



# DISABILITY SERVICES ACCESS GUIDE

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## MISSION STATEMENT

Disability Services at UNC Asheville is a component of the Advising and Learning Support Center. The mission of the office is to provide, within the guidelines of section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, accommodations which work toward ensuring equal access for students with disabilities. Disability Services is an integral part of the support and retention efforts of the University and is involved with preadmission guidance, orientation, academic advising, and provision of academic accommodations. Its efforts with students reach into all facets of the UNC Asheville's community.

## POLICY OF NONDISCRIMINATION

In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states: "No otherwise qualified handicapped individual in the United States shall, solely on the basis of her/his handicap, be excluded from participation or be denied benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance." The Americans with Disabilities Act of 1990 (ADA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications.

Consistent with the ADA and Section 504, the policy of UNC Asheville is that no qualified person may be discriminated against on the basis of her or his disability. Qualified individuals with disabilities are encouraged to seek admission to the University. UNC Asheville promotes affirmative efforts to employ individuals with disabilities and to accommodate students with disabilities. The University's goal is to promote equal opportunity in employment and institutional programs for all individuals with disabilities.

## INTRODUCTION

The University of North Carolina at Asheville is distinctive within the public higher education system of North Carolina in its primary mission: to offer an undergraduate liberal arts education of superior quality for serious students. Through Disability Services, the University seeks to meet individual needs by coordinating and implementing internal policies regarding programs, services, and activities for individuals with disabilities. The office functions as a source of information and advice, as well as a communication link among individuals with disabilities, faculty and staff members, state rehabilitation agencies, and the community at large. Accommodating individuals with disabilities in a mainstreamed environment is the overall objective of the office.

Disability Services is the centralized office for receiving disability-related documentation and the approval of requested accommodations. The process of documentation review involves an individual assessment of the individual's disability with respect to the documentation presented and the accommodations requested.

UNC Asheville's Disability Services focuses on providing services needed by students with disabilities to minimize the extent to which their disability affects their opportunities in the UNCA academic environment. For university students with disabilities, the single most important issue is equal opportunity. Disability Services is designed to address those areas of need where equal opportunity is compromised for students with disabilities.

Disability Services also focuses on students' functional needs and seeks to ensure equal opportunity through equal access. There are very few commonalities among "the experience of those disabled," so a very high degree of individual interaction is required to serve students appropriately with significant disability-related needs. Priorities and resources are primarily allocated for those services that are essential for equal access in academic endeavors. These services enhance students' opportunities to be competitive and to succeed at UNCA.

**Note:** In reading these policies and procedures the term "student" refers to students who are registered with UNC Asheville's Disability Services.

## ADMISSIONS

[www.unca.edu/admissions](http://www.unca.edu/admissions)

### POLICY

Individuals with disabilities enter UNC Asheville through the established admissions procedures for all applicants. Neither the nature nor severity of one's disability is used as a criterion for admission. An applicant's admission is based solely on academic qualifications.

### PROCEDURE

Students requesting application materials should contact the Office of Admissions in the lower level of the University Dining Hall at (828) 251-6481. Information and admissions material may also be accessed at [www.unca.edu/admissions](http://www.unca.edu/admissions). Disability Services is available to meet with students to discuss the need for accommodation upon enrollment at UNCA. Please call (828) 232-5050 to schedule an appointment.

## PRIOR TO ARRIVING AT UNCA

[www.unca.edu/orientation](http://www.unca.edu/orientation)

[www.unca.edu/admitted](http://www.unca.edu/admitted)

### POLICY

Early planning is critical to a smooth transition and adaptation to UNCA. Accommodation planning should begin prior to the student's arrival on campus.

### PROCEDURE

New Student and Transfer Orientation sessions are offered at the beginning of every semester and serve as an excellent opportunity for the student to initiate the accommodation process. Students who have not received orientation session information may call 828-251-6575. Please be sure to check in with Disability Services during Orientation so that we may begin gathering the

necessary information to develop the accommodation plan. *Students and parents are also encouraged to read the documents in the Appendix B titled: Differences Between High School and College Disability Services.*

## QUALIFYING FOR SERVICES

### POLICY

Students requesting disability accommodations from the university must self identify. Except in the case of readily apparent conditions (i.e. blindness, quadriplegia) students are required to submit current documentation of their disability to the department prior to the implementation of services. Students requesting accommodations from the university must have a disability as defined by section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In cases where documentation is deemed insufficient, the student may be required to participate in additional evaluation. Students must also complete and submit the “Request for Accommodation” form. The University reserves the right to consult with university professionals in reviewing and assessing documentation when it is necessary for approving accommodations.

### PROCEDURE

Students must complete the required “Request for Accommodation” form, which is available in this manual and online at <http://www.unca.edu/disabilityservices>. A student who has decided to attend UNCA should contact his/her diagnostician for a copy of their disability documentation to submit with the “Request for Accommodation” form. Upon approval of accommodations, the student must schedule an intake meeting with the Disability Services Coordinator. Documentaion guidelines available online at [www.unca.edu/disabilityservices](http://www.unca.edu/disabilityservices).

## RECORD MAINTENANCE AND CORRESPONDENCE

*Correspondence to students registered with Disability Services will generally be by electronic mail. Students are responsible for checking their university assigned e-mail accounts for access to announcements.*

### POLICY

Records for students with disabilities are maintained in Disability Services until 5 years after the last semester of enrollment. Documents that relate to the student’s disability are not part of the academic record in the Registrar’s office. Disability documentation and release of information is governed by the Family Educational Rights and Privacy Act (FERPA). An explanation of FERPA and policies governing the release of records may be accessed at the Registrar’s Office. Disability Services maintains a secure computer database and a locked filing cabinet. The university protects the confidentiality of these materials by insuring limited access. Federal law does not allow for other departments or individuals to keep a copy of such documentation.

Confidential information is shared only on a “need-to-know” basis. Faculty need to know the accommodations that are recommended as appropriate to meet a student’s disability related needs, but do not need access to all diagnostic information.

## PROCEDURE

Upon completion of the "Request for Accommodation" form and registration with Disability Services, students may detail their wishes regarding the release of information. Students requesting a copy of their records must provide written permission to Disability Services prior to releasing documentation. Students should periodically check their e-mail accounts for announcements regarding upcoming events as well as registration deadlines.

