

Noel Center for Disability Resources

Student Handbook 2015-2016

This handbook is available in alternate format upon request

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WELCOME TO GARDNER-WEBB UNIVERSITY

We are excited about your decision to pursue your college career at Gardner-Webb University. This handbook will inform you of many accommodations and services available to you as a student with a disability. This handbook will also explain various Noel Center policies. These policies have been established to ensure you receive accommodations in the best and most efficient manner possible.

Gardner-Webb University Policy of Nondiscrimination

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

Statement of Values

Christian Heritage

Acknowledging One God - Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

Baptist Heritage

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

Academic Excellence

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

Liberal Arts

Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

Teamwork

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

Student-Centered Focus

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

Community Engagement

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

Diversity

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

NOEL CENTER FOR DISABILITY RESOURCES MISSION STATEMENT

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

RIGHTS AND RESPONSIBILITIES

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

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

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

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

Gardner-Webb University has the right to:

- identify and establish essential functions, abilities, skills, knowledge and standards for courses, services, jobs, activities and facilities and to evaluate faculty, staff and students on this basis
- request and receive current documentation that supports the need for accommodations
- deny a request for accommodations, academic adjustments, and/or auxiliary aids and

services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation

Gardner-Webb University has the responsibility to:

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- maintain appropriate confidentiality of records and communication
- provide accommodations to ensure equal access, not to guarantee success in academics

ADMISSION TO GARDNER-WEBB UNIVERSITY

Policy

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

Procedure

Students requesting application material should contact one of the departments listed below or go to:

<http://www.gardner-webb.edu/academic-programs-and-resources/programs/index>

Applications may be completed online.

- Undergraduate Admissions 704-406-4498 or 800-253-6472
- Graduate Admissions 877-498-4723
- Divinity Admissions 704-406-4400
- Godbold School of Management 877-498-4723
- Degree Completion Program (GOAL) Admissions 866-498-4625

QUALIFYING FOR SERVICES

Policy

The student requesting accommodations from Gardner-Webb University must self-identify by completing the Voluntary Self-Disclosure Form (Appendix 1) which may be submitted online by going to <https://gwustream.gardner-webb.edu/Noel/>. Forms may also be obtained directly from the Noel Center. Self-disclosure does not ensure the student is qualified to receive accommodations.

The student requesting accommodations from the University must have a documented disability as defined by section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The University reserves the right to consult with University professionals in reviewing and assessing documentation when it is necessary for approving accommodations. In cases where the documentation is deemed insufficient, the student may be required to provide additional documentation. All documentation is evaluated on a case-by-case basis.

Determination of accommodations is a collaborative effort between the student and the Noel Center. If there is a question regarding the documentation it may be referred to the Documentation Review Committee. This committee is comprised of individuals who have expertise in evaluating documentation. The decision of the committee will be accepted by the Noel Center Associate Dean. If the student is still not in agreement, he/she may file a grievance following the procedures outlined in the University catalog.

Procedure

- The student should submit documentation to the Noel Center for Disability Resources.
- The documentation must meet the following criteria:

GUIDELINES FOR DOCUMENTATION

All students (full or part-time) with a disability who provide appropriate documentation are eligible to receive accommodations and services for academic classes and University sponsored activities and events. In order to receive accommodations, documentation must be on file with the Noel Center no later than three (3) weeks prior to the beginning of services.

To be eligible for services, students must provide documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. In addition to the medical documentation, we require that students provide a current impact statement. The current impact statement is to be completed by the

student requesting accommodations/services. Additional statements from others who know the student may be submitted in addition to the student's statement. In all situations, every student will be evaluated on a case-by-case basis.

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

Students will be notified (email) whenever the Noel Center for Disability Resources receives any information from their physician, treating specialist or themselves.

RECORD MAINTENANCE/CONFIDENTIALITY

Policy

The Noel Center is the designated office at Gardner-Webb University to receive and review disability documentation. This office is also charged with keeping disability related records in a secure and confidential manner. Records of students with disabilities are maintained with the Noel Center for seven (7) 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 related information and the release of this information are governed by the Family Rights and Educational Privacy Act (FERPA). Information regarding FERPA may be found at <http://gardner-webb.edu/academic-programs-and-resources/registration-and-records/index>.

Information discussed with the Associate Dean, Assistant Dean and/or Noel Center staff will be kept confidential, except when required by law. This includes:

1. student is believed to be a threat to self or others
2. when abuse of child or elder is suspected
3. court subpoenas records

Procedure

- The student has the opportunity to submit the Voluntary Self-Disclosure Form and Permission to Discuss Disability Related Information (Appendices 1 & 2) to indicate his/her preference regarding release of information. The student may amend these forms at any time.
- The Noel Center keeps all records under lock.
- To release confidential records to professionals outside the university, the student must sign the Authorization to Release Confidential Records Forms (Appendix 3)
- After seven (7) years, documentation and case notes will be destroyed.
- Student workers are not permitted access to student documentation or case notes.
- All student workers must sign a Confidentiality Form.

ACADEMIC ACCOMMODATIONS

Gardner-Webb University provides a comprehensive system of accommodations which enables students with disabilities access to the University community. Reasonable accommodations are determined based on current documentation, and other supporting information and are made on a case-by-case basis. It is generally considered non-discriminatory to adhere to academic standards that are essential to a course of study. Each student will be assigned a disability specialist who will assist with the arrangements for accommodations. The disability specialists adhere to the Association of Higher Education and Disability Code of Ethics. (Appendix 20)

FACULTY NOTIFICATION

Policy

Faculty notification is initiated by the student and disclosure of the disability is at the discretion of the student.

Procedure

- The student should meet with his/her disability specialist within the first two weeks of class each semester to ensure timely delivery of services.
- Accommodation Letters to faculty will detail the accommodations the student is to receive. The letter will be signed by both the disability specialist and the student. (Appendix 4)
- It is the students' responsibility to deliver the Accommodation Letter to those faculty members whom he/she wishes to disclose his/her need for accommodations.
- The student should have each professor sign the Accommodation Letter.
- When all signatures have been obtained the letter should be returned to the Noel Center.
- Copies of the signed letter will be sent via email to the student and each faculty member providing accommodations.
- The student in GOAL classes may sign a permission form to have the Accommodation Letter sent directly to his/her professor(s).
- The student in an online class may sign a permission form to have the Accommodation Letter sent directly to his/her professor(s).

PRIORITY REGISTRATION

Policy

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

Procedure

- The student will make an appointment to meet with his/her academic advisor prior to the beginning of registration.
- The student should discuss his/her class schedule and obtain a registration pin number.
- The student should register the first day of registration regardless of academic classification.

ORIENTATION AND MOBILITY

Policy

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

Procedure

- The student must request orientation to campus at the time of acceptance to Gardner-Webb University.
- The student should list orientation and mobility in the accommodations request section of the Voluntary Self-Disclosure Form. (Appendix 1)
- Freshmen and transfer students will receive training during the regular orientation period.
- Returning students may be asked to schedule their arrival to campus to coincide with the availability of the orientation and mobility specialist.

