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ACCESS and OPPORTUNITIES

ADA Guidebook For Students At Western Kentucky University

Huda Nakhal Melky and Vernon Lee Sheeley, co-editors

Upon request, for persons with print related disabilities, this publication is available in alternative format. Please contact Huda Melky, ADA/504 Coordinator, Office of Dean of Student Life. 745-5004 V/TDD
WESTERN KENTUCKY UNIVERSITY does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability, and provides, upon request, reasonable accommodations including auxiliary aids and services necessary to offer an individual with a disability an equal opportunity to participate in all services, programs, and activities.

WHERE TO GO FOR INFORMATION AND ASSISTANCE

For additional information and assistance contact:

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WESTERN KENTUCKY UNIVERSITY
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(502) 745-5004

The office hours are from Monday through Friday, 8:00 a.m. to 4:30 p.m. Appointments for students may be made by calling (502) 745-5004 Voice/TDD. [Both consultation and technical assistance will be available.]
ACCESS AND OPPORTUNITIES
ADA GUIDEBOOK FOR STUDENTS AT WESTERN KENTUCKY UNIVERSITY
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement From the President</td>
<td>1</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>2</td>
</tr>
<tr>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Office for Disability Services</td>
<td>7</td>
</tr>
<tr>
<td>Academics</td>
<td>11</td>
</tr>
<tr>
<td>Accessibility</td>
<td>19</td>
</tr>
<tr>
<td>Career Planning</td>
<td>20</td>
</tr>
<tr>
<td>Career Services Center</td>
<td>24</td>
</tr>
<tr>
<td>Computer Equipment &amp; Lab</td>
<td>25</td>
</tr>
<tr>
<td>Emergency Building Evacuation for Students with Disabilities</td>
<td>26</td>
</tr>
<tr>
<td>Financial Assistance &amp; Vocational Rehab</td>
<td>29</td>
</tr>
<tr>
<td>Health Services</td>
<td>32</td>
</tr>
<tr>
<td>Student Activities &amp; Organizations</td>
<td>33</td>
</tr>
<tr>
<td>Student Employment</td>
<td>35</td>
</tr>
<tr>
<td>Testing Adaptation &amp; Accomodations</td>
<td>37</td>
</tr>
<tr>
<td>University Housing</td>
<td>38</td>
</tr>
<tr>
<td>Residence Life</td>
<td>39</td>
</tr>
<tr>
<td>University Library</td>
<td>42</td>
</tr>
<tr>
<td>Vehicle Registration &amp; Parking for Students with Disabilities</td>
<td>44</td>
</tr>
<tr>
<td>Weather Concerns</td>
<td>47</td>
</tr>
<tr>
<td>Preston Center Intramural-Recreational Sports</td>
<td>49</td>
</tr>
<tr>
<td>Campus Accessibility Maps</td>
<td>53</td>
</tr>
</tbody>
</table>
STATEMENT FROM THE PRESIDENT

This GUIDEBOOK is designed to help Western Kentucky University personnel better comply with the Americans with Disabilities Act (ADA) mandate approved by the U.S. Congress in 1990. The ADA prohibits discrimination based on student disability in the academic setting.

Western Kentucky University is dedicated to the equality of educational opportunity. Although our personnel have complied with the spirit of the 1990 law for years before it went into effect, this publication further demonstrates our recommitment to provide equal access to qualified students with disabilities. Even though we are bound legally to reasonably accommodate students with disabilities, we assume gladly the responsibility for efforts to improve services because equal access is the reasonable and ethical course of action for a quality University to pursue.

This publication provides students with information to enhance effectiveness in providing a campus environment free of discrimination and bias toward students with disabilities. Modification of traditional teaching techniques and evaluation of student progress may sometimes be necessary.

We in the President's Office, Western Kentucky University's Policy Advisory Committee, and the Dean of Student Life Office hope that this publication is helpful to you in working toward our common goal of providing "reasonable accommodations" for students with disabilities at our University.

Dr. Thomas C. Meredith
President
ACKNOWLEDGEMENTS

We wish to acknowledge Western Kentucky University President Thomas C. Meredith for his introductory letter. Ms. Sharon Fields, advisor to the Governor on the Americans with Disabilities Act, contributed the "Introduction" section.

We acknowledge the approval of Mr. Richard W. Harris, the Coordinator of the Office of Disabled Student Development at Ball State University, to use his resource book as a guideline.

The Kentucky Education Work Group members developed the plan for this booklet prepared by the editors.

The editors give credit to the Kentucky Employment Initiative for providing financial assistance for the publication of Access and Opportunities: ADA Guidebook for Students of Western Kentucky University.

To Joan Vanek, the editors owe a debt of gratitude. Joan prepared the initial computer draft and final copy for this guidebook.

Ms. Deborah Wilkins, University Legal Counsel, contributed with major advice and editing.

Sandra Pullen, Staff Assistant to the Kentucky Secretary of Transportation, contributed valuable assistance for developing the parking policy for Western Kentucky University.

The representatives for health services and financial assistance approved our original draft for this guidebook.

The following individuals revised drafts that represent their University offices:

- Dr. Kyle Wallace: Academic Advisement
- Freida Eggleton: Registration
- Paul Morgan: University Architect
- Judy Owen: Career Services
- Dr. Jay Sloan: Academic Computing & Research Services
- Scott Taylor: Student Activities
- Kit Tolbert: Housing
- Fred Gibson: Preston Center
- Nancy Givens: Wellness Program
- Elizabeth Greaney: Health & Fitness Lab
- Dave Parrott: Residence Life
- Stephen Newton: University Drafter

We certainly appreciate the input from the following building coordinators:

- Dr. Richard Troutman, Dr. Frank Conley, Dr. Jerry Wilder, Dr. Sam Evans, Dr. Steve House, Ms. Donna Phillips,
- Mr. Howard Bailey, Mr. Scott Taylor, Ms. JoAnn Albers,
- Mr. Willie Carter, Jr., Mr. Paul Morgan
PREFACE

This publication is meant to be a key resource for students with disabilities who are attending Western Kentucky University. In an earlier publication, ADA Guidebook: For Faculty and Staff of Western Kentucky University, was prepared by the co-editors in 1992. This second guidebook contains valuable information that will direct you, as students, to the tools and resources necessary to gain access to programs and services at the University.

ACCESS AND OPPORTUNITIES: ADA Guidebook for Students at Western Kentucky University has been designed as a "quick reference" and published in a convenient size for carrying with other books and notebooks. We hope this publication will be a versatile reference, which will assist you in making the transition to campus and give you access to the opportunities that allow the best chance for independence in pursuit of your college degree.

Under the Americans with Disabilities Act (ADA), a student has a disability if he/she has a physical or mental impairment that substantially limits a major life activity. You must be regarded by a certified medical authority as having a substantial impairment, as opposed to a minor impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning, or working.

This guidebook reviews services that enable students with disabilities to function as independently as possible in a supportive atmosphere that promotes self-reliance. It is the students' choice whether or not they utilize the available services.

To assist students, Western Kentucky University offers a number of support service programs. The purpose of these programs is not to create a competitive advantage for individuals with disabilities, but to ensure equal access and opportunity.

To gain the most from your experience at the University, you the student, will need self-confidence and assuredness in your abilities. A desire to function in an environment requiring adaptability and change is also vitally important. Among the keys to success for persons with disabilities at Western Kentucky University are early and timely preparation and planning. The ability and openness to realize personal strengths and limitations are vital. The desire and ability to take responsibility for managing daily routines, assertiveness in seeking the assistance necessary to assure academic and personal success, and the patience to spend the extra time necessary to study effectively are essential.
Western Kentucky University is committed to providing equal opportunities for success to students with disabilities, the professional staff and faculty strongly encourage you to be involved in both academic and extracurricular activities: special interest groups, sports and wellness programs, student organizations, and student government activities. These kinds of involvement will help prepare you for success by giving you a well-rounded background. Prospective employers prefer employees with these types of experiences.
A "Qualified Student with a Disability" is defined as an individual with a disability who meets the essential eligibility requirements for participation in a postsecondary education program with or without:

1. Reasonable modification to the program's rules, policies, or practices;
2. Removal of architectural communication or transportation barriers;
3. Provision of auxiliary aids and services.

Discrimination is addressed broadly and specifically in the ADA regulations. The ADA explicitly prohibits denying a qualified student with a disability the opportunity of full and equal participation in and benefit of, the program. It also requires that the benefits provided to students with disabilities are to be equal to and as effective as those provided to others, and prohibits the concept of separate but equal unless separation is necessary to provide equally effective benefits.

Postsecondary institutions are required to provide educational auxiliary aids or services to students with impaired sensory, manual, or speaking skills. The auxiliary aid or service must be determined on a case by case basis. Some students may have auxiliary aids and services provided by the Department of Vocational Rehabilitation or the Department for the Blind. However, if the student chooses not to apply for, nor qualifies for state rehabilitation agency sponsorship, the postsecondary institution retain the obligation to provide and pay for the necessary non-personal academic adjustments and auxiliary aids.

