

West Virginia State University

West Virginia State  
Community & Technical College



Collegiate Support & Counseling/  
Office of Disability Services

[http://www.wvstateu.edu/collegiate\\_support\\_counseling/](http://www.wvstateu.edu/collegiate_support_counseling/)



## DSO Contact Information

### Mailing Address

123 Sullivan Hall, East  
P.O. Box 1000  
Institute, WV 25112-1000

### Phone Numbers

Office: (304) 766-3083  
Fax: (304) 766-4168  
TTY/TDD: (304) 766-3083

## DSO Hours of Operation

### Fall & Spring Semesters

Monday-Thursday 8:30 am – 7:00 pm  
Friday 8:30 am – 5:00 pm

### Summer Terms

Monday- Friday 8:00 am – 4:00 pm

- **Important Note: Exams/quizzes taken at DSO must be taken during the hours listed above and must be completed by the time the office closes.**

## DSO Staff

Carla Blankenbuehler –Counselor	<a href="mailto:blankenc@wvstateu.edu">blankenc@wvstateu.edu</a>
Kellie Toledo-Director	<a href="mailto:toledoke@wvstateu.edu">toledoke@wvstateu.edu</a>
Darlene Older- Administrative Secretary Senior	<a href="mailto:dolder@wvstateu.edu">dolder@wvstateu.edu</a>
Dee Wilt – Interpreter	
Terri Hanshaw – Interpreter	
Karen Casto – Interpreter	
Ashley Cobb – Interpreter	

## **Mission**

The DSO at West Virginia State University and West Virginia State Community & Technical College is committed to enhancing the experience of students with disabilities and to ensuring an accessible University atmosphere where individuals with disabilities may have the same opportunities and access to programs and activities as all others. While complying to ADA standards, the DSO will assist by making every effort to help students with disabilities attain quality educational objectives, promote self-awareness and self-advocacy as well as maximize their potential in a diverse and accessible environment.

## **Confidentiality and Release of Information**

- The DSO views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information.
- Any written material regarding the student's disability obtained by DSO is used to verify the disability and plan for reasonable accommodations.
- All disability-related information for students at West Virginia State University and West Virginia State Community and Technical College is housed in the DSO. Each student has a separate file housed in a secure filing cabinet. Only staff persons working in the DSO have access to these files.
- Disability information may be released only when a student submits a signed "Release of Information" to the DSO.
- The Family Educational Rights and Privacy Act of 1974 (FERPA) also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA) do not allow faculty or others access to disability-related information.
- According to the Association on Higher Education and Disabilities (AHEAD), "Disability related records provided by a physical, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA."
- According to AHEAD, "it is only necessary to share with the faculty the information that a student has a documented disability and need for accommodation(s), Faculty members have no need to know the nature of the disability, "only that it has been appropriately verified by the individual (office) assigned this responsibility on behalf of the institution."
- A student may request to review the contents of his/her own file when the counselor is present. All information in the file is the property of the DSO.
- The DSO will retain all disability documentation for ten years after students leave the university.

## **What defines a disabled student?**

### **A person with a disability includes...**

“Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has record of such impairment, or (3) is regarded as having such impairment.”

### **A Qualified person with a disability is defined as one...**

“Who meets the academic and technical standards requisite to admission or participation in the education program or activity?”

## **What the Law Requires**

**The University must provide reasonable academic accommodations.** Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student’s known disability so that a student has an equal opportunity to participate in the courses, activities, or programs. The Office of Civil Rights (OCR) ruled that a University may not charge students for necessary accommodations.

## **Initiating Services & Accommodations**

Students will not receive accommodations until all proper documentation, which clearly describes the disability, has been received and evaluated by the Disability Services Counselor (See Documentation Standards). This documentation must be current (no more than 5 years old). Documentation should also be submitted on letterhead stationary from the appropriate licensed professional. **NO** diagnosis on a prescription pad will be accepted. Students must come to the Disability Services Counselor each semester to receive accommodations.

**Important Note: You should immediately alert the DSO counselor and/or instructor if you are having difficulties with any accommodation, service or class.**

### **How to Apply for Classroom Accommodations**

#### **STEP ONE: COMPLETE A REQUEST FOR SERVICES APPLICATION**

Students with disabilities must request services and accommodations by completing a *Request for Services Application*. When possible, the application should be completed prior to the beginning of the semester.

#### **STEP TWO: PROVIDE DOCUMENTATION/VERIFICATION OF DISABILITY**

A student with a physical, sensory, psychiatric, or health-related disability must provide documentation verifying a disabling condition by a licensed health care professional who is qualified in the diagnosis of the disability and is currently or recently associated with the student. The student must present the verified documentation to the Disability Services Office prior to obtaining accommodations and services.

#### **STEP THREE: ARRANGING ACCOMMODATIONS**

Upon review of the Application for Disability Services, a meeting will be held in which the specific accommodation / service needs are discussed and scheduled. Official Notification of Accommodations letters will be sent to the student's instructors. The letters detail the specific accommodations the student is to receive. The Disability Services Office will not disclose the type of disability, only the approved accommodations or services. Once accommodations have been put in place the student should meet with the instructor to discuss accommodations.

# University Procedures

## Receiving Accommodation Notification

At the start of each semester or as soon as a student has completed the documentation process, each faculty member of a registered student with a disability will receive a *Notification Letter* from the Disability Services Office. This letter will indicate what accommodations the primary care provider and/or Disability Services Counselor recommends for the disabled student based on their diagnosis.

If a student indicates that they have a disability and they desire an accommodation please request that they come to the Disability Services Office to register for services. This will ensure that the appropriate verification is in-place prior to meeting the student request.

TO:	Professor Wallace Hall
FROM:	Disability Services Counselor Collegiate Support & Counseling
DATE:	August 23, 2004
RE:	Disability Services
STUDENT:	John Doe
COURSE/SECTION:	Biology 102
The above named student is disabled according to the definition included in the Rehabilitation Act of 1973, Section 504, as amended; and the Americans with Disabilities Act (1990). The Disability Services Office (DISABILITY SERVICES OFFICE) has verified this disability through appropriate documentation.	
Under the law, students with disabilities are due "reasonable accommodations" in their academic endeavors, so the effect of their disability does not unfairly interfere with either their learning process or their grading and evaluation. The DSO recommends the following accommodations be provided to this student.	
Testing: Extended Test Time in a Private Area if desired.	
Classroom:	
Other:	

## Documentation Standards

### **Documentation should include:**

1. Date of the most recent visit to diagnosing professional.
2. A clear statement of the diagnosis and the date of the original diagnosis.
3. A summary of diagnostic tests, methods and/or criteria used to make the diagnosis including evaluation results and standardized test scores if applicable.
4. A description of the current functional impact of the disability including specific test results, specific substantial limitations related to the disorder, especially those involved in attending a post-secondary educational institution.

