress toward a degree, RL/FT students must pass a minimum of six credits during a regular semester and average no less than fifteen credits passed during any two consecutive regular semesters.
3. Students approved for reduced loads with full-time status are eligible for specific honors designations with certain provisions.

4. RL/FT students given approval for reduced loads, provided they maintain at least the minimum number of credits, are entitled to all the housing and service benefits enjoyed by full-time students.
5. RL/FT students will be billed as full-time students. All regular charges will apply.
6. The reduced credit load will result in an adjusted financial aid package. Within the limits of Federal and State financial aid regulations, every effort will be made to protect RL/FT students from incurring additional costs.
7. Federal Stafford Loan Eligibility: Eligibility will be reduced according to the total number of credit hours taken in the full academic year. A RL/FT student must be at least half time in a semester (six credits) in order to receive a Stafford Loan.
8. Federal Pell Grant Eligibility: Grants are prorated based on the number of credit hours taken. A RL/FT student can take as few as three credit hours and still be eligible for a Pell Grant.
9. State of North Carolina Legislative Tuition Grant and North Carolina Contractual Scholarship: These will be awarded to students taking a reduced course load, but who maintain their full-time status because of a recognized disability.
10. Gardner-Webb Institutional Aid: Institutional aid is reserved for all students having full-time status, including those with approval to take a reduced load for reasons of a disability, provided the load for the semester does not drop below nine credits. This applies for merit, need-based and athletic aid. Eligibility requirements remain in place for all students including those with reduced loads. RL/FT student athletes are subject to NCAA restrictions noted in #13.
11. Financial Assistance from the North Carolina Division of Vocational Rehabilitation: Assistance is limited to what is required to achieve the educational credentials for the vocational goal and is usually restricted to four years. However, the Division does recognize that factors related to the individual's disability or general life situation may interfere with full-time attendance. In such situations, with appropriate justification, part-time attendance may be authorized. RL/FT students from outside North Carolina should check with their state's Division of Vocational Rehabilitation concerning policies.
12. Institutional Student Health Insurance: RL/FT students will be able to obtain health coverage through the institution. However, they will be required to pay the same

amount as regular full-time students and they must meet all other eligibility requirements.

13. Waiver – Learning –Disabled and Handicapped Student Athletes. The Progress Toward Degree Waiver Committee may waive the general progress toward degree requirements for a learning-disabled or handicapped student-athlete when objective evidence demonstrates that the institution has defined fulltime enrollment for that student athlete to be less than 12 hours to accommodate for the student’s learning disability or handicap. (*Adopted: 1/9/96 effective 8/1/96, Revised: 10/28/97*).

APPLICATION PROCESS

1. Applications for reduced course loads must be submitted to the Associate Dean of the Noel Center for Disability Resources along with supporting documentation.
2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the documentation guidelines set forth by the Noel Center for Disability Resources in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application for this status every semester, but do not need to re-submit their documentation. This is not an automatic status. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.
3. In consultation with the Associate Provost, the Associate Dean will evaluate the documentation to determine the impact of the disability on the student’s ability to carry a full course load.
4. If the application is approved by the Associate Dean and the Associate Provost, the Registrar, the Associate Dean of Student Financial Planning, the Administrator of Student Billing in the Business Office, the Dean of Students, the student’s academic advisor, the office of the VP and Dean of Student Development (if applicable) and the Vocational Rehabilitation Counselor (if applicable) will be notified.
5. If the application is approved by the Associate Dean and the Associate Provost, the Associate Dean will outline for the student the proposed reduced load and explain to the student the consequences for making progress toward meeting graduation requirements, eligibility for various academic distinctions and designation, financial aid status and billing changes.
6. The Associate Dean and Associate Provost will set the minimum credit load for full-time status and explain that this credit load applies only for the requested semester.

If the student drops below this minimum at any time during the semester, the student loses full-time status.

7. The student will be asked to sign the Reduced Course Load Approval Form, which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

If a student's application for reduced load status is denied, the student may appeal the decision through the standard grievance procedure in the Gardner-Webb University Student Handbook.

SERVICE ANIMALS

Policy

Gardner-Webb University is committed to providing reasonable accommodations to persons with disabilities who require the assistance of service animals.

Service Dogs

The Americans with Disabilities Act Amendment Act 2010 defines a service animal as a dog trained to do work or perform tasks for the benefit of an individual with a disability. These tasks include but are not limited to: guiding individuals with impaired vision, alerting individuals with hearing loss to intruders or sounds, aiding persons with mobility impairments, seizure disorders, or fetching dropped items.

Service Dogs in Training

A dog being trained to be a service dog has the same rights as a fully trained dog when accompanied by a trainer.

Requirements of Faculty, Staff and Students

- Allow a service dog to accompany its owner at all times and in all places on campus except where they are specifically prohibited.
- Do not touch or pet a service dog unless invited to do so.
- Do not feed a service dog.
- Do not deliberately startle a service dog.
- Do not separate or attempt to separate an owner from his or her service dog.
- Do not inquire for details about a person's disability. This is a private matter and the person may be uncomfortable discussing it.

Important:

- Only two questions may be asked about service dogs:
 - Does the person have a disability?
 - Does the dog provide a necessary service?

PROCEDURES FOR EMERGENCY EVACUATION OF STUDENTS WITH DISABILITIES

Purpose: To outline the policy and procedures relating to the evacuation of Gardner-Webb University buildings in the event of an emergency.

Scope: This applies to Gardner-Webb University, all University employees (exempt and non-exempt), all departments and their respective employees, students and activities.

Policy: It is the policy of the University to protect employees, students, faculty and visitors during an emergency which may require University buildings and other areas to be evacuated.

General: Each Department Chairperson and/or Building Supervisor has been supplied with several diagrams of their respective buildings. These diagrams should be prominently displayed at entrances into each building. These diagrams outline exit routes and instruct occupants where to report after evacuating the building.

- A. An official should be familiar with the evacuation routes from his/her office and the different rooms used for teaching,
- B. A predetermined staging area for the class should be established once they have evacuated the building. The official should make sure that the area is at least 300 feet from the building. The staging area should contain natural landmarks or easily identified features that are not likely to change or be moved.
- C. The official should select one or two students to lead the class out of the building and to stage them in the predetermined area.
- D. If an official has a student with a disability in the class, the official should follow the guidelines below:
 - 1. Select two students to assist the disabled/handicapped person.