LABORATORY ASSISTANTS

Policy

Lab assistants are provided for students if the documentation supports the need for such an accommodation. Determination of the need is made on a case-by-case basis depending on the requirements of the course and the needs of the student.

Procedure

- The student should fill out the Laboratory Assistant Request Form and return it to the Noel Center at the time of registration. (Appendix 5)
- A meeting or telephone conference will be scheduled between the student, disability specialist and the professor to determine the responsibilities of the lab assistant.
- Both the lab assistant and the student will receive a copy of the agreed upon responsibilities.
- The student is responsible for informing his/her lab assistant if not attending class.

ALTERNATE FORMAT

Policy

Textbooks and other materials are available in alternate format for students whose documentation supports this need.

Due to copyright laws, the student must have ownership of his/her textbooks and show proof of ownership before textbooks can be provided in alternate format. Students obtain ownership of textbooks and materials in a variety of ways, i.e., borrow, rent, or purchase.

- The student may keep the digital alternate format as long as he/she has ownership of the book; if at any time the student no longer has ownership of the book, the digital format must be deleted or returned.
- If the student rents textbooks, proof of the rental agreement must be provided; the digital file must be deleted or returned once the rental period is over.
- If a student borrows a book from any library service (Bookshare, Learning Ally, GWU library, for example), the book does not have to be purchased by the student, but the alternate text must be deleted or returned after the borrowed time designation.
- Students will act in accordance to copyright laws for all alternate format material - the student will not copy, permanently save, edit, tamper, upload, share or disseminate the material in any form to any person.

The Noel Center for Disability Resources will make every effort to provide materials in a timely manner and in the specific format requested. Some text items do not lend themselves to certain alternate formats; in this situation, the student and alternate text coordinator will collaborate in finding an appropriate alternative.

In the event, the student borrows any alternate text materials (example: braille Bible and maps) from the Noel Center, he/she will return these materials to the program secretary at the end of each semester.

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

Procedure

- All materials are processed in the order of receipt.
- The student will sign an Alternate Format Use Agreement Form. (Appendix 6)
- The student will bring in books and/or show proof of ownership.
- The student will provide clear text materials to ensure accurate scanning.

- The alternate text coordinator or designated assignee will order and/or scan the text and upload it to the student's account.
- If the student needs to check out any alternate text materials, he/she may do this through the Noel Center secretary and return materials to the secretary at the end of the semester.

READERS

Policy

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

Procedure

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

How to Use a Reader

- The student should work with the reader in deciding on a designated time and place to meet for reading sessions.
- The student should call the reader if he/she will be late or plans to miss a session.
- The student should have materials available for each reading session.
- The student should not expect the reader to function as a tutor. Any questions should be referred to the professor or tutor.

NOTETAKERS

Policy

Notetaking Services are available for students whose documentation supports such an accommodation. A student is to request this service through his/her Disability Specialist and indicate the specific classes requested each semester. Students requesting this service are encouraged to ask a fellow classmate to serve as a notetaker, or to offer student suggestions to the Notetaking Services Coordinator.

The potential notetaker fills out a notetaker application form (Appendix 9) which is submitted to the coordinator. Notetakers are dedicated students, enrolled in the same class, who provide timely copies of his/her notes. Notetakers sign a confidentiality agreement and are required to complete an online training on effective notetaking techniques. The professor will evaluate the

notetaker's notes (Appendix 10), and quality is closely monitored by the Notetaking Services Coordinator or her designee.

Notes are submitted to a confidential online course folder in Blackboard Learning System, in which the notetaker and student have exclusive access. Notes may be viewed online, saved to the computer, and/or printed; they are available with internet access anywhere in the world. Notes are organized by course and are dated for easy access.

Procedure

- The student will request notetaking services through his/her Disability Specialist and indicate specific classes requested.
- The student will have access to his/her notes online, through Blackboard, within 24-hours of class. Once notes are uploaded, they may be accessed at any time.
- If the student has any questions or concerns regarding his/her notetaker or the quality of notetaking services received, he/she is to contact either his/her Disability Specialist or the Notetaking Services Coordinator.

How to Use a Notetaker

- The student should rework the notes. Writing notes in the margins and recopying notes are good study aids.
- The notes should be reviewed as soon as possible following the class.

SPECIAL TEST ADMINISTRATION

Policy

Exams for students with disabilities may be administered by professors or may be taken through the Noel Center. Readers, scribes, low distraction testing, extended time testing (typically time and a half), and special equipment can be utilized if the need for such an accommodation is supported by documentation. Exams can be produced in large print, Braille, or audio format when the material is delivered from the professor or his/her designee to the Noel Center **two (2) business days** prior to the test date. Requests for exams must be turned in by the student to the Noel Center **two (2) business days** prior to the test date. Requests for final exams are due **ten (10) business days** prior to exam week. No exams will be administered without the Request for Special Test Administration Form. (Appendix 11) Unless there is a time conflict, tests will be scheduled at the regular class time. A student who misses an exam scheduled through the Noel Center will be required to notify his/her professor. The Noel Center will not reschedule exams without the approval of the faculty. A student who is late for a scheduled exam must finish the exam in the time remaining (extended time will be calculated from the scheduled time of the test, not time of arrival). If the student arrives **15 minutes** late he/she may need to reschedule. If so the student should ask the professor to fill out another

Special Test Administration Form. All personal belongings must be left with the proctor. This includes but is not limited to: backpack, coats, hats, or unauthorized electronic devices. All exams are proctored and can be monitored through the use of cameras in each testing room.

Procedure

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

INTERPRETING SERVICES

Policy

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

made by downloading the form and sending it to the Assistant Dean through email as an attachment.

A student requesting interpreting services for school sponsored field trips should turn in a request form **ten (10) business** days before the date of the field trip. A student requesting interpreting services for theater productions should turn in a request form **ten (10) business** days prior to the date interpreting services are needed. While the Noel Center will consider individual preferences in the assignment of an interpreter, it reserves the right to make all interpreter assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but are not limited to: availability, qualifications, certification and the appropriateness of the request based on actual or perceived conflicts of interest. All interpreters, staff, contract and student interns are required to adhere to the RID/NAD Code of Professional Conduct (Appendix 21) The Noel Center may employ student interns who work under the direct supervision of the Assistant Dean and/or her designee. Student interns must have completed Sign Language 303, Fundamentals and Principles of Interpreting, be recommended by an instructor in the American Sign Language Studies Program and evaluated by the Noel Center interpreting staff.

Procedure

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

How to Use an Interpreter

- The interpreter will wait at an interpreting assignment for **fifteen (15) minutes per hour**. If the student has not arrived within this time, the interpreter will leave.
- If the student knows he/she will not be attending class, he/she is asked to notify the

Assistant Dean as soon as possible.