## **The following is a list of appropriate physicians according to disability**

- **Deafness or Hard of Hearing:** Diagnosis usually includes an audio logical report administered by an Audiologist or Speech Pathologist. A medical report from a physician suffices when including an evaluation of hearing ability.
- **Speech Impairment:** An evaluation should be completed by a licensed Speech Pathologist or Speech Therapist. This evaluation should be current (no more than 5 years old) and should list recommendations for accommodations. An Audiologists report may be included. In some cases, medical reports are appropriate.
- **Blindness:** Medical diagnosis by an ophthalmologist or other medical physician is accepted.
- **Mobility:** The treating physician should provide a diagnosis of the nature of the physical disability, any resultant medical condition, and recommendations for management.
- **Seizure Disorder:** A neurologist's or other physician's diagnosis of epilepsy is usually based upon a patient's medical history and an EEG (electroencephalogram.) Documentation may include a treatment plan for medication and side effects in addition to recommendations for accommodations.
- **Learning Disabilities:** An evaluation by a Psychologist (clinical or school) or Neuro-psychologist is required to establish the exact nature of an individual's learning disability. The evaluation should clearly state that the person has a specific learning disability and explain the basis for that diagnosis and the specific nature of the learning disability. The evaluation should also include testing procedures used such as, WISC, WAIS, Stanford-Binet, Slosson Intelligence Test, and Kaufman Brief Intelligence Test.
- **Attention Deficit Disorder:** Diagnosis is accepted from medical professionals including, the family doctor, a Neurologist, or Psychiatrist as well as from Clinical Psychologists and School Psychologists. The diagnosis is based upon patient history (ruling out other causes for symptoms); a checklist completed by parents and/or teachers and should refer to the criteria in the Diagnostic and Statistical Manual, of Mental Disorders (DSM-IV.) It should be in the form of a report and/or letter specifying the assessments given, the medication prescribed and any other pertinent information. A neuropsychological evaluation is most helpful in determining appropriate accommodations.

- **Traumatic Brain Injury:** The brain injury must be verified by a licensed physician and documented by medical records. A neuropsychological evaluation may also be required, with recommendations regarding appropriate accommodations.
- **Psychiatric or Emotional Disabilities:** Diagnosis should be from a mental health practitioner, i.e., psychologist or psychiatrist. Recommendations for any medical management, reference to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), and/or a psycho-educational assessment may help in determining appropriate accommodations. An "Individualized Written Rehabilitation Plan" by a Vocational Rehabilitation Counselor is also acceptable. Treatment history is confidential and need NOT be disclosed.

## **Temporary Accommodations and Services**

The DSO offers a wide variety of legally mandated services to students with temporary documented disabilities. Services are extended to students with temporary disabilities only for the duration of their functional limitations associated with their disability. The eligibility process is the same as for permanent disability cases. After reviewing your documentation, the counselor will determine appropriate academic services and accommodations depending how you are limited in the academic setting. Your counselor at DSO will train you in accessing the accommodations for which you are eligible. You will then be responsible for requesting most accommodations in a timely manner and to follow DSO policies and procedures for accessing accommodations as outlined in this section.

**Important Note: Services and accommodations are authorized based on your disability and specific functional limitations. You may not receive all of the accommodations contained in this handbook.**

## **Service Animal Policy**

According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items". Service animals may accompany a person with a disability everywhere on campus. If there are any questions as to whether an animal qualifies as a service animal, a determination will be made by the DSO.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Disabled students desiring to use a service animal on campus must contact the DSO to register as a student with a disability, at which point staff will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability.

Requirements of service animals and their owners include:

- Dogs must be licensed in accordance with county regulations and wear a vaccination tag.
- Animals must be in good health.
- Animals must be on a leash at all times.
- The owner must be in full control of the animal at all times.
- The owner must provide Disability Service staff information as to how the animal accommodates for their disability.

Reasonable behavior is expected from service animals while on campus. The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior.

Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The owner is expected to clean and dispose of all animal waste.

## **Therapy/Companion Animal Policy**

Animals that are used for the expressed purpose of companionship (pets) do not qualify as service animals. Even though they may provide a benefit to the student they do not provide a service and will not be allowed on campus.

## **Reasonable Academic Accommodations & Procedures**

Listed below are accommodations offered by the Disability Services Office.

- Note Taker (See Note Taking Assistance Page )
- Extended Test Time
- Alternative Testing Area
- Brailled Materials
- Oral or Large Print Exams
- Test Proctor
- Taped Text Books
- Interpreter (See Interpreter Policy Page )
- Preferential Seating
- Tape Recording Lectures
  - Ask the instructor for permission.
  - Place the tape recorder or yourself at the front of the classroom, close to the instructor

**Important Note: We do not provide personal care attendants. This is the responsibility of the student. If you need assistance in who to contact feel free to call the DSO and we can give you some companies.**

## Note Taking Assistance

Students authorized for note taking assistance accommodation may utilize the procedures listed below for acquiring class notes.

- Ask another student in the class if he/she is willing to serve as note taker. The DSO office is willing to compensate the student with a \$50 stipend and provide a copy code for the notes. The note taker must have an overall GPA of a 2.5 for a returning student and a first time freshman must have a 3.0 from high school. If you have difficulty locating a volunteer.
  1. You can request for your instructor's assistance in locating a note taker.
  2. Contact the DSO Counselor and she can be of further assistance.

Once you have a note taker, please follow the below procedures.

1. Refer the note taker to the DSO in order for us to verify their GPA and explain the process and paperwork of being a note taker.

## Interpreting Policies & Procedures

All DSO interpreters are interviewed by the Director and DSO Counselor and are selected based on an assessment of interpreter skills, experience in a post-secondary setting, and the ability to handle discourse at this level. While DSO employs certified and non-certified interpreters, RID/NAD certification is encouraged. Family members cannot be hired to serve as interpreters.

- All students using an interpreter must first meet with the DSO counselor and an interpreter before classroom services can be initiated. This ensures that you will receive services through the DSO.
- Provide the DSO counselor with a copy of your class schedule **as soon as you register**.
- Report any changes in daily or weekly class schedule to the DSO counselor as soon as possible.
- Inform the DSO counselor when interpreting services will not be needed or if you will be arriving late to class or a scheduled appointment. An interpreter will wait fifteen minutes before leaving a class or an appointment. After three failures to notify the DSO counselor that

services will not be needed or that you will be arriving late, interpreting services will be suspended until you meet with the DSO counselor.

## **Procedures for Testing Accommodations**

Testing accommodations may include but are not limited to:

- Assistive Technology
- Braille
- Computer
- Reader
- CCTV
- Alternative Test Area
- Scribe
- Extended Test Time
- Large Print

## **Procedures for Exams at DSO** **Students**

- When taking exams in the DSO it is the responsibility of the student to notify the counselor three working days in advance in order to allow preparation time for room availability.
- It is also the responsibility of the student to notify his/her instructor in order to verify where he/she will be taking the test.
- If the above two procedures have not been met the DSO may not provide the accommodations.
- The student is to take the test at the same class time except in the event of extended test times that exceed regular hours, late-night classes or back-to-back classes.

## **Instructors**

- Notification letters will indicate if testing accommodations are required. So long as the accommodations are met, the *instructor* determines the location for testing accommodations. If you elect to test through DSO please fill out the *Worksheet for Testing Services* and return it to the Disability Services Office at least **24 hours in advance** of the scheduled test time. If a student is eligible for testing accommodations you will receive several copies of the

form with the *Notification of Disability Letter*. Extra *Worksheets* may be obtained by contacting the DSO Administrative Secretary at (304) 766-3168 or by emailing her at [dolder@wvstateu.edu](mailto:dolder@wvstateu.edu).

- There are several ways in which you can be given to the DSO office. The instructor can send the exam via Campus mail. Remember this may take an extra day. The exam may be dropped off to the DSO office Room 123 Sullivan Hall East. The exam may be e-mailed to [blankenc@wvstateu.edu](mailto:blankenc@wvstateu.edu) as an attachment or the exam may be picked up from a location in which the instructor designated on the Worksheet for Testing Services.
- ***Returning the test to the instructor*** - The test is returned in the manner you select – normally this means either hand-carried by someone from the DSO to your office, through campus mail or US Postal Service if requested by the instructor, or faxing is an option. You will indicate your preference for returning the test on the Worksheet for Testing Services, which will also record the completion info on the test as well as return information.