2. When conditions permit, the official should check the nearest bathrooms. Turn the lights on and off to get the person's attention, and then assist that person with the evacuation.
 3. Only trained personnel should pick up a disabled/handicapped individual. This procedure is a last resort when evacuating a person.
 4. If the official is not able to get the person out of the building, he/she should take the disabled /handicapped person to a fire-rated stairwell and notify University Police of the person's exact location. The official should tell other students to notify University Police of the location. The disabled/handicapped person should not be left unattended.
- E. The official should be the last person to leave the area, if conditions permit.
- F. Once the official has evacuated the building, he/she should proceed to the established staging area and account for his/her students. The official should report the class status to University Police. (E.g. all accounted for, missing number)
- G. The official should keep the class together until University Police has released them.

MEDICAL WITHDRAWAL

Policy

Any registered student who experiences medical trauma or chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University. A medical withdrawal request must be filed with the Registrar's Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist's name, title, professional credentials, license and certification number, and should address the following:

1. Specific diagnoses and findings.

2. Date the examination, assessment and /or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the approval decision following the review of the medical documentation. If the request is approved, the student will receive a final grade of “W” for each class (except in instances of Academic Dishonesty).

Upon medical withdrawal from the University, a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue studies at the University. This documentation should follow the same format as the above.

ORIENTATION AND MOBILITY FOR STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED

Policy

Orientation to the campus for the student who is blind or visually impaired is provided by an orientation and mobility specialist.

Procedure

- The student must request orientation to campus at the time of acceptance to Gardner-Webb University.
- The student should list orientation and mobility in the accommodations request section of the Voluntary Self-Disclosure Form.
- Freshmen and transfer students will receive training during the regular orientation period.
- Returning students may be asked to schedule their arrival to campus to coincide with the availability of the orientation and mobility specialist.

HOUSING ACCOMMODATIONS

Policy

Gardner-Webb University will consider reasonable housing accommodations when documentation shows that a private room is a necessary method of meeting the housing needs of a student with a disability. Gardner-Webb will consider exceptions to its general

room rate structure. In order for the student with a disability to be approved for a private room, he/she must provide documentation from a qualified professional addressing the student's disability and the need for special housing accommodations. Each case will be individually evaluated with respect to the documentation presented and the accommodations requested. Indicating a request for a private room on the Voluntary Disclosure Form (Appendix 2) DOES NOT take the place of the housing application. Gardner-Webb University has wheelchair accessible rooms and rooms equipped with visual fire alarms and doorbells. These room requests may also be indicated on the Voluntary Disclosure Form.

Procedure

- The student will indicate on the Voluntary Disclosure Form his/her intent to request housing accommodations and exception to general room rate structure.
- A housing application must be completed and on file with the Gardner-Webb University Office of Residence Life.
- The student must provide the Noel Center with specific documentation from a qualified professional addressing the need for a single room.

CLASSROOM ACCESS

Policy

The student may not be excluded from a requested course offering, program or activity because it is not offered in an accessible location. Classrooms will be relocated to accommodate accessibility needs.

Procedure

- Any student wishing to address issues regarding physical barriers should meet with the Associate Dean of the Noel Center or the University ADA Coordinator.

LIBRARY RESOURCE ROOM

Policy

The Noel Center maintains a resource room for students who need adaptive equipment and software in the John R. Dover Memorial Library.

Procedure

- The student will go to the front desk and ask that the room be opened.

KATHLEEN DOVER THEATER/BLANTON AUDITORIUM

Policy

The Kathleen Dover Theatre and Blanton Auditorium are equipped for amplification.

Procedure

- The student will ask an usher to provide the amplification receiver.

COMPUTER LABS

Policy

The John R. Dover Library, Craig Hall, Lindsey Hall, Hamrick Hall and Withrow Hall house computer labs. These labs have computers with JAWS, Zoomtext, Kurzweil 1000, Kurzweil 3000, Dragon Speak Professional and Read/Write Gold.

Procedure

- Availability of these labs is posted each semester.
- A list detailing software available on specific computers is available from the Noel Center.

DISABILITY PARKING

Policy

Appropriate parking accommodations for persons with disabilities are available at Gardner-Webb University.

Procedure

- The student must be designated as needing such an accommodation by his/her state of residency.
- A state disability notation should be displayed on the car used by the driver with a disability.

PROCEDURES/POLICIES AS RELATED TO DELIVERY OF SERVICES

Gardner-Webb University provides a comprehensive system of accommodations which enables students with disabilities access to the University community. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. It is generally considered non-discriminatory to adhere to academic standards that are essential to a course of study. Requests for accommodations must be made in a timely manner. All requests should be made no later than three (3) weeks prior to beginning services. Each student will be assigned to a disability specialist who will assist with the arrangements for the accommodations. The disability specialists adhere to the Association of Higher Education and Disability Code of Ethics.

ACCOMMODATION LETTERS

A Disability Accommodation Letter (Appendix 1) will be completed and delivered by the student to each professor. The letter will list the appropriate accommodations based on his/her documentation. The student should discuss with the professor his/her disability (ies) and the impact of the disability (ies) on the learning process. The student should also discuss with the professor how the recommended accommodations will be helpful.

If a faculty member has questions about the appropriateness of a reasonable accommodation, he/she should consult with the disability specialist assigned to the student. If the issue is not resolved, the faculty member should contact the Associate Dean of the el Center for Disability Resources to initiate a review. The faculty member should continue to provide the accommodation until the review is completed.

Once all accommodations are agreed upon, the professor should sign and date the Disability Accommodation Letter. The professor should be aware that these accommodation forms are not contracts. Modifications may be made throughout the semester as the need arises. It is the student's responsibility to return this letter to their disability specialist.

Arranging suitable course accommodations involves a shared responsibility among the student, the disability specialist, and the professor. A student with a disability is responsible for scheduling a meeting with the professor to discuss his/her needs as early as possible in the semester; however, some students may be hesitant to request special accommodations.