As a practical matter, admissions officers, counselors, and other student affairs practitioners may determine that a student with a disability may qualify for sponsorship through the state vocational rehabilitation agencies. They may refer the student to the appropriate agency, thus some of the expense of providing certain accommodations may effectively be transferred outside the institution.

The federal ADA regulations require postsecondary institutions to provide accommodation, however, it is not discriminatory for postsecondary institutions not to have all types of aids available at all times, that flexibility is permissible in choosing the methods by which academic adjustments and auxiliary aids will be supplied, and that postsecondary institutions do not have to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.
The regulations prohibit both forms of prejudice: that of denying qualified persons with a disability entry into and full participation within postsecondary institutions; and the deleterious patronage wherein students with disabilities are passed along from class to class and year to year with little or no academic standards nor expectations of competent performance.

Learning and evaluation strategies may vary given any particular disability. The primary goal is that a student with a disability must master the essential educational material or physical skills in question, and not supplant such mastery by academic adjustments, auxiliary aids, or some form of discrimination.

The ADA imposes no requirement on a postsecondary institution to lower or to substantially modify academic or nonacademic standards in order to accommodate students with disabilities. In general, it appears that where a disability directly relates to and limits essential skills and abilities, the student with a disability will not be considered qualified. However, where auxiliary aids and academic adjustments will facilitate learning and not relieve the student of developing the essential skills and abilities, the student will be considered qualified.

Furthermore, even when a student with a disability is qualified and the academic adjustments and auxiliary aids are provided, it is not required that these services produce the identical results or level of achievement as obtained by other students without disabilities.

Regulations do not obligate a postsecondary institution to waive course requirements, nor academic or nonacademic standards, as long as they can be shown to be essential to the program of study. They must meet all academic and nonacademic criteria for admission and continue participation in spite of their disability.

It is the obligation of the postsecondary institution to determine what, if any, academic adjustments and auxiliary aids are then provided that are appropriate, effective, adequate, and timely. The type of accommodation should be determined on a case by case basis, and the individual student be consulted in this determination.

While it may be argued that a postsecondary institution has a moral obligation to provide special academic adjustments and auxiliary aids, it is important to note that the institution does not have a legal obligation to provide these adjustments and aids unless requested and documented by the student with a disability.
Western Kentucky University has an office which offers and coordinates support and services to individuals with disabilities. Many services and opportunities are available to enhance your skills and personal development as a student.

Staff in the office are available to assist you in your effort to learn and grow from your experience, but the responsibility for making your needs known rests on you.

**General Services**
- Planning pre-admission and pre-enrollment
- Serving as a liaison with Kentucky Vocational Rehabilitation and other agencies.
- Offering specialized orientation, campus tours, and maps.
- Helping faculty and staff to work effectively with students with disabilities.
- Advising on classroom accommodations and serving as liaison to faculty.
- Informal counseling.
- Maintaining a lending library of resources including catalogues and organizational lists for guidance.

**Services for Visually Impaired Students**
- Serving as a liaison with the Kentucky Department for the Blind concerning orientation and mobility assistance.
- Arrangements for adapted test administration with the appropriate department or the Learning Center.
- Assistance in the recruitment, selection, and referral of readers.
- Temporary loan service of four-track tape players, speech compressor and, talking calculators
- Assistance in procuring audio textbooks.

The Kentucky Department for the Blind may assist students with visual impairments to obtain adequate orientation and mobility training. Many students find it useful to "work" the campus for a day or two before classes begin with the aid of a professional orientation and mobility instructor. Arrangements may be made through the Office for Disability Services and the Kentucky Department for the Blind.

**Services for Hearing-Impaired Students**
- General assistance.
- Recruiting, training, and supervising tutor/notetakers and interpreters
- Counseling (informal)
- Advising.
- Academic support.
- Coordinating with Vocational Rehabilitation.
Services for Students with Learning Disabilities (Alternate Learners)
Western Kentucky University has a program for students with learning disabilities. Other support services are usually available. Students with learning disabilities frequently use services available to other students with disabilities.

* Adapted test administration which can be arranged with the Office for Disability Services.
* Assisting in procuring taped and computerized textbooks.
* Short-term loan of special equipment such as four-track tape players and audio calculators.
* Reading referral services.
* Providing faculty liaison for classroom adaptations.
* Assisting with the Reading and Learning labs.

Students with learning disabilities who need specialized help beyond that offered by the institution may need to seek financial assistance from Vocational Rehabilitation or use personal resources. However, the Student Support Services Program, funded by the federal government, offers tutoring assistance to students. The staffs of the Office for Disability Services and the Student Support Services Program work together to provide assistance to students with disabilities.

Services for Students with Mobility and Orthopedic Limitations

* Campus mobility and accessibility instruction.
* Referring typists, writers, attendants, and other personal assistants.
* Approving parking permits for students with disabilities.

Support Services for Students with Hearing Impairments
Western Kentucky University offers a variety of services for students with hearing impairments. The University provides locations for these services including voice/TDD telephone numbers.

Philosophy
The staff of the Office for Disability Services regards each student as unique and facilitates services according to the individual's special needs. The staff may ask students to complete forms to better acquaint them with their individual strengths, needs, degree and type of hearing loss, and age at onset. They may also ask for information such as the type of preferred communication, individual educational experiences, and coping devices.

The University strives to offer services, resources, and support that will help students with hearing impairments as much as possible with their education experience. The goal is to integrate students with hearing impairments into the campus community rather than segregate them because of a hearing loss.
Responsibility

Students are responsible for informing faculty and staff members about their hearing impairment and requesting accommodations and adaptations. To inform the faculty, you may request and receive a letter from the Office for Disability Services describing your disability and any needed accommodations.

You must attend class. Many times grades are lowered as a result of students being habitually absent.
EXPECTATIONS OF STUDENTS
WITH HEARING IMPAIRMENTS

Orientation Placement Meeting
If you receive assistance from Western Kentucky University, you may be asked to attend orientation meetings, perhaps each semester. All students with hearing impairments are encouraged to attend these meetings.

DESCRIPTION OF SERVICES

Interpreter/Notetaker (I/NT)
When you request and are recommended for these services, the I/NT is assigned to take lecture notes and review those notes for clarification. The Office for Disability Services may recruit, train, and supervise interpreters/notetakers. Each I/NT has a basic familiarity with hearing impairments, communication problems, and different note-taking techniques. Notetakers may be peer volunteers who are willing to make a carbon copy of their notes.

It is your responsibility to communicate with your I/NT. You will need to discuss the types of notes you prefer and whether the notes that are taken are acceptable to you.

Requests for services and assignments along with your schedule must be received by a specific date, usually two weeks before the end of the semester prior to the one for which you are requesting the service. It is your responsibility to be aware of all the deadlines. Late requests and schedules may not be honored.

Interpreters
Request for interpreter services must be made in advance. Planning for this service may present a problem because of a severe shortage of interpreters.

The Office for Disability Services can help you find and arrange for individual private tutoring services. The cost may be paid through Vocational Rehabilitation. However, you need to be aware that in some instances you will have to pay for this additional service. Please contact someone in the Office for Disability Services for additional information.
You will find academic advisement to be a valuable resource as you pursue your undergraduate degree. Western's advising and registration system provides a formal mechanism for bringing, on a regular basis, the wisdom and experience of the faculty and professional staff to the individual student. Academic advising is a collaborative effort between the advisor and the student. You should find the advisor to be a sympathetic listener who offers alternatives for your consideration. You will be allowed to make your own decisions and are expected to accept the consequences of those decisions. The advisor serves as a guide by helping you identify and assess alternatives as well as the potential consequences of decisions.

An academic advisor cannot increase your native ability but will encourage the maximal utilization of that ability. Similarly, an advisor cannot reduce your personal, financial, family, employment, or academic responsibilities but can make recommendations and referrals believed appropriate to address related needs.

The University's advising and registration system is designed to assure that academic advising is provided for all undergraduates who are enrolled as full-time students. Freshmen, Sophomores and Juniors enrolling as full-time students are required to meet with an academic advisor prior to registering for classes. After the advisor assists you in the selection of courses that will provide appropriate preparation for your career objectives and assure timely completion of degree program requirements, the advisor will issue a Registration Pass that must be presented with your Registration Card at the registration site. Scheduled dates for advising and registration for a particular semester are published in schedule bulletins for that term. The fact that dates for advising are printed in a schedule bulletin does not imply that those are the only times you may meet with your advisor. Indeed, you are encouraged to schedule appointments with your academic advisor at any time during the semester to discuss academic concerns and your progress toward degree completion.

The assignment of your academic advisor is based on your choice of program (major). Students with a declared major work with an advisor from the academic department that administers the particular program of study. Each undergraduate college (College of Arts, Humanities and Social Sciences; College of Business Administration; College of Education and Behavioral Sciences; College of Science, Technology and Health) provides advisors to assist students who expect to pursue a degree program in one of
several areas of study administered by the college but have not selected a particular major. Students who are generally undecided about their program of study are advised by personnel from the Academic Advising and Retention Center.

Services provided by the Academic Advising and Retention Center are not restricted to students who are undecided about a major. The Center serves all students enrolled at the university. Special services for students with disabilities, such as priority scheduling, are available through coordinated efforts of the Advising Center and the Office for Disability Services. Requests for special services related to a disability should be addressed to the Office for Disability Services.

