

**SERVICE HANDBOOK**

Office of Services for Individuals with Disabilities

# Eastern Kentucky University

❖ **Access**

❖ **Services**

❖ **Resources**

❖ **Information**

❖ **Referral**

❖ **Support**

## Welcome to Eastern Kentucky University

Eastern Kentucky University welcomes all students to our main campus in Richmond and extended campuses in Danville, Manchester Corbin, Fort Knox, Hazard and Somerset. EKU is recognized for its outstanding commitment to provide campus and academic accessibility for ALL qualified students, staff and faculty.

This service handbook is designed to assist each qualified person with a disability in learning the ‘know how’ to;

- ❖ Access campus disability resources
- ❖ Address both architectural and academic accommodation requests
- ❖ Acquire the knowledge to become a successful self advocate towards the advancement of personal / education goals
- ❖ Learn what your rights are under disability law
- ❖ Learn what you are responsible for
- ❖ Read what “reasonable accommodations” are as they pertain to particular disabilities
- ❖ Read valuable tips for **STUDENT SUCCESS**
- ❖ Be involved with campus disability activities
- ❖ Explore avenues for advocacy and appeals committees

### Mission Statement

The mission of Eastern Kentucky University Office of Services for Individuals with Disabilities is to assist the University in fulfilling its legal and educational obligation of providing equal access to University resources, coursework, programs and activities to all people with disabilities. To fulfill this mission, the Disabilities Office will serve the campus community by appropriating disability services to individual students, staff and faculty, acting as an advisory office to University Administration, and advocating for equal access for all individuals with disabilities.

**Upon request this handbook is available in an alternative format.**

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## THE LAW

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act Of 1973 state that...

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

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

A person with a disability includes...

A qualified person with a disability is one...

**"who meets the academic and technical standards requisite to admission or participation in the education program or activity."**

Under the provisions of Section 504...

Eastern Kentucky University may not discriminate in the recruitment, admission, educational process or treatment of individuals with disabilities. Persons who have self identified, provided appropriate documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications to programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Section 504 protects the rights of individuals who have disabilities such as but not limited to:

Blindness	Tourette's Syndrome
Visual impairment	Traumatic Brain Injury
Cerebral Palsy	AIDS
Deafness	Cancer
Hearing Impairment	Cardiac Disease
Epilepsy or Seizure Disorder	Attention Deficit Disorder
Orthopedic impairment	Diabetes
Mobility impairment	Multiple Sclerosis
Specific Learning Disability	Muscular Dystrophy
Speech and Language Disorder	Psychiatric Disorders
Spinal Cord Injury	

**The University is not required to lower its standards.**

**Section 504 does require the university to provide reasonable accommodations that afford an equal opportunity for persons with disabilities. Achieving reasonable accommodations for a person with a disability involves shared responsibility between students, faculty and staff.**

Section 504 of the Rehabilitation Act of 1973 contains more specific information about compliance issues in postsecondary education than the Americans with Disabilities Act (ADA). The ADA did extend the law to cover private institutions of higher education as well as those receiving federal funding.

For more information look at these web cites...

**ADA & Disability Information**

<http://www.public.iastate.edu/~sbilling/ada.html>

**The Council for Disability Rights**

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

**TNET - Cool Disability Links**

<http://www.tnet.com/cool/>

**American Association of People with Disabilities**

<http://www.aapd.com/>

## ABOUT OUR SERVICES

### **Office of Services for Individuals with Disabilities**

Our main office is located on the third floor of the Student Services Building. To contact this office or to make an appointment with our Disabilities Office Staff call (859) 622-2933. Entrance into the Disabilities Office is Room 361.

Our satellite offices in **Case Annex** house our Interpreting Staff. The Interpreter Offices are located on the **second floor of Case Annex** in rooms 200 - 207. Refer to these room and phone numbers for contact;

Staff Interpreters (TTY)	Room 204	622-2934
Staff Interpreters (TTY)	Room 205	622-2935
Interpreter Coordinator (TTY)	Room 207	622-2937

### **Individual Services**

The Office of Services for Individuals with Disabilities is designated as the office responsible for the general coordination of support for services for students, staff and faculty with disabilities. The Office coordinators are responsible for reviewing, evaluating and determining eligibility for any requested services and accommodations. The Disabilities Office is also responsible for referring all individuals to possible sources of assessment (for undiagnosed disabilities), other supports on campus or in the community and to inform faculty, staff and campus administrative offices of support services and accommodations. The Disabilities Office will directly provide some support services and will maintain confidentiality of disability related information. The Disabilities Office will also serve as a resource for students, faculty, staff and administrators within the University on disability related issues.