It is suggested that professors put a statement on the course syllabus similar to the following:

A student needing accommodations to participate fully in all class activities and to fulfill requirements of the class should notify me of the need as soon as possible. Persons must be certified as having a disability by the Noel Center in order to receive accommodations.

ALTERNATIVE TESTING

Policy

Exams for students with disabilities may be administered by professors or may be taken through the Noel Center. Readers, scribes, low distraction testing, extended time testing (typically time and a half) and special equipment can be utilized if the need for such an accommodation is supported by documentation. Exams can be produced in large print, Braille, or taped format when the material is delivered to the Noel Center **two (2) business days** prior to the test date. Requests for exams must be turned in to the Noel Center **two (2) business days** prior to the test date. Requests for final exams are due **ten (10) business days** prior to exam week. No exams will be administered without the Request for Special Test Administration Form (Appendix 11) unless there is a time conflict, tests will be scheduled at the regular class time. A student who misses an exam scheduled through the Noel Center will be required to notify the faculty member. The Noel Center will not reschedule exams without the approval of the faculty. A student who is late for a scheduled exam must finish the exam in the time remaining (extended time will be calculated from the scheduled time of the test, not time of arrival). If the student arrives more than **fifteen (15) minutes late** he/she may have to reschedule the test with the professor. All personal belongings must be left with the proctor. This includes, but is not limited to: backpack, coats, hats or unauthorized electronic devices.

Procedure

- At the beginning of each semester, the student will be asked to sign the Testing Procedures Form (Appendix 12) indicating he/she understands testing policies and procedures.
- Fill out completely the Special Test Administration Form and turn it in to the Noel Center **two (2) business days** prior to the scheduled exam. This form can be accessed online or obtained from the Noel Center.
- The student should try to arrive at the Noel Center **five (5) minutes** prior to the scheduled exam.
- The student must begin the exam no later than **15 minutes** after the scheduled exam time. He/she may have to reschedule if not starting within **15 minutes**.
- The student will leave personal belongings with the proctor.
- The student is responsible for bringing necessary testing supplies such as pens, pencils, calculators, etc. Paper will be provided.
- Proctors will write a description of any behavior that is questionable and breaches policies regarding academic honesty. This will be submitted to the student's professor.

NOTE: For satellite centers, testing forms are not utilized. The professor, student and Noel Center disability specialist will decide on appropriate testing procedures, depending on individual needs.

INTERPRETING SERVICES FOR STUDENTS WHO ARE DEAF/HARD OF HEARING

Policy

It is the responsibility of the student requesting interpreting services to provide the Noel Center Assistant Dean with his/her class schedule immediately after registration. In the event of late registration, every effort will be made to secure accommodations as soon as possible. Any changes to a schedule prior to or after the start of a semester should be reported immediately to the Noel Center Assistant Dean. A student requesting interpreting services for an off campus class or trip earning academic credit should file an Interpreter Request Form with the Assistant Dean of the Noel Center at the time of registration. Every effort will be made to provide interpreters according to the schedule turned in to the Assistant Dean; however, students may be asked to make reasonable adjustments in their schedules according to the availability of interpreters. Upon request, the Noel Center will provide interpreting services for meetings, plays, presentations or other activities or events sponsored by the University. Interpreter Request Forms (Appendix 13) should be filled out completely and returned to the Noel Center Assistant Dean **two (2) business days** before the date the interpreter is needed. Forms may be downloaded from the Noel Center website or obtained from the Noel Center. Requests may also be submitted by downloading the form and sending it to the Assistant Dean through email as an attachment.

A student requesting interpreting services for school sponsored field trips should turn in a request form **ten (10) business days** before the date of the field trip. A student requesting interpreting services for theater productions should turn in a request form **ten (10) business days** prior to the date interpreting services are needed. While the Noel Center will consider individual preferences in the assignment of an interpreter, it reserves the right to make all interpreter assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but are not limited to: availability, qualifications, certification and the appropriateness of the request based on actual or perceived conflicts of interest. All interpreters, staff, contract interpreters and student interns are required to adhere to the RID/NAD Code of Professional Conduct. The Noel Center may employ student interns who work under the direct supervision of the Assistant Dean. Student interns must have completed Sign Language 303, Fundamentals and Principles of Interpreting, be recommended by an instructor in the American Sign Language Studies Program and evaluated by the Noel Center interpreting staff.

Procedure

- For classroom interpreters, the student will follow the procedure for priority registration and turn in his/her schedule to the Assistant Dean immediately following registration.
- Any changes in the class schedule should be reported to the Assistant Dean immediately.
- For meetings and/or university-sponsored functions the student must fill out an Interpreter Request Form and return it to the Assistant Dean **two (2) business days** prior to the date of the event. The form should be filled out completely.
- For theater productions, the student must fill out an Interpreter Request Form and return it to the Assistant Dean **ten (10) business days** prior to the date of the production. The form should be filled out completely.
- If the student plans to attend an activity on a regular basis throughout the semester, only one Interpreter Request Form needs to be completed. The student should indicate at the top of the form that this request is for the entire semester.
- In the event of an emergency, interpreter requests can be made directly to the Assistant Dean or her designee and an interpreter will be provided as quickly as possible.

How to Use an Interpreter

- The interpreter will wait at an interpreting assignment for **15 minutes per hour**. If the student has not arrived within this time, the interpreter will leave.
- If the student knows he/she will not be attending class, he/she is asked to notify the Assistant Dean as soon as possible.
- If the student has a question, he/she should not ask the interpreter. All questions and/or comments should be directed to the professor.
- The student should be aware that the interpreter is responsible for voicing everything that is signed in class. If the student needs to talk to the interpreter, the student should do so before or after class.
- If the student does not understand specific signs the interpreter uses, he/she should question the interpreter immediately. Signs may vary from one region of the country to another. The student and the interpreter should decide together which signs are to be used.
- The student should not ask the interpreter's personal opinion regarding classroom matters. The interpreter is in the classroom only to facilitate communication among the student, the professor and other members of the class.
- During class discussions students sometimes speak quickly. They also tend to speak at the same time. If the discussion is moving so quickly that the student has difficulty following, he/she should inform the professor.