If you have a disability that restricts your mobility, you should remind your advisor of the need to select course sections that are scheduled in a fashion that would allow ample time for you to travel from class to class. Factors such as weather, physical stamina, accessibility, and adaptation should be considered when selecting course sections.

Advisor Responsibilities
You can expect your academic advisor to:
- Provide a means through which you can schedule appointments.
- Understand the curriculum, graduation requirements, and university policies.
- Help you understand specific university, college, and departmental requirements, procedures, and deadlines.
- Help you define and develop realistic goals.
- Help you understand the linkage between academic preparation and career opportunities.
- Assist you in planning, both short-term and long-term, a program of studies that is consistent with your abilities and interests.
- Help you identify services and programs that address special needs.
- Help you monitor your progress toward your educational goals.
- Respect your right to privacy.
- Expect you to assume responsibility for your decisions and actions.

Student Responsibilities
Responsible and accountable for meeting the requirements for continued enrollment and degree completion, the student is expected to:
- Know the name and location of his/her academic advisor.
- Schedule appointments with the advisor and be on time for those appointments.
• Be familiar with academic policies and procedures presented in the undergraduate catalog and semester schedule bulletin.
• Ask questions about policies, procedures, or requirements that are not understood.
• Be prepared for an advisement session (have identified questions or concerns, bring a list of proposed courses and times to an advance registration appointment).
• Discuss long-range goals and career aspirations with the advisor.
• Keep copies of relevant academic records.
• Obtain, complete, and process all necessary forms required for registration, schedule changes, degree programs, or related matters within specified deadlines.
• Meet course prerequisites and select specific course sections.
• Consult with the advisor before changing an agreed-upon selection of courses.
• Consult with the advisor with concerns related to academic progress, a change in program, courses to be taken at another institution, withdrawal from courses, withdrawal from the university.
• Make final decisions and be actively responsible for his/her academic career.

Course Load
Semester hours are used to indicate the amount of credit assigned to each course. The traditional definition indicates that a one-semester-hour lecture course is a course that meets fifty minutes each week for sixteen weeks (a semester). Most college lecture courses carry three semester hours credit. At Western, a typical daytime lecture course of three semester hours credit has five sixty-minute class meetings during a period of two consecutive weeks (rather than six fifty-minute meetings over that period). Friday meetings alternate, on a weekly basis, between courses scheduled MWF (Monday, Wednesday, Friday) and those scheduled TRF (Tuesday, Thursday, Friday). Some sections are scheduled during evening hours and meet only once each week (2 hours and 30 minutes for a three-semester-hour course). The amount of class meeting time required for laboratory credit is double that for lecture credit. Thus, a laboratory course carrying one semester hour of credit meets two hours each week.

A minimum of 128 semester hours of college level credit is required for any baccalaureate degree at Western. To complete such a degree in four years (eight semesters with no summer sessions) you must average 16 hours credit per semester. Enrollment as a full-time student requires that you maintain a course load of at least 12 hours during the semester. No credit is awarded for courses audited (class participation without credit or grade). Neither an audit nor a course taken by correspondence applies toward full-time enrollment.
Several factors should be considered when planning your course load for a semester. How strong is your academic preparation (as reflected by your high school grade point average, your ACT or SAT scores, etc.)? Will you be employed (if so, for how many hours each week)? Will you be commuting to campus (if so, from what distance)? Will your family responsibilities require substantial amounts of time? What are the demands of the particular courses you have selected (research paper, laboratory, etc.)?

General Education
All baccalaureate degree programs (four-year programs) at Western Kentucky University require a minimum of 53 semester hours of credit in courses specifically designed to provide you a broad academic preparation in basic areas of human knowledge and orient you to the intellectual, social, and natural world. The majority of the credits required to satisfy these general education requirements should be earned during your freshman and sophomore years. Many programs require or recommend specific general education courses, either as a part of the major or in support of the major. Students who have not declared a major should use appropriate general education courses to gain additional information about various academic disciplines and, thereby, narrow their focus concerning possible areas of specialization. It is recommended that all baccalaureate degree seeking students concentrate, during their first year of college studies, on courses that will apply to general education requirements. With the assistance of their academic advisors, even students planning majors in highly structured disciplines should be able to blend important introductory courses in the discipline with courses that apply to general education requirements. Through such a course selection, you can be assured that progress toward degree completion is being made even if you have not declared a major or if you should subsequently change your major.

Registration
A schedule bulletin of classes is made available prior to each term and is available from the Office of the Registrar. The bulletin contains specific registration dates and instructions based upon your student classification (i.e. freshman, sophomore, etc.).

Students who participate in advance registration are expected to confirm their schedules with a partial payment of fees. Failure to submit the payment by the deadline will result in the cancellation of classes.

Schedule changes (drop/add) may be necessary following your initial registration. Drop/add cards are available in the Office of the Registrar. Refer to the schedule bulletin for deadlines affecting schedule changes.
Academic Standing

Academic requirements for graduation include both credits earned and grade point averages. Eligibility for continuous enrollment is based on the number of hours attempted and the higher education cumulative grade point average. The Western Kentucky University cumulative grade point average is the ratio of total quality points to the total number of quality hours (course audits and official withdrawals are not included in quality hours) taken at Western. The higher education cumulative grade point average reflects both Western work and work at any another accredited colleges or universities. Quality points are assigned to letter grades as indicated below.

A - 4 quality points per semester hour
B - 3 quality points per semester hour
C - 2 quality points per semester hour
D - 1 quality point per semester hour
F - 0 quality points and no earned hours
P - credit is awarded but neither quality hours nor quality points are assigned (The pass designation "P" is restricted to specific courses approved for its use.)
X - A grade of "X" (incomplete) is assigned only when a relatively small amount of work is not completed. A grade of "X" will automatically become a grade of "F" unless removed within twelve weeks of the next full term (summer session excluded)
W - no quality points, no quality hours, and no earned hours (student officially withdrew from course)

A minimum grade point average of at least 2.0 for both the WKU cumulative and the higher education cumulative is required for any degree. Certain programs require, either for admission or completion, grade point averages higher than the minimum 2.0 level.

Example (Grade Point Computation):

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>EHRS</th>
<th>QHRS</th>
<th>OPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>PSY 100</td>
<td>C</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>SCOM 145</td>
<td>A</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>MATH 116</td>
<td>W</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LME 101</td>
<td>F</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PHY 101</td>
<td>A</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Totals: 10 11 31

Grade Point Average: 31 divided by 11 yields 2.818 as cumulative GPA for the term.
Academic Probation

Academic probation status is determined by cumulative higher education grade point average. To be eligible for continuous enrollment without conditions, a student must maintain the following scholastic standards:

- A 1.7 cumulative grade point average if the student has 17 or fewer quality hours
- A 1.8 cumulative grade point average if the student has more than 17 but fewer than 34 quality hours
- A 1.9 cumulative grade point average if the student has 34 or more but fewer than 51 quality hours
- A 2.0 cumulative grade point average if the student has 51 or more quality hours

Students failing to meet the scholastic standards listed above are placed on academic probation. At the end of each academic term, the Registrar provides a grade report that reflects grades for the term, the WKU cumulative, and the higher education cumulative grade point average. All students enrolled on academic probation during a semester are notified of their academic probation status and are subject to academic dismissal if they earn less than a 2.0 grade point average for the semester and fail to attain the minimum standards listed above. A student on academic probation is allowed continued enrollment on a semester-by-semester probationary status as long as a 2.0 grade point average is maintained each term.

After two consecutive terms with a higher education cumulative grade point average less than the minimum standards listed above and a term grade point average less than 2.0, a hearing with a subcommittee of the University Academic Probation Committee is required prior to enrollment for the upcoming semester. All students enrolled on academic probation during a spring semester are eligible for summer term enrollment. Students who earn six semester hours credit during a summer term with a minimum grade point average of 2.0 for the term are eligible for fall semester enrollment without a conference hearing.

Students with cumulative grade point averages below 2.0, either the University's cumulative or higher education cumulative, but above the academic probation scale should be aware that their performance does not meet the minimum requirements for graduation and that their performance is considered marginal by the University. These students are encouraged to attain good standing status (2.0 GPA minimum) as soon as possible, and are invited to seek advice and counseling from the Academic Advising and Retention Center.

Students dismissed because of academic deficiencies are eligible to apply for readmission after one term of non-enrollment at any college or university. Eligibility for enrollment by such students is determined by admission standards administered by the Office of Admissions.
Repeated Courses
An undergraduate student is permitted to repeat a maximum of 24 hours or 8 courses, whichever comes first, in which a grade of "D" or "F" is earned. It is the student's responsibility to notify the Office of the Registrar when a course has been repeated.