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

C-PRINT CAPTIONING SERVICES

Policy

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

A student requesting C-print services for school sponsored field trips should turn in a request form **ten (10) business** days before the date of the field trip. A student requesting C-Print services for theater productions should turn in a request form **ten (10) business** days prior to

the date C-Print services are needed. While the Noel Center will consider individual preferences in the assignment of a captionist, it reserves the right to make all C-print assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but are not limited to: availability, qualifications, and the appropriateness of the request based on actual or perceived conflicts of interest.

Procedure

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

How to Use a Captionist

- The captionist will wait at a captioning assignment for **fifteen (15) minutes per hour**. If the student has not arrived within this time, the captionist will leave.
- If the student knows he/she will not be attending class, he/she is asked to notify the Assistant Dean as soon as possible.
- If the student has a question, he/she should not ask the captionist. All questions and/or comments should be directed to the professor.
- The student should be aware that the captionist is responsible for voicing everything that is signed or typed in class. If the student needs to talk to the captionist, the student should do so before or after class.
- The student should not ask the captionist's personal opinion regarding classroom matters. The captionist is in the classroom only to facilitate communication among the student, the professor, and other members of the class.
- During class discussions students sometimes speak quickly. They also tend to speak at the same time. If the discussion is moving so quickly that the student has difficulty following, he/she should inform the professor.

EQUIPMENT

Policy

The Noel Center has a large inventory of equipment and materials for student use. The Noel Center will loan equipment and/or materials to assist with the educational process. The equipment/material must be checked out through the Noel Center secretary. (Appendix 16) The student is responsible for returning the equipment in good condition. Equipment may be checked out by the day, week or semester. If the equipment is lost or damaged, it is the responsibility of the student to pay for repairs or replacement costs. Students who do not return equipment and/or pay replacement fees will be blocked from registration and/or have a hold placed on his or her transcript.

Procedure

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

HOUSING ACCOMMODATIONS

Policy

Gardner-Webb University will consider reasonable housing accommodations for students with disabilities when documentation shows that a private room is a necessary method of meeting the housing needs of a student with a disability. Gardner-Webb will consider exceptions to its general room rate structure. In order for the student with a disability to be approved for a private room, he/she must provide documentation from a qualified professional addressing the student's disability and the need for special housing accommodations. Each case will be individually evaluated with respect to the documentation presented and the accommodations requested. Indicating a request for a private room on the Voluntary Disclosure Form **DOES NOT** take the place of the housing application. Gardner-Webb University has wheelchair accessible rooms and rooms equipped with visual fire alarms and doorbells. These room requests may also be indicated on the Voluntary Disclosure Form. (Appendix 1)

Procedure

- The student will indicate on the Voluntary Disclosure Form his/her intent to request housing accommodations and exception to general room rate structure.
- A housing application must be completed and on file with the Gardner-Webb University Office of Residence Education.

- The student must provide the Noel Center with specific documentation and/or additional information from a qualified professional addressing the need for a single room.

CLASSROOM ACCESS

Policy

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

Procedure

- Any student wishing to address issues regarding physical barriers should meet with the Associate Dean of the Noel Center or the University ADA Coordinator. The ADA Coordinator may be contacted at 704-406-4259 or at swhite@gardner-webb.edu.

LIBRARY RESOURCE ROOM

Policy

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

Procedure

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

KATHLEEN DOVER THEATER/BLANTON AUDITORIUM

Policy

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

Procedure

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

COMPUTER LABS

Policy

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

Procedure

- Availability of these labs is posted each semester.
- A list detailing software available on specific computers can be obtained through the Noel Center. (Appendix 7)

DISABILITY PARKING

Policy

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

Procedure

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

LEARNING ENRICHMENT CLASSES

A program of enrichment 100 level courses in critical literacy and mathematics is required of all students who enter Gardner -Webb with background deficiencies in any or all of the above areas. Students in the learning enrichment classes are required to take a reduced or selected course load. The courses in this program are required in addition to the basic college requirements; however, elective college credit is earned for successful completion of all learning enrichment courses.

Students taking learning enrichment classes must achieve a minimum final grade of "C" in order to be released from enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a "D" or an "F" must repeat the course(s) in each successive semester of enrollment at GWU, until they earn at least a grade of "C".

Attendance in learning enrichment courses is critical and as such the attendance policy is more stringent than in other courses. The physical presence of students is required for at least 86% of the scheduled class meetings [no more than six (6) absences for M/W/F class or four (4) for T/R class]. Students are responsible for knowing the number of absences that they accumulate. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.

TUTORIAL SERVICES

All students may request tutoring services through the Learning Enrichment and Assistance Program. The student may request services by registering online in his/her WebbConnect account under Academic Support. In addition to tutoring services provided by the Learning Assistance Program, several academic departments provide tutorial labs (math, accounting, science, etc.) The days and times of these departmental labs are posted each semester.

WRITING CENTER

All students may use the services of the Writing Center. Qualified student consultants offer tutoring on any concept or problem related to writing; such as: generating ideas, drafting, revision, documentation, and editing grammar. The center does not do proofreading of papers.

REQUEST FOR COURSE SUBSTITUTION

Policy

A student with a learning disability may request permission to bypass a learning assistance basic skills course in the area of his/her documented disability.

Procedure

- Provide the Associate Dean of the Noel Center for Students with Disabilities with documentation from a qualified professional indicating the nature of the disability and the manner in which the disability impacts the learning process.
- Submit a written request to the Associate Dean of the Noel Center and the Director of the Learning Enrichment and Assistance Program.
- The above Associate Dean of the Noel Center and the Director of the Learning Enrichment and Assistance Program will make a decision concerning the request.
- The student may appeal the decision following the grievance procedure outlined in the undergraduate catalog.

CORE MATH REQUIREMENT SUBSTITUTION

Policy

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

Procedure:

- The student must be registered with the Noel Center to make this request.
- The mathematics substitution request must be submitted in writing.
- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center for Students with Disabilities appropriate documentation from a psychologist that specifically addresses a mathematics learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.
- The student obtains a Course Substitution Form (Appendix 18) from the Noel Center and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her disability specialist, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of Mathematics and present an alternate course request upholding the spirit of the math competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of Mathematics will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

CORE FOREIGN LANGUAGE REQUIREMENT SUBSTITUTION

Policy

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

Procedure

- The student must be registered with the Noel Center to make this request.
- The foreign language substitution request must be submitted in writing.
- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center for Students with Disabilities appropriate documentation from a psychologist that specifically addresses a language based learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.
- The student obtains a Course Substitution Form (Appendix 17) from the Noel Center and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her disability specialist, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of World Languages and present an alternate course request upholding the spirit of the foreign language competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of World Languages will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

Course Substitution for Students who are Deaf/Hard of Hearing:

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

INTERNSHIPS AND PRACTICUM

Policy and Procedure

If a student will require accommodations, it is the student's responsibility to request them in advance. Because the student may not fully realize the need for accommodation, he/she 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 initiate a request for accommodation planning.

The student, the academic department, and the Noel Center 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 departments may prefer early agency involvement in identifying needed accommodations.

The student, the academic department and the Noel Center should identify the accommodations needed, including resources and adaptive equipment/software, in advance of negotiations with the placement agency.