NOTE: For satellite centers, interpreter request forms are not utilized. If the student needs an interpreter for University sponsored activities or events outside the classroom the

student should email the request to the Noel Center secretary at fconner@gardner-webb.edu. The request should be made two working days prior to the date the interpreter is needed. Requests for interpreters for overnight or extended trips must be made as far in advance as is possible.

C-PRINT SERVICES

Policy

It is the responsibility of the student requesting captioning services to provide the Noel Center Assistant Dean with his/her class schedule immediately after registration. In the event of late registration, every effort will be made to secure accommodations as soon as possible. Any changes to a schedule prior to, or after the start of a semester, should be reported immediately to the Noel Center Assistant Dean. A student requesting captioning services for an off campus class or trip earning academic credits should file a C-Print Request Form (Appendix 14) with the Assistant Dean of the Noel Center at the time of registration. Every effort will be made to provide captionists according to the schedule turned in to the Assistant Dean; however, students may be asked to make reasonable adjustments in their schedules according to the availability of captionists. Upon request, the Noel Center will provide C-Print services for meetings, plays, presentations or other activities or events sponsored by the University. C-Print Request Forms should be filled out completely and turned in to the Noel Center Assistant Dean **two (2) business** days before the date the captionist is needed. Forms may be downloaded from the Noel Center website or obtained from the Noel Center.

A student requesting C-print services for school sponsored field trips should turn in a request form **ten (10) business** days before the date of the field trip. A student requesting C-Print services for theater productions should turn in a request form **ten (10) business** days prior to the date C-Print services are needed. While the Noel Center will consider individual preferences in the assignment of a captionist, it reserves the right to make all C-print assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but not limited to: availability, qualifications and the appropriateness of the request based on actual or perceived conflicts of interest.

Procedure

- For classroom captionists, the student will follow the procedure for priority registration and turn in his/her schedule to the assistant Associate Dean immediately following registration.

- Any changes in the class schedule should be reported to the Assistant Dean immediately.
- The student will sign the C-Print Transcript Agreement Form. (Appendix 15)
- For meetings and/or university sponsored functions the student must fill out a C-Print Request Form and return it to the Assistant Dean **two (2) business days** prior to the date of the event. The form should be filled out completely.
- For theater productions, the student must fill out a C-Print Request Form and turn it in to the Assistant Dean **ten (10) business days** prior to the date of the production. The form should be filled out completely.
- If the student plans to attend an activity on a regular basis throughout the semester, only one C-Print Request Form needs to be completed. The student should indicate at the top of the form that this request is for the entire semester.
- In the event of an emergency, captioning requests can be made directly to the Assistant Dean or her designee and a captionist will be provided as quickly as possible.

NOTE TAKING SERVICES

Policy

A student will be provided a notetaker for classes if his/her documentation supports the need for such an accommodation. The Coordinator of Note Taking Services will work with students in locating qualified notetakers. The student is asked to assist with obtaining his/her notetaker by (1) speaking with his/her professor for recommendations and (2) by asking someone known to be a good student. Each notetaker must fill out an Application Form. (Appendix 9) If the student is absent from class, unless it is a disability related absence or a university-sponsored event, the notetaker is not obligated to take notes or deliver them to the student. Each first time notetaker must participate in an online tutorial on effective note taking techniques and earn a passing score on a note taking quiz to qualify to provide this service. Professors will evaluate the quality of the notes two weeks into the semester. (Appendix 10) The student will be asked to evaluate his/her notetaker at the end of the semester. Notes not received immediately after class will be available within 48 hours.

Procedure

- The student will work cooperatively with the notetaker coordinator and his/her professor in order to locate qualified notetakers.
- Notetaker Application Forms may be accessed on line or obtained from the Noel Center. (Appendix 9)
- Once a notetaker is located the student may access notes online.
- The student will have the opportunity to evaluate his/her notetakers.

NOTE: For students attending classes on a satellite campus, arrangements for procuring notes will be made on an individual basis.

READER SERVICES

Policy

Readers may be provided for students who have a documented need for such an accommodation. Readers may be provided to read textbooks, class handouts and library resource materials that do not lend themselves to scanning.

Procedure

- The student will fill out a Reader Request Form (Appendix 5) indicating the number of reader hours needed.
- The Reader Request Form may be accessed online or obtained from the Noel Center.

ALTERNATE FORMAT

Policy

Textbooks and other printed materials are available in alternate format for students whose documentation supports the need for such. The Noel Center will not correct unclear text for scanning. It is the student's responsibility to provide the Noel Center with clear text to ensure accurate scanning. Due to copyright laws, the student must purchase their textbooks and show proof of purchase before textbooks can be provided in alternate format. Students will act in accordance with the terms outlined by the publisher. For any alternate format material the student will not copy, permanently save, edit, tamper, upload, share or disseminate the material in any form to any person.

The student will return materials to the center secretary at the end of each semester. The University provides alternate format materials without charge; however, students will be financially responsible for alternate formats which are lost, damaged or not returned by the end of the semester. Failure to return or reimburse for materials will result in the student being blocked from registration and/or a hold on the transcript.

The Noel Center will take the student's specific format request into consideration when providing alternate format materials; however, students are advised that not every item will be readily available in every format. In addition, some text items do not lend themselves to

certain alternative formats. When applicable, alternatives will be discussed with the individual student.

The Noel Center for Disability Resources will make every effort to provide materials in a timely manner and in the specific format requested. Consideration will be given to the most expedient manner and format available in the fulfillment of student requests.

Procedure

Textbooks

- The student will bring in books and show proof of purchase.
- The student will provide syllabi containing reading assignments.
- If a syllabus does not include reading assignments, the student should contact his/her professor for the reading schedule and submit this information to the Noel Center.
- The student will notify the Noel Center of any changes in his/her class schedule, syllabi or reading assignments.
- The student will sign an Alternate Format Use Agreement Form. (Appendix 6)
- The student will check out all material with the Noel center secretary and return materials at the end of the semester.
- Any concerns regarding specific alternate format materials may be discussed with the Associate Dean of the Noel Center.
- If the student feels there is a problem or is not satisfied with the alternate formats provided, he/she will be asked to fill out an Informal Grievance Form. (Appendix 8) If the student is not satisfied with decisions regarding the alternate formats, the student may file a formal grievance by following the procedures outlined in the Gardner-Webb University Student Handbook.