The following restrictions apply to repeated courses:
- Credit for a course in which an "F" is received can be earned only by repeating the course in residence unless prior approval is given by the head of the department in which the course was taken.
- A student may not repeat by proficiency testing a course which has been previously taken or failed at Western Kentucky University or another accredited institution.
- A failing grade cannot be removed by correspondence study.
- If a course is repeated, only the second grade will be included in the grade point computation; if the course is taken a third time, both the second and third grades will be used in computing the grade point average. All grades earned remain a part of the student's academic record and appear on the student's transcript.
- A student may attempt a single course no more than three times.
- A student may attempt a single course no more than three times.
- In case repeat credit is requested for courses in which one attempt was at Western and the other at a different institution, verification of course equivalency is required. Approval for general education courses may be obtained through the Academic Advising and Retention Center; other courses require approval from the appropriate department head at Western Kentucky University.
- In case repeat credit is requested for courses in which both attempts were at institutions other than this University, verification of course equivalency is required. Verification may be obtained from the appropriate department head at Western Kentucky University.

Academic Renewal
Academic renewal provides a second opportunity for academic success for undergraduate students who meet qualifying conditions. To qualify for academic renewal, undergraduate students must not have attended any accredited college or university for a period of two consecutive years and must have a cumulative grade point average, since readmission, of at least 2.0 (with no grade below "D"), computed at the end of the term in which the student completes a minimum of 12 semester hours of courses that carry graduation credit. The 12 hours credit may be
earned either through part-time or full-time enrollment. Upon meeting these conditions, students may petition the Office of the Registrar to have either one prior semester or all previous coursework voided from counting toward graduation and computation of grade point averages. Students may be granted academic renewal only once, and the action is irreversible.
ACCESSIBILITY

Building Accessibility
Students with disabilities will need to work cooperatively with the ADA/504 Coordinator to identify accessibility at Western Kentucky University. Efforts to remove major architectural barriers have been made. You should find out what academic buildings are accessible to you.

You should become familiar with ramps on sidewalks and at intersections, entrance ramps, and be able to identify where power doors have been installed to make that particular building relatively barrier free (maps are available for reference).

Some campus buildings have restrooms with varying degrees of modification. Some residence halls have been modified to accommodate students with mobility problems as well. You may hire attendants to assist you with mobility impairments.

Snow Removal
During the winter months, routes used by students with disabilities are often given first priority for snow removal. If you find inaccessible areas, report them.

Priority Class Scheduling
Students with disabilities may receive priority scheduling for classes. Academic advisors will help you in this process. It is your responsibility, however, to alert curricular advisors of your need for priority scheduling to ensure that you will have adequate time to get to and from class as well as to be assigned to accessible classrooms.
Planning your lifelong employment:

- Education and learning...
- Finding a new job...
- Leaving the postsecondary education institution...
- Beginning a new career...

Consider what it would be like at the end of your postsecondary education to have earned your diploma/certificate, yet have limited prospects for getting a job. Receiving your recognition upon completing postsecondary education is one of life's major accomplishments. Goal setting, hard work, sacrifice, disappointment, planning goal attainment and achievement are all growth-producing and character-building aspects of life. However, successfully completing your education does not guarantee, in and of itself, a job, a career path, financial security or independence.

Finding a job is a competitive process requiring thorough planning and preparation. Being disabled and finding a job presents more challenges. Therefore, persons with disabilities with a postsecondary education are under unusual pressure to display ability, capability and accomplishment in the job interview. Employers look for graduates who know who they are and what they want and who have actual work-related experiences.

The successful job search is a job in itself. The process starts with learning and education and proceeds through life. Preparation and thorough planning, combined with a well-rounded postsecondary education experience, including student employment that is preferably career related, extracurricular activities and volunteer services are prerequisites to a successful job search.

Career services staff members or others with related titles will help you identify your career direction, access career related work, teach you how to conduct a successful job search and help you complete the employment process. There is usually a career services office available in each postsecondary institution. There you will find notices of opportunities for student employment and job-search resources. Special assistance is available to teach you skills and to give you resources and tools necessary to package and market your accomplishments, abilities and capabilities. Career services/financial assistance staff members can also help you find student employment. It is your responsibility to take advantage of what is available in your postsecondary education opportunity.
Practical experience, often gained through volunteer work, helps you develop skills that will create a favorable impression in job interviews and positively affect on-the-job performance. Participation in work-related activities will help you improve communication and self-management skills such as flexibility, self-confidence and tolerance. These experiences will develop your ability to analyze, design, manage and plan--key skills that are basic to job tasks. These same skills can be transferred from one job to another. Career related work experience helps you confirm your career choice and increases employability.

Career services staff members or others will help you in locating work-related opportunities for which you may apply, including part-time work, internships, practicums, independent study, cooperative education programs and volunteer programs. (See "Student Voluntary Services" in the "Student Activities and Organization" section.)

Students with disabilities are encouraged to take advantage of the courses taught by faculty/staff members that relate to "How to Get a Job and Keep It" and "Educational Life Planning." These classes may or may not be designed specifically for students with disabilities, but they deal with the issues and concerns surrounding the job search, interviewing, beginning a career and resume writing.

The following is a list of services provided by the Career Services Center at Western Kentucky University, Cravens 216, phone (502)745-3095 or (502)745-2691.
Career Advising: Consists of two basic steps: gaining a better understanding of yourself and the environment in which you live and integrating the knowledge of yourself and your environment for making decisions and taking action. Appointments may be made with Center career counselors.

Self Assessment: The following inventories are available:

- **COPS Interest Inventory** provides job activity interest scores that are related to occupational clusters and are keyed to college majors and sources of detailed job information.

- **COPES Values Inventory** provides comprehensive measurement of those personal values which have a demonstrated effect on vocational motivation and values.

- **CAPS Abilities Inventory** measures abilities and correlates them with measures of interest and values.

Administration and interpretation of these inventories is available by appointment with Center staff.

Career Libraries: Contain resources pertaining to occupations, employers, employment trends and other related information. Employer information may be accessed by Rolodex file in room 204. Career and employment trend information is found in room 212.

Cooperative Education/Internships: Opportunities to gain practical work experience related to your career and academic interests: Group and individual intern/co-op orientation sessions are available by appointment.

Job Search Tapes/Resources: Video presentations and resource materials designed to help prepare you to compete successfully for jobs. Topics include: JOB SEARCH PLANNING, RESUME PREPARATION AND INTERVIEWING. Check with Center staff for access to these tapes and resource materials.
**Employment File**

A convenient centralized service for collection, reproduction and dissemination of job search materials. Copies are forwarded to potential employers and/or graduate schools at the request of the registrant or employer. Applications, forms and credentials preparation assistance are available. Credentials mailing is provided for a fee.

**Campus Interviews**

Organizations send representatives to Western to interview registrants for possible employment opportunities. You must have a placement file completed with our office.

**Job Vacancy Information**

A Job Vacancy Bulletin containing some of the employment opportunities that are available is posted on bulletin boards across campus and is available in our office. Binders containing all job vacancies received by our office are found in the career library in room 204.

**Alumni Mentor Network**

A group of WKU alumni who are willing to provide information about careers. The mentors are available to answer questions regarding their career fields. For graduating students, mentors may also provide job search ideas or relocation information. The mentor database can be accessed at the Career Services Center Computer Lab.

**Career Fairs**

The Career Services Center sponsors three career fairs each year. The two on campus events include the Nurses Career Day in the fall and the Teacher Education Job Fair in the spring. Along with ten other universities, Western Kentucky University is a co-sponsor of the Nashville Area College to Career Fair which takes place at the Opryland Hotel in Nashville during the spring semester. In addition, the Center works with academic departments who sponsor career events for departmental majors.

**Student Computer Lab**

Computers are available to assist students with identifying careers of interest, preparing resumes and cover letters, improving interview skills, researching job openings, locating employers in your field, accessing on-line job databases, and locating information on companies. The Computer Lab is open from 8:00 to 4:30, Monday through Friday in Cravens 212.
CAREER SERVICES CENTER
RESOURCES FOR STUDENTS AND ALUMNI

The following materials are available to students and alumni who use the Career Services Center.

Information on Career Fields and Jobs
Books and pamphlets are available which provide career information and job descriptions for students who are considering career options. Three basic sources are the Dictionary of Occupational Titles, The Occupational Outlooks Handbook and the Guide for Occupational Exploration. Location: Craven 212.

Employer and Internship Directories

Employer Literature and Tapes
Recruitment literature on over 1500 businesses, industries and government agencies is available.

to students researching companies or preparing for interviews. We also have video tapes on some organizations. Location: Cravens 204.

Job Search Materials
This information includes book, pamphlets and video tapes on all aspects of the job seeking process: interviewing, preparation of resumes and cover letters, applying for positions and negotiating job offers. Location: Cravens 216.

Free Materials
The Center has many free materials for students and alumni. Graduating students may have copies of the CPC Annual which contains excellent information on the job seeking process as well as data on a wide variety of companies who recruit college graduates. Other free pamphlets and magazines are located in the bookcase near the second floor elevators. Location: Cravens 216 or bookcase near the 2nd floor elevator.
COMPUTER EQUIPMENT AND LABORATORIES

Computer Labs
Western Kentucky University is committed to developing students to become computer-literate with good keyboarding skills. Many segments of society are also having to deal with computers in one form or another. People who have computer skills are often important to potential employers than people with no computer experience. Western Kentucky University is committed to making a computer lab accessible to students with disabilities and maintaining computer laboratories for the convenience of students, faculty, and staff. The library computer lab has hardware and software designed to meet the needs of individuals with disabilities. The library lab contains terminals wired to a mainframe computer system, and contains personal computers and software for word processing, spreadsheet and analysis, and database management. Become familiar with all PC hardware and software available to you.