Depending on individual needs, particular disabilities, severity of the disabilities, course requirements and time frame, the following services or accommodations may be provided;

- Handicapped parking decal
- Test accommodations

- Campus housing accommodations
- Interpreting services
- Note taking services
- Advocacy
- Auxiliary aids
- Campus assistive technology
- Learning disabilities, ADHD, Traumatic Brain Disorders program / Project SUCCESS
- Referral

### **Handicapped Parking Services**

Eastern Kentucky University offers special handicapped parking decals to eligible persons with disabilities. To request a special handicapped parking permit for use within the ECU campus, proof of a disability shall be required by the Disabilities Coordinator ascertaining that the applicant is either obviously handicapped or by the completion of the handicapped parking request form. A parking request form may be picked up in person or found online at either the Disabilities Office or the Transportation Office. The parking request form shall be completed by BOTH the individual and an attending physician and turned into the Transportation Office. Temporary decals may be issued by Transportation Personnel for one week while the applicant completes the process. Please follow parking guidelines established by Public Safety. A campus accessibility map may also be obtained at the above -mentioned offices as well as the information center in the Powell Building. The accessible map will refer persons to handicapped parking areas, most accessible building entrances (automatic door openers), elevators, curb cuts and text telephone locations. The accessible map may be also viewed on-line at the ECU Disabilities Office home page.

### **Campus Housing Accommodation Requests**

If appropriate, adapted housing is available on campus upon request. Accessible rooms are available in Todd, Dupree, Martin, and Case Residence Halls as well as Brockton apartment living. Modifications to regular rooms for visual alarms and other special needs are also available upon request. The Family Housing Office offers modified apartments particularly available for those students whose physical daily maintenance require full time attendant care. For consideration of any residential hall or apartment living accommodation, seek out the Disabilities Office and complete the Housing Request form available in the Disabilities Office, SSB 361. Contact the Disabilities Office as soon as you

apply to the University so that we can discuss the appropriateness of your request and inform the Housing Office of your particular needs.

Once in your Residence Hall, please refer to your Residence Hall Living Guidelines which include the Emergency Evacuation Procedure for persons with disabilities. Within these guidelines, you are to self-identify your disability status and preferred mode of communication to the Residential Hall Staff. This information is to be written on an index card and made available to the front desk for emergency room evacuation procedures. Kentucky State Law 164 requires universities provide campus housing and security authorities with an updated list of students with disabilities living in residence halls. In the case of an emergency evacuation, your room will be monitored for proper evacuation by either the Residential Staff, Public Safety or the Fire Department.

### **Individual Responsibilities**

Individuals with disabilities are responsible for the following;

- Identifying your disability to the SSD Office.
- Meeting with the Disabilities Staff as soon as possible to document and plan for needed services.
- Obtaining the appropriate evaluations and professional reports needed which clearly state your medical condition and / or disability and bringing those to the Disabilities Office.
- Obtaining letters of accommodation to give out to your instructors and others on a "need to know" basis.
- Meeting with instructors to discuss your needs and discussing about how those accommodations will take place.
- Completion of paperwork to obtain services.
- Adhering to Disability policy on safe building evacuation, test-taking procedures and all policies which affect safety and success.
- Becoming your best "advocate" when asking for accommodations.
- Informing the Disabilities Office when an accommodation is not in place which may adversely affect your success.

# ABOUT YOUR DISABILITY

## Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then, retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of these basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation or mathematical reasoning. Learning disabilities are diagnosed by a clinical professional using the standards set forth in the Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition (DSM-IV). Learning Disabilities are diagnosed into three disorders; Written Expression, Mathematics and Reading.