## ACADEMIC ADJUSTMENTS

When appropriate, academic accommodations will be made. It is generally considered non-discriminatory to adhere to academic standards that are essential to a course of study (i.e. setting a grade point average requirement for admission to a particular program). As such, requests for academic accommodations must be made in a timely manner. All requests for services should be made to Disability Services *no later than four weeks before the semester*. Although every effort will be made to fulfill late requests, untimely requests may result in a delay, substitution or denial of accommodation. **Accommodations CANNOT be made retroactively, and begin only after appropriate documentation is received and reasonable time for accommodations development has been allowed.** Academic adjustments must be supported by documentation and may include the following:

## FACULTY NOTIFICATION

### POLICY

Faculty notification is initiated by the student, and disclosure of the disability is at the discretion of the student. Faculty will not be notified by Disability Services that they have a student with a disability in the classroom.

### PROCEDURE

To request letters to present to faculty, students should stop by, call or email Disability Services *at the beginning of each semester* and request that accommodation letters be generated. The student will be notified via university e-mail when the letters are ready for pickup.

## REGISTRATION

### POLICY

Disability Services makes every effort to secure priority scheduling of students with disabilities who are approved for early registration. Students are approved based on their need for the University to make advance preparations. Priority registration is determined on a case-by-case basis and is based on demonstrated need. Course pre-requisites are the responsibility of the student; Disability Services does not have the authority to add students to restricted classes. Additionally, the student's desired schedule and choice of faculty member are not guaranteed by Disability Services.

### PROCEDURE

During the fall and spring semesters, all students have the opportunity to participate in the online registration process for the next semester's classes.

- It is the student's responsibility to make an appointment with her/his advisor well before registration opens to get approval of their course schedule.

- Students get their RAN number from their advisor. The RAN number is the access number that allows for registration.
- Students approved for priority registration should make an appointment with Disability Services to review course load selection.

## TESTING ACCOMMODATIONS

### POLICY

UNCA does not have a testing center for students with disabilities. Testing accommodations may include extended time, distraction free setting, scribe, computer for written exams, use of a spell checking device, calculator, readers and alternate format. Any of these accommodations must be coordinated directly with the faculty member who is requiring the exam. Under certain exceptional circumstances, Disability Services will proctor exams after conferring with the respective faculty member and the student.

### PROCEDURE

If testing accommodations are indicated on the academic accommodation letter, it is the responsibility of the student to consult with the faculty member about the specific accommodation.

## READERS

### POLICY

When determined to be an appropriate accommodation for a student with a disability, readers are provided for test-taking only. Otherwise, a reader is considered a personal service and the university is not required to provide one.

### PROCEDURE

The test reader will not offer clarification of test questions. If clarification of the question is a problem for the student, s/he may write a brief explanation of how s/he understood the question so the instructor will understand the point of view of the answer. Or, prior to the test, the student may ask for permission to call the professor to ask for clarification. A reader will note on the test, "Read by..."

## SCRIBE/TYPIST FOR PAPERS OR EXAMS

### POLICY

The typing of a paper is a personal service, and therefore, generally not provided by the University. However, for testing situations, students with disabilities that limit their ability to write may be furnished with assistive technology or a scribe.

### PROCEDURE

Students should request this service at least one week in advance of the exam. Scribes are to note on the test, "Scribed by..." Scribes are expected to write as neatly as possible or type what the student dictates. Scribes are not to interpret, explain, or assist with the answers at all.

## ASSISTIVE TECHNOLOGY

### POLICY

Generally, the university should provide educational auxiliary aids for students with impaired sensory, manual, or speaking skills. When need is indicated, students with disabilities are permitted to use such technology as calculators, spell checkers, word processors, and other mechanical tools that might enhance their opportunity for participation in the academic environment. If a professor has compelling pedagogical arguments why such a support should be eliminated (calculator, for example), exceptions to this general practice may be made.

#### PROCEDURE

Students must give Disability Services timely notification of technology needs to assure the availability of such equipment. Students who abuse University equipment will be charged a fee. (Note: The University does not provide equipment for personal use.)

#### TEXT IN AN ALTERNATE FORMAT

##### POLICY

When determined to be an appropriate accommodation for a student with a disability, the university will assist the student in identifying and obtaining academic materials in an accessible format.

##### PROCEDURE

Disability Services will work with the student to identify what texts will be needed in an alternate format for the semester. Once the titles are identified, Disability Services will work with a number of outside sources to find the titles in an appropriate alternate format. Because this process can be relatively lengthy, **it is important to begin this process 4 weeks before the semester begins.**

#### NOTE-TAKING

##### POLICY

For a number of students with physical impairments, learning disabilities and some other disorders, listening to lectures while taking notes at the same time is extremely difficult, if not impossible. Support services, such as note-taking, may be a reasonable accommodation for providing equal opportunity and access to information at UNC Asheville.

##### PROCEDURE

In order for a student to be eligible to receive this service, the following criteria must be met:

1. The student must be registered with Disability Services.
2. The student's documentation must establish that she/he is eligible for the academic accommodation of alternative note-taking strategies.
3. Students must attend class regularly. The provision of a note-taker is not a replacement for class attendance.
4. Note-takers can offer their services voluntarily or be paid a small stipend at the end of the semester.
5. Students may employ the following strategies on their own:

- a. Students may use their personal tape recorder to record lecture(s).
- b. Students may utilize a laptop for typing their own notes.
- c. Students may exchange notes with other students in their class so they have a second set for reference.
- d. Students may ask other students in their class for a copy of their notes and to serve as "voluntary" note-takers for them.
- e. Students may ask instructors for a copy of their notes, PowerPoint presentations, overheads, handouts, etc. (if available) prior to class.

**Note: Some professors prefer not to provide these materials to students**

6. Disability Services will also help facilitate a note-taker for a particular class by:
  - a. Providing the student with written instructions to give to the instructor, granting the instructor permission to announce that a note-taker is needed for a student in that particular class.
  - b. Providing duplicate note-taking paper upon request.
  - c. Providing, upon request, detailed guidelines for "best practices" for facilitating the note-taking process for students with disabilities.

The student and/or professor will send the note-taker to Disability Services where she/he will sign a contract for services if she/he chooses to receive the small stipend.

## FOREIGN LANGUAGE SUBSTITUTION

### POLICY

UNCA requires each student to demonstrate competence in a foreign language through the first-year level or above. This can be done either through a placement exam or through completion of the appropriate level course work. The UNCA Catalog details a student's options for completing this requirement.