You will want to become familiar with the library computer lab which is available to you. You may have to present a valid I.D. to be admitted. Each lab has posted hours and procedures for your use. Be sure to contact the Office for Disability Services for assistance and information.
Safe evacuation in case of a fire or other emergency is of great concern to education officials. There is presently no single totally acceptable established procedure. The major problem is that most elevators in time of a fire cease to operate for reasons related to smoke and electrical fires. Even if they continue to operate they should not be used without consulting emergency personnel. Therefore, you need to think about a method of evacuation that will work for you.

Considerations for Students with Disabilities
* Look out for yourself as well as you can. It is ultimately your responsibility to study and remember the important parts of each building in which you are located, including exits, stairways, phone locations, and elevator procedures.
* Assume responsibility for asking several responsible persons in your classes and residence hall to assist you in case of a fire or emergency. Explain to them that this may involve physically carrying you. Also tell them special things they need to know and discuss your need for special assistance with your instructors and residence hall director.
* Since being carried may not be safe for either party, this procedure should be used only in actual emergencies. In most cases when there is a false alarm, a small isolated fire, or even a large fire, and if you are some distance away from it, it may be better to wait for professional fire personnel to arrive and ascertain the degree of emergency. Following such an evaluation, it may be necessary for an evacuation to be conducted. Preferably, one person should remain with you while another tells safety personnel where you are. If you can use a telephone, call Public Safety at 2548, identify yourself as disabled, and tell them where you are. Safety personnel can use elevator override keys for certain elevators if the elevator is safe. This procedure is standard for most building emergencies.
* Fire-safety identification stickers may be provided for your door so that personnel will know in emergencies a student with disabilities lives there. Since this procedure is of such vital importance, please make your questions and concerns known to the appropriate official.

Building Evacuation
Individuals with disabilities need to assume responsibility for asking several persons in their classes to assist them if emergency evacuation becomes necessary. Ahead of time talk with your instructors about possible problems you may have leaving the building during emergencies.
Students with Mobility Limitations

One of the biggest concerns in building evacuation is for students with mobility limitations. Most elevators will not operate (or should not be used) during a fire alarm. The general procedure has been that if there is no immediate danger (obvious smoke or fire), you should either stay in place or be moved to a fire-rated stairwell until emergency personnel determine the nature of the situation. Officials may then decide that no evacuation is necessary, or they may remove you using the elevator with an override key, or they may help you move out of the building, using special techniques and evacuation chairs.

Suggestions to Helpers

Wheelchairs have many movable or weak parts that are not constructed to withstand the stress of lifting (e.g., the seat bar, foot plates, wheels, movable arm rests).

* Naturally, if there is imminent danger and evacuation cannot be delayed, the student with a disability should be carried or helped from the building in the most efficient manner. Often, the student with a mobility limitation knows best how he/she should be moved out of the building. For example, a person may be carried using a two-person locked-arm position, or may sit in a sturdy chair, preferably one with arms. The best procedure is to let professional emergency personnel assist in the evacuation of this student.

* Some students in wheelchairs may have electric artificial respirators attached and should be given priority assistance if smoke or fumes are present. Otherwise, that student's ability to breathe may be severely jeopardized.

* Remember that a wheelchair user may have little or no strength.

* If the wheelchair is left behind, remove it from the stairwell and leave it where it does not block exits.

* Turn the motor off and remove the batteries from a power wheelchair before attempting to transport it. Make sure that the foot rests are locked.

* If a seat-belt is available, secure a wheelchair user in a chair.

* If a wheelchair user needs to be carried more than three flights, a relay team may be needed.

* The faculty member may meet emergency personnel and tell them where the student with mobility limitation is located.

* It is extremely important that students with a mobility limitation not be moved unnecessarily and improperly, possibly causing physical injury.

An instructional tape on emergency procedures for people with mobility limitations is available from the Office for Disability Services.
Visually Impaired Students

If you are visually impaired, become familiar with the immediate areas in which you will be located. Find out how to and where to exit in the event of an emergency. Take the elbow of the person(s) acting as a sight guide to escort you. Ask the sight guide as you walk to advise you where you are and explain any obstacles you may face. Upon reaching safety, ask the sight guide to orient you where you are and provide any further assistance you may need.

Hearing-Impaired Students

If hearing-impaired, you may not perceive audio emergency alarms. Plan an alternative warning technique.

Two methods of warning are the following:

* Have someone write a note telling you what the emergency is and the nearest evacuation route. (Example: "Fire--go out rear door to right and down. NOW!"
* Have someone to turn the light switch off and on to gain your attention. Then have them indicate to you, through gestures or in writing, what is happening and what you are to do.

It may be prudent to ask someone in advance to escort you from the building.

A Special Note about Tornado Alarms

The alarm signal for a tornado may be different from the steady fire alarm. During a tornado alarm, the elevator in your building may not be shut off. If not, you may use it to move to a lower floor after consulting emergency personnel. If the elevator is off, move to a corridor away from windows, and if you can, inform emergency personnel.
Vocational Rehabilitation, in addition to all local, state, and Federal sources of financial assistance, is available to students with disabilities. Students with disabilities planning to request financial assistance from Vocational Rehabilitation must complete the application process in a timely manner. All deadlines must be met. You should complete all necessary paperwork well before deadlines in case unexpected problems arise.

Vocational Rehabilitation financial assistance is need-based, which means that the amount of aid you can receive from this agency is based on the amount of financial aid you are receiving from other resources. When you seek financial assistance from Vocational Rehabilitation, you must have already applied for all other financial assistance for which you are eligible. These sources include the Stafford Student Loans, National Direct Student Loans, Pell Grant, State Student Assistance Grant. Family income serves as a basis for determining eligibility. Once you have completed these applications, Vocational Rehabilitation can determine how much assistance it may be able to give you.

What Expenses Will Vocational Rehabilitation Meet? Vocational Rehabilitation may help you pay for tuition fees, books and supplies, room and board, personal expenses, and transportation, but only after other resources for financial assistance fail to meet these costs. Vocational Rehabilitation funds can be used only to offset additional expenses that occur as a result of attending school. Each year Vocational Rehabilitation establishes maximum amounts that people may receive in each of the above expense categories. They may provide other disability-related support services without regard to financial need. Determination to render such service is made after completing the Free Application for Federal Student Aid (FAFSA). Support services may include assistive devices, attendant care, and interpreter services. A Vocational Rehabilitation counselor will identify your individual needs and explore all methods and types of assistance, based on family resources, needed to make it possible for you to attend postsecondary institution.

The Office for Disability Services works with the Vocational Rehabilitation offices throughout the state, including the central office in Frankfort. Students may call the Vocational Rehabilitation counselors in the city or town in which you live. The responsibility to meet deadlines and to communicate accurate and timely information with a postsecondary institution and
Vocational Rehabilitation counselors lies with you. If tuition authorizations do not arrive in time to meet deadlines, your classes will be canceled and you will have to register again.

Complete financial assistance information is available from the Office of Student Financial Assistance at Western Kentucky University.

If all else fails...
If you exhaust all of your resources or if emergencies arise, call someone in the Office for Disability Services, who may be able to offer suggestions or identify other sources.

Student Employment
Many students with disabilities are hampered at the beginning of the job search because they have little or no campus involvement and work experience. Therefore, students with disabilities should make a conscience attempt to take advantage of every opportunity to prepare for careers and job searches upon graduation.

Practical experience in the form of volunteer and paid work enhances your resume'. Employers look for people with a mix of classroom knowledge, job skills, and experience. Students with disabilities who can demonstrate such a mixture will present a more desirable picture to employers than students with more limited backgrounds.

There are many ways to gain practical experience while enrolled at a postsecondary institution. Part-time and summer work, volunteering at a postsecondary institution and community organizations, and participating in co-op and internship programs can help you explore career interests, testing for career direction, and help you to develop the valuable skills and references you will need to market yourself later on.

At Western Kentucky University, the Career Services Center and the Office of Financial Assistance coordinate student employment for skilled and unskilled jobs. Among the jobs which may be available are positions for clerical assistants, food service workers, cashiers, computer clerks, general laborers, and academic helpers. Vacancies may be posted in the Career Services Center and/or the Financial Assistance Office as are many jobs available with area businesses, agencies, and private individuals.

Internships and Co-ops
An internship is a one-time work experience that is directly related to a student's major, career goal, or both. Internships are for academic credit, are generally for pay, and are generally available after completion of the second year. Most academic departments offer either required or elective internships.
A co-op is a repeated work experience that is related to a student's major, career goal, or both. There are two different types of co-ops. In an alternating co-op, a student attends class, works for a co-op employer for a period of time, and then repeats the cycle. In a parallel co-op experience, a student attends class and works for a general employer at the same time. Co-ops are for academic credit, and are paid, and generally are available.