The student and the academic department 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.

The student, the academic department, the Noel Center, the University legal counsel, if needed and the placement agency will develop a plan and negotiate accommodations satisfactory to all parties. Most placement agencies are also subject to ADA requirements and may have a contact person who is familiar with the accommodation and may already be providing accommodations 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, identifying and negotiating accommodations.

Policy on Eligibility of Students Taking Reduced Course Loads While Maintaining Full-Time Status

All students with disabilities, including those with physical, learning, psychological and medical disabilities, are eligible to apply for special status, which if approved, allows them to take a reduced course load while maintaining full-time status. Except in extreme situations, no student applying for a reduced course load with full-time status (Appendix 22) will be approved for less than 9 credits per semester. The Noel Center for Students with Disabilities will consider an alternative number of credits on request and only with sufficient documentation to support the request.

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

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

Academic, Institutional and External Requirements for Eligibility

1. Reduced Course Loads for students with full-time status (hereafter RL/FT students): RL/FT students, to have an effective course load, must register for at least 9 credits for the semester.
2. Maintaining Satisfactory Progress: To maintain satisfactory progress toward a degree, RL/FT students must pass a minimum of six credits during a regular semester and average no less than fifteen credits passed during any two consecutive regular semesters.
3. Students approved for reduced loads with full-time status are eligible for specific honors designations with certain provisions.
4. RL/FT students given approval for reduced loads, provided they maintain at least the minimum number of credits, are entitled to all the housing and service benefits enjoyed by full-time students.
5. RL/FT students will be billed as full-time students. All regular charges will apply.

6. The reduced credit load will result in an adjusted financial aid package. Within the limits of Federal and State financial aid regulations, every effort will be made to protect RL/FT students from incurring additional costs.
7. Federal Stafford Loan Eligibility: Eligibility will be reduced according to the total number of credit hours taken in the full academic year. A RL/FT student must be at least half time in a semester (six credits) in order to receive a Stafford Loan.
8. Federal Pell Grant Eligibility: Grants are prorated based on the number of credit hours taken. A RL/FT student can take as few as three credit hours and still be eligible for a Pell Grant.
9. State of North Carolina Legislative Tuition Grant and North Carolina Contractual Scholarship: These will be awarded to students taking a reduced course load, but who maintain their full-time status because of a recognized disability.
10. Gardner-Webb Institutional Aid: Institutional aid is reserved for all students having full-time status, including those with approval to take a reduced load for reasons of a disability, provided the load for the semester does not drop below nine credits. This applies for merit, need-based, and athletic aid. Eligibility requirements remain in place for all students including those with reduced loads. RL/FT student athletes are subject to NCAA restrictions noted in #13.
11. Financial Assistance from the North Carolina Division of Vocational Rehabilitation: Assistance is limited to what is required to achieve the educational credentials for the vocational goal and is usually restricted to four years. However, the Division does recognize that factors related to the individual's disability or general life situation may interfere with full-time attendance. In such situations, with appropriate justification, part-time attendance may be authorized. RL/FT students from outside North Carolina should check with their state's Division of Vocational Rehabilitation concerning policies.
12. Institutional Student Health Insurance: RL/FT students will be able to obtain health coverage through the institution. However, they will be required to pay the same amount as regular full-time students and they must meet all other eligibility requirements.
13. Waiver – Learning –Disabled and Handicapped Student Athletes. The Progress Toward Degree Waiver Committee may waive the general progress toward degree requirements for a learning-disabled or handicapped student-athlete when objective evidence demonstrates that the institution has defined fulltime enrollment for that student – athlete to be less than 12 hours to accommodate for the student's learning disability or handicap. (*Adopted: 1/9/96 effective 8/1/96, Revised: 10/28/97*).

APPLICATION PROCESS

1. Applications for reduced course loads must be submitted to the Associate Dean of the Noel Center for Students with Disabilities along with supporting documentation. The student may obtain this form from his/her Noel Center Advisor.
2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the documentation guidelines set forth by the Noel Center for Students with Disabilities in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application for this status every semester, but do not need to re-submit their documentation. This is not an automatic status. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.
3. In consultation with the Associate Provost of Academic Development, the Associate Dean will evaluate the documentation to determine the impact of the disability on the student's ability to carry a full course load.
4. If the application is approved by the Associate Dean of the Noel Center and the Associate Provost of Academic Development, notification will be sent to the following: the Registrar, the Director of Financial Planning, the Administrator of Student Billing in the Business Office, the Dean of Students, the student's academic advisor, the office of the VP and Dean of Student Development (if applicable) and the Vocational Rehabilitation Counselor (if applicable).
5. If the application is approved by the Associate Dean and the Associate Provost, the Associate Dean will outline for the student the proposed reduced load and explain to the student the consequences for making progress toward meeting graduation requirements, eligibility for various academic distinctions and designation, financial aid status, and billing changes.
6. The Associate Dean and Associate Provost will set the minimum credit load for full-time status and explain that this credit load applies only for the requested semester. If the student drops below this minimum at any time during the semester, the student loses full-time status.
7. The student will be asked to sign the Reduced Course Load Approval Form, which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

If a student's application for reduced load status is denied, the student may appeal the decision through the standard grievance procedure outlined in the Gardner-Webb University undergraduate/graduate catalog.

PROCEDURES FOR EMERGENCY EVACUATION OF STUDENTS WITH DISABILITIES

- Purpose:** To outline the policy and procedures relating to the evacuation of Gardner-Webb University buildings in the event of an emergency.
- Scope:** This applies to Gardner-Webb University, all University employees (exempt and non-exempt), all departments and their respective employees, students and activities.
- Policy:** It is the policy of the University to protect employees, students, faculty and visitors during an emergency which may require University buildings and other areas to be evacuated.
- General:** Each Department Chairperson and/or Building Supervisor has been supplied with several diagrams of their respective buildings. These diagrams should be prominently displayed at entrances into each building. These diagrams outline exit routes and instruct occupants where to report after evacuating the building.
- A. An official should be familiar with the evacuation routes from his/her office and the different rooms used for teaching.
 - B. A predetermined staging area for the class should be established once they have evacuated the building. The official should make sure that the area is at least 300 feet from the building. The staging area should contain natural landmarks, or easily identified features that are not likely to be moved.
 - C. The official should select one or two students to lead the class out of the building and to stage them in the predetermined area.
 - D. If a student with a disability is in the class the official should follow the guidelines below:
 1. Select two students to assist the disabled/handicapped person.
 2. When conditions permit, the official should check the nearest bathroom. Turn the lights on and off to get the person's attention, then assist that person with the evacuation.
 3. Only trained personnel should pick up a disabled/handicapped individual. This procedure is a last resort when evacuating a person.
 4. If the official is not able to get the person out of the building, he/she should take the disabled/handicapped person to a fire-rated stairwell

and notify University Police of the person's exact location. The disabled/handicapped person should not be left unattended.

- E. If conditions permit, the official should be the last person to leave the area.
- F. Once the official has evacuated the building he/she should proceed to the established staging area and account for his/her students. The official should report to the University Police the class status (e.g. all accounted for, missing number).
- G. The official should keep the class together until University Police has released them.