As a liberal arts institution, UNCA believes that the study of a foreign language is a significant element in liberal arts education, providing access to the literature and culture of another society. Furthermore, foreign language study introduces students to an increasingly connected global environment where proficiency in a foreign language provides access to intellectual inquiry otherwise inaccessible in a monolingual setting.

Because UNCA believes that foreign language study is an essential element of a student's degree plan, *foreign language substitutions are rare*. If a substitution is granted, students are required to complete the foreign language requirement by taking cultural courses.

For a valuable online resource that provides various strategies for helping students learn a foreign language, visit the website below:

<http://www2.gsu.edu/~wworld/Resources/strategiesforeignlanguage.htm>

### PROCEDURE

If a student desires to pursue a foreign language substitution, she/he must do the following:

1. Have current documentation of a specific diagnosis of a disability and how her/his disability substantially limits the student's ability to learn a language on file with Disability Services. Disability Services will work with the student to determine what

specific documentation is necessary. **Note: Providing documentation does not guarantee a substitution.**

2. Students will work with the Disability Services Coordinator to determine the appropriateness of the substitution request. **It is highly recommended that requests for course substitutions be submitted during the student's first semester at UNCA.** Factors considered in this determination may include (but are not limited to):
  - a. A student's previous history of foreign language study. **A substitution or exemption in high school does not guarantee a substitution at UNCA.**
  - b. Psychological/learning test results
  - c. A student's good-faith effort in college-level language study. A student's good faith is determined by progress in the course, attendance, communication with the professor and Disability Services, and use of additional resources such as tutoring, office hours and classroom accommodations. If, despite a student's consistent attendance, work and study, she or he is *failing* the course near the withdraw deadline, the student will withdraw from the course and work with Disability Services to determine the next step. If a student is passing the course with a "C" or better, the student is expected to finish the the course. It is the student's responsibility to keep Disability Services informed of her/his progress in the course.
  - d. Other mitigating factors as determined by the Disability Services Coordinator.
3. If the Disability Services Coordinator deems the request appropriate, the student must submit a written request for a course substitution to the Dean Committee. While Disability Services will present the student's case to the Dean Committee, there is **no guarantee that the committee will approve a substitution request.**
4. If the request is deemed inappropriate or there is not enough supporting evidence, the student must continue to meet the UNCA foreign language requirement. With the help of Disability Services, a student may attempt to gather new or additional information to support the substitution.
5. The decision of the Dean Committee is final. Students who wish to submit another request for a substitution must work with Disability Services and provide new evidence before a second request to the committee will be considered.

## DEGREE REQUIREMENT MODIFICATION

### POLICY

Students are expected to complete all degree requirements for graduation in their major. In accordance with university policy, only under unavoidable and exceptional circumstances will the faculty permit substitution or exemption from the prescribed curricula. The ADA requires that universities offer reasonable accommodation(s) to qualified students; however, it does not require the adjustment of standards that would fundamentally alter degree requirements.

### PROCEDURE

If a student desires to pursue a degree requirement modification, she/he must do the following:

3. Have current documentation of a specific diagnosis of a disability and how her/his disability substantially limits the student's ability to complete the course in question.

Disability Services will work with the student to determine what specific documentation is necessary. **Note: Providing documentation does not guarantee a substitution.**

4. Students will work with the Disability Services Coordinator to determine the appropriateness of the substitution request. **It is highly recommended that requests for course substitutions be submitted during the student's first semester at UNCA.** Factors considered in this determination may include (but are not limited to):
  - a. A student's previous history with the course in question. **A substitution or exemption in high school does not guarantee a substitution at UNCA.**
  - b. Psychological/learning test results
  - c. A student's good-faith effort in attempting the course at UNCA. A student's good faith is determined by progress in the course, attendance, communication with the professor and Disability Services, and use of additional resources such as tutoring, office hours and classroom accommodations. If, despite a student's consistent attendance, work and study, she or he is *failing* the course near the withdraw deadline, the student will withdraw from the course and work with Disability Services to determine the next step. If a student is passing the course with a "C" or better, the student is expected to finish the the course. It is the student's responsibility to keep Disability Services informed of her/his progress in the course.
  - d. Other mitigating factors as determined by the Disability Services Coordinator.
3. If the Disability Services Coordinator deems the request appropriate, the student must submit a written request for a course substitution to the Dean Committee. While Disability Services will present the student's case to the Dean Committee, there is **no guarantee that the committee will approve a substitution request.**
4. If the request is deemed inappropriate or there is not enough supporting evidence, the student must continue to meet the UNCA requirement. With the help of Disability Services, a student may attempt to gather new or additional information to support the substitution.
5. The decision of the Dean Committee is final. Students who wish to submit another request for a substitution must work with Disability Services and provide new evidence before a second request to the committee will be considered.

## TUTORING

### POLICY

Free Tutoring is available to all students at UNCA. Students may receive tutoring through our drop-in tutorial centers or on an individual basis. We offer drop-in tutoring in several subjects: Accounting, Classics (Hebrew, Greek & Latin), Chemistry, Physics, and Spanish. If the subject you need tutoring for is not covered by a tutorial center, we can provide a tutor to work with you on an individual basis for **100** and **200** level classes. A student registered with Disability Services may be able to receive more than the allotted amount of tutoring hours, if warranted.

### PROCEDURE

More information is available at the Advising and Learning Support Center located in Lipinsky Hall, room 107, as well as on the office's website at [www.unca.edu/tutoring/](http://www.unca.edu/tutoring/).

## AUDIO-TAPED LECTURES

### POLICY

When determined to be a reasonable accommodation for students with a disability, students are permitted to tape lectures. However, if requested by the professor, the student may be required to sign a taping agreement. If the class is primarily a discussion class, peer students may also request that an agreement be signed to protect their confidentiality.

### PROCEDURE

If the Accommodation Letter indicates that it is reasonable for a student to record lectures, the student will discuss this with faculty member. If warranted, the student will sign a taping agreement and return it to the Disability Services office to be placed in their file.

## INTERPRETER SERVICES

### POLICY

The university has made a commitment to provide high quality interpreting in the classroom for its students. Our goal is to continue improving and expanding curricular sign language and oral interpreting services provided to all matriculating deaf/hearing impaired students who have a documented hearing loss on file and who request services through Disability Services. When students are required to attend a lecture/program that is supplemental to the class and part of the grade, interpreters are provided by Disability Services.