## Documentation

Documentation of a Specific Learning Disability should be presented to the Disabilities Coordinator. For guidelines, refer to the "Guidelines for Documentation of a Specific Learning Disability." Guidelines may be obtained in the Disabilities Office. Once documentation is presented and eligibility is established, the Disabilities Coordinator, along with the student, will discuss reasonable accommodations.

## Accommodations may include:

### **TEST ACCOMMODATIONS**

extended time  
proctored testing  
reader  
scribe  
minimal distraction testing  
alternative type or test format  
calculator usage  
hand held speller/dictionary

### **MATH**

use of a calculator  
other accommodations with a specific LD  
in mathematics

### **REGISTRATION**

Reduced academic load  
individualized help as indicated by documentation

### **READING**

books on tape  
Kurzweil reader  
Use of assistive technology/ software  
Write Outloud, Co-Writer and Inspiration  
Dragon Dictate

### **WRITING**

extended time for in class assignments to correct spelling and grammar  
use of computer or word processor  
use of personal laptop computer  
use of assistive technology

### **NOTE TAKING**

tape record lectures  
copies of classmate's notes

### **GENERAL**

discussion of campus resources and LD program, individual needs considered

## Deaf/ hard of Hearing

Deafness and hearing loss are explained in terms of decibels and common sounds. A person with deafness may have a severe loss ( 60 – 95 dB) or a profound ( over 95 dB) hearing loss. They may hear loud sounds such as a lawn mower or a jet at 1000 feet, but cannot hear speech. Deaf individuals often adapt to speech visually through lip reading and / or use sign language. Those individuals who are hard of hearing may have a mild to moderate loss ( 25- 60 dB). They can hear some sounds and are able to hear speech if it's amplified. Often, individuals with hearing loss adapt with the use of hearing aids or assistive listening devices. All deaf and some hard of hearing individuals are a part of the Deaf community.

## Documentation

Documentation of a Hearing Loss includes presenting the SSD Office with a copy of a complete audiogram. This audiogram will allow the Interpreter Coordinator to discuss services best suited to your needs.

Accommodations may include:

- ▶ seating in front of the class
- ▶ written supplement to oral instructions, assignments and directions
- ▶ visual aids as often as possible
- ▶ requests that speaker face class during lectures and repeat instructions as needed
- ▶ equipment loan: FM. loop system
- ▶ use of peer note taker
- ▶ interpreting services test accommodations

If you want to know more about deaf or hard of hearing services...

■If you are requesting an interpreter, please plan in advance. Contact the Interpreter Coordinator, located in Case Annex to discuss services or call TTY 859-622- 2937. Obtain the Interpreter Request form from the office or print a copy from the web site listed below. Return as soon as possible.

■If you are requesting peer note takers, obtain the needed information and forms from Case Annex or by printing such copies from the interpreting

Services Web page: [www.disabled.eku.edu/terpserve](http://www.disabled.eku.edu/terpserve). For more information on the Deaf Community, contact the web cite <http://www.sewardis.com/pepneVc4.htm>

# ABOUT YOUR DISABILITY

## Speech and Language Disorders

Speech and language disorders may result from hearing loss, cerebral palsy, learning disabilities, or physical conditions. The disorder may result in stuttering, problems with articulation, voice disorder or aphasia.

## Documentation

Students desiring to provide the Disabilities Office with disability documentation based on a Speech and or Language Disorder should consider the following:

1. Documentation should be provided to the SSD Office before services are rendered.
2. Documentation can be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed, dated and on official letterhead paper.
3. Documentation must contain these elements; date first diagnosed, observations or tests used in diagnosis or treatment, most recent diagnosis (within three years), types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the student may need for course work or campus life. Documentation guidelines are available in the Disabilities Office located in SSB 361.

## Accommodations may include:

Accommodations considered are; modifications of assignments such as one-on-one presentations, alternatives to speaking out loud in class or use of computer with a voice synthesizer. Additional modifications considered are substitute methods of course work proficiency to replace oral class reports.

## Knowing more about speech and language impairments...

- ☉ Speech and language impairments may be managed by using computerized voice synthesizers or electronic speaking machines.
- ☉ Speech therapy is frequently used to improve certain disorders.
- ☉ Anxiety and stress often accompany oral communication and exacerbate the problem.
- ☉ Students with speech and language impairments may speak slower in class and should be given more time to express thoughts.
- ☉ Interrupting or completing a sentence for the student is not helpful and may lead to embarrassment.
- ☉ It is appropriate to ask the student to repeat the statement.