Procedure

Material other than text

- The student will provide a clear text to ensure accurate scanning.

EQUIPMENT

Policy

The Noel Center has a large inventory of equipment and materials for student use. The Noel Center will loan equipment and/or materials to assist with the educational process. The equipment/materials must be checked out through the Noel Center secretary. The student is

responsible for returning the equipment in good condition. Equipment may be checked out by the day, week or semester. If the equipment is lost or damaged, it is the responsibility of the student to pay for repairs or replacement costs. A student who does not return equipment and/or pay replacement fees will be blocked from registration and/or have a hold placed on his/her transcript.

Procedure

- Equipment and/or materials will be checked out through the center secretary.
- The student will sign a statement indicating he/she accepts financial responsibility for lost or damaged equipment/materials.
- The student will return the equipment/materials by the scheduled due date.

CAREER DEVELOPMENT CENTER

The Noel Center Career Development Center serves as a partner to the University Career Services Center and provides comprehensive services in career planning and development. The primary goal of the center is to address unique disability related career development issues. In addition to one-on-one meetings, workshops are held regarding issues such as the Americans with Disabilities Act, self-advocacy, reasonable accommodations, interview techniques and other issues unique to persons with disabilities.

PEER MENTOR PROGRAM

Freshman students with a disability may choose to participate in the peer mentor program. The student is paired with an upperclassman that has a similar disability, has been successful in his/her classes and clearly understands the policies and procedures of the Noel Center for Disability Resources. Peer mentors receive an initial training, with additional meetings held throughout the year.

EVALUATIONS

Policy

The Noel Center strives to provide quality services for students with disabilities at Gardner-Webb University. Each semester the student will have the opportunity to evaluate his/her disability specialist, professional interpreters and C-print captionists, as well as give feedback on the overall program.

Student workers and interns such as interpreters, notetakers and readers are provided training and must successfully complete a performance and/or knowledge evaluation prior

to being hired. The student with a disability will also have the opportunity to evaluate these workers.

It is important for the Noel Center to receive an honest and complete evaluation on its staff and student workers. The feedback from these evaluations will assist Noel Center personnel to better understand how they can provide accommodations and services to students.

Procedure

- Each semester prior to final exam week, the student will be notified via email that evaluations are available online.
- The student will be able to complete and submit all evaluations online.

SECTION IV: APPENDICES

**Appendix I
Sample Accommodation Letter**

**Gardner-Webb
University**

We have great things in mind.

Date: Aug. 17, 2015
To: Professors
From: Cheryl Potter
Re: John Doe ID #0000000 Fall 2015

The information in this letter is CONFIDENTIAL.

John Doe has a documented disability that qualifies the student for services through the Noel Center. Listed below are the accommodations and services the student is eligible to receive. John Doe may wish to discuss with you the impact of the disability on the learning experience. If you have any questions or concerns regarding the implementation of these accommodations, please contact me at (704) 406-4271 or email cpotter@gardner-webb.edu.

**Adaptive Equipment
Braille, Manual**

**Alt Text Accommodations
Alt Text, Self-scanning**

**Classroom Accommodation
Captionist**

**Furniture
Chair, w/ arms**

I am aware of the accommodations approved for John Doe

_____ Professor/BIOL101/CRN#10266-200910	_____ Date
_____ Professor/MATH 105/CRN#10302-200910	_____ Date
_____ Professor/ENG101/CRN#10524-200910	_____ Date
_____ Professor/ARTS1225/CRN#10604-200910	_____ Date
_____ John Doe (Student)	_____ Date
_____ Jane Smith (Disability Specialist)	_____ Date

**Appendix 2
VOLUNTARY DISCLOSURE FORM**

Full name of student requesting services:

First

Middle

Last

Date of birth (month/date/year) __/__/__

Mailing Address:

Street Address

City

State

Zip

Home Phone

Email

Cell Phone

Projected date of entry to Gardner-Webb University: _____

Nature of your disability: _____

Academic accommodations being requested at Gardner-Webb University:

Housing accommodations being requested at Gardner-Webb University (single room requests should include details regarding the necessity of this accommodation. This form does **not** take the place of the housing application.):

University housing fee exceptions:

Based on my disability, I am requesting exception to the University Housing fee structure.

Yes

No

Rehabilitation Agency:

Are you registered with a rehabilitation agency?

Yes

No

Name of agency _____

Name of Counselor _____

The Family Educational Rights and Privacy Act (FERPA) provides for the confidentiality of student records. FERPA provides that this documentation is to be kept confidential unless the student consents to the release or a specific exception is applicable. One of these exceptions is to allow persons within the university with a "legitimate educational interest" to access this information. Therefore the Noel Center for Disability Resources may discuss portions of your record with university employees who have a "legitimate educational interest". There also may be a time when it is beneficial for the Noel Center to discuss your needs with persons outside the University.

Information shared by you will be treated confidentially. There may be times when the Noel Center would like to discuss your needs with other professionals. However, any disclosures will be done only with your written approval with the following exceptions: Information will be released when determined necessary to protect you or someone else from eminent danger, if abuse of a child or elderly adult is suspected or if served with a court order for specific information. In order to create a profile regarding the release of information from your records, please check the following as they apply to you.

- Except on a need to know basis, the Noel Center for Disability Resources is not to disclose information regarding my disability, academic status, or progress at any time without my written consent.
- The Noel Center may discuss academic issues with my faculty.
- The Noel Center may discuss my academic status and progress with my academic advisor.
- The Noel Center may discuss my academic progress with support personnel e.g. Office of Academic Advising, Registrar, etc.
- The Noel Center may discuss my academic status and progress with my Rehabilitation Counselor.
- The Noel Center may consult with my evaluating psychologist, physician or therapist.
- The Noel Center may discuss my academic status and progress with the Office of Financial Planning.
- The Noel Center may discuss my academic status and progress with my coaches and athletic personnel.
- The Noel Center may discuss my academic status with the following parent(s)/guardian(s):

Name	Relationship
------	--------------

Name	Relationship
------	--------------

Name	Relationship
------	--------------

By signing the following:

- I am agreeing that the information on this page is correct.
- I understand that I may amend the above information at any time.