**Important Note: If a student fails to ask for accommodations until late in the semester, the instructor is only required to provide accommodations from that time and does not need to offer make up exams, assignments, etc.**

## Pop Quizzes

### Instructor & Student

- The instructor must call the DSO in the event of a pop quiz as soon as it is planned. The instructor should deliver the quiz immediately to the DSO for administration and enclose instructions for administering the quiz (time allotment and authorized materials).
- Students in the event of a pop quiz this will be the **ONLY** time in which signing up 3 working days prior will not be required. So long as the quiz is administered during normal business hours and on the day and time of the actual pop quiz.

## **Policies for Exams at DSO**

- Proctors are instructed to read only what is written on the exam, and are not to answer any questions, and scribes are instructed to write only what is dictated to them.
- If the student has a personal care attendant present during testing, an employee of WVSU/WVSCTC must be present for proctoring.
- The following items are not allowed in the exam room:
  - Notes/books not permitted by professor/instructor
  - Any communication devices including cell phones and PDA's
  - Coats
  - Book Bags
  - Purses
  - Hats/Ball Caps
- Valuables, including all communication devices (which must be turned off), can be placed in the DSO office. The DSO assumes no responsibility for lost or stolen items. If student do not wish to leave above listed items in the DSO office they should not bring them to the testing site.
- You are not permitted to choose your exam room. The DSO cannot guarantee a specific test environment.
- You are not permitted to leave the DSO testing area once you have begun your exam (exception is bathroom break within DSO).
- You are responsible for your personal exam materials.
  - If you forget personal exam materials (calculator) and you leave to retrieve them, when you return you will only be given the remainder of your allotted time.
- If you are unclear about the exam instructions or conditions, stop the exam and seek assistance from a DSO staff member.

## **Policies Regarding Academic Misconduct**

- You are not permitted to lock any doors entering into the testing rooms. If you are caught it will be reported to the instructor and may be charged with academic misconduct.

- Any unauthorized notes and any scrap paper used during the exam will be confiscated and returned with the exam to the instructor and testing will be stopped immediately.
- A staff member may come into the room at any time to perform a random integrity check.
- Any suspected evidence of cheating will be documented by the DSO counselor and reported to the instructor.

### **Lateness, Illness, No Show, Cancellation, and Rescheduling Policies**

#### **Lateness and Illness**

- You are expected to be at the DSO at the time designated in which you signed up.
- If you arrive late for your exam, you must take the remaining time or reschedule your exam with your instructor.
- There is no guarantee that the instructor will permit a make up exam.
- This policy also applies if you are late due to illness.
- If you are unable to take an exam due to illness or emergency, contact your instructor immediately.
- You are responsible for coordinating the makeup of any missed exam or quiz with your instructor.

#### **No Show**

- If you fail to show up for a scheduled exam, the DSO will send the exam back to the instructor immediately.
- You are responsible for making contact with the DSO to ensure that future exams for that class are scheduled.

#### **Canceling an Exam**

- If for any reason you have decided not to take your exam at the DSO after signing up with the DSO counselor, you are responsible for notifying our office so that we can have the space for other students. This included withdrawing from a course.
- You are responsible for ensuring that your travel plans do not interfere with your final exam schedule.

## **Lab Assistants**

### **Procedure for Requesting a Lab Assistant**

1. To request a lab assistant, contact your DSO counselor immediately after scheduling your classes. Do not wait until a course has begun because there may be a delay or extreme difficulty in locating an assistant.
2. Your DSO will recruit and hire the lab assistant.
3. The identified lab assistant will meet with the DSO counselor to register as an employee before he/she begins working.
4. Contact the DSO counselor immediately if you cannot attend a lab session. If you fail to show up twice for a lab and do not inform the DSO counselor ahead of time, the assistant is authorized to discontinue assistance. To reinstate services, you must meet with the DSO counselor.
5. Contact the DSO counselor if you drop the class.
6. Contact the DSO counselor if your lab assistant does not attend lab.

**Important Note: Lab assistants will act only as your hands or eyes. All information about actual lab processes and procedures is your responsibility.**

Lab assistants will:

- Perform only those tasks directed by you. He/She will NOT prompt or guide you in performing a lab task unless you ask him/her to perform a task that is dangerous.
- Be used as a tool, not as a teacher.
- Inform you ahead of time if he/she is not able to attend a session.
- Receive instruction, if needed, regarding your disability-related needs from your DSO counselor.

## **HELPFUL RESOURCES**

### **University Resources Available through the DISABILITY SERVICES OFFICE**

- **Braille Machine:** This machine produces text in a Braille format for blind students. You can e-mail your documents to be reproduced in Braille to [blankenc@wvstateu.edu](mailto:blankenc@wvstateu.edu) or if they are only in hard copy form you may send them to 123 Sullivan Hall East.
- **Window Eyes:** Software, available from the Disability Services Office, that verbally reads computer screens to the visually impaired/blind. Computer Services can install this for you in WVSU/WVSCTC computer labs. Contact the DSO to request installation.
- **Zoom text:** Software that enlarges computer screens. Computer Services can install this for you in WVSU/WVSCTC computer labs. Contact DSO to request installation.
- **Auditory Trainers:** Personal audio listening systems for the hearing impaired persons. The system utilizes a microphone and transmitter unit (worn by the instructor) and a received and headset (worn by the student). The instructor's speech is transmitted to the student's received unit and the student has the ability to control volume and other settings. Students can borrow this from the DSO for their educational use. Contact Disability Services for more information.
- **IBM Via Voice:** Voice to text typing program for persons with manual dexterity problems. Computer Services can install this for you in WVSU/WVSCTC computer labs. Call Disability Services for the software.
- **Optilec-Text Enlarger:** Available for use in Sullivan Hall room 109, Drain Jordan Library & one Mobile Optilec available to classrooms if needed. It enlarges the text on books, paper, etc.

**Important Note: If a student needs another type of equipment not listed above please contact the DSO.**

**Students using these services if they are not working correctly, please contact the DSO office.**

# **Transportation and Parking**

## **Handicapped Parking Permits**

Handicapped parking spaces are designated in the various parking areas by a sign bearing a silhouette of a person in a wheelchair, the curbs and spaces are outlined in blue. These spaces are to be utilized by persons who possess valid documentation of a disability and are on file at the Office of Public Safety. In order to obtain a permit to park in these spaces on campus, student/faculty/staff must:

- Complete the WVSU/WVSCTC vehicle registration form
- Present a valid state issued vehicle registration identification card
- Present your Handicap placard
- Present a receipt of payment from the Cashier's Office

### **ADDITIONAL REQUIREMENTS**

- Possess a valid operator's license for the type of vehicle being registered
- Proof of insurance.
- Provide proof of WVSU/WVSCTC affiliation
- Display a valid license plate on the vehicle to be registered

Once these documents have been presented, student/faculty/staff will receive their regular permit sticker along with a navy blue handicap parking sticker. This sticker, your regular West Virginia State University Permit and your placard will allow you to park in the designated Handicap parking areas on campus. The navy blue sticker can be used the entire time you are a student/faculty/staff member at West Virginia State. However, you will need to renew your regular permit every semester/year.

### **FRIENDLY REMINDERS (according to the West Virginia Code)**

- It is illegal to use someone else's Handicap parking permit. If you do not have the required parking permit you will be issued a citation.
- Violators will be issued a parking citation (\$100.00 civil penalty) and/or their vehicle will be towed or an immobilization device will be installed upon the vehicle.