# ABOUT YOUR DISABILITY

## Psychological Disorders

Psychological disorders cover a wide range of disorders such as anxiety, depressive, and personality disorders. In most cases, disorders are controlled by using a combination of medications and psychotherapy. An individual diagnosed with any psychological disorder may self - disclose to the Disabilities Coordinator and discuss how their particular disorder may adversely affect their academic endeavors. To qualify for services, individuals with a psychological disorder must provide documentation which indicates that the disorder is in fact a disability under the ADA and Section 504 of the Rehabilitation Act of 1973. An increasing number of court cases have set precedents for reasonable accommodations for these types of disabilities.

## Documentation

Individuals desiring to provide the Disabilities Office with disability documentation based on a Psychological Disorder should consider the following:

- 1.Documentation should be provided to the SSD before services are rendered.
- 2.Documentation can be a letter form or in the form of an evaluation completed by an attending licensed therapist and or psychiatrist who is or has given treatment or established a diagnosis. The letter or evaluation should be typed, dated and on official letterhead paper.
- 3.Documentation must contain these elements; date first diagnosed, observations and or tests used in diagnosis or treatment, most recent diagnosis (within one year ), types of treatment severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the individual may need for course work or campus life. Documentation guidelines are available in the Disabilities Office, SSB 361.

## Accommodations may include;

- ▶ extended time for exams and / or a quiet testing area with a proctor
- ▶ seating arrangements that enhance the learning experience of the student
- ▶ consideration of a course `incomplete' status, late assignments and late withdrawals because of documented, prolonged illnesses
- ▶ flexibility in the attendance requirements in the case of health related absences which stem directly from the stated disability
- ▶ tape recording of classes or the consideration of peer note takers
- ▶ special considerations for housing arrangements

# ABOUT YOUR DISABILITY

## Orthopedic / Mobility impairments

A variety of orthopedic / mobility related disabilities result from congenital conditions accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injuries (paraplegia, quadriplegia), cerebral palsy, spina bifida, amputation muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis and stroke. Functional limitations and abilities vary greatly and can best be determined by a case-by-case basis.

## Documentation

Students desiring to provide the Disabilities Office with disability information based on a physical impairment should consider the following;

1. Documentation should be provided to the SSD Office before services are rendered.
2. Documentation can be in letter form or a copy of an evaluation completed by a licensed medical professional, licensed physical therapist or rehabilitation center. The letter or evaluation should be typed, dated and on letterhead paper.
3. Documentation must contain the these elements; date of first diagnosis or date of accident, observations and or tests used in diagnosis or treatment, (within three years for progressive and limited impairments, original document for permanent disabilities ) types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations or physical access that the student my need for course work or campus life. Documentation guidelines are available in the Disabilities Office, SSB 361.

## Accommodations may include;

- ❑ Accessible location for classroom and advising
- ❑ Special seating arrangements, desks and chairs
- ❑ Inclement weather information and referral or transportation
- ❑ Note takers, use of tape recorder, books on tape, alpha smart note taking system check out
- ❑ Test accommodations: extended time, separate place, scribe, use of computer lab
- ❑ Assistive technology: Kurzweil reader, Jaws screen reader, low vision technology
- ❑ Extra time for in class assignments
- ❑ Accessible lab tables and individualized assistance and testing in lab areas
- ❑ Accessible parking areas and accessible campus map
- ❑ Modified physical education classes that allow students to participate within abilities
- ❑ Advance planning for field trips to ensure accessibility for University sponsored filed trips

# ABOUT YOUR DISABILITY

## Blindness/ Visual Impairments

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the vision that is less than a 20 degree angle ( tunnel vision ). Legal blindness may be caused from tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma; diabetes, vascular impairments, or myopia. Visual disabilities vary greatly. Some students may require a guide dog or cane, while others may not require any mobility assistance.