**Volunteer Work**

Volunteer work can be just as valuable as paid work for gaining experience and developing important skills. A wide variety of opportunities for community service exists. Many agencies depend on volunteers for survival. Although volunteer work is unpaid, this type of experience is personally satisfying, and it often leads to employment references or job contacts. Besides learning new skills, students often favorably impress employers by contributing their time, energy, ideas, and talents without being paid. Volunteer work may be arranged independently through student voluntary services.
HEALTH SERVICES

Western Kentucky University Health Services Center offers basic health care. The Center cannot, however, be responsible for chronic or specialized conditions, which are best treated by physicians familiar with the specifics of the individual case. The Center will assist with continuing medications, injections, or other health maintenance practices.

Before you enroll it is important for you to discuss your specific medical needs with the Health Services staff. The Center's staff can check your files for accuracy and completeness, and the Center's physicians can become familiar with your disability and medical needs and refer you to local physicians and specialists if necessary.

Pharmacy
When charges for medications at the Health Services are needed, the cost plus a nominal fee for service may be added. If you require a particular medication frequently, the Center's physician and pharmacists need to have the information to ensure that these items are available, which may be stocked if possible.
STUDENT ACTIVITIES AND ORGANIZATIONS

Many traits contribute to becoming a successful, productive, contributing member of today's multifaceted society. Completing higher levels of education is an extremely important achievement, but future employers will look beyond your diploma for added dimensions that show them that you would be a well-rounded employee.

Important characteristics include demonstrated interest, active involvement, and leadership ability in extracurricular activities. Faculty and staff members will encourage you to broaden your college experience to include such activities in your life.

Students with disabilities, in particular, should consider extracurricular involvement. These experiences and successes will enhance your profile and leadership ability. These valuable qualities are sought by employers and grow out of fulfilling experiences. Western Kentucky University has several alumni with disabilities who were past campus leaders. They are the first to insist that currently enrolled students with disabilities should take an active and positive role.

There are many ways to become involved with one or more student activities and organizations that may be available to you. These options give you the opportunity to apply and extend your academic work to relevant, daily situations. In turn, such involvement gives you beneficial experience that is advantageous for a lifetime. All of those activities add significant benefits to the total educational effort, not the least of which are the opportunities for you to meet many interesting people, develop leadership skills, and make friends.

Although the following list reflects examples of opportunities often available to students. Consult the student handbook at Western Kentucky University for an accurate list of explanations.

Student Government
The Student Government Association and other committees offer students opportunities to participate in policy making and self-government.

Sororities and Fraternities
These social organizations not only provide activities for student members, but also carry out campus-wide events and service projects.

Religious Organizations
There are groups that represent most of the religious denominations with which students may be affiliated.
Departmental Organizations
Many academic departments encourage student involvement in departmental organizations, enabling faculty and students to get to know one another and share common interests.

Honorary and Professional Organizations
These select groups, most of which represent specific academic areas, recognize outstanding student accomplishments in various fields. They emphasize high standards of achievement, leadership, and professionalism.

Musical Groups
Instrumental and vocal groups may offer opportunities for students who have musical interests and talents. Most groups are open to all students; some are limited to music majors.

Media
Publications and radio stations are avenues of creative expression for interested students and laboratories for journalism and telecommunication majors.

Special Interest Groups
These groups include political organizations, sports clubs, hobbies, vocational groups, and social and ethnic groups and organizations. There may be an organization of students with disabilities that helps to promote better understanding among people by sponsoring such activities as awareness programs, a speakers' bureau, a newsletter, and membership on various councils and committees.

Other Organizations
In addition to other organizations, there may be groups whose focus is the entire institution, including the Homecoming Steering Committee, the University Center Board (plans special events, concerts, and lectures), the Spirit Masters (hosts visitors and assists with events), and a Student Center Advisory Board (plans various student activities held in the Student Center).

Becoming involved is easy. All it takes is to be informed, to express an interest, and to demonstrate willingness to participate. Getting involved is equally as easy. A number of offices and services may mention information concerning student organizations.

Set goals for participation, seek information from the many sources available, contact the groups that interest you, then get involved. Just do it!
STUDENT EMPLOYMENT

Many students with disabilities are hampered at the beginning of the job search because they have little or no campus involvement and work experience. Therefore, students with disabilities should make a conscious attempt to take advantage of every opportunity to prepare for careers and job searches upon graduation.

Practical experience in the form of volunteer and paid work enhances your resume. Employers look for people with a mix of classroom knowledge, job skills, and experience. Students with disabilities who can demonstrate such a mixture will present a more desirable picture to employers than students with more limited backgrounds.

There are many ways to gain practical experience while enrolled at a postsecondary institution. Part-time and summer work, volunteering at a postsecondary institution and community organizations, and participating in co-op and internship programs can help you explore career interests, testing for career direction, and help you to develop the valuable skills and references you will need to market yourself later on.

In postsecondary institutions, the Career Services Center or similar office coordinates student employment for skilled and unskilled jobs. Among the jobs which may be available are positions for clerical assistants, food service workers, cashiers, computer clerks, general laborers, and academic helpers. Vacancies may be posted in the Career Services Center and/or the Financial Assistance Office as are many jobs available with area businesses, agencies, and private individuals.

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An internship is a one-time work experience that is directly related to a student's major, career goal, or both. Internships are for academic credit, are generally for pay, and are generally available after completion of the second year. Most academic departments offer either required or elective internships.

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Volunteer Work

Volunteer work can be just as valuable as paid work for gaining experience and developing important skills. A wide variety of opportunities for community service exists. Many agencies depend on volunteers for survival. Although volunteer work is unpaid, this type of experience is personally satisfying, and it often leads to employment references or job contacts. Besides learning new skills, students often favorably impress employers by contributing their time, energy, ideas, and talents without being paid. Volunteer work may be arranged independently through student voluntary services.
TESTING ADAPTATIONS AND ACCOMMODATIONS

As a student with a disability, you are entitled by law to alternative testing arrangements that provide optimum testing conditions. The law ensures that your academic knowledge is fairly evaluated. Western Kentucky University's responsibility is to assure measurement of your academic achievement, not the functional limitations caused by your particular disability. Typical test adaptations include extended time, private testing sites, oral exams, and use of word processors and scribes.

You also have responsibility in this process as follows:
* First, contact the Office for Disability Services to document your disability. A letter will be drafted which you may share with your instructor.
* Visit with your instructors during the first week of the school term to discuss class expectations and test evaluation procedures.
* Work in cooperation with your instructor to plan testing adaptation, accommodations, and conditions necessary for your particular situation.
* Remember that class standards and instructor expectations cannot be compromised in the test adaptation and administration process.
* Be aware that typical adaptations include special equipment, an accessible test site, a reader or scribe, a large print or braille copy of the test, an adequate uninterrupted time frame, and a quiet test environment.
* Your instructor may make alternate accommodations that are more appropriate in administering testing.
UNIVERSITY HOUSING

The Department of University Housing welcomes you to the residence halls at Western Kentucky University. One of the most exciting aspects about going to college is becoming independent and developing those friendships that will last a lifetime. The residence halls are just the place to begin this exciting chapter of your college career.

Residence Halls
There are 18 residence halls on campus that offer a variety of living options. Of these 18 halls, four are for men, nine are for women and five are co-ed. Several of these halls have already been designed or modified to meet the individual needs of our students, with additional modifications or adaptations being made as necessary. Requests for room or building modifications should be directed to either the Housing Office or the Office for Disability Services.

Selecting the residence hall that is right for you will depend on your needs and personal preferences. Several of our halls are designed to accommodate students with physical disabilities, while our other halls can meet the special needs of students with such disabilities as hearing or visual impairments. Selection of a hall for a student with a visual impairment is a matter of personal choice and a consideration of travel skills, stamina, building configuration and location on campus.

Room and Roommate Assignments
Room assignments as well as roommate pairings are made with consideration given to students with special needs. Roommate requests may be honored if the requests are mutual. There is a section on the Housing Agreement to specify a roommate preference. If an attendant is needed, they will be assigned accordingly.

Family Student Housing
The Housing Office has a limited number of apartments for students with a spouse, children, or both. One of these apartments has been modified with accessible features. There is approximately a one-year waiting list for these apartments, so getting your request in early is important.
THE DEPARTMENT OF RESIDENCE LIFE

The Department of Residence Life provides a multitude of services available for all residential students. Students with special needs are encouraged to take advantage of the variety of programs and services available through the Department of Residence Life. The mission statement listed below for the Department describes programs, activities, and services available.

Mission Statement
Western Kentucky University is an educational institution committed to the intellectual, emotional, occupational, social, cultural, moral, and physical growth and development of all its various constituencies. The University community is also committed to being purposeful, open, just, disciplined, and caring. The mission of the Division of Student Affairs is to embrace the above principles and to impact the continuous learning about self and environment. The Department of Residence Life supports the University and Divisional missions by creating conditions in our residence hall system that foster student learning, that promote active engagement and collaboration with others, that motivate and inspire students to devote time and energy to educationally purposeful activities both inside and outside the classroom and that provide opportunities to attain leadership and community living skills. These conditions and opportunities are created through several departmental initiatives including: departmental and hall direction, students in transition, programming, judicial affairs, community development, leadership development, crisis management, and assessment.

