OFFICE OF
Educational Accessibility
(Serving Students with Disabilities)
“AT SOME POINT IN THEIR LIVES MOST PEOPLE WILL EITHER HAVE A DISABILITY OR KNOW SOMEONE WHO HAS ONE.”

Coleen Boyle, Ph.D.
Director, Centers for Disease Control
National Center on Birth Defects and Developmental Disabilities
• A disability **substantially limits** the ability of an individual to perform a major life activity **as compared to most people in the general population** and need not substantially limit other major life activities.

• An impairment that is **episodic or in remission** is a disability if it would substantially limit a major life activity when active;

• The effects of mitigating measures **will not be considered** in assessing whether an individual has a disability.


## HOW CAN STUDENTS QUALIFY FOR ACCOMMODATIONS THROUGH OEA?

### Previous Disability Support through your School

<table>
<thead>
<tr>
<th>Individualized Education Plan or IEP</th>
<th>Section 504 Plan</th>
<th>Summary of Performance or SOP</th>
</tr>
</thead>
</table>

### Previous Experience with Accommodations

<table>
<thead>
<tr>
<th>Did you have extra times to take tests?</th>
<th>Did you take your tests in a resource room or a separate space outside of the classroom?</th>
<th>Did you have a pass to go to the guidance office?</th>
</tr>
</thead>
</table>

### Received Accommodations on a Standardized Test

<table>
<thead>
<tr>
<th>SATs, ACTs, GREs, etc.</th>
<th>State competency exams (NY Regents exams, etc.)</th>
</tr>
</thead>
</table>
We recognize and affirm a student’s right to personal autonomy including their right to choose whether to disclose a disability beyond OEA or at all. The Letter of Accommodation contains no information other than what accommodations the professor is required to make available. *The choice to share anything further is entirely up to the student.*

We respect that the student has the right to tell their own story in their own way. OEA will not share anything related to a diagnosis, treatment, or anything else related to a student’s status with OEA without their express permission.

We recognize the associated right to self-determination and the responsibility of self-advocacy. OEA will only advocate on your behalf at your request and will keep you abreast of any action being taken on your behalf.

We respect a person’s right to their own language of reference including their language of disability, gender, race, sexuality, etc. OEA recognizes that language has power and will honor your language of reference in interactions with you and concerning you.
New experiences mean new rights and responsibilities …

Pre-K through 12th Grade (IDEA and Section 504)

- Standard is **free and appropriate public education** (FAPE)
- **Modifications** to the curriculum or standards may be appropriate
- **Responsibility** for identifying disabled students falls **on the school**

Higher Education (ADA and Section 504)

- Standard is **reasonable accommodation**
- No **fundamental alteration** or **undue burden**
- Students must **self-advocate**
- **Responsibility** to acquire supporting documentation **falls to the student**
We recognize the historical and systemic inequities that exist within our healthcare systems and in society-at-large. These disparities can often have adverse and unintended consequences that further marginalize populations.

We recognize these disparities exist among our students and can directly affect a student’s ability to provide traditional forms of documentation.

We are committed to working with every student to find appropriate and creative ways of ensuring access in every aspect of their experience at WCU!

No one should ever delay reaching out to OEA because they feel like they lack appropriate documentation.
Based on the Association for Higher Education and Disability (AHEAD) Guidance on Documentation Practices for Supporting Documentation Requests available at https://www.ahead.org/professional-resources/accommodations/documentation
No “blanket rules”. Each decision takes into account the facts specific to each accommodation request.

Accommodations decisions only take into account one student in one situation. Accommodations decisions do not take anyone else into consideration.

Accommodations, by definition, make the course fair rather than providing a disabled student with any sort of unfair advantage.
Facilities
Lawrence Center 223

<table>
<thead>
<tr>
<th>Administrative Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coaching Spaces (1:1)</td>
</tr>
<tr>
<td>Proctoring Lab (10 person capacity w/ a 6 person overflow)</td>
</tr>
<tr>
<td>Meeting and Training Space</td>
</tr>
<tr>
<td>Individual Mindfulness/Sensory-Friendly Retreat Space</td>
</tr>
<tr>
<td>Individual Testing Spaces</td>
</tr>
<tr>
<td>Free Library/Book Exchange</td>
</tr>
<tr>
<td>Waiting Area and Study Zone</td>
</tr>
</tbody>
</table>

Lawrence Center is across from the new SECC Building between the Student Recreation Center and University Hall at 702 S. New Street
Classroom Accommodations

- Extended Time Testing
- Distraction Reduced (or Small Group) Setting for Testing
- Flexibility with Assignment Deadlines
- Modified Attendance Agreement
- Zoom Accommodations (for Online Courses only)
- Assistive Technology
- Staff and AI Scribes
- Alternate Format Texts or Materials
- Alternate Means of Participation
Non-Academic Accommodations and Services

- Academic Coaching Services (In-Person and Remote)
- Proctoring Services (In-Person)
- Assistive Technology and Alternate Format Consultations (In-Person and Remote)
- Notetaking Coordination (NoteTaking Express)
- Priority Registration for Courses and Tutoring
- Housing and Residence Life (WCU Managed Only)
- Parking Accommodations
- Meal Plan Accommodations
- Course Substitution
- CART Captioning Services and ASL Interpreters (In-Person and Remote)
Programming
Contributing to the Disability Community and Disability Studies Scholarship at WCU

• We’re curating a bibliography of West Chester’s contributions to this growing field on our website.

• Tell us about your research! If you are working on research that is relevant to the Disability or Disability Studies communities, please let us know.

• Include people with disabilities in your research! Disabled people are often systematically and specifically excluded from research which is not directly concerned with their clinical condition.

• Include disabled perspectives in your research!

• If you’re interested in having your call for participants or research project included in our monthly newsletter, please let us know!
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  Administrative Support
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- Susan Durkovic, B.A., R.P.R., C.R.C.
  CART Captioner
sdurkovic@wcupa.edu

Scan this QR code to begin
the OEA Disclosure Process
Log in using your
WCU credentials
Common Email Addresses for OEA

General Office Email
oea@wcupa.edu

Proctoring Center (for any testing related questions)
oeapc@wcupa.edu

Communication Access (for questions related to CART Captioning, ASL Interpreters, and alternate format materials)
oeaca@wcupa.edu

Graduate Assistants (for questions about coaching)
ossdga@wcupa.edu