The standard interpreting practice is that two interpreters will be provided for assignments over two hours in length to avoid repetitive motion injury and to provide quality of service. Also, in the event that classes are longer than the usual, such as in the summer, split-team interpreting will be utilized when feasible. Split-team interpreting is when two interpreters are not used simultaneously; a second interpreter will come for a 15-20 minute overlap before the first interpreter leaves that will provide a continuity of the communication flow.

If a particular subject area is new to the interpreter, a textbook may be requested from Disability Services to assist the interpreter in learning the new language or developing new signage. It is important that the interpreter request the text within the first two class periods.

Students may request a particular interpreter. However, neither the ADA nor the Rehabilitation Act specifies this. "Although Title II of the ADA, which applies to public, requires such colleges to give 'primary consideration' to the communication preferences of the individual, it does not require a college to honor one's preference for the 'person' providing the accommodation.

Every effort will be made to provide interpreters according to the schedule submitted to Disability Services. However, students may be asked to make reasonable adjustments in their schedules according to the availability of qualified interpreters.

Listed below are the specific guidelines students need to follow when requesting an interpreter. Since there are various situations in which an interpreter may be needed, different procedures apply to obtaining an interpreter for different situations. With this in mind, please be sure to follow the instructions beneath the corresponding scenarios.

See APPENDIX E for more information about the interpreting process

## PROCEDURE

### Classroom Interpreters

1. Follow the process for course registration.
2. Submit a copy of her/his schedule to Disability Services four weeks prior to the beginning of the semester.
3. Submit a new schedule immediately to Disability Services if any changes are made to the class schedule.

### Interpreters for University-Sponsored Activities, Clubs, and Events

1. Upon receiving the class syllabus, submit a completed *Interpreter Request* form for each activity/appointment and submit it to Disability Services five (5) working days before the date the interpreter is needed.
2. Indicate on the form if an activity is on a regular basis throughout the semester. In this case, only one form needs to be completed at the beginning of the semester.  
Note: Students should not arrange for interpreting services without the approval of Disability Services.

### Fieldtrips

1. Upon receiving the class syllabus, submit a completed *Interpreter Request* form for a future extended, off-campus event or trip.
2. Submit a completed *Interpreter Request* form to Disability Services two weeks prior to the date interpreting services will be needed.

### Theatre Productions

1. Upon receiving the class syllabus, obtain an *Interpreter Request* form.
2. Submit a completed *Interpreter Request* form three weeks prior to the date interpreting services will be needed.

### Musical Productions

1. Upon receiving the class syllabus, obtain an *Interpreter Request* form.
2. Submit a completed *Interpreter Request* form three weeks prior to the date interpreting services will be needed.

### Interpreter Cancellations

1. If a student is late by fifteen (15) minutes after a class or an event is scheduled to begin, the Interpreter may leave.
2. The student must notify the Interpreter and Disability Services *at least* twelve (12) hours *before* an interpreting assignment begins if the student will not be attending as planned.

## CLASS ATTENDANCE

[www.unca.edu/shs/class.htm](http://www.unca.edu/shs/class.htm)

### POLICY

Class attendance is considered to be an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. No matter the reason for an absence, students are held accountable for academic activities and faculty may require special work or tests to make up for the missed class or classes. Faculty, at their discretion, may include class attendance as a criterion in determining a student's final grade in the course.

### PROCEDURE

It is the responsibility of the student to meet with her or his instructors to show proof of and discuss the Individual Accommodation Plan. This meeting must happen as soon after the first class meeting as possible. UNC Asheville's Disability Services cannot officially excuse absences; however, the office can provide written verification of a disability. Although this verification may address the legitimacy of an absence, it does not necessarily excuse it. The ultimate decision regarding absences and the resulting influence those absences have on grades is the responsibility of the instructor.

## STUDENT CODE OF CONDUCT

### POLICY

Individuals with disabilities are subject to the university Student Code of Community Standards, as are all students. Inappropriate behavior will be referred to the Dean of Students or Public Safety if a threat to self or others. The Dean of Students will collaborate with Disability Services when the student has a disability.

### PROCEDURE

The Student Code of Community Standards shall apply to conduct that occurs on University premises, at University sponsored activities, and to off-campus conduct that adversely affects the University community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, before classes begin and after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if relevant conduct is not discovered until after a degree is awarded). The Dean of Students shall decide whether the Student Code shall be applied to conduct occurring off campus, on a case by case basis, in his/her sole discretion.

Specific Student Community Standards can be found at

<http://www.unca.edu/studentaffairs/2007StudentCodeofCommunityStandards.pdf>

## TRANSPORTATION AND PARKING

[www.unca.edu/publicsafety/parking.html](http://www.unca.edu/publicsafety/parking.html)

[www.unca.edu/transportation/parkingregs.html](http://www.unca.edu/transportation/parkingregs.html)

[www.ashevilletransit.com](http://www.ashevilletransit.com)

## POLICY

UNC Asheville does not provide transportation for persons with disabilities around campus or to and from their residences. However, Asheville Transit, a local transportation provider, includes in-town buses with wheelchair lifts and newer “talking,” “low floor” buses in its fleet to better serve persons with disabilities (visit [www.ashevilletransit.com](http://www.ashevilletransit.com) for more information). If these buses do not satisfy a student’s needs or she/he is unable to reach the Asheville Transit bus stop, contact Asheville Transit and ask about its paratransit van service.

In accordance with the Americans with Disabilities Act (ADA), Asheville Transit provides paratransit (van) service to eligible passengers who are unable to ride Asheville Transits fixed routes serving the general public in Asheville. The Asheville Transit System provides comparable paratransit transportation to all qualifying individuals who are unable to use the bus due to a handicap. Paratransit transportation is provided by Mountain Mobility under contract to the Asheville Transit System. The telephone number for information and signup is 828-258-0186. Mountain Mobility is located at the Riverside Business Park at 2000 Riverside Drive, Suite 17, Asheville, NC 28804.

## PROCEDURE

For general information regarding transportation and parking at UNC Asheville, visit UNC Asheville’s Public Safety website at [www.unca.edu/publicsafety/parking.html](http://www.unca.edu/publicsafety/parking.html).

Please note that all faculty, staff, and students, including those with disabilities, must obtain and properly display a UNC Asheville Parking Permit appropriate to their category (e.g., Faculty/Staff, Student, etc.). In addition, parking for persons with disabilities is governed by North Carolina General Statutes, §§ 20.37.5, 20.37.6, and 20.37.6A.