Departmental and Hall Direction
Overall direction and professional leadership for the Department is provided by the Leadership Team whose members include the Director and Assistant Director of the Department, and the Area Coordinators. The Area Coordinators implement all aspects of the Residence Life departmental initiatives in each of their respective areas. Complex Directors, Residence Hall Directors, and Assistant Hall Directors provide direction and professional leadership and implement the departmental initiatives in their respective residence halls. Community Advisors and Resident Assistants carry out each of these initiatives in their respective wings, floors, and communities. Additionally, Community Advisors, Resident Assistants, Night Clerks, and Desk Clerks work together under the supervision of professional staff to operate an information desk in each residence hall that is an information exchange center and a security operation provided as a service to the residents.
Students in Transition
FLAGS (First Year Students Learning, Achieving, Growing and Succeeding) and the MASTER Plan (Making Academic and Social Transitions Educationally Rewarding) are designed to provide the necessary education and skills to ensure a successful and productive transition to the University and through the first year of college. The Department of Residence Life, within the context of its resources, is committed to providing dynamic, effective, involvement-based programs to meet the ever-changing needs of students in transition: first year, transfer, and seniors. These programs will focus on the connection between students, the University community, and the larger community, fostering the active engagement of students in the University Community, the effective utilization of University resources, and the building of basic skills for a successful transition.

Programming
A variety of educationally purposeful, holistic programs and activities are offered in an effort to promote the intellectual, emotional, occupational, social, cultural, moral, and physical growth and development of students. Programming efforts are seven-day-a-week, interactive, whole-brain learning experiences that provide practical knowledge, that ultimately facilitate the transformation of students, and that contribute to understanding and personal development. The intent of these programs is to motivate and inspire students to engage in the learning process and to assist in making meaning of the college experience.

Judicial Affairs
The high density living and learning environment of the residential setting necessitates a code of conduct with expectations that require acting in accordance with basic principles of citizenship. A fair and equitable manner of applying justice in cases where this code is breached is a basic tenet of the Department of Residence Life. Modeling ethical and moral reasoning, accepting of individual responsibility, applying natural consequences with education as the basis, and involving students with restitution to the university community are the four basic components of the judicial affairs area.

Community Development
The very nature of the residential living experience facilitates the development of successful community living skills. Applying basic citizenship principles, celebrating and embracing diversity, learning to live in harmony with other community members, and the seeking of unity by respecting the dignity of all persons are skills that the involved student will enhance through on-campus living. A more intense, focused experience in community development is offered in community living halls where involved students form communities and create and enforce their own visitation and noise policies.
**Leadership Development**
Leadership development is provided through involvement in self-governance opportunities such as hall government, Community Living, the Residence Hall Association, and the Association of Resident Assistants. The Residence Life Leadership Community is provided as an option that allows for involvement in a living environment specifically designed for leadership development. Additionally, all student staff positions, hall government positions, community living positions, Residence Hall Association, and Association of Resident Assistant positions are designed, in part, for the development of leadership potential.

**Crisis Management**
Residence Life staff strive to maintain a preventive, proactive stance relative to crisis management, with the health and well-being of students and the maintenance of the educational environment as the primary concerns. In-depth training, formal education, well-defined protocols, and the appropriate use of communication channels combine to create a responsive, effective, and capable initial response to crises. Our role in a crisis is to provide an effective initial response, to provide appropriate referrals, when necessary, to qualified professionals, and to provide caring and sensitive closure. Crises include psychological emergencies, personal crises, physical and mental illnesses, and any other situation which may threaten or endanger residential students.

**Assessment**
The Department of Residence Life is committed to regular assessment of all programs and activities. Pre-assessment for student needs, assessment of existing programs, assessment of personnel, and the continuous involvement of students in the assessment process are all vital to the successful and continuous "fine tuning" of the departmental focus.
The University Libraries are the most frequently used resources on campus. Learning to use the library and gaining access to its resources will be tickets to independence and will contribute significantly to your academic success. Developing effective research skills not only contributes to academic success but also establishes lifelong tools for succeeding in an information society. The University Libraries offers comprehensive services and resources to help you find information to complete academic and personal research.

The libraries are accessible. There are a few areas where students using wheelchairs will require assistance. However, help is readily available—just ask at the Circulation Desk (745-3951) or any other library public service desk.

**Online Public Access Catalog (OPAC)**
The University Libraries' computerized catalog system (TOPCAT) is available at terminals in public service areas; through remote user dial up access; or through Western's network, WKUNET. TOPCAT provides bibliographic access to most collections in the libraries. Students with a disability have access to TOPCAT in the Student Technology Center (Helm Library, 2nd floor).

**Library Resources**
In addition to the general collection of books, periodicals, newspapers, and microforms, the libraries house specialized collections of maps, government publications, rare books, manuscripts, university archives, audiovisual materials, and microcomputer software. Located adjacent to the Circulation Desk in Cravens is a Leisure Reading Collection and a developing collection of books on tape of popular titles. The main library has a few large print reference books and some braille and large print government documents, mostly containing tax and social security information. There is a text enlarger available for use with printed materials. The Educational Resources Center, on the 3rd floor of Tate Page Hall, has instructional materials for teachers. Special Collections, located in the Kentucky Building, provide additional research opportunities.

Assistance is readily available for students in need of help locating and retrieving library materials. Simply convey your needs to the librarians or staff at any library public service desk and they will help you.
**Student Technology Center**

The Student Technology Center (STC) is located on the second floor of Helm and is open during regular library hours. Located here are networked computers, both MS-DOS microcomputers and Apple Macintosh computers. There is also a media resources area where videos, albums, cassette tapes and other media types are kept on reserve for use as assigned by university instructors. These materials must be used on equipment provided in the Student Technology Center. A picture ID is required to use reserves. Various adaptive technologies are available in the STC such as a document scanner, voice synthesizer, braille printer, and head master.

**Preparing For Your First Visit To The Libraries**

Before you visit the libraries, it will be helpful to call ahead to convey your needs and get directions on how best to proceed. Voice/TDD number (745-5389) The Access Services Coordinator (745-6164) will provide information about library resources, equipment, and building access.

General assistance is normally available at all times the library is open. However, if you foresee the need for specialized assistance, for example in research, use of equipment, or retrieval of materials, we urge you to call ahead to make an appointment. This will ensure that your needs will be met at the time of your visit.
VEHICLE REGISTRATION AND PARKING
FOR STUDENTS WITH DISABILITIES

The transportation needs and parking arrangements for persons with disabilities are important concerns at Western Kentucky University. Parking spaces designated for students and faculty/staff with disabilities are intended for those with severe mobility impairments. As defined in the U.S. Code, Public Law 100-641, November 9, 1988, Part 655 Sub Part H, Uniform System for Handicap Parking:

"Persons with disabilities which limit or impair the ability to walk" means persons who, as determined by a licensed physician and supported by adequate medical documentation:

I

(1) Cannot walk two hundred feet without stopping to rest; or
(2) Cannot walk without the use of, or assistance from, a cane, crutch, another person, prosthetic device, wheelchair, or other assistive device; or
(3) Are restricted by lung disease to such an extent that the person's forced (respiratory) expiratory volume for one second, when measured by spirometry, is less than one liter, or the arterial oxygen tension is less than sixty mm/hg or room air at rest; or
(4) Use portable oxygen; or
(5) Have a cardiac condition to the extent that the person's functional limitations are classified in severity as Class III or Class IV according to standards set by the American Heart Association; or
(6) Are severely limited in their ability to walk due to an arthritic, neurological, or orthopedic condition.

For persons who do not meet the above criteria (refer to tier #1 explanation) but who have a medical problem that limits walking long distances or exposure to the weather, an application may be made for a tier #2 disabled parking permit.

II

The following system is established to provide the criteria for persons with disabilities for receiving parking permits for parking at Western Kentucky University. The application of this policy includes faculty/staff and students for each school year beginning July 1 through August 15 of the following year. The tier parking is established as follows:

Tier #1

This permit enables the holder to park in any space designated for the disabled on campus. You must apply first for a Disability Parking Permit Placard from the Division of Motor Vehicles. You must then
take the Placard to the ADA Coordinator at Western Kentucky University for application. Appropriate documentation from your physician regarding your disability is required. If approved, you will be issued a Western Kentucky University Parking Decal indicating your eligibility to park in any designated disability space on campus. That is, the lots not otherwise restricted by meters, yellow lines, postings, or reserved numbered spaces.

The permit enables the holder to park in all lots not otherwise restricted by meters, yellow lines, postings, or reserved numbered spaces, but does not allow you to park in parking spaces reserved for persons with disabilities under criteria established for Tier #1.

This permit will also allow you to park in available time limit spaces two (2) hours plus the time allotted for other users as stated in KRS 186.042(5). You must apply first for a Disability Parking Permit Placard from the Division of Motor Vehicles. You must then take the Placard to the ADA Coordinator at Western Kentucky University for application. Documentation from your physician regarding your disability is required. You will be then issued a Western Kentucky University Parking Decal indicating your eligibility to park in Tier #2 areas.