## **Disability Transportation Information**

Kanawha Alternative Transportation (KAT)  
<http://www.rideonkrt.com/specialservices.htm>  
(304) 343-0489

## **Emergency Procedures for Students with Disabilities**

As a student with a disability, it is important to take responsibility for your own safety. In order to ensure your safety, develop an emergency plan or strategy in advance.

How you respond to an emergency depends on:

- the type of emergency
- your specific disability
- the location of your classes
- where you work or live on campus

If you have physical limitations which may prevent you to take stairs in case of a fire, West Virginia State emergency procedure policy instructs that you wait in the stairwell of the building you are in, to make sure the stairwell door is closed, and an officer will be there shortly to assist you. Any additional questions regarding this should be directed to the Disability Counselor, or the Office of Public Safety.

**Important Note: For any emergency and for students with any type of disability, the first step is to contact 911. When reporting the emergency, it is important to indicate your specific evacuation needs (e.g., you use a wheelchair, a respirator, or have breathing or stamina difficulties).**

### **WEST VIRGINIA STATE UNIVERSITY EMERGENCY RESPONSE PLAN PROGRAMS FOR PERSONS WITH DISABILITIES (ADA)**

This section describes programs and methods of communication and assistance utilized at the University to ensure the safety and well being of Persons with Disabilities (ADA) during an actual incident requiring implementation of the Emergency Response Plan. These programs are also applicable during Practice Exercises.

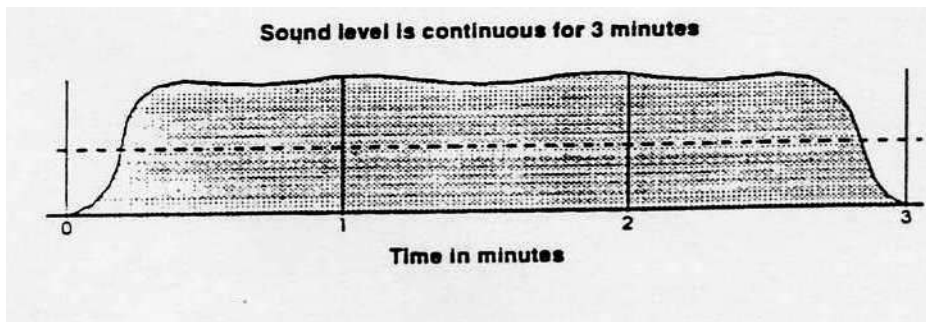
WVSU & WVSCTC EMERGENCY RESPONSE PLAN  
ALERT RESPONSE AND MAJOR EVENT NOTIFICATION  
PROGRAMS FOR PERSONS WITH DISABILITIES (.ADA)

I. WVSU & WVSCTC, in keeping with its long standing tradition of being accessible and responsive to the needs of persons with disabilities (ADA), has implemented the below described alerting systems designed to ensure that ADA personnel are notified and immediately become aware that the Emergency Response Plan has been implemented. Additionally, to ensure that wheelchair bound ADA persons are properly and safely transported, a Wheelchair Color Code Program has been instituted.

1. AUDIBLE SYSTEM

A. Emergency Siren Activation:

- 1) In the event that a natural or man-made incident occurs that may possibly impact the health and safety of personnel at WVSU and/or the surrounding community, the Kanawha County Emergency Services will initiate notification to the public by activating the 3-minute steady tone of the Emergency Siren which is located on top of Sullivan Hall.
- 2) Below is a graphic representation of the Alert Response (Level 3) or Major Event (Level 4) Notification Siren Sound.



NOTE: Kanawha County Emergency Services conducts a test of the siren at noon on the last Wednesday of every month.

2. PAGER-RESONATOR SYSTEM

- A. On implementation of the Emergency Response Plan, the Work Control Center Operator (WCC) will immediately activate the Emergency Pager-Resonator System, which causes the pager to resonate or vibrate. This method alerts hearing impaired persons to the fact that the Emergency Response Plan has been implemented so that he/she can immediately seek shelter in the nearest Assembly Area.

3. WHEELCHAIR COLOR CODED PROGRAM

- A. The Wheelchair Color Code Program requires that a Color Coded Tape (see chart below) be placed on a wheelchair to provide a clear, understandable and unmistakable signal or message that indicates the occupant's desired method or mode of assistance to be employed in moving, transporting or carrying him/her in the event of an emergency.

1. Color Code Defined

a) RED TAPE = "STOP"

This person has indicated that he/she prefers to be carried in his/her chair during an emergency travel situation.

b) YELLOW TAPE = "CAUTION – ASK"

This person has indicated a preference to be carried in his/her wheelchair during an emergency travel situation, but if asked, may decide to be carried without the chair.

c) GREEN TAPE = "GO"

Ask first, but this person has indicated that he/she has agreed to being carried without the chair during an emergency.

4. SPECIAL ASSISTANCE TEAM

To further meet the needs of ADA individuals, the University utilizes two-person Special Assistance Teams (SAT). SAT members receive specialized training in aiding, transporting, and carrying persons with physical disabilities. The SAT will insure that ADA persons are safely transferred from elevator or stairwell areas to Assembly Areas and/or to Emergency Transportation Pickup Points.

## WEST VIRGINIA STATE UNIVERSITY EMERGENCY RESPONSE PLAN

### PROCEDURES FOR PERSONS WITH DISABILITIES

This section addresses the needs and requirements of Persons with Disabilities (ADA) and established procedures to be followed in the event that an incident or situation occurs requiring the implementation of the Emergency Response Plan. These procedures cover the appropriate response to be taken by ADA persons during an actual emergency or during a Practice Exercise of the plan.

Persons with Disabilities on becoming aware of the implementation of the Emergency Response Plan will follow the below outlined procedures:

- I. ON CAMPUS GROUNDS - report to the Assembly Area (Annex C) in the building closest to your location..
  1. ASSEMBLY AREA AT ENTRY LEVEL: If Assembly Area is located on the same level as the building entry point;
    - a. Report to Assembly Area.
    - b. Ensure that the Coordinator (Annex D) is aware of your presence and any special needs or assistance you may require.
  2. ASSEMBLY AREA AT OTHER THAN ENTRY LEVEL:
    - a. Report to entry level elevator area and STANDBY for assistance from Special Assistance Team (Annex E).
    - b. If no elevator, report to head of nearest staircase and STANDBY for Assistance from Special Assistant Team.
- II. INSIDE BUILDING - NOT IN CLASS:
  1. ASSEMBLY AREA IN BUILDING:
    - a. Report to Assembly Area if feasible - request assistance from available personnel.
    - b. Report to elevator area or to nearest staircase (if no

elevator present) and STANDBY for Special Assistance Team.

### III. IN CLASSROOM:

1. Report to Assembly Area, along with fellow classmates, if feasible, or
2. Report to nearest elevator area/staircase (if elevator not available) and STANDBY for Assistance from Special Assistance Team.

### IV. SPECIAL ASSISTANCE TEAM ARRIVAL

When the two-person Special Assistance Team (SAT) arrives at your location, be it at elevator, stairwell area, or in an Assembly Area:

1. If wheelchair bound, point out the Carrying Requirement Color Code Tape (Annex A) on your wheelchair.
2. Communicate to them any other information necessary to ensure your safety, comfort, and most importantly, to minimize risk of injury to you.
3. The SAT will proceed to transport you to the appropriate destination, i.e. to an Assembly Area and/or from an Assembly Area to a designated pickup point for transportation in the event of evacuation.

### V. AT ASSEMBLY AREA

ADA personnel on arriving at the Assembly Area will;

1. Ensure that the Coordinator is aware of your presence and of any special needs or requirements you may have.
2. Remain calm, listen and follow instruction of the Coordinator.