MEDICAL WITHDRAWAL

Policy

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

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

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

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

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

SERVICE ANIMALS

Policy

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

Service Dogs

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

Service Dogs in Training

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

Requirements of Faculty, Staff and Students

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

Important:

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

CLASS ATTENDANCE

Policy

As stated in the undergraduate catalog, Gardner-Webb University policy requires that students attend 75% of all class sessions. The Learning Enrichment and Assistance Program and some professors require a higher percentage of class attendance. Failure to meet these attendance requirements will result in an administrative "F" for the class. The Noel Center does not have the authority to issue official written excuses for absences.

Procedure

If an issue of class attendance arises, the student should make an appointment to meet with his/her professor immediately.

EVALUATIONS

Policy

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

Student workers and interns such as interpreters, notetakers and readers are provided training and must successfully complete a performance and/or knowledge evaluation prior to being hired. The student with a disability will also have the opportunity to evaluate these workers. (Appendix 19)

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

Procedure

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

GRIEVANCES

If the student has a complaint or concern regarding services provided by a professional staff member, the student should try to resolve the issue with the staff member. If the concerns cannot be resolved, an Informal Grievance Form (Appendix 8) should be filed with the Associate Dean of the Noel Center. If the issue cannot be resolved at this level, the student may file a complaint following the grievance policy as outlined in the Gardner-Webb University Student Handbook.

The above procedures should be followed if the student has a grievance regarding his/her student workers.

The above procedures should be followed if the student has a grievance regarding his/her accommodations.

Gardner-Webb University's Grievance Policy

STUDENT GRIEVANCE POLICY

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

NOTICE OF NONDISCRIMINATION

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

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

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

Dr. Ben Leslie, Provost & Executive Vice President

Webb Hall - 100

Ext. 4264

bleslie@gardner-webb.edu

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

Complaints related to faculty or academic personnel

Dr. Doug Bryan, Associate Provost for Academic Development

Tucker Student Center - 340
Ext. 4398
dbryan@gardner-webb.edu

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

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

Complaints relating to students
Ms. Cindy Wallace, Counseling Center Director
Tucker Student Center
Ext. 4103 - 343
cwallace@gardner-webb.edu
Complaints relating to Admissions personnel or procedures
Ms. Sarah Currie, Director of Retention
Tucker Student Center - 241
Ext. 2385
scurrie@gardner-webb.edu

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

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

For further information on this required notice of nondiscrimination you may visit the following website for the address and phone number of the Department of Education Office of Civil Rights that serves your area or call 1-800-421-3481: <http://wdcrobcop01.ed.gov/CFAAPS/OCR/contactus.cfm>.

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

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

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

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

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

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

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

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

Grievances Related to Disability

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

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

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

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

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

Procedure:

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

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

- a. The exact nature and details of the grievance.

- b. The date, time, and place of the grievance.
- c. The names of witnesses or persons who have knowledge of the grievance.
- d. Any available written documentation or evidence that is relevant to the grievance.

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

An electronic Student Complaint Form can be found on WebbConnect.

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

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

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

Grievances Related to Discrimination

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

Grievance Procedure

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

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

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

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

An electronic Student Complaint Form can be found on WebbConnect.

PROGRAM SERVICES

ORIENTATION

The student may choose one of four orientation sessions to attend prior to entering the fall semester. In addition, the Noel Center will provide an orientation session during the University's orientation week. Appointments will be available for individual intake meetings. During this individual meeting the policies and procedures will be reviewed with a special emphasis on those that apply directly to the student. Accommodation Letters will be written and a time for regular weekly meetings will be scheduled.

Students registered at the satellite locations will receive individual orientation via an internet session prior to the start of classes.

Students in online classes will receive their information via email.

COUNSELING SERVICES

The Associate and Assistant Deans of the Noel Center for Students with Disabilities and the University Counseling Center work together to provide the counseling services appropriate to students with disabilities. Referrals to outside agencies can be made if necessary.

CAREER DEVELOPMENT

The Noel Center serves as a partner to the University Career Services Center which provides comprehensive services in career planning and development. The Noel Center receives the journal, "Careers and Disabilities" and maintains a database of internship opportunities. Students also have an opportunity to participate in the federal Workforce Recruitment Program during their junior and senior years.

WORKSHOP/TRAINING SESSIONS

Workshops/training sessions are held throughout the year and are led by the Noel Center staff as well as special guest speakers. Topics include study skills, time management, self- advocacy, community resources and civil rights of persons with disabilities.

ADDITIONAL OPPORTUNITIES

- Deaf Club
- Joyful Hands Sign Choir
- Peer mentoring program
- Social activities
- Annual beep baseball game
- Resource material
- Public speaking opportunities

WHOM TO CONTACT

Noel Staff

- General Phone Number for the Noel Center 704-406-4270
- Fax Number 704-406-3524
- Video Phone 866-298-0119
- Freida Conner, Secretary 704-406-4270
- Cheryl Potter, Associate Dean 704-406-4271
- Cindy Rochester, Assistant Dean 704-406-3549
- Sandy Hammett, Disability Specialist, Mentor Program 704-406-3615
- Lauren Vesta, Interpreter-Captionist, Intern Coordinator 704-406-2274
- Michele Wallen, Disability Specialist, Workforce Recruitment 704-406-4735
- Rebecca Priest, Interpreter-Captionist, Deaf Club 704-406-4272
- Kim Sterious, Disability Specialist, Notetaker Coordinator 704-406-4267
- Stephanie Oliver, Interpreter-Captionist, Alternate Text 704-406-3614
- Robert Kearns, Graduate Assistant 704-406-4270

Other Important Numbers

- Bookstore 704-406-4273
- Business Office 704-406-4287
- Campus Security 704-406-4444
- Counseling Center 704-406-4563
- Financial Planning 704-406-4243
- Library 704-406-4290
- Registrar's Office 704-406-4260
- University Career Center 704-406-4562

- ADA Coordinator, Jeff Tubbs

704-406-4264

ADDITIONAL INFORMATION

- All e-mail communications with students must be conducted by way of the Gardner-Webb e-mail account.
- The Noel Center closes daily at 4:30 PM
- The Noel Center is closed on Saturday and Sunday.
- The Noel Center is a testing facility for students who qualify for testing accommodations. Signs are posted when testing is in progress. During these times visitors to the Noel Center are asked to enter and exit as quietly as possible.
- Each staff member has a box for messages in the Noel Center secretary's office. Messages for staff members may be left with the secretary or placed in the staff members' box.

APPENDICES

Appendix 1
GARDNER-WEBB UNIVERSITY
Noel Center for Students with Disabilities
Voice 704-406-4270/VP 866-298-0116

VOLUNTARY DISCLOSURE FORM

Full name of student requesting services:

First Middle Last

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

Mailing Address:

Street Address

City State Zip

Home Phone Email

Cell Phone

Projected date of entry to Gardner-Webb University: _____

Nature of your disability: _____

Academic accommodations being requested at Gardner-Webb University:

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

University housing fee exceptions:

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

Yes

No

Rehabilitation Agency:

Are you registered with a rehabilitation agency?