## Documentation

Persons with Blindness are not required to document this condition, unless requested by the Disabilities Office. Individuals desiring to provide the Disabilities Office with disability documentation based on a Visual Impairment should consider the following; 1. Documentation should be provided to the Disabilities Office before services are rendered. 2. Documentation can be in a letter form or a copy of an optical evaluation from a licensed optician or a client report of eligibility from the Department of the Blind. 3. Documentation should include the following elements: date first diagnosed, tests and observations made to make diagnosis, most recent diagnosis (within one year) types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the student may need for course work for campus life. Documentation guidelines are available in the Disabilities Office, SSB 361.

## Accommodations may include;

- reading lists or syllabi in advance to permit time for transferring into alternate format
- text books on tape or read by software programs Jaws or ZOOM TEXT.
- priority seating
- tape record lectures or use of personal Braille note takers or Braille computer
- hand out materials in medium that the student prefers
- testing accommodations: taped tests, reading of tests, scribe, extended time, separate place, enlarged print, computer word processing software, magnification system
- lab assistance
- materials presented on board or on transparencies read out loud
- advance notice of class schedule changes

## ABOUT YOUR DISABILITY

### Attention Deficit Disorder

ADD is officially called Attention - Deficit / Hyperactivity Disorder and is a neurologically based medical problem. It is characterized by a persistent pattern of inattention and / or hyperactivity - impulsivity which has been found to cause maladaptive behavior in one or more major life activity. The results can lead to lifelong struggles. The criteria for making a diagnosis for ADD may be found in the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition, (DSM-IV). The terms ADD and ADHD are often used interchangeably.

### Documentation

Students desiring to provide the Disabilities Office with disability documentation based on AD/HD should either provide the office with a current educational evaluation that meets the disability documentation guidelines. If such documentation is not readily accessible, the individual is encouraged to pick up an alternate form, the ADD Documentation Guidelines from the Disabilities Office, SSB 361 and return this form completed by your care professional.

### Accommodations and possible strategies for those with AD/HD may include;

Continue to educate yourself regarding ADD, strategies and accommodations that might be useful. Use a trial –and- error approach. Sit toward the front of the classroom to help you focus. Use a tape recorder or consider note takers for class. Take time to get to know your faculty and disability support staff and seek them out to request any accommodations or assistance needed. Keep a planner, assignment book or electronic scheduler and a monthly at-a-glance calendar to post all class assignments, quizzes and tests. Plan for your study time as well. Pick out quiet and comfortable areas to study. Generally, your residence hall room is not an ideal place to study. Take frequent breaks to get physical movement and refresh yourself. Ask questions if you do not understand an assignment. Also, find out where and how your instructors can be reached. Visit your instructors to ask direct questions and clarify test material. Think about your semester schedule. Is there at least one class that is of high interest to you? Try to find a balance in your required course work and those classes of which you would highly enjoy.

Accommodations for students with AD/HD include the same as listed for students with learning disabilities. See page 10 for accommodations.

## ABOUT YOUR DISABILITY

### Traumatic Brain Injury (TBI )

Head injury is one of the fastest growing types of disabilities especially in the age range of 15 to 28 years. Over 500,000 cases are reported hospitalized each year. There is a wide range of differences in the effects of a TBI, but in most cases functions that are affected include; memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, and motor and physical abilities.

### Documentation

Students desiring to provide the Disabilities Office with documentation based on a TBI should consider the following;

1. Documentation should be provided to the Disabilities Office before services are rendered.
2. Documentation should be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed and on professional letterhead paper.
3. Documentation should contain these elements; date of diagnosis or accident, tests and observations, most recent diagnosis or functional limitations, severity and impact upon student in an educational setting. It should also include any recommendations for the student's academic course work and special physical accommodations for campus life.

### Accommodations may include;

Accommodations may include the accommodations listed for students with learning disabilities. See page 10 for accommodations.

### Special considerations for students with Traumatic Brain Injuries;

- ✓ Plan ahead. Take a close look at the college campus and route out your semester schedule. Go from building to building in establishing the most suitable and efficient way from class to the next class.
- ✓ Establish your support system. Talk to support staff at the Disabilities Office to establish services and letters of accommodations. Discuss your needs and learning style with your professors, making sure everyone understands the way in which you learn best.
- ✓ Work carefully at establishing particular learning strategies that work for you. Strategies could include mnemonic devices, tape recorders, daily lists, flash cards, pre-reading class material, making visual maps and making weekly or monthly study guides.