## SNOW AND/OR BARRIER REMOVAL

### POLICY

#### **Snow Removal**

If a student with a disability is not able to attend classes on a given day due to insufficient snow removal at designated accessible parking spaces or at accessible routes leading to entrances to buildings where classes are located, Disability Services will advocate on behalf of the student to receive accommodations with respect to any missed classes and, as appropriate, extended due dates with respect to assignments.

#### **Barrier Removal**

UNC Asheville is committed to providing a barrier-free environment to every extent possible. Students should notify Disability Services of any restrictions limiting access to a course, program, or activity. Appropriate accommodations will be extended wherever practical.

### PROCEDURE

When a student with a disability attempts to go to class and finds the accessible route blocked, she/he should immediately notify one of three possible contact people for barrier/snow removal in the following order of priority:

- |                          |  |
|--------------------------|--|
| (1) Campus Police        | (828) 251-6710   |
| (2) Grounds/Snow Removal | (828) 251-6657 or <a href="mailto:sparrott@unca.edu">sparrott@unca.edu</a> |
| (3) Disability Services  | (828) 232-5050 or <a href="mailto:efesperm@unca.edu">efesperm@unca.edu</a> |

When a student with a disability attempts to go to class and finds the accessible route blocked, she/he should immediately notify the instructor of the class being missed. E-mail is the preferred contact method and a copy of the e-mail should be sent to the Disability Services Coordinator. A follow-up telephone call by the student is also recommended. Individual arrangements for missed assignments can be made between the student and instructor. The Disability Services Coordinator can verify the University's responsibility for such accommodation(s) due to a barrier, as well as facilitate additional accommodations as deemed necessary.

## GRIEVANCE/HEARING PROCEDURE

### POLICY

Any student having a grievance related to the determination of and/or provision of disability-related services and accommodations through Disability Services at UNC Asheville is entitled to a prompt and equitable resolution of her/his complaint.

### PROCEDURE

Students who believe they have been subjected to discrimination or treated unfairly must follow the established procedure listed below.

A student may report her or his complaint to the Dean of Academic Administration, Phillips Hall 154, (828) 251-6001. The complaint must be in writing and include the nature of the complaint; date(s) of alleged incident(s); information about attempts to resolve the complaint; and the results of such attempts. **The complaint must be filed within 10 class days of the incident.** The student will sign a release form to permit appropriate persons to review and investigate confidential information or documentation in the complaint.

The Dean of Academic Administration shall determine the appropriate administrative review for the complaint, including, but not limited to: Faculty Conciliator, Dean Committee, or Enrollment Services Committee. If the Dean decides that a review is not warranted, she/he will contact all involved parties in writing, informing them of a decision and the reasons thereof.

If deemed necessary, the appropriate committee will convene in a timely manner (within 15 class days) and review the student's complaint. Complaints will generally, but not always be resolved in this timeframe. If the complaint is not resolved in this time frame, the complainant will be kept informed of when they might be resolved and the reasons for the delay. A summary of the panel's finding will be forwarded to all panel members and the student, informing them of the decision.

## SERVICE ANIMALS

### POLICY

The Americans with Disabilities Act (ADA) states that businesses and organizations that serve the public must allow people with disabilities to bring their service animals into all areas of the facility where customers are normally allowed to go.

North Carolina Statute states that it is unlawful to disguise a dog as an assistance dog, or deprive a visually impaired person, a hearing impaired person, or a mobility impaired person of any rights granted the person pursuant to G.S. 168-4.2 through 168-4.4. UNC Asheville, which receives federal and state funds, adheres to these policies regarding service animals.

The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. Service animals perform some of the functions and tasks that the individual with a disability cannot perform. Examples of service animals would be a seeing-eye dog used by some individuals who are blind, a service animal alerting persons with hearing impairments to sounds, and/or a service animal pulling wheelchairs or carrying and picking up things for persons with mobility impairments.

A service animal is not a pet. A service animal may be excluded from campus or classrooms when the animal's behavior poses a threat to the health or safety of others. A service animal may be excluded if it becomes disruptive and fundamentally alters the nature of the class, performance, lecture, movie, or play—for example, if a dog barks during one of the abovementioned situations.

*Therapy or companion animals are not service animals and are not covered under the ADA.*

### PROCEDURE

Students who have service animals, and therefore qualify for these rights, must do the following:

1. Possess a tag issued by the Department of Health and Human Services, pursuant to G.S. 168-4.3, stamped "NORTH CAROLINA PERMANENT REGISTRATION" and a registration number OR by showing that the animal is being trained or has been trained.
2. Have the service animal trained by an appropriate agency.
3. Provide proper documentation of disability and service animal registration to Disability Services in Lipinsky Hall room 107.

## PERSONAL CARE ATTENDANTS/DEVICES

### POLICY

The University is not required to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Personal needs that necessitate an attendant are the responsibility of the student. Students with such needs must retain a personal assistant. Failure to do so may result in an administrative stop being placed on future enrollment until such time as the student demonstrates a personal attendant will be with the student to attend to personal needs.

We strongly recommend that personal attendants are trained and certified. Requesting such services from an untrained, random individual can be a safety threat to both the student with the disability and the individual providing the service. UNCA cannot assume the liability of risk involved.

### PROCEDURE

Students having issues with personal attendant or auxiliary aid needs should make an appointment with Disability Services for referral information.

## HOUSING ACCOMMODATIONS

### POLICY

UNC Asheville will consider reasonable housing accommodations for students with disabilities. The deadline for requesting modified housing accommodations is the same as the deadline for the housing application. Each case will be individually evaluated annually with respect to the documentation presented and the accommodations requested. Housing accommodations may include room adaptations and adjustments. When the documentation shows that a private room is a necessary method of meeting the housing needs of a student with a disability, UNCA will consider exceptions to its general room rate structure unless doing so would result in a fundamental alteration to the housing program. For the student with a disability to be considered for a private room, she/he must provide sufficient documentation completed by a qualified professional. The Disability Services coordinator is the individual charged with reviewing the documentation.

**Providing documentation of a disability does not guarantee housing accommodations**

### PROCEDURE

To request a private room, a student must do the following:

- The student will indicate on the “Request for Accommodation” form her/his intent to request housing accommodations and exception to the general room rate structure.
- A housing application must be completed and must be on file with the UNCA Residential Education and Housing Operations. Visit their website at <http://www.unca.edu/housing/> or call (828)251-6700 for more information.
- In addition to following documentation requirements for Disability Services, students must provide specific documentation from an approved clinician addressing the need for a single room.