### VI. INCIDENT COMMANDER ALTERNATIVE ACTIONS

The Incident Commander (Chief of Institute Volunteer Fire Department), once notified by the WCC Operator, Director of Public Safety or Public Safety Supervisor that all College personnel are assembled and secure, will evaluate all available data pertaining to the incident and determine whether the best protection for the populace is to remain Sheltered-in-Place or to initiate the Evacuation Process.

### VII. SHELTER-IN-PLACE

ADA personnel will, on being notified by the Assembly Area Coordinator that the Incident Commander has requested that the University remain Sheltered-in-Place:

1. Continue to cooperate and follow instructions of the Coordinator.
2. Advise the Coordinator of any special needs/requirements.
3. Listen closely to incident update announcements made by the Coordinator for the purpose of making everyone aware of efforts to resolve the incident.
4. Remain calm and cooperative.

### VIII. PREPARE TO EVACUATE

Should the Coordinator announce that the Incident Commander has requested that the University prepare to Evacuate, ADA personnel will:

1. Make Coordinator aware of special needs for assistance.
2. Gather personal property.
3. Remain calm and wait for arrival of SAT members to assist in Safely transporting you to your vehicle and/or to an Emergency Evacuation Pickup Point (Annex?) where appropriate transportation will be provided.
4. Do not attempt to depart the Assembly Area at this point...the Assembly Area Coordinator will give the instruction to EVACUATE once he/she receives the order from the Work Control Center Operator.

### IX EVACUATION

When the Coordinator announces that the order to effect the Evacuation Process has been received, ADA personnel will;

1. Listen closely to information being relayed by the Coordinator pertaining to:
  - a) Sequence in which your Assembly area will evacuate.
  - b) Wind direction.
  - c) Route to be followed in the Evacuation Process.
  - d) Location of off campus Gathering Point.

2. Advise SAT member of special needs, particularly the desired method to be utilized in transporting you if you are wheelchair bound.

### **Students with Mobility Impairments**

- When an elevator becomes inoperable, students with mobility impairments should alert someone (faculty or staff) to the situation. The Physical Facilities Service Center, available 24 hours per day, 7 days per week, should be contacted immediately at 766-3181. Physical Facilities must be made aware that a person with a mobility impairment is in the building.
- Elevators provide access for students with mobility impairments to classrooms throughout campus. However, during an emergency such as a fire or tornado, elevators can be very dangerous and often cease working. Furthermore, elevators have been known to break down at times leaving people with mobility impairments stranded on upper floors. As a result, it is unlikely that you will be able to evacuate without assistance of others. This evacuation of a person who uses a wheelchair is best left to emergency personnel with extensive training in evacuation procedures and the proper equipment. Asking untrained individuals to assist in evacuation could lead to injury to yourself or the person assisting you.

### **Students with Visual Impairments**

As a student with a visual impairment, you should develop a plan of action for emergency situations as well. An ideal time to develop this plan is at the start of each semester as you work with your mobility and orientation specialist to locate your classrooms.

1. Identify the emergency exit(s) that is closest to your classroom, residence hall or workspace.
2. Determine if you will need assistance in the event of emergency. If you will require assistance, discuss your specific needs with your instructor, resident advisor, or supervisor.

### **Students with Seizure Disorders**

If you have a seizure disorder that is not controlled by medication and have seizures often, it is wise to alert your instructor to your condition and how you wish for them to respond. Let them know what to expect if you have a seizure during class and under what circumstances it would be necessary to call for an ambulance. Please follow the below instructions regarding seizures.



**First Aid for Generalized Tonic Clonic (Grand Mal) Seizures**

In a generalized tonic clonic seizure the whole brain is affecting from the beginning. In (a, at right) there is a cry and loss of consciousness, arms flex up then extend in (b) and remain rigid (the tonic phase) for a few seconds. A series of jerking movements take place (the clonic phase) as muscles contract and relax together. In (c) the jerking is slowing down and will eventually stop. In (d) the man has been placed on his side to aid breathing and to keep the airway clear.

During a generalized tonic-clonic seizure, the person suddenly falls to the ground and has a convulsive seizure. It is essential to protect him or her from injury. Cradle the head or place something soft under it, a towel or your hand, for example. Remove all dangerous objects. A bystander can do nothing to prevent or terminate an attack. At the end of the seizure, make sure the mouth is cleared of food and saliva by turning the person on his or her side to provide an open airway and allow fluids to drain. If the person assisting remains calm, the person having the seizure will be reassured when he or she regains

consciousness.

Breathing almost always resumes spontaneously after a convulsive seizure. Failure to resume breathing signals a complication of the seizure such as a blocked airway, heart attack or severe head or neck injury. In these unusual circumstances, CPR must start immediately. If repeated seizures occur, or if a single seizure lasts longer than five minutes, the person should be taken to a medical facility immediately. Prolonged or repeated seizures may suggest *status epilepticus* (nonstop seizures), which requires emergency medical treatment.

When providing seizure first aid for generalized tonic clonic (grand mal) seizures, these are the key things to remember:

- Keep calm and reassure other people who may be nearby.
- Don't hold the person down or try to stop his movements.
- Time the seizure with your watch.
- Clear the area around the person of anything hard or sharp.
- Loosen ties or anything around the neck that may make breathing difficult.
- Put something flat and soft, like a folded jacket, under the head.
- Turn him or her gently onto one side. This will help keep the airway clear. Do not try to force the mouth open with any hard implement or with fingers. It is not true that a person having a seizure can swallow his tongue. Efforts to hold the tongue down can injure teeth or jaw.
- Don't attempt artificial respiration except in the unlikely event that a person does not start breathing again after the seizure has stopped.
- Stay with the person until the seizure ends naturally.
- Be friendly and reassuring as consciousness returns.
- Offer to call a taxi, friend or relative to help the person get home if he seems confused or unable to get home by himself.

### **First Aid for Non-Convulsive Seizures**

You don't have to do anything if a person has brief periods of staring or shaking of the limbs. If someone has the kind of seizure that produces a dazed state and automatic behavior, the best thing to do is:

- Watch the person carefully and explain to others what is happening. Often people who don't recognize this kind of behavior as a seizure think that the dazed person is drunk or on drugs.
- Speak quietly and calmly in a friendly way.
- Guide the person gently away from any danger, such as a steep flight of steps, a busy highway, or a hot stove. Don't grab hold, however, unless some immediate danger threatens. People having this kind of seizure are on "automatic pilot" so far as their movements are concerned. Instinct may make them struggle or lash out at the person who is trying to hold them.
- Stay with the person until full consciousness returns, and offer help in returning home.

**\*Information provided from the Epilepsy Foundation**

## **Student Disability Accommodation Requests Appeal and/or Complaint Procedures**

This appeal process shall apply to situations where a student, based on a disability related issue, has requested an accommodation which has been **denied or is experiencing problems or concerns with an approved accommodation**. Students are requested to begin with a First Level Appeal and have the option to continue the appeal process through level four.

Student experiencing problems/complaints with an **approved** accommodation are referred to the Disability Services Office for assistance. If the problem/complaint involves the Disability Services Office, or is not resolved to the student's satisfaction as that level, then the student may request **an Accommodations Appeal/Complaint Form** and begin with Level Two and proceed through the remainder of the process.

### **First Level Appeal/Complaint**

Complete an Accommodations Appeal/Complaint Form and submit it to the Disability Services Office within ten days of the concern/issue. The Disabilities Services Office may render a decision or request additional information. Upon receiving the additional information, a decision must be rendered in writing within ten days, exclusive of weekend, holiday, vacation, etc. The final decision of the Disability Services Office can be appealed to Level Two.