# ABOUT YOUR DISABILITY

## Other Health Related Disabilities

A large number of people registered or working at ECU have disabilities that do not necessarily fit into a major category already discussed but are covered by Section 504 and the ADA. The degree to which these conditions affect either a student in an academic setting or an individual in their job performance very greatly and will help in determining if the condition may be considered a disability. Some conditions may not be considered a disability at one time, but if the condition progresses, it may at a later date.

A partial list of these conditions may include:

- AIDS
- Stroke
- Cardiovascular disorders
- Chronic pain
- Epilepsy
- Motor neuron diseases
- Renal - kidney disease
- Sickle cell anemia
- Tourette's syndrome
- Asthma
- Cancer
- Cerebral palsy
- Diabetes mellitus
- Lupus
- Multiple dystrophy
- Respiratory disorders

## Documentation

Individuals who seek to request services through the Disabilities Office by providing documentation regarding the above mentioned or other health impairments, may do so with the following considerations;

1. Documentation should be provided to the Disabilities Office before services are rendered.
2. Documentation can be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed and on official letterhead paper.
3. Documentation must contain as many of these elements as possible; date first diagnosed, a listing of tests and evaluations performed to make diagnosis, most recent diagnosis ( within one year) types of treatment, severity and impact of impairment upon the individuals work or educational process. It should also include any recommendations for academics or within the job setting. Documentation guidelines are available in the Disabilities Office.

Accommodations may include:

Accommodations for these conditions or disorders will be determined on an individual basis. Documentation will be reviewed in order to appropriately determine services and accommodations. Please refer to possible accommodations on pages 10 – 17.

# UNIVERSITY RESOURCES

## SUPPORT PERSONNEL

Eastern Kentucky University is committed to offer individuals with disabilities equal access to University programs and services. If you would like to request academic and/or campus accessibility, or discuss any particular problems you may have, the following individuals are available to discuss your particular needs.

Assistant Director/Disabilities	SSB 361	TTY 622- 2933
Interpreter Coordinator	Case Annex 207	TTY 622- 2937
ADA Coordinator	Turley House 1	TTY 622- 1500
Equal Opportunity Officer	Jones 409	TTY 622- 8020

## COMMITTEES AND APPEALS

The Office of Services for Individuals with Disabilities offers several avenues by which an individual can discuss problems, make recommendations to the campus at large or appeal a decision. Before taking any action we strongly encourage you to take a first step by discussing your complaint, one- on- one, with a member of our professional staff.

The following offices and / or committees are a part of the appeals and recommendation to campus process for individuals with disabilities;

### ADA/SECTION 504 COORDINATOR

This individual is responsible for ensuring that all individuals with disabilities on campus are treated fairly and receive the accommodations deemed appropriate for their disability. If you feel you have not been treated fairly and have exhausted all your resources, the Disabilities Coordinator may request that the ADA Coordinator review your case.

### ADA COMPLIANCE COMMITTEES

These two University appointed committees address student's with disabilities appeals, the other serves our faculty and staff with disabilities. Both committees are administered under the authority of the ADA Coordinator. The committee for student appeals is designated to hear cases regarding course waivers and substitutions, appeals from academic dismissals and housing appeals. The committee for faculty and staff hear appeals from decisions concerning job related accommodations. If you wish to present a case to the committee, you should first discuss your case with the Disabilities Coordinator.

## ADA AWARENESS AND ACCESSIBILITY COMMITTEE

The ADA Awareness and Accessibility committee serves the University in several capacities. First, the committee sponsors special events like the annual Disabilities Awareness Days and brings special speakers to campus. Secondly, the committee hears and discusses campus accessibility issues and makes recommendations to the campus at large by communicating disability needs to the university administrators, staff, faculty and student body. The committee meets on a monthly basis during the fall and spring semesters. Membership is by appointment, but anyone interested in disability issues may attend the meetings. Student representatives with disabilities are always welcome.

## FINANCIAL ASSISTANCE APPEALS

Individuals who experience an exacerbation of an illness or a sudden onset of an impairment that causes them to request an administrative withdraw from school or cause irreparable damage to their academic standing may meet with the Disabilities Coordinator to discuss their particular situation and possible options. Such situations are considered on a case-by-case basis and may receive support from the Disabilities Office.