**Note: The intent to request housing accommodations that the student includes on the “Request for Accommodation” form DOES NOT take the place of the housing application required by UNCA Residential Education and Housing Operations.**

## OFF-CAMPUS FACILITIES, INTERNSHIPS, PROGRAMS

### POLICY

Reasonable academic adjustments should be provided in internships, student teaching, and other certified school-related programs to ensure that off-campus facilities and programs are accessible by only to the extent the adjustments do not alter the fundamental nature of the educational program.

### PROCEDURE

If a student will require accommodation, it is the student's responsibility to request them in advance. Because the student may not fully realize the need for accommodation--they may not have a sense of what the internship setting will specifically demand--the student should initiate

a meeting as early as possible prior to placement during which information about internship expectations might be shared and, once better informed, the student might then initiate a request for accommodative planning.

The student, the academic unit, and Disability Services need to begin early to plan for accommodations. Because it may be difficult to know what accommodations will be needed, early communication with the internship or practicum site involved is strongly encouraged. The nature of accommodations may vary across agencies and academic units may prefer early agency involvement in identifying needed accommodations.

The student, the academic unit, and Disability Services should identify the accommodations needed, including resources and adaptive/assistive equipment, in advance of negotiations with the placement agency.

The student and the academic unit should seek a placement agency that (1) will provide an appropriate educational experience, (2) will make reasonable accommodations for the student, and (3) will negotiate with the student and the university to provide the services needed.

The student, the academic unit, Disability Services, the university legal counsel, and the placement agency will develop a plan and negotiate accommodations satisfactory to all parties. Placement agencies are also subject to ADA requirements and may have a contact person who is familiar with the accommodations already being provided to agency employees. The agency ADA contact person (if one is assigned) may be able to provide assistance in making arrangements for student placements.

The student must be an active participant throughout the process of identifying a placement agency and identifying and negotiating accommodation.

## STUDY ABROAD

### POLICY

In order to determine what accommodations might be possible abroad, the interested student, Disability Services, the study abroad advisor, and the host institution will need to work together to assess the student's needs and the possible accommodations. It is the responsibility of the interested student to contact the Study Abroad/Study Away (828-232-5037 /) [bparker@unca.edu](mailto:bparker@unca.edu).

Students need to disclose their disability and need for accommodations as far in advance as possible so that there is sufficient time to contact host institutions. Once a student has disclosed, it is important for the student to meet with Disability Services early in the planning process in order to determine what types of accommodations are reasonable and appropriate.

### PROCEDURE

- Students should consult with the Study Abroad/Study Away with regard to their interest in studying abroad.
- Once accepted into the study abroad program, students should disclose their disability to the Study Abroad/Study Away.
- Students should request accommodations through Disability Services.

- Disability Services and Study Abroad will gather access information and contact the host institution. Reasonable and appropriate accommodations will be provided after all parties have discussed the options available. **It is important to note that federally mandated disability protections in the United States do not supersede the laws of the host country.**
- If additional accommodation needs arise while the student is at the host institution, the student will need to contact their study abroad advisor, the host institution and UNCA's Disability Services. A decision will be made to determine if the additional accommodation is reasonable and appropriate.
- When students return from studying abroad the Disability Services requests that they provide feedback regarding their experience and make suggestions to be used for future study abroad experiences.

### TEMPORARY MEDICAL IMPAIRMENT

Temporary medical impairments (e.g. injuries or temporary mobility impairments following surgery) are not covered under Section 504 or the ADA. As such, students are not guaranteed any assistance in these situations. There is no legal requirements to provide accommodations in these situations; however, Disability Services may assist students on a case-by-case basis with temporary medical impairments by providing temporary assistance. Students will be seen by the Disability Services Coordinator for an evaluation of temporary services. Each case is considered individually and signed documentation on letterhead from a qualified medical professional is required. This letter must include a diagnosis, functional limitations necessitating temporary services, suggestions for appropriate temporary services, and the estimated length of time services will be needed. Proper medical documentation needs to be delivered to Disability Services before services can commence.

**APPENDIX A**  
**UNIVERSITY-WIDE RESOURCES**

Students with disabilities are fully integrated into the University, participating in regular classes and learning activities. Accommodations based on disability documentation ensure equal access.

UNC Asheville offers a full range of those programs and services typically found on a postsecondary campus. Students with disabilities are encouraged to take full advantage of these programs and services.

For more information on the following resources, please visit their websites or call.

**A. ACADEMIC RESOURCES**

DISABILITY SERVICES	<a href="http://www.unca.edu/disabilityservices">www.unca.edu/disabilityservices</a>	(828) 232-5050
UNCA TUTORING SERVICES	<a href="http://www.unca.edu/advising/tutoring.htm">www.unca.edu/advising/tutoring.htm</a>	(828) 251-6575
MATH ASSISTANCE CENTER	<a href="http://www.unca.edu/math">www.unca.edu/math</a>	(828) 251-6556
UNIVERSITY WRITING CENTER	<a href="http://www.unca.edu/uwc">www.unca.edu/uwc</a>	(828) 251-6596
ADVISING CENTER	<a href="http://www.unca.edu/advising">www.unca.edu/advising</a>	(828) 251-6575
D. HIDDEN RAMSEY LIBRARY	<a href="http://bullpup.lib.unca.edu/library">http://bullpup.lib.unca.edu/library</a>	(828) 251-6336
UNIVERSITY BOOKSTORE	<a href="http://www.unca.edu/bookstore">www.unca.edu/bookstore</a>	(828) 251-6416
ACADEMIC COMPUTING SERVICES	<a href="http://www.unca.edu/compcenter">www.unca.edu/compcenter</a>	(828) 251-6445

**B. HEALTH RESOURCES**

STUDENT HEALTH SERVICES	<a href="http://www.unca.edu/shs">www.unca.edu/shs</a>	(828) 251-6520
COUNSELING CENTER	<a href="http://www.unca.edu/counselcenter">www.unca.edu/counselcenter</a>	(828) 251-6517
UNIVERSITY CAMPUS RECREATION	<a href="http://www.unca.edu/recreation">www.unca.edu/recreation</a>	(828) 232-5650

**C. MISCELLANEOUS RESOURCES**

CAREER DEVELOPMENT CENTER	<a href="http://www.unca.edu/career">www.unca.edu/career</a>	(828) 251-6515
RESIDENCE LIFE	<a href="http://www.unca.edu/housing">www.unca.edu/housing</a>	(828) 251-6700
PARKING & TRANSPORTATION	<a href="http://www.unca.edu/transportation">www.unca.edu/transportation</a>	(828) 251-6691
CAMPUS POLICE	<a href="http://www.unca.edu/publicsafety">www.unca.edu/publicsafety</a>	(828) 251-6710