Student Name	Date
--------------	------

Noel Center Representative	Date
----------------------------	------

Appendix 3
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
Confidentiality Disclosure for University Departments
VOICE 704-406-4270/VP 866-298-0119

Information you share will be treated confidentially. There may be times when the Noel Center would like to discuss your needs with other professionals. However, any disclosures will be done only with your written approval with the following exceptions: Information will be released when determined necessary to protect you or someone else from eminent danger, if abuse of a child or elderly adult is suspected or if served with a court order for specific information. In order to create a profile regarding the release of information from your records, please check the following as they apply to you:

- The Department may discuss the impact my disability has on academics with my faculty.
- The Department may discuss the impact my disability has on academics with administrative support personnel e.g. Associate Dean of Learning Assistance Program, Registrar, etc.
- The Department may discuss my academic status and progress with my Vocational Rehabilitation Counselor.
- The Department may discuss my academic status and progress with an evaluating psychologist, physician, or therapist. _____
- The Department may discuss my academic status and progress with Financial Planning.

I understand that I may amend the above disclosure guidelines at any time.

Student

Date

Disability Specialist

Date

Appendix 4
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Authorization to Release Confidential Records

I hereby authorize Gardner-Webb University to release specified information from the record of _____ to _____.

This information shall include documentation of a disability and the recommendations for accommodations based on that disability. I understand this information will be used to determine reasonable academic accommodations and services.

STUDENT

DATE

NOEL CENTER REPRESENTATIVE

DATE

Appendix 5
GARDNER-WEBB UNIVERSITY
 Noel Center for Disability Resources
 VOICE 704-406-4270/VP 866-298-0119

Reader/Lab Assistant Request

Student Requesting _____

Reader ____ Yes ____ No Hours Needed _____

Lab Assistant ____ Yes ____ No

Hours Needed _____

Class / Section _____

Day / Time _____

Location _____

Student Signature _____

FOR OFFICE USE ONLY:

Date Request Received _____

Date Request Filled _____

Fall ____ Spring ____ Summer I ____ Summer II ____ 20__

Disability _____

Campus _____

DEGREE COMPLETION PROGRAM _____

Undergraduate _____

Graduate _____

Readers Assigned	No of Hours	Lab Assistant	No of Hours

Total Hours _____

Appendix 6

GARDNER-WEBB UNIVERSITY

Noel Center for Disability Resources

VOICE 704-406-4270/VP 866-298-0119

Alternate Format Use Agreement Form

- I understand that I must have ownership (purchased, rented, borrowed) of all textbooks and materials requested in alternate format.
- Books and/or proof of purchase, rental, or loan agreement must be presented prior to alternate text being provided.
- I understand that I must be currently registered at Gardner-Webb University and enrolled in the particular class or classes for which I am requesting alternate format materials. If I withdraw from a class, I will notify the Noel Center of my withdrawal.
- I agree not to copy, permanently save, edit, tamper, upload, share or disseminate alternate format materials in any form to any person, in agreement with the Copyright Revision Act of 1976 as amended (17 USC 101 et seq.).
- Due to copyright laws, if at any time ownership of texts and materials is surrendered, the alternate text materials must be deleted or returned to the Noel Center.
- I understand that I assume all risk for damage to or loss of tangible materials while they are signed out to me.
- I agree that I am financially responsible for all alternate format materials checked out and will return them to the Noel Center Secretary at the end of the semester. Failure to return or reimburse for materials will result in a student being blocked from registration and/or a hold on the transcript.
- I understand that any violation of this agreement may be considered a violation of the Gardner-Webb University Student Code of Conduct and may result in penalties including a hold on student grades. Violations may also constitute a violation of federal and/or state laws and may result in civil or criminal prosecution, payment of fines or other moneys to the copyright holder.
- I understand that if I am not satisfied with the alternate formats provided I should discuss the situation with the Associate Dean of the Noel Center. If I am not satisfied with decisions regarding the alternate formats, I may file a formal grievance by following the procedures outlined in the Gardner-Webb University Undergraduate catalog.
- Before receipt of alternate texts or materials, this agreement shall be signed by the student and a Noel Center staff member and kept on file.

I have read and understand the policies and procedures as outlined above and stated in the Noel Center Student Handbook and agree to comply with them.

Student

Date

Noel Center Staff

Date

Appendix 7
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

List of Available Software on Specific Computers

Alternate software programs including JAWS, Kurzweil 3000 and 1000, Dragon Naturally Speaking and Zoomtext are located in Frank Nanney Hall, Dover Library and campus computer labs. For an updated list for specific locations contact the Noel Center for Disability Resources.

Assistive Technology Software Locations

SOFTWARE

Kurzweil 3000 Learn Station Network v.12

- Carpenter Computer Lab # 1 & 2
- Craig Computer Lab #23 & #24
- Frank Nanney Hall- Multiple locations
- Hamrick Computer Lab #6 & #7
- Mac Computer Lab # TBA (Mac v. 4)
- Withrow Computer Lab #18 & #19

Kurzweil 3000 Professional (w/ scanner) v.10

- Dover Library AT room (3rd floor)
- Frank Nanney Hall Resource Room #1
- Frank Nanney Hall Production Room # 3 & 4
- Statesville Computer Lab

Kurzweil 1000 v. 11

- Dover Library AT room (3rd floor)
- Frank Nanney Hall Resource Room #2
- Frank Nanney Hall Testing Center #123, 124, 127

Dragon Naturally Speaking v. 9.5

- Dover Library AT room (3rd floor)
- Frank Nanney Hall Resource Room #2
- Frank Nanney Hall Testing Center #120 & 127

Zoomtext v. 9.1

- Carpenter Computer Lab # 1 & 2
- Craig Computer Lab #23 & #24
- Dover Library AT room (3rd floor)
- Frank Nanney Hall- Multiple locations
- Hamrick Computer Lab #6 & #7
- Withrow Computer Lab #18 & #19