Yes

No

Name of agency _____

Name of Counselor _____

If you have questions regarding proper documentation, please contact the Noel Center at 704-406-4270. Once documentation is received and reviewed, a determination regarding your request for accommodations will be made.

VOLUNTARY DISCLOSURE OF EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) provides for the confidentiality of student records. FERPA provides that this documentation is to be kept confidential unless the student consents to the release or a specific exception is applicable. One of these exceptions is to allow persons within the university with a “legitimate educational interest” to access this information. Therefore the Noel Center for Students with Disabilities may discuss portions of your record with university employees who have a “legitimate educational interest”. There also may be a time when it is beneficial for the Noel Center to discuss your needs with persons outside the University. In order to create a profile regarding the release of information from your records, please check the following as they apply to you.

- The Department may discuss my academic status and progress with my vocational rehabilitation counselor.

- The Department may discuss my academic status and progress with one or both of my parents/guardians:

Mother’s name

Father’s name

Guardian name

Guardian name

- The Department may discuss my academic status and progress with others listed below:

By pressing the submit button on this page:

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

Appendix 2
GARDNER-WEBB UNIVERSITY
Noel Center for Students with Disabilities
VOICE 704-406-4270/VP 866-298-0119
PERMISSION TO DISCUSS DISABILITY RELATED INFORMATION

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

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

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

Student

Date

Disability Specialist

Date

Appendix 3
GARDNER-WEBB UNIVERSITY
Noel Center for Students with Disabilities
VOICE 704-406-4270/VP 866-298-0119

Authorization to Release Confidential Records

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

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

STUDENT

DATE

NOEL CENTER REPRESENTATIVE

DATE

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

Sample Accommodation Letter

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

The information in this letter is CONFIDENTIAL.

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

Adaptive Equipment
Braille, Manual

Alt Text Accommodations
Alt Text, Self-scanning

Classroom Accommodation
Captionist

Furniture
Chair, w/ arms

I am aware of the accommodations approved for John Doe

Professor/MATH 105/CRN#10302-200910

Date

Professor/ENG101/CRN#10524-200910

Date

Professor/ARTS1225/CRN#10604-200910

Date

John Doe (Student)

Date

Jane Smith (Disability Specialist)

Date

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

Reader/Lab Assistant Request

Student Requesting _____

Reader ____ Yes ____ No Hours Needed _____

Lab Assistant ____ Yes ____ No

Hours Needed _____
 Class / Section _____
 Day / Time _____
 Location _____

Student Signature _____

FOR OFFICE USE ONLY:

Date Request Received _____			
Date Request Filled _____			
Fall _____ Spring _____ Summer I _____ Summer II _____ 20__			
Disability _____			
Campus _____			
GOAL _____			
Undergraduate _____			
Graduate _____			
Readers Assigned	No of Hours	Lab Assistant	No of Hours
Total Hours _____			

Appendix 6
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Alternate Format Use Agreement Form

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

Before receipt of alternate texts or materials, this agreement shall be signed by the student and a Noel Center staff member and kept on file.

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

Student

Date

Noel Center Staff

Date

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

List of Available Software on Specific Computers

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

Assistive Technology Software Locations

SOFTWARE

Kurzweil 3000 Learn Station Network v.12

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

Kurzweil 3000 Professional (w/ scanner) v.10

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

Kurzweil 1000 v. 11

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

Dragon Naturally Speaking v. 9.5

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

Zoomtext v. 9.1

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

JAWS v.9.0

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

- Hamrick Computer Lab #6 & #7
- Withrow Computer Lab # 18 & 19
- Statesville Computer Lab

LOCATION

Belk Ellis Computer Lab- Computers TBA

- Kurzweil 3000 v.12, Zoomtext, JAWS

Carpenter Computer Lab- Computers 1 & 2

- Kurzweil 3000 v.12, Zoomtext, JAWS

Craig Computer Lab- Computers 23 & 24

- Kurzweil 3000 v.12, Zoomtext, JAWS

Dover Library AT Room (3rd floor)

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

Frank Nanney Hall Testing Center

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

Frank Nanney Hall Resource Room

- #1- Kurzweil 3000 Prof. v10, Zoomtext, JAWS
- #2- Kurzweil 1000 v.11, Dragon Naturally, Zoomtext, JAWS

Frank Nanney Hall Production Room

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

Hamrick Computer Lab- Computers 6 & 7

- Kurzweil 3000 v.12, Zoomtext, JAWS

Mac Computer Lab- Computer

- Kurzweil 3000 v.4 (Mac version)

Withrow Computer Lab- Computers 18 & 19

- Kurzweil 3000 v.12, Zoomtext, JAWS

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

Informal Grievance

Date: _____

Person reporting incident: _____

Disability Specialist: _____

Area of Concern:

_____ Reader	_____ Interpreter	_____ Captionist
_____ Disability Specialist	_____ Lab Assistant	_____ Lab/Facility
_____ Notetaker	_____ Testing	_____ Alternate Format
_____ Equipment	_____ Other	

Description of concern: _____

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

Date received: _____ Received by: _____

Action taken:

Action results:

Date completed: _____ Completed by: _____

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

Notetaker Application Form

Date: _____

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

E-mail Address: _____ Student ID Number: _____

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

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

Campus Box #: _____ CRN #: _____

Course/Section: _____ Day/Time: _____

Professor's Name: _____ Location: _____

For Office Use Only

Date Received _____				
Fall _____	Spring _____	Summer I _____	Summer II _____	20 _____
Disability _____				
Campus _____				
GOAL _____		Undergraduate _____		
Divinity _____		Graduate _____		

Appendix 10

GARDNER-WEBB UNIVERSITY

Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

REQUEST FOR SPECIAL TEST ADMINISTRATION

This form should be completed and returned to the Noel Center

(2) Two business days prior to the test

1. TO BE COMPLETED BY THE STUDENT

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

2. TO BE COMPLETED BY PROFESSOR AND STUDENT

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

3. TO BE COMPLETED BY THE NOEL CENTER

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

4. AUTHORIZATION

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

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

Testing Procedures

Forms:

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

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

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

Part I- is to be filled out by the student

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

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

Day of Test

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

Final Exams

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

I understand that proctors may monitor tests using cameras which are in all testing rooms and agree to uphold the Gardner-Webb University Student Honor Code.