### **Second Level Appeal/Complaint**

The decision at the First Level may be appealed within ten days of the Level One final decision by notifying in writing, the Director of Collegiate Support and Counseling. The Director may request additional information, but must rule in writing within ten days upon receiving the additional information, exclusive of weekend, holiday, vacation, etc. The final decision of the Director of Collegiate Support and Counseling can be appealed to Level Three.

### **Third Level Appeal/Complaint**

The decision at the Second Level may be appealed within ten days of the Level Two final decisions by notifying in writing, the ADA coordinator of West Virginia State University & West Virginia State Community & Technical College. The ADA Coordinator may request additional information, but must rule in writing within ten days upon receiving the additional information, exclusive of weekend, holiday, vacation, etc. The final decision of the ADA Coordinator can be appealed

to Level Four.

### **Fourth Level Appeal Complaint**

The decision at the Third Level may be appealed within ten days of Level Three final decisions by notifying the President of the respective institution that the student attends (WVSU or WVSCTC). The President may request additional information, but must rule in writing within ten days upon receiving the additional information, exclusive of weekend, holiday, vacation, etc. The President's decision is final.

### **Disclaimer**

Maximum confidentiality will be maintained, although the appellant may be asked for permission on a "need-to-know" basis to provide or allow disclosure of pertinent medical, academic, and other significant records as necessary in order to decide the appeal/complaint. Failure by the student to release information may result in a halting of the process at the last level of which the information was disclosed, or cancellation of the appeal in its entirety due to lack of supporting documentation if the needed information was never disclosed.

Nothing in the West Virginia State University & West Virginia State Community & Technical College Student **Disability Accommodations Requests Appeal/Complaint Procedures** should be construed to impede or prohibit a timely filing of an ADA or discrimination complaint with the appropriate external governmental agency.

## **Campus & Other Resources**

### **Academic Assistance/Tutoring**

Mr. Tom McClure – Counselor

117 Sullivan Hall East

(304)-766-3041

[mcclure@wvstateu.edu](mailto:mcclure@wvstateu.edu)

*The Academic Assistance/Tutoring program provides a wide array of programs to students. Free tutoring is available for various classes on an appointment basis. In addition workshops on study habits, learning to learn and other subjects are available.*

### **ADA Coordinator's Office (ADA)**

Ms. Barbara J. Rowell - Director

Department of Human Resources  
101 Ferrell Hall  
(304) 766-3156

[browell@wvstateu.edu](mailto:browell@wvstateu.edu)

*This office collaborates with University offices, government agencies and advocacy groups to ensure University compliance with state and federal mandates.*

### **Adult Learning Center**

Ms. Marie Bias Jones – Lead Instructor  
207 Wallace Hall  
(304) 766-5135

*The Adult Learning Center serves as a Liaison for returning adult students. Tutoring is available for students as well as working with basic skills in reading, writing etc.*

### **Association on Higher Education and Disability (AHEAD)**

107 Commerce Center Drive,  
Suite 204  
Huntersville, NC 28078  
USA

Voice and text: (704) 947-7779

fax: (704) 948-7779

email: [ahead@ahead.org](mailto:ahead@ahead.org)

<http://www.ahead.org>

*AHEAD Program An excellent organization to contact for individuals with disabilities who are planning to attend college and who are planning to attend college and who will need special accommodations. Numerous training programs, workshops, publications, and conferences are offered.*

### **Collegiate Support & Counseling Services**

Mrs. Kellie Toledo – Director  
1<sup>st</sup> Floor Sullivan Hall East  
(304) 766-3168

*Collegiate Support & Counseling Service offers free services to students. Personal Counseling, Academic Assistance, Disability Services, and Multicultural Activities.*

### **Council for Exceptional Children (CEC)**

1110 North Glebe Road,  
Suite 300  
Arlington, VA 22201  
888-232-7733 Voice

703-264-9494 FAX

866-915=5000 TTY

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

*[CEC Program](#) The largest international professional organization committed to improving educational outcomes for individuals with disabilities.*

### **Learning Disabilities Association of America (LDA)**

4156 Library Road

Pittsburgh, PA 15234-1349

412-341-1515 voice

412-344-0224 FAX

<http://www.ldanatl.org/>

*[LDA Program](#) LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has more than 600 local chapters and affiliates in 50 states, Washington, DC and Puerto Rico. LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disability and inform them of their rights.*

### **Office of Career Services and Cooperative Education**

Ms. Sandy Maharaj - Director

216 Wallace Hall

(304) 766-3250

*This office assist with career planning, admissions testing and placement. Cooperative Education is a program which enables a student to earn academic credit and a salary working at a part-time or full-time job. The program aims to match a student with an employer in a field related to the student's major and career goals. Many Co-op students find permanent employment with the same or a similar employer following graduation.*

### **Office of Multicultural Affairs-Ombudsperson Services**

Ms. Lakeisha Barron-Brown

127 Sullivan Hall East

(304) 766-3084

*The Office of Multicultural Affairs provides three major services to the West Virginia State community:*

- 1. develop and present diversity programs and [multicultural activities](#) on campus*
- 2. serve as the [ombudsperson](#) for harassment and discrimination [complaints](#)*

- 3. provide counseling for WVSU/WVSCTC students in conjunction with the mental health counselor*

### **Recording for the Blind & Dyslexic (RFB&D)**

20 Roszel Road  
Princeton, NJ 08540  
609-452-0606 Voice  
609-520-7990 Fax  
800-221-4792 Voice (book orders only)

<http://www.rfbd.org>

*RFB&D Program RFB&D is recognized as the nation's leading educational lending library of academic and professional textbooks on audio tape from elementary through post-graduate and professional levels. Students with print disabilities can request cassette or diskette versions of books and order 4-track tape players.*

### **Student Financial Assistance**

Ms. Mary E. Blizzard – Director  
324 Ferrell Hall  
(304) 766-3131

*The office of Student Financial Assistance is where general questions about FAFSA, scholarships or other aid can be answered. This is offices can assist students in answering questions regarding how a student will be affected if a student drops a class.*

### **T<sup>2</sup>AP Room (Tutoring Testing & Placement)**

Mr. John Rogers – Counselor  
117 Wallace Hall  
(304) 766-5231

*Students traditionally have difficulties with mathematics, forty-five hours of walk-in math tutoring are available in the T2AP Room (Tutoring, Testing and Placement).*

### **The International Dyslexia Association**

40 York Rd., 4<sup>th</sup> Floor  
Baltimore, MD 21204-5202  
USA  
Office Telephone: 410-296-0232  
Office Fax: 410-321-5069

Voice Message Requests for Information 1-800-ABCD123

The office is open Monday-Friday, 8:30am – 4:30 pm Eastern Time

<http://www.interdys.org/>

*[IDA Web Site](#) The IDA is an international, non-profit organization dedicated to the study and treatment of learning disabilities and dyslexia. For nearly 50 years, the IDA has been helping individuals with dyslexia, their families, teachers, physicians, and researchers to better understand dyslexia.*

### **Upward Bound/Student Support Services**

Mrs. Barbara Cary – Director

223 Sullivan Hall East

(304) 766-3120

*Upward Bound assists high school students in preparing for college! Upward Bound is a year-round college preparatory program designed to assist eligible high school students in developing the academic skills and motivation necessary to succeed in high school and enter and complete college. The student support service program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.*