## SERVICE / GUIDE ANIMALS ON CAMPUS

Within the Americans with Disabilities Act the following laws protect an individual with a disability in the utilization of a service animal in a public facility. The University will comply with the following laws. To request special housing accommodations that require the use of a service or guide animal, please contact the Disabilities Coordinator.

- 70.84.20 "Guide Dog" defined. A dog which is in working harness and is trained or approved by an accredited school engaged in training dogs for the purpose of guiding blind persons or a dog which is trained or approved by an accredited school engaged in training dogs for the purpose of assisting hearing impaired persons. { 1980 c 109 S 2; 1969 c 141S 2. }
- 70.84.21 "Service dog" defined. A dog that is trained or approved by an accredited school, or state institution of higher education, engaged in training dogs for the purposes of assisting or accommodating a physically disabled person related to the person's physical disability. { 1985 c 90 S 1. }

# UNIVERSITY RESOURCES

## TEXT TELEPHONES

Many offices and residence halls on campus are equipped with text telephones. Campus text telephone numbers may be found in the University student, and staff / faculty directories. To use the Kentucky Relay Service dial 1-800-648-6056.

## CAMPUS ACCESSIBILITY

All major offices are physically accessible. If you find that a particular office or activity is not readily accessible please contact the Disabilities Coordinator. Specific routing information is available by calling 622-2933 or by visiting Case Annex 202 or call 622-2933. An accessible campus map is available in the above - mentioned locations and also at the Admissions Office, Public Safety and the Powell Information Desk.

## GRADUATION EXERCISES/ CAMPUS EVENTS

Student's with disabilities who are graduating and need to inform us of special mobility access to graduation sites are invited to inform their particular colleges and the Disabilities Coordinator of such need. If family members are visiting the campus for graduation or other campus - wide events and physical access or an interpreter is needed, call the Interpreting Office at Case Annex (TTY) 622- 2937 or the SSB 361 at 622- 2933.

## CAMPUS SAFETY : CAMPUS CALL BOXES

Emergency call boxes are located in the following strategic locations. These call boxes are to be used if you feel your personal safety is at risk or to report crucial information to the campus police. To activate the box, press the center button and speak into the microphone. For those who are deaf or hard of hearing, speech is NOT needed to activate a response. Dispatchers and/ or the campus police will respond when the button is pressed. A blue light is also activated at the top of the call box pole.

Kit Carson Drive @Baptist Student Union  
Kit Carson Drive @ Madison Drive  
Kit Carson Drive @ Powell Service Drive  
Burnam Lot @ Clay Hill  
Kit Carson Drive @ Dizney Building  
John Hanlon Drive @ Dizney Lot  
Begley Lot – Southwest corner  
Ashland Lot  
Perkins Building  
AC Lot @ Kentucky State Police Post

AC Building – Southeast corner  
Park Drive @ Todd & Dupree  
Keen Johnson near Powell  
Combs Building near Weaver  
University Drive @ Lancaster Avenue  
Miller near Library  
University Drive @ Whalin  
Crabbe Street @ Foster Building  
Ravine @ Jones Lot  
Lancaster Lot

## ADAPTIVE EQUIPMENT ON CAMPUS

Students desiring to obtain access to the following assistive technology and equipment should contact ( 622-2933) or visit the Disabilities Coordinator at Case Annex 205.

- Cassette Recorders
- Books on Tape with 4 - speed tape players
- Video Eye - low vision technology
- Writing Software for students with learning disabilities
- Head Master
- Tactile Graphics Kit
- Talking Calculator
- Alpha Smart note taking system
- FM Systems ( see Interpreter in room 204 )

The following is a list of assistive equipment available for use in the Computer lab, located at the entrance of the Library. The lab is open seven days a week, 24 hours a day.

- Visual Tek - low vision aid
- Magnifiers - low vision aid
- Jaws – text reading computer system for individuals with visual impairments
- Kurzweil 1000 – computer reading program for individuals with visual impairments
- Kurzweil 3000 – computer reading program for individuals with learning disabilities
- ZOOM TEXT reader and magnifier
- Standard Dictionary on audio cassette
- Braille Bible - King James version

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