Student Signature

Date

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

Interpreter Request Form

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

Person Requesting Service _____

E-Mail Address _____

Event _____

Date _____ Time _____ Place _____

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

If yes what kind of clothing is needed? _____

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

3. Is there anything special that the interpreter needs to know about this interpreting?

Situation? Yes _____ No _____

If yes, please explain _____

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

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

6. Will arrangements need to be made for seating or standing area for the interpreter?

Yes ___ No ___

Comments: _____

Student Signature _____

For office use only

Date request received _____ Fall _____ Spring _____ 20_____

Date request filled _____ Summer I _____ Summer II _____

Interpreter _____ Day _____ Goal _____ Divinity _____

Length of Assignment _____ Graduate _____

Undergraduate _____

Comments _____

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

C-Print Request Form

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

Person Requesting Service _____

E-Mail Address _____

Event _____

Date _____ Time _____ Place _____

1. Will the captionist need special clothing? Yes _____ No _____
 If yes what kind of clothing is needed? _____
2. Will the captionist be required to voice the captioning of the deaf person? Yes ___ No ___
3. Is there anything special that the interpreter needs to know about this interpreting?
 Situation? Yes _____ No _____
 If yes, please explain _____
4. Will there be a movie or filmstrip shown? Yes ___ No ___
5. Will special lighting be needed? Yes ___ No ___
6. Will arrangements need to be made for a seating or standing area for the captions?
 Yes ___ No ___

Comments: _____

Student Signature _____

For office use only

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

Appendix 14

GARDNER-WEBB UNIVERSITY

Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

C-Print Transcript Agreement

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

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

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

Student

Signature: _____ Date: _____

Appendix 15
Noel Center for Disability Resources
Equipment/Materials Check Out Form with Student Responsibilities

The Noel Center for Disability Resources will loan material and/or equipment to students to assist with the educational process. The student is responsible for returning the equipment/materials in good condition. If the equipment is damaged or lost, it is the financial responsibility of the student to pay for repairs or replacement costs. Students who do not return equipment and/or pay replacement fees will be blocked from registration and/or have a hold placed on his/her transcript.

1. Appropriate authorization is required before equipment can be checked out.
2. The checkout period is specified on this form. Students, who return the equipment late without calling to make arrangements and receiving approval, may have their checkout privileges reevaluated. Students who keep equipment/material more than 5 days past the required return date, without approval, will have a HOLD placed in their school records.
3. Consult a Res Tech for necessary technical support. DO NOT try to resolve technical problems on your own. Any damage incurred will be at the student's expense.
4. The student will attach the power supply (if provided) whenever possible to avoid damage due to a low battery.
5. Equipment and any components or accessories must be returned to the campus of checkout.
6. Lost equipment must be immediately reported. Stolen equipment must be reported to the police and a case number must be provided.
7. If the equipment is a laptop, the student will not download any unauthorized programs or files and will not install any software.

Equipment Type: _____

Item Name: _____

Dept. Inventory #: _____

Notes: Identify components, accessories, conditions or comments about the equipment.

Student's Name: _____ ID Number: _____

Phone: _____ Email: _____

Checkout Date: _____ Expected Return: _____ Campus: _____

I agree that I am personally responsible for the equipment listed above and that I have read and understand the responsibilities listed on this agreement.

Student's Signature: _____ Custodian: _____

Approvals: _____

I agree that the return date and the condition of the equipment when I returned it, is correct.

Actual Return Date: _____ Returned Condition: _____

Student's Signature: _____ Received By: _____

Appendix 16
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

REQUEST FOR FOREIGN LANGUAGE COURSE SUBSTITUTION

Due to a documented disability I am requesting a course substitution in the general education curriculum for foreign language. My eligibility for this substitution has been determined by the Noel Center and my documentation is on file. My declared major is _____.

I understand that if I change my major I will have to reapply for a course substitution.

Student Name (Print) _____
Student ID Number

Student Signature _____
Date

Noel Center Associate Dean _____
Date



By signing this form I am verifying the above class is NOT a requirement for the student's stated major.

Academic Advisor _____
Date

- Cc: Registrar
Associate Dean, Academic Advising
Associate Dean, Noel Center
Disability Specialist

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

REQUEST FOR MATHEMATICS COURSE SUBSTITUTION

Due to a documented disability I am requesting a course substitution in the general education curriculum for mathematics. My eligibility for this substitution has been determined by the Noel Center and my documentation is on file. My declared major is _____.

I understand that if I change my major I will have to reapply for a course substitution.

Student Name (Print)

Student ID Number

Student Signature

Date

Noel Center Associate Dean

Date

.....

By signing this form I am verifying the above class is NOT a requirement for the student's stated major.

Academic Advisor

Date

Cc: Registrar
Associate Dean, Academic Advising
Associate Dean, Noel Center
Disability Specialist

Appendix 18
GARDNER-WEBB UNIVERSITY
Noel Center for Disability Resources
VOICE 704-406-4270/VP 866-298-0119

Noel Center Evaluation

We thank you for taking the time to complete our survey. We are conducting this survey to review our accessibility and responsiveness to students' needs. **The information you share in completing the survey will be kept confidential.**

If you would like this survey in an alternative format (such as Braille, large print, on tape) please contact the *Noel Center for Disability Resources at 704-406-4270.*

Name of Disability Specialist _____
Primary Disability _____ Secondary Disability (optional) _____
Semester _____

Student Status:

- 1st year
 Sophomore
 Junior
 Senior
 Graduate Student
 Other (please describe : _____)

Major: _____

Minor: _____

1. How did you find out about the Noel Center for Disability Resources?

2. How many visits did you make to the Noel Center for Disability Resources during the current semester?

- One
 Two
 Three
 Four
 Five or more
 Weekly
 Bi-Weekly

3. Give an estimate of the number of phone calls or e-mails you made to your disability specialist for assistance this semester.

- _____ One
- _____ Two
- _____ Three
- _____ Four
- _____ Five or more
- _____ Weekly
- _____ Bi-Weekly

Please rate the following questions on a scale of 1-5 with 5 being the highest.

4. The Noel Center for Disability Resources staff has been helpful:

1	2	3	4	5
---	---	---	---	---

5. The Noel Center for Disability Resources staff provided accommodations in a timely manner:

1	2	3	4	5
---	---	---	---	---

6. Testing and classroom accommodations (as agreed upon in your Accommodation Letter) were provided for you by your professors when you requested them.

1	2	3	4	5
---	---	---	---	---

7. The method of notifying the professor was satisfactory.

1	2	3	4	5
---	---	---	---	---

8. The professor was receptive to this format.

1	2	3	4	5
---	---	---	---	---

9. The arrangements for the accommodations were satisfactory.

1	2	3	4	5
---	---	---	---	---

10. You have been able to obtain textbooks and materials in a format which you could independently read (i.e. large print, Braille, CDs tapes)

1	2	3	4	5	N/A
---	---	---	---	---	-----

11. The initial appointment with the Noel Center for Disability Resources was helpful.

1	2	3	4	5
---	---	---	---	---

12. The Noel Center for Disability Resources has helped me in my academic performance.

1	2	3	4	5
---	---	---	---	---

13. The Noel Center for Disability Resources helped me deal with disability-related issues I have faced on campus.

1	2	3	4	5
---	---	---	---	---

14. The Noel Center for Disability Resources staff pointed out appropriate resources on campus.

1 2 3 4 5

15. **PLEASE ANSWER THE FOLLOWING QUESTION ONLY IF YOU HAVE ACCESSIBILITY ISSUES ON CAMPUS. Do you find the following to be accessible to you? Consider how accessible each location is and then rate it on a scale of 1 -5 with 5 being the most accessible.**