### **West Virginia Advocates**

Litton Building, 4<sup>th</sup> Floor

1207 Quarrier Street

Charleston, WV 25311

(304) 346-0867

Toll Free in WV: 800-950-5250

<http://www.wvadvocates.org/>

*West Virginia Advocates, Inc. (WVA) is mandated by the Federal Government to advocate for and protect the legal rights of West Virginians with disabilities. WVA is a private, nonprofit agency and services are confidential and free of charge.*

### **West Virginia Division of Rehabilitation Services**

Barron Drive

P.O. Box 1004

Institute, WV 25112

(304) 766-4600

[http://www.wvdrs.org/WVDRS\\_MENU.cfm](http://www.wvdrs.org/WVDRS_MENU.cfm)

*The West Virginia Division of Rehabilitation Services helps people with disabilities prepare for, get, keep or advance in competitive employment. To accomplish that goal, they provide a broad range of vocational rehabilitation services, such as quality job training, rehabilitation therapy and other support services to people*

*with disabilities across the state. Their goal is to enable and empower people to live independently.*

## **Miscellaneous Assistance for Instructors**

### **General Teaching and Accommodation Strategies**

Many teaching strategies that assist students with disabilities are known to also benefit non-disabled students. Instruction that is provided in an array of approaches will reach more students than instruction using one method. The following are teaching strategies that will benefit students in the academic setting.

***Required Text*** – select a text with a study guide; ***On the syllabus*** – include a statement that students need to inform faculty members of their special needs as soon as possible to ensure that those needs are met in a timely manner; ***Before the lecture*** – write key terms or an outline on the board, or prepare a lecture handout; create study guides; assign advance readings before the topic is due in the class session; give students questions that they should be able to answer by the end of each lecture; ***During the lecture*** – briefly review the previous lecture; use visual aids such as overheads, diagrams, charts, graphs; allow the use of tape recorders; emphasize important points, main ideas, key concepts; face the class when speaking; explain technical language, terminology; speak distinctly and at a relaxed rate, pausing to allow students time for note taking; leave time for questions periodically; administer frequent quizzes to provide feedback for students; give assignments in writing as well as orally; ***Grading and evaluation*** – consider a variant grading system with multiple grades for various tasks weighted differently; work with the student to make arrangements early with DSO for extended time or proctors for exams.

**Ask any students to clarify any special needs.** At the beginning of each semester, you might make a general announcement: “Any student who feels that he or she may need accommodations for any sort of physical or learning disability, please speak to me after class, make an appointment to see me, or see me during my office hours.” When you meet with a student, explain the course requirements and ask what classroom modifications would aid the student. Students are usually their own best advocates, and they know the techniques and adaptations that best suit their needs. These modifications should fit with those outlined on your letter of notification for this student.

**Remember that disabled students are students first, disabled second.** You needn’t worry about hurting the feelings of a student who is blind by mentioning the word “see”. Offer physical assistance only if a student requests help or if the need is immediately obviously.

**Be flexible about attendance and promptness.** Students who use wheelchairs may encounter physical barriers in getting to class on time (broken elevators, late transportation).

Other students may sometimes feel fatigued or have difficulty concentrating as a result of their disability or their medication. Try to distinguish students' physical problems from apathetic behavior. It is permissible to ask the DSO if students actions are disability related.

**Be sensitive to “non-visible” or “hidden” disabilities.** Three principal types of disabilities may not be immediately visible: \*Learning disabilities hinder students of average or above-average intelligence from easily and dependably processing various types of information. Dyslexic students, for example, have a perceptual deficit that prevents them from unerringly interpreting sequences of letters and numbers. \*Mild to moderate sensory deficits (low-level vision, slight hearing impairment) should be accommodated by appropriate seating and room lighting. \*Chronic disabilities (diabetes, seizure disorders, cardiac or respiratory conditions, lupus, cancer, AIDS) may interfere with stamina, attention span, and alertness.

### **Physical Access**

**Ensure classroom access.** All major buildings on campus have entrances that are accessible to students who use mobility aids (wheelchairs, etc). Contact DSO for assistance in obtaining an accessible classroom. Please call the Physical Facilities or DSO Counselor if there is a malfunction of the automatic doors.

**Observe seating needs.** Students who use canes, crutches, or walkers appreciate having a chair or desk that is close to the door. Access to these seats should be flat: no steps, no uneven surfaces. Wheelchair users need flat access, and classroom tables or desks must have enough clearance for them to get their legs underneath. Lab tables and computer consoles should be set up so that wheelchair users can comfortably reach the equipment. **Make seating available for students' in-class aides. Special tables can be provided by the DSO for students with documented needs.**

**Ensure access to out-of-class activities.** Be sensitive to questions of access when planning field trips, assigning lab and computer work and recommending visits' to museums, attendance at off-campus lectures and dramatic presentations, and the like. KRT has an accessible van please refer to page 21 in this booklet for more information.

### **Lecture and Laboratory Course**

**Follow good teaching practices.** \*Open each session with a brief review of the

previous session's material and an outline of that day's topic. Conclude each session with a summary of key points. \*Emphasize new or technical vocabulary by presenting it visually as well as orally. \*Describe all visual examples: Say "Adding all scores and dividing by the number of scores, gives us the mean" instead of "Adding this here and dividing by this gives us this." \*Give students opportunities for questions, clarification, and review.

**Beware of students' cassette recorders.** Students who cannot take notes in class may routinely record lectures. For their benefit, speak clearly and position yourself close to the microphone.

**Face the class when you are speaking.** Deaf or hearing-disabled students who read lips cannot follow the lecture or conversation when your back or head is turned. Showing facial expressions, gestures, and body language assist the student in understanding you're the point in which you are trying to make.

**Hand out written lists of technical terms for students who are deaf or hard of hearing.** Unfamiliar words are difficult to speak, read, and interpret. If possible, supply a list of these words or terms in advance to the student and interpreter.

**Make reading lists available in advance.** Students who rely on readers or need Braille, large-print, and tape-recorded books will appreciate as much notice as possible.

**Handouts and other info.** Should be provided in appropriate format (large print, Braille) on the same day other students receive it. For assistance in this please contact the DSO x3083.

**In class discussion and conversation directly address the student, not the student's aide or interpreter.** In talking to deaf or hearing impaired students, acknowledge the interpreter's presence but look at and address the student. When talking to a student in a wheelchair for more than a minute or two, it is best to sit down so that you can talk at eye level.

**Repeat comments or questions from participants as necessary and, as needed, identify the person who is speaking.** When a student is speaking out of the range of vision of a deaf or hard of hearing student, repeat the question or comment and indicate who is speaking (by motioning) so the student can follow the discussion. To accommodate students with visual disabilities, identify by name the student who is speaking or identify the person to who you are speaking.

**Listen attentively when a student with a speech disability is speaking.** Do not finish a student's sentences or interrupt. Never pretend to understand if you are having difficulty doing so.

## **Written Materials and Exams**

**Make the computer disks available to students.** If you prepare your syllabus, assignments, or handouts on a computer, give copies of the disk to students who might need them. Students who are blind or partially sighted can take the disk to an adaptive computer that will prepare or copy in Braille. You can also use email. You can also enlarge hard copy versions of your reading lists and handouts for students who are partially sighted.

**As appropriate, encourage students to use computers.** Students with learning disabilities and with reduced manual dexterity can benefit from using computers. By using a computer they can enlarge it and use spell-check before turning in a paper. The DSO has some adaptive software available refer to Helpful Resources page 19 for more information.