JAWS v.9.0

- Carpenter Computer Lab # 1 & 2

- Craig Computer Lab #23 & #24
- Dover Library AT room (3rd floor)
- Frank Nanney Hall- Multiple locations
- Hamrick Computer Lab #6 & #7
- Withrow Computer Lab # 18 & 19
- Statesville Computer Lab

LOCATION

Belk Ellis Computer Lab- Computers TBA

- Kurzweil 3000 v.12, Zoomtext, JAWS

Carpenter Computer Lab- Computers 1 & 2

- Kurzweil 3000 v.12, Zoomtext, JAWS

Craig Computer Lab- Computers 23 & 24

- Kurzweil 3000 v.12, Zoomtext, JAWS

Dover Library AT Room (3rd floor)

- Kurzweil 3000 Professional (w/ scanner)
- Kurzweil 1000, Zoomtext, JAWS

Frank Nanney Hall Testing Center

- #120- Kurzweil 3000, Dragon Naturally,
- #121- Kurzweil 3000, Zoomtext, JAWS
- #122- Kurzweil 3000, Zoomtext, JAWS
- #123- Kurzweil 3000, K1000, Zoomtext, JAWS
- #124- Kurzweil 3000, K1000, Zoomtext, JAWS
- #125- Kurzweil 3000, Zoomtext, JAWS
- #126*- Kurzweil 3000, Dragon Naturally
- #127*- Kurzweil 3000, K1000, Zoomtext, JAWS

Frank Nanney Hall Resource Room

- #1- Kurzweil 3000 Prof. v10, Zoomtext, JAWS

- #2- Kurzweil 1000 v.11, Dragon Naturally, Zoomtext, JAWS

Frank Nanney Hall Production Room

- #1- Kurzweil 3000 v.4 (Mac)
- #2- ABBYY
- #3- Kurzweil 3000 Professional v.10, ABBYY
- #4- Kurzweil 3000 Professional v.10, ABBYY
- #5 - ABBYY, Duxbury, Tiger Pro, Scientific Notebook, Dragon Naturally v7.3, Math Talk

Hamrick Computer Lab- Computers 6 & 7

- Kurzweil 3000 v.12, Zoomtext, JAWS

Mac Computer Lab- Computer

- Kurzweil 3000 v.4 (Mac version)

Withrow Computer Lab- Computers 18 & 19

- Kurzweil 3000 v.12, Zoomtext, JAWS

Appendix 8
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Informal Grievance

Date: _____

Person reporting incident: _____

Disability Specialist: _____

Area of Concern:

_____ Reader _____ Interpreter _____ Captionist

_____ Disability Specialist _____ Lab Assistant _____ Lab/Facility

_____ Notetaker _____ Testing _____ Alternate Format

_____ Equipment _____ Other

Description of concern: _____

*******For office use only*******

Date received: _____ Received by: _____

Action taken:

Action results:

Date completed: _____ Completed by: _____

Appendix 9
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Notetaker Application Form

Date: _____

Notetaker's Name: _____ Student S.S. Number: _____

E-mail Address: _____ Student ID Number: _____

Home Address: _____ City: _____ State: _____ Zip: _____

Home Phone#: _____ Campus Phone #: _____ Cell Phone #: _____

Campus Box #: _____ CRN #: _____

Course/Section: _____ Day/Time: _____

Professor's Name: _____ Location: _____

For Office Use Only

Date Received _____				
Fall _____	Spring _____	Summer I _____	Summer II _____	20 _____
Disability _____				
Campus _____				
DEGREE COMPLETION PROGRAM _____			Undergraduate	
Divinity _____		Graduate _____		

Appendix 10
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119
REQUEST FOR SPECIAL TEST ADMINISTRATION

This form should be completed and returned to the Noel Center

(2) Two business days prior to the test

1. TO BE COMPLETED BY THE STUDENT

Student _____	Course/Section _____
Professor _____	
Class Time _____	Location _____
I am requesting the following accommodations for special test administration.	
<input type="checkbox"/> low distraction/quiet setting <input type="checkbox"/> Reader <input type="checkbox"/> Computer <input type="checkbox"/> Dictionary	
<input type="checkbox"/> extended time (time and ½) <input type="checkbox"/> Scribe <input type="checkbox"/> Screen Reader <input type="checkbox"/> Spell Check	
<input type="checkbox"/> other _____ <input type="checkbox"/> Large Print <input type="checkbox"/> CCTV	
<input type="checkbox"/> Braille <input type="checkbox"/> Braille Display	
Student Signature _____	

2. TO BE COMPLETED BY PROFESSOR AND STUDENT

Test Date _____	Test Return: Date _____	Time _____
Start Time _____	Return to: _____	
Time Allotted for Class _____	Building _____	Room _____
<input type="checkbox"/> Test <input type="checkbox"/> Quiz <input type="checkbox"/> Final		
Please check the items that are appropriate to the test.		
<input type="checkbox"/> notes allowed <input type="checkbox"/> open book <input type="checkbox"/> dictionary <input type="checkbox"/> calculator		
<input type="checkbox"/> no notes allowed <input type="checkbox"/> closed book <input type="checkbox"/> spell check <input type="checkbox"/> other _____		
Professor Signature _____		

3. TO BE COMPLETED BY THE NOEL CENTER

Date Test Administered _____	st: _____	et: _____
Time from _____	to _____	room _____
Proctor/s _____	Proctor's Signature _____	
Comments to Professor _____		

4. AUTHORIZATION

Returned by _____	Date _____
Verification of test return _____	Date _____

Appendix 11
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119
Testing Procedures

Forms:

- Forms need to be turned in **2 business days** prior to the scheduled test time
Example: If the test is scheduled for a Thursday, the form must be at the Noel Center by 4:30 on Tuesday afternoon.

Example: If the test is for a Monday, the form must be turned into the Noel Center by 4:30 on Thursday afternoon.

- Forms must be **filled out completely** before they can be processed.