## APPENDIX B

Significant Differences between High School and College Disability Services	
High School	College/University
<b>Applicable Laws</b>	
I.D.E.A.	A.D.A.
Section 504	Section 504
Rehabilitation Act	Rehabilitation Act
<b>Required Documentation</b>	
I.E.P. (Individual Education Plan) and 504 Plan	Varies depending on the disability, I.E.P and 504 are not sufficient, must include the testing on which the accommodations are based.
School provides evaluation at no cost to student.	Student must get evaluation at own expense.
School conducts evaluations at prescribed intervals.	Student generally not required to be re-tested after initial documentation approved.
<b>Student Role</b>	
Student is identified and supported by parents/teachers.	Student must self-identify to Disability Services or designated office.
Primary responsibility for accommodations belongs to the school.	Primary responsibility accommodations belongs to the student.
<b>Parental Role</b>	
Parents have access to student records and participate in the accommodation process.	Parents do not have access to disability related records unless student provides written consent.
Parents advocate for students.	Students advocate for themselves.
<b>Teachers/Professors</b>	
May modify curriculum and/or alter pace of assignments.	Not required to modify curriculum.
Use multi-sensory approach.	Tend to rely on lecture; may or may not use multi-sensory approach.
Weekly testing, mid-term, final, and graded assignments.	Testing and assignment frequency vary.
Attendance taken and reported.	Attendance often not taken; student is responsible for attending class.
<b>Grades</b>	
Grades may be modified based on curriculum.	Grades reflect the quality of work submitted.

### OTHER TRANSITION RESOURCES

Students with Disabilities Preparing for Post Secondary Education

[www.ed.gov/about/offices/list/ocr/transition.html](http://www.ed.gov/about/offices/list/ocr/transition.html)

A Handbook for Parents of Students with Disabilities

[http://www.umt.edu/dss/new\\_students/toto/default.htm](http://www.umt.edu/dss/new_students/toto/default.htm)

A Transition Guide from the Association of Higher Education and Disability

<http://www.ahead.org/students.php>

## APPENDIX C

### RIGHTS AND RESPONSIBILITIES

#### Student Rights and Responsibilities

An otherwise qualified student with a documented disability at UNCA has the **right** to receive the following services:

1. Reasonable accommodations according to his or her disability, based on required documentation.
2. Equitable access to education.
3. Equitable and fair treatment.
4. Confidentiality in all matters of his or her documentation and educational record.
5. Self-determine who will receive student released disability related materials and information within and outside the university.
6. All other rights and privileges available to other students at UNCA.

An otherwise qualified student with a documented disability at UNCA has **responsibilities** that may include, but are not limited to, the following:

1. Requesting accommodations and auxiliary aids in a timely manner from the Disability Services.
2. Working in collaboration with the Disability Services Coordinator to determine reasonable accommodations.
3. Being his or her own advocate and monitoring his or her progress.
4. Providing appropriate documentation of the disability to Disability Services.
5. Requesting and picking up Access/Accommodation Letters (AAL) from Disability Services and meeting with professors to discuss accommodation needs at the beginning of the semester.
6. Keeping documentation, contact, and disclosure information up-to-date with Disability Services.
7. Advising the Disability Services Coordinator of any disability-related difficulties as soon as possible.

#### University Rights and Responsibilities

The university has certain rights and responsibilities as well. These rights are executed primarily through Disability Services and by members of the faculty.

Disability Services has the following **rights**:

1. It can require students to meet with staff members.
2. It may require appropriate documentation of a disability.
3. It can deny requested accommodations based on the timeliness and reasonableness of the request or the adequacy of the documentation.

Disability Services has **responsibilities** that students receive equitable and fair treatment at UNC Asheville. These responsibilities may include, but are not limited to, the following:

1. Working with students to determine necessary accommodations on a case-by-case basis.
2. Responding to students' requests for services and recommending reasonable accommodations.
3. Ensuring that appropriate aids are available to the student in a timely manner.
4. Bearing the cost of any accommodation that does not result in fundamental alteration in program requirements, pose undo financial burden to the University, and is not considered a personal device.
5. Teaching advocacy skills to students.
6. Acting as a mediator and advocate for students when appropriate.
7. Maintaining the confidentiality of the student.
8. Referring students to appropriate campus or community resources.

### **Faculty Rights and Responsibilities**

Faculty members have the following **rights**:

1. They can verify eligibility for accommodations through Disability Services.
2. They can consult with Disability Services about students as appropriate.
3. They can expect students with disabilities to meet the same academic standards as their peers.

Faculty **responsibilities** include, but are not limited to the following:

1. Meeting with students confidentially to review and sign their AALs and discuss their disability-related needs and accommodations.
2. To provide classroom materials in an alternate format when specified by the AALs.
3. To consult with Disability Services to develop appropriate accommodations and providing accommodations certified by Disability Services.
4. To refer a student to Disability Services when they suspect the student may have a disability.
5. To contact Disability Services with questions as to how to best address problems.

## APPENDIX D

### SELF-ADVOCACY

#### **Best Practices for Talking with Professors about Accommodations**

Upon request, Disability Services prepares Access/Accommodation Letters (AAL) each semester for students to deliver to their instructors. By delivering the letters yourself, students are better able to preserve privacy and confidentiality. It also provides the opportunity for a meeting between you and your professor to arrange needed academic accommodations. Here are some tips on how to practice your self-advocacy skills to obtain your accommodations.

#### **Make an appointment to meet with your professors**

For several reasons, the time immediately after class is not a good time to talk about accommodations. First of all, the time after class is often when many students approach the professor with questions and does not allow the professor to give you his/her full attention. Additionally, many faculty members have other obligations directly after class so they are unable to give you the time necessary to adequately discuss your needs. Most importantly, the environment directly after class does not provide the privacy to insure confidentiality. When discussing your accommodations or any other issue with an instructor, you need the professor's full attention. As such, approaching your professor after class is the time to set an appointment, not to have one.

#### **Be Polite**

If you are rude or demanding, both you and your professor may get defensive and the conversation can easily become unproductive and turn into a "battle of wills." You can still receive help or the accommodations to which you are entitled without demanding them. If your professor is unresponsive, terminate the conversation and contact Disability Services so we can assist you.