**Provide appropriate test-taking conditions.** Federal law mandates academic accommodations. Students with physical or learning disabilities may need one or more of the following kinds of accommodations to complete their exams: \*An in-class aide to read the test orally or to take down the student's dictated answers. \*A separate room that provides better lighting or fewer distractions or that houses special equipment. \*An extended exam period to accommodate a student's slower writing speed or need to dictate answers to an aide or to equalize a student's reduced information-processing speed. \*Option of substituting an oral exam for a written exam, or a written exam for an oral exam, or a multiple-choice exam for an essay exam. \*Option of having exam questions presented in written or oral form.

## **Helping Students With a Mobility Difference.**

A person may have difficulty moving from place to place and/or managing personal needs. Some people use crutches, braces, or wheelchairs; however, many mobility disabilities are invisible such as lower back injuries and chronic orthopedic pain.

1. It is important NOT to present key material in the first few minutes of the class meeting. Students with a mobility disability may not be able to avoid being late due to transportation problems, bad weather, and a lift or wheelchair breakdown. It is helpful to arrange that an easily accessible seat or space is open for the student.
2. If the student has difficulty taking notes or lecture outlines then notes on a web site would be useful (not just for that person but for all students.) The DSO may assign a note taker to attend class with the student. The student may choose to tape record the class lecture.
3. Give thought to structuring lab experiences for students in wheelchairs. If

the student's arm/hand mobility is limited, could she/he participate in such an experience on a "buddy system" with another student doing the active experience portion of the exercise?

4. It may be necessary to make arrangements for tests to be taken in some alternative manner. Could they be taken orally? Could they be taken with someone from the DSO doing the writing under dictation from the student? Could the student take the test in the normal manner if given more time for writing and/or use of a computer?

### **Helping Students Who Are Learning Disabled.**

Specific Learning Disabilities often occur in people of average or above average intelligence and they involve one or more basic processes used in understanding or using spoken or written language. Learning Disabilities impair such functions as reading, writing, and mathematical calculations. Students with Learning Disabilities will have a combination of abilities and weaknesses which, when examined together, will present an inconsistent learning profile.

Students with Learning Disabilities will have difficulty taking in and processing information. Students with Learning Disabilities should contact the DSO; following documentation procedures, you will receive a list of reasonable accommodations for the student that may include preferential seating, extended test time, etc. Students may also wish to tape record class lectures or use a laptop computer. Other tips:

1. Begin lecture and discussion with a review of the last class and an overview or outline of the topics to be covered during class. Try to stay on topic, demonstrate, and use concrete examples. It will be helpful to the student if you provide a summary of the main points at lectures end.
2. Allocate time, during office hours, for individual follow up of assignments, lectures, and readings.
3. You may help students with learning disabilities to organize their time by listing weekly/monthly schedules of assignments and due dates for your class.
4. Students with reading disabilities may find it embarrassing to read out loud, please be sensitive to these needs.
5. Some students require assistance with spell checking and reading (grammar) and may need to have assistance through the Academic Assistance program. Students with this disability should not be penalized for spelling errors.
6. Whenever feasible offer alternative methods of assessment to the student. For example, allow oral presentations instead of written assessments.

## **Helping Students Who Are Visually Impaired.**

No two students who are visually impaired see in the same manner. Each student's visual impairment is unique and must be individually accommodated. Students are the best source for the accommodation that works best for them in your specific course and its requirements.

1. Visually impaired students may need to tape record lectures, so that they can replay it later.
2. Students may need to use an Electronic Note Taker or laptop computer to take notes in class.
3. Some students may need preferential seating to better see things written on the board. It would be helpful to give visually impaired students a copy of anything written on the blackboard or any overheads used in class.
4. A visually impaired student will need accommodations for test taking such as a reader or scribe. The DSO provides assistance as needed.
5. Always identify yourself when meeting a student with a visual impairment. They may not recognize who is speaking particularly if you are meeting outside of your normal context.
6. When giving directions indicate "Left", "Right", "Up", or "Down" in relation to where the student is and use the clock method, whereby 3 o'clock means directly to their right.
7. If a student asks for physical guidance ask how they would like to be assisted. Do NOT grab them by the arm. Allow them to take your arm above the elbow while you walk slightly ahead so that they can follow your body movement.
8. A guide dog may accompany some students. **Please DO NOT pet or feed the dog without permission or interfere with his/her work.**

## **Helping Students With Mental Health Impairments.**

Mental health issues occur in most of us from time to time, especially in times of great stress. It shows up in a variety of ways--irritability, muscle tension, crying, and difficulty sleeping. Some mental illnesses begin at an age when many people are attempting secondary education. One of the main barriers to education for a person with a mental illness is the stigma and discrimination associated with a mental illness. Promoting a safe and empathetic environment that is based on knowledge and understanding is the best strategy for overcoming this major barrier. We see many students with Bipolar Disorder, Depressive Disorder, Anxiety Disorder, and other mental health impairments.

1. If a student makes you aware of their mental impairment remember that this disclosure takes courage and needs to be treated with respect. **DO NOT SHARE THIS INFORMATION WITH OTHERS UNLESS YOU HAVE WRITTEN PERMISSION BY THE STUDENT TO DO SO.** Let the student know that you are open to discussing different needs that they may have. Ask the student if they would like a meeting time to discuss any particular needs they have and how you can be of assistance.
2. Most students with a mental illness show a gradual decline in functioning as they become unwell. If you notice this ask the student if he/she is ok or needs any help. If the student refuses help, remember it is their choice to do so. If you have concerns about a student, please feel free to call the Mental Health Counselor at 766-3224 or the Disability Counselor at 776-3083.

### **Attention-Deficit/Hyperactivity Disorder (ADD)**

ADD or ADHD is a neurologically based medical problem. It is a developmental disability characterized by inattention, impulsivity, and sometimes hyperactivity. **Students with ADD may demonstrate one or more problem characteristics and the form may be mild, moderate, or severe:** concentrating – listening - starting, organizing, and completing tasks – following directions – making transitions – interacting with others – producing work at a consistently normal level – organizing problems that involve multiple steps.

### **Helping Students Who Are Deaf or Hearing Impaired**

The extent of hearing loss in students with a hearing impairment may range from mild to profound. It is often possible for people to hear certain sounds but not others. Background noise may interfere with how well a hearing impaired student can hear what is going on in class. If you have a deaf student enrolled in your class that student will have an interpreter and need a note taker.

1. You will receive a letter from the DSO before classes begin, if possible, letting you know that a deaf student, interpreter, and note taker will be in your class.
2. Please give this student preferential seating. You may wish to discuss with the student the best location for the interpreter to provide the greatest benefit for the hearing impaired.
3. If you are going to show slides or movies, **make sure** they are closed captioned, and provide an outline. She/he is going to be at a disadvantage in

trying to process information from such presentations - an alternative assignment might be considered or giving the student access to the slide show or movie at a later time.

4. The student may ask you to use an FM Loop System to help the student hear better (Available for check-out from the DSO).
5. Try not to talk with your back to the class (as when writing on the chalkboard)... it destroys any chance of the student lip-reading.
6. When questions are asked from the class, it would be a great help to the student if you would repeat the question before answering it.
7. Beware of giving procedural information while handing out papers, etc. Make sure that information is clearly understood by the student.

### **Miscellaneous Procedures Students**

- Please note any academic policies or procedures from WVSU and WVSCTC in paper form or on our website can be made in alternative format. Please contact the DSO if an alternative format is needed.
- Hill Hall houses several instructors offices. Although this building is accessible outside, this building does not have an elevator. If a student needs to see an instructor on the second or third floor, the student may arrange with the instructor to meet in the 1<sup>st</sup> floor conference room or another empty office on the first floor.

### **DSO Publications**

This handbook is updated and reprinted yearly. You are welcome to pick up a revised copy each year. This handbook is also available via the DSO web site.