Physical Access

Frank Nanney Hall

1 2 3 4 5

Science labs

1 2 3 4 5

Computer centers

1 2 3 4 5

Writing lab

1 2 3 4 5

Math lab

1 2 3 4 5

Elevators

1 2 3 4 5

Classrooms/Buildings

1 2 3 4 5

Library

1 2 3 4 5

LYCC

1 2 3 4 5

Bost Gym

1 2 3 4 5

Wellness Center

1 2 3 4 5

Residence Halls					
1	2	3	4	5	
Apartments					
1	2	3	4	5	
Stadium					
1	2	3	4	5	
Restrooms					
1	2	3	4	5	
Telephones					
1	2	3	4	5	
Water fountains					
1	2	3	4	5	
<u>Communication Access</u>					
Interpreters					
1	2	3	4	5	
Assistive listening devices					
1	2	3	4	5	
Braille Signage					
1	2	3	4	5	
Adaptive equipment					
1	2	3	4	5	
Televisions					
1	2	3	4	5	
Video Phones					
1	2	3	4	5	
Emergency Call Boxes					
1	2	3	4	5	

16. Have the faculty and departments been helpful in accommodating your needs? Please give details of specific help given or problems encountered:

17. From the perspective of a student with a disability at Gardner-Webb University, what are the primary assets of the university in accommodating your needs?

18. If you had one area you would like to change about how Gardner-Webb University deals with your disability, what would that change be?

Appendix 19

AHEAD Code of Ethics

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

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

July 1996

Appendix 20 NAD/RID Code of Professional Conduct

APPLICABILITY

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

DEFINITIONS

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

Colleagues: Other interpreters.

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

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

1.0 CONFIDENTIALITY

Tenet: **Interpreters adhere to standards of confidential communication.**

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

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

Illustrative Behavior - Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

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

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

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

Illustrative Behavior - Interpreters:

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.

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

3.0 CONDUCT

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

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

Illustrative Behavior - Interpreters:

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

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

Illustrative Behavior - Interpreters:

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

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

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

Illustrative Behavior - Interpreters:

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render *pro bono* services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

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

Illustrative Behavior - Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

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

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

APPENDIX 21
APPLICATION FOR A REDUCED COURSE LOAD

GENERAL INFORMATION

Today's date _____

Name: _____ Male _____ Female _____

Student ID# _____ Date of Birth / _____ / _____

Mailing Address: _____

Campus Box: _____ Phone Extension: _____

Residence Hall and Room Number: _____

Permanent: _____ Phone: _____

City State Zip

Admission Status: _____ Accepted and Deposited _____ Current Student: _____

Current GWU Standing (Please indicate if you are in the 1st or 2nd semester of your year):

____ Freshman ____ Sophomore ____ Junior ____ Senior

Semester/year began at GWU: Fall Spring Summer I Summer II Year: _____

Expected Date of Graduation from GWU: _____

Residence Status: _____ In State _____ Out of State

Field of Study or Major _____ Current Advisor _____

Division of Vocational Rehabilitation Status: (Circle One) Current Client NA

If current client, counselor's name _____ Phone _____

With what state _____

What year did you start services with VR: _____

Are you receiving Financial Aid: Yes No?

If yes, please check off which you are receiving:

____ Stafford Loan _____ Pell Grant _____ NC Legislative Tuition Grant

_____ NC Contractual Scholarship _____ GWU Institutional Aid

_____ Other _____

Please answer the following questions as completely as possible:

1) What exactly is your disability:

2) In your own words, please describe your disability and how it impacts your education:

3) Please describe the onset of your disability (age and cause):

4) How well do you cope academically with the limitations of your disability:

5) Is supporting documentation of your disability currently on file with the Noel Center for Disability Resources?

Yes

No

If no, please inquire as to what is needed and provide documentation as soon as possible.

6) Please explain exactly why you are applying for a reduced course load and how you think this will be of benefit to you.

7) Did you take a full course load in High School? Yes No

If No, please explain when you started taking a reduced course and how many credits you took each term. Also explain why that decision was made and how well that worked for you.

8) If you are currently enrolled at GWU, how many credits did you take each semester?

FRESHMAN YEAR: FALL _____ SPRING _____

SOPHOMORE YEAR: FALL _____ SPRING _____

JUNIOR YEAR: FALL _____ SPRING _____

9) Students who are approved for a reduced course load must take between 9 and 12 credits. How many credits do you feel would be appropriate for you to take and still succeed? 9 10 11

I have read and understand the attached policy and agree with the terms and hear by submit my application for a reduced course load.

Signature: _____

Name (Print): _____

Date: _____

RE-APPLICATION FOR A REDUCED COURSE LOAD

Today's Date _____

Name: _____

Mailing Address: _____

Campus Box: _____

Current Residence Hall: _____

GWU School Standing at the beginning of next semester

_____ FRESHMAN _____ SOPHOMORE _____ JUNIOR _____ SENIOR

Expected Date of graduation from GWU: _____

Field of Study or Major: _____

Please answer the following questions as completely as possible:

1) What exactly is your disability? _____

2) What benefits if any, did having a reduced course load provide you this past semester?

4) Please explain why exactly you are applying for a reduced course load again and how you think this will be of benefit to you.

5) How many credits did you take this past semester? _____

6) Students who are approved for a reduced course load must take between 9 and 12 credits. How many credits do you feel would be appropriate for you to take and still succeed? 9 10 11

I have read and understand the above policy and agree with the terms and hear by submit my application for a reduced course load.

Signature: _____

Date: _____

Appendix 20 Food Allergy Verification Form

Gardner-Webb University's Campus Dining and Noel Center for Disability Resources are committed to supporting students with food allergies by providing an array of food choices as well as the knowledge necessary to make informed choices. This form should be completed by your Medical Doctor or Allergist.

To be completed by the student:

Name: _____

By my signature below I hereby authorize my health care provider _____
_____ to furnish the following information to the Noel Center at Gardner-Webb University. I further agree that the Noel Center may contact my health care provider named above to obtain additional information related to my limitations and recommended accommodations.

Signature

Date

To be completed by the health care provider:

Please indicate which of following food groups may cause an allergic reaction and indicate the severity:

Peanuts	mild	moderate	severe
Tree Nuts	mild	moderate	severe
Fish	mild	moderate	severe
Shellfish	mild	moderate	severe
Soy	mild	moderate	severe
Milk	mild	moderate	severe
Eggs	mild	moderate	severe
Wheat	mild	moderate	severe
Other:			

_____	mild	moderate	severe
_____	mild	moderate	severe
_____	mild	moderate	severe

Is the student prescribed an Epi-Pen? Yes No

In the case of a reaction, how has the student been instructed to respond?

___ administer Epi-pen

___ call 911

___ take prescribed oral medications

Other:

Provider Information

Name: _____ Area of specialty: _____

Practice Address: _____

Phone: _____ Fax: _____

Signature

Date

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