Part I- is to be filled out by the student

Part II- is to be filled out by the student and professor

******It is up to the student and the professor to fill in the day and time the test will be taken at the Noel Center.***

Part III- is to be filled out by the Noel Center

Day of Test

- The student should arrive at the Noel Center **5 minutes** before the test is scheduled to begin.
- The student must begin the exam no later than **15 minutes** after the scheduled exam time. He/she may have to reschedule if not starting within **15 minutes**.
- Paper will be provided by the testing proctor. The proctor will provide additional paper upon request.
- All personal belongings must be left with the testing proctor. This includes but is not limited to: backpacks, coats, hats, and etc.
- No unauthorized electronic devices are allowed in the testing room. This includes but is not limited to: cell phones, walkmans, iPods, etc.
- No unauthorized breaks.

Final Exams

- Final Exam forms are due **two weeks** prior to the scheduled exam time. All other criteria apply.

Student Signature

Date

Appendix 12
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Interpreter Request Form

Please return this form to the Assistant Associate Dean in the Noel Center at least **two (2) business days** prior to the scheduled event. **Ten (10) business days** are needed for theater productions and field trips.

Person Requesting Service _____

E-Mail Address _____

Event _____

Date _____ Time _____ Place _____

1. Will the interpreter need special clothing? Yes _____ No _____

If yes what kind of clothing is needed? _____

2. Will the interpreter be required to voice the signs of the deaf person? Yes ___ No ___

3. Is there anything special that the interpreter needs to know about this interpreting situation? Yes _____ No _____

If yes, please explain _____

4. Will there be a movie or filmstrip shown? Yes ___ No ___

5. Will special lighting be needed? Yes ___ No ___

6. Will arrangements need to be made for seating or standing area for the interpreter?
Yes ___ No ___

Comments: _____

Student Signature _____

For office use only

Date request received _____	Fall _____ Spring _____ 20 _____
Date request filled _____	Summer I _____ Summer II _____
Interpreter _____	Day _____ Degree Completion _____
Program _____ Divinity _____	
Length of Assignment _____	Graduate _____
	Undergraduate _____
Comments _____	

Appendix 13
GARDNER-WEBB UNIVERSITY
 Noel Center for Disability Resources
 VOICE 704-406-4270/VP 866-298-0119

C-Print Request Form

Please return this form to the Assistant Associate Dean in the Noel Center at least **two (2) business days** prior to the scheduled event. **Ten (10) business days** are needed for theater productions and field trips.

Person Requesting Service _____

E-Mail Address _____

Event _____

Date _____ Time _____ Place _____

1. Will the captionist need special clothing? Yes _____ No _____

If yes what kind of clothing is needed? _____

2. Will the captionist be required to voice the captioning of the deaf person? Yes ___ No ___

3. Is there anything special that the interpreter needs to know about this interpreting situation? Yes _____ No _____

If yes, please explain _____

4. Will there be a movie or filmstrip shown? Yes ___ No ___

5. Will special lighting be needed? Yes ___ No ___

6. Will arrangements need to be made for a seating or standing area for the captionist?
 Yes ___ No ___

Comments: _____

Student Signature _____

For office use only

Date request received _____	Fall _____ Spring _____ 20____
Date request filled _____	Summer I _____ Summer II _____
Interpreter _____	Day _____ Degree Completion Program _____
Divinity _____	
Length of Assignment _____	Graduate _____
	Undergraduate _____
Comments _____	

Appendix 14
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

C-Print Transcript Agreement

1. GWU captionists are expected to conduct themselves in a manner consistent with the professional standards set by the C-Print standards established by the National Technical Institute for the Deaf. (I.e. captioners shall maintain confidentiality, render the message faithfully, refrain from interjecting personal opinions, and function in a manner appropriate to the situation, etc.)
2. Captionists try to capture verbatim every word of the lecture but at times must delete unimportant words or summarize due to the fast pace of the speaker. If a student has concerns about the quality of the live captioning or transcripts, address the concerns first with the captionist. If the concerns are not resolved after talking with the captionist, address the concerns with your Noel Center Advisor or the Assistant Dean.
3. Questions regarding class material should be addressed with the professor.
4. The captionist will wait at the captioning assignment for **(15) fifteen** minutes per hour. If the student has not arrived within this time, the captionist will leave.
5. The captionist will not type if the student is not present in the room. (The role of the captionist is to provide equal access to the classroom. A hearing student does not have access to the message when he/she is not present in the room.) If you do not show for a class, the captionist will not provide any transcripts for that class unless instructed to do so by a Noel Center disability specialist or Assistant Dean of the center.
6. It is not the responsibility of the captionist to transcribe visual information presented on boards, etc. It is the students' responsibility to ensure that visual information is gathered.
7. The class transcript is for the approved student only. Transcripts are not to be shared with any other persons. No other students, even if they identify themselves as a Noel Center student, are to be given transcripts without prior approval from a Noel Center disability specialist or Assistant Dean of the center.
8. Captionists will provide the class transcripts to students via computer flash or through e-mail. It is the responsibility of the student to bring a flash to copy the transcript at the end of the class if not using the e-mail option.

9. If there is a need for the student to meet with a professor, captioning services must be requested through the Assistant Dean of the Noel Center. Requests are not required for short (5 minute) discussions directly after class if the captionist is able to stay.

I have read the above document and agree to follow the guidelines that delineate my responsibilities as a student receiving support services from the Noel Center for Disability Resources at Gardner-Webb University.

Student

Signature: _____ Date: _____

Appendix 17
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Gardner-Webb University adheres to the NAD-RID Code of Professional Conduct

NAD-RID Code of Professional Conduct

APPLICABILITY

- A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.
- B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.
- C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

DEFINITIONS

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:

1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).

1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).

1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:

2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.

2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges

(e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:

3.1 Consult with appropriate persons regarding the interpreting situation to determine

3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:

4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:

5.1 Maintain civility toward colleagues, interns, and students.

5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity.

Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- " pursuing higher education;
- " attending workshops and conferences;
- " seeking mentoring and supervision opportunities;
- " participating in community events; and
- " engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Appendix 18

AHEAD Code of Ethics

We agree that these principles are the Code of Ethics for postsecondary disability service providers. As professionals, we are responsible for upholding, supporting, and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

1. Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.
2. Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.
3. Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
4. Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed, or affiliated with other professionals or organizations, they comply with those professional guidelines as well.
5. Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

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