#### **Understand the effect of your disability**

Although you do not have to disclose your disability when talking to your professor, it is helpful for him or her to know how it affects you in the classroom. For instance, do you have trouble concentrating? Is it hard to follow the professor while taking notes? Can you see information presented in class? By understanding how your disability affects your ability to learn, you will be able to share this information with your professor. In return, he or she may have a better idea about how to appropriately accommodate your disability to ensure your academic success.

#### **Be prepared**

When you arrive at your scheduled meeting, have an idea of what you want to discuss. After all, you not only look, but actually are more organized when you have questions written down and notes highlighted. If you are going over classroom accommodations, know what they are and what you need. If you are going over a graded test, have some idea of what went wrong and discuss ways for improvement. If you are having trouble understanding lecture material, present some options that will work for you.

#### **Request accommodations at the beginning of the semester**

Managing life as a student requires attending to many details and requesting accommodations is usually very important to the success of students with disabilities. For your professors, there are also details to attend to in the accommodation process, such as arranging for extra rooms. Please

understand that these arrangements take time to arrange. It is best to give your professors *at least* two weeks notice of your need for accommodations. After all, last minute requests can cause stress for both you and your professors and cannot be guaranteed.

### **Know your rights**

If necessary when meeting with your professor to discuss accommodations, remind him or her that you are entitled to receive academic accommodations through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Do you know your rights under these laws? If not, review the **Policy of Nondiscrimination** section, which is located after the **Mission Statement** near the beginning of this manual.

Let your instructor know that you met with Disability Services to determine which accommodations are appropriate for your disability. When you present your instructor with the Access/Accommodation Letter prepared by Disability Services, be ready to explain how and why an accommodation is appropriate. Having this knowledge and being able to articulate it to your instructor adds to your credibility. In the same manner, if you do not know why you are receiving an accommodation, ask Disability Services.

### **Know yourself and your disability**

The more you know about your disability and its impact, the better you can advocate for your needs. If you do not feel you know enough about your disability, ask Disability Services, gather information from the library, or call your doctor or diagnostician. Use your resources to become more knowledgeable, and in turn, be a stronger advocate for yourself!

### **Concerns or problems with accommodations**

If you are experiencing problems or have concerns about accommodations or services, contact the Disability Services Coordinator immediately. She/he will work with you to resolve any situations that may arise. Keep in mind that working through a problem as it is happening gives the opportunity to make changes, while waiting until the semester is over to address concerns is often too late.

## APPENDIX E

### SIGN LANGUAGE INTERPRETING

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. The role of the interpreter is similar to that of a foreign language translator: to bridge the communication gap between two parties.

#### Requesting an Interpreter

Deaf students or students with hearing deficiencies often request interpreters from Disability Support Services when they register for classes. In the unlikely event that a student shows up for the first day of class without an interpreter, the student should be referred to Disability Services. Disability Services will then schedule an interpreter. Faculty and staff may request an interpreter for office hours, meetings, and other UNCA-related events by contacting Disability Services.

#### Guidelines for Working with Interpreters

Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf. The code specifies that interpreters are to serve as communication intermediaries who are not otherwise involved. Thus when an interpreter is present, one should speak directly to the deaf person, rather than to the interpreter and avoid using phrases such as "tell him" or "ask her."

- Relax and talk normally, noting that there may be a lag time between the spoken message and the interpretation.
- When referring to objects or written information, allow time for the translation to take place. Replace terms such as "here" and "there" with more specific terms, such as "on the second line" and "in the left corner."
- In a conference room or class environment, the deaf student and interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
- Inform the interpreter in advance if there is an audio visual element in a presentation, so arrangements can be made for lighting and positioning. Seat the interpreter near the video. Do NOT turn off the lights. The deaf person must be able to see the interpreter's hands.

#### Student's Guidelines to Assuring Timely Delivery of Interpreting Services:

##### *Student Responsibility:*

- All students receiving interpreting and/or note-taking services are required to have a documented hearing loss on file.
- Semester course schedules need to be given to Disability Services at least 2 weeks prior to the first day of classes (or earlier if possible) to assure that interpreters will be available at the first class.
- Room/Time Changes: The Disability Services Office must be notified of any changes that differ from the student's schedule print out as soon as the student is aware of the changes.

- Student cancellations must be called in by the student to both the interpreter and Disability Services 24 hours in advance. If not cancelled, Disability Services is required to pay for these services.
- Instructor Cancellations: when the instructor has canceled a class, students are responsible for notifying both the interpreter and Disability Services immediately.
- No show: Students must notify Disability Services as soon as possible as to the reason for the failure to cancel an interpreter when not attending class. Students may be subject to suspension of services when the when the no-show behavior occurs the second time in a semester unless he/she can demonstrate a 'good cause.'
- Tardiness: Interpreters are required to wait 20 minutes for a 50-minute class and 30 minutes for all other classes. However, the interpreter must be paid the two-hour minimum when the student does not show.
- Supplemental Interpreting: If students need additional interpreting time for a conference with the instructor, team assignments, or to attend a co-curricular event as assigned by the instructor, a special and timely request must be made to the Disability Services.

*Interpreter Responsibility:*

- Interpreters are not editors and must transmit everything that is said in exactly the same way it was intended. If the interpreter's feelings interfere with rendering the message accurately, they shall withdraw from the assignment.
- Interpreters will adhere to the Registry of Interpreters for the Deaf Code of Ethics.
- While working from spoken English to sign or nonaudible spoken English, the interpreter should communicate in the manner most easily understood or preferred by the deaf and hearing impaired person(s), be it American Sign Language, Manually Coded English, gesturing, drawing or writing, etc. It is important for the interpreters and deaf or hearing-impaired individuals to spend some time adjusting to each other's way of communicating prior to the actual assignment. When working from sign or no audible spoken English, the interpreters shall speak the language used by the hearing person in the spoken form, be it English, Spanish, French, etc.
- Interpreters will report no-shows or consistent tardiness to Disability Services.
- Interpreters will arrange for a substitute in the event of a sudden inability to attend class.
- Interpreters may take a break when the students break if desired. It is university policy that classes over two hours are required to take breaks.
- Instructors are notified that an interpreter will be in the classroom. It is the responsibility of the interpreter to discuss with the instructor an appropriate time for a break or any other reasonable accommodations the Interpreter may desire.
- If a problem arises between the interpreter and any persons involved in an assignment, the interpreters should first discuss it with the persons involved. If no resolution can be reached, Disability Services should be contacted.
- The interpreter should contact Disability Services as soon as possible if s/he desires a textbook.