"Temporary Medical Permits" are issued to students and faculty/staff who by reason of a temporary physical condition are in need of certain parking accommodations. Holders of these permits may park in any legally designated space including faculty/staff zones. However, they are not valid for any reserved spaces including disabled spaces, time limit spaces, parking meters, or reserved numbered spaces. This permit is valid for a limited period of time not to exceed one semester. In order to obtain a temporary medical permit, you must produce a physician's statement with support documentation, including a statement of the beginning date of the condition and the expected ending date. The University, in its discretion, reserves the right to review the applicant's medical condition at any time during the term of the temporary permit and request updated or more current documentation of the condition. You will be issued a dash permit for the period of time indicated in your documentation.
III All applications for disability parking under tiers #1 and #2 shall be submitted for approval to the ADA Coordinator. All temporary medical permits (tier #3) are approved and processed by Public Safety personnel.

All applications must include the required medical documentation stated herein before such application shall be considered by the ADA coordinator.

The coordinator shall make a recommendation regarding the application within five (5) working days of its receipt.

Review Procedure
Any person who disagrees with the recommendation of the coordinator may request review of the coordinator's decision by the ADA Policy Advisory Committee.

A request for review of the coordinator's decision must be in writing and must be delivered to the office of the coordinator within five (5) working days of receipt of the coordinator's recommendation.

The request shall state the reasons why the party is requesting review and modification of the coordinator's recommendation, and may also contain any additional information the party wishes to submit for the committee's consideration. The coordinator may also submit any additional information for the committee's consideration, with a copy to the party requesting a review.

Every effort shall be made by the committee to review the decision of the coordinator in a timely and expeditious manner at the next regularly scheduled meeting of the committee. The committee, in its sole discretion, may request a personal appearance by the person requesting the review. However, no person shall be entitled to appear in person before the committee unless requested to do so by the committee. The committee may confirm, amend or modify the decision of the coordinator by a majority vote of the committee. The decision of the committee shall be the final decision. Notification of the committee's decision shall be in writing, provided to the coordinator and the person requesting the review.
WEATHER CONCERNS

Winter
Accessibility during the winter months is a challenge that all students face. Sensible planning, appropriate clothing, preventative maintenance on equipment, and the right attitude will help enable you as a student with a disability to conquer the challenge of bad weather.

Snow Removal
Snow removal is usually well under control and constantly maintained throughout the day. Scheduling your classes during mid-day, however, will assure the best advantage in tackling accessibility problems. Priority scheduling will be advantageous (see "Priority Scheduling" in this section).

On days when snow and ice make travel difficult, attendants may be available to assist students using wheelchairs. Friends and roommates need to be available to assist students with visual impairments. You may wish to use buses that operate on regular schedules.

Transportation
Western Kentucky University has a van that is equipped with a wheelchair lift. The van operates on the regular bus schedule. Be sure you are familiar with the route runs.

Priority Class Scheduling
In addition to arranging mid-day classes, scheduling classes back to back in the same building or complex is helpful. Whenever possible, a combination of classes in the same area of campus and scheduled between the mid-morning and late afternoon hours will aid you in overcoming the bad-weather challenge. Your advisor will assist you with priority scheduling.

Preventive Maintenance for Wheelchairs
Winter takes a toll on bodies and equipment. Imagine having your wheelchair lose a belt or a tire go flat just as you are crossing at the scramble light in the middle of a snow storm. You need to take extra care when maintaining wheelchairs. Precautions and preventive maintenance are a must to avoid unexpected mechanical breakdowns and to assure your best chance at continued independence.

Wheel bearings need to be inspected and greased. Loose bolts need to be tightened, and tires need to be inspected for tread wear.
Students using electric wheelchairs must check drive belts and batteries. It is advisable to stock spare wheelchair parts for minor breakdowns. Front wheels, inner tubes, tires, fuses, and drive belts will wear out frequently in bad weather. You may want to locate a local repair outlet for repairs to wheelchairs.

**Communication**

The ultimate responsibility for keeping accessibility hassles to a minimum during bad weather lies with you. You need to convey proper and complete information, during communication with whomever, to minimize frustration.
Preston Center
Intramural-Recreational Sports

During 1994, the Preston Center has moved to make its facilities accessible for every individual on our campus. Currently, all areas of the facility are wheelchair accessible, including the swimming pool with its new hydraulic lift. The lift will allow wheelchair-users to enter the pool quickly and comfortably. A new multi-station weight machine has been purchased and will soon be implemented in the weight/fitness area. The station will have four weight stacks to provide over 20 different exercise patterns working every upper body muscle group. Four people can train at the same time in approximately 120 square feet. Also, in the works are a complete list of modifications for the four lockerrooms. Dressing benches are to be built and showers are to be equipped with shower seats. If you have any suggestions pertaining to the facilities at Preston Center, contact Fred Gibson in the Intramural-Recreational Sports Department. Check with Mark Williams to voice any intramural concerns or suggestions. Call Sheryl Tahler if you have any interest in fitness or instructional programs. All can be reached at 745-6060.

Wellness and Physical Fitness

There is a growing commitment to fitness and wellness at Western Kentucky University. To meet the health and fitness needs of students with disabilities, combined efforts of the University have resulted in unusual opportunities for students with disabilities.

What Is Wellness?

Wellness is a concept, a process, and a personal responsibility. Physical, emotional, intellectual, social, and occupational well-being determine your ability to manage daily routines and to achieve optimal health, satisfaction, productivity, and independence throughout life. Wellness is the continuing process toward wholeness that binds these elements together.

Wellness Opportunities for Students with Disabilities

The Wellness Center and Health and Fitness Lab in the Raymond B Preston Health and Activities Center offer a variety of services to students with disabilities. The Wellness Center offers positive lifestyle classes each semester to assist students in making lifestyle changes which can improve health, such as smoking cessation, and weight management. Classes are small so that the material covered can be adapted to the individual needs of participating students. A Health & Fitness Reference Center in the Wellness Center offers books, periodicals, videos and...
cassette tapes for loan, and literature files on a wide variety of contemporary health and fitness topics. The Center is used both for academic work and personal inquiry. Students with disabilities are welcome and encourages to participate in all of these programs and services.

Health & Fitness Lab
The Health & Fitness Lab provides many services to students, faculty, and staff who would like professional assistance with the initiation of an exercise program. The proper exercises are recommended depending on the needs and abilities of the individual. These needs may range from wanting to lose excess body fat, increasing muscle tone or improving performance in athletic endeavors. Many individuals come in on the advice of their physician to lower blood pressure, cholesterol and to lose weight. For specific questions contact Libby Greaney, Exercise Physiologist, at 745-6531.

Personal Health & Wellness Classes
The Personal Health & HE 100 class offered through Public Health Department on campus gives a broad background in personal health topics, including physical fitness, nutrition, emotional well-being, sexual health, chronic disease risk reduction, and many other topics which have important bearing for all students. The Education and Life Planning class offered by the Counselor Education Department provides training in time management, study skills, life planning skills, and career planning, to help students adjust to college living and planning for the years ahead. Explore the range of classes available through the Public health and Physical Education and Recreation Departments.
**Numerical Index**

1. Information Center
2. Jones Jagers Hall
3. New Residence Hall No. 2
4. New Residence Hall No. 1
5. Supply-Services Building
6. Keen Hall
7. Peake-Dord Tower
8. Poland Hall
9. Barnes-Campbell Hall
10. Beers Lawrence Hall
11. Denes Field
12. Tennis Courts
13. Smith Stadium (Academic-Athletic Building No. 2)
14. Diddle Arena (Academic-Athletic Building No. 1)
15. Raymond B. Preston Health and Activities Center
16. Tate Page Hall
17. Academic Complex
18. Downing University Center
19. Central Hall
20. West Hall
21. South Hall
22. North Hall
23. East Hall
24. Grise Hall
25. McLean Hall
26. Bates-Runner Hall
27. Parking Structure and Public Safety Building
28. Heating Plant
29. McCormack Hall
30. Gilbert Hall
31. Rodes-Harlin Hall
32. Kentucky Building
33. Felts Log House
34. Craig Alumni Center and Foundation Building
35. Schneider Hall
36. Wetherby Administration Building
37. Ivan Wilson Center for Fine Arts
38. Amphitheater and Colonnade
39. Potter Hall
40. Van Meter Hall
41. Gordon Wilson Hall
42. Rock House
43. Cherry Hall
44. Community College Building
45. Science and Technology Hall
46. Diddle Hall
47. Faculty House
48. Garrett Conference Center
49. Helm Library
50. Cravens Graduate Center and Library
51. Industrial Education Building
52. Schell House
53. Environmental Sciences and Technology Building
54. Greenhouses
55. Hardin Planetarium
56. Thompson Complex (Central Wing)
57. Thompson Complex (North Wing)
58. Snell Hall
59. President’s Home

**Alphabetical Index**

- Academic Complex, 17
- Amphitheatre and Colonnade, 38
- Barnes-Campbell Hall, 9
- Bates-Runner Hall, 26
- Beers Lawrence Hall, 10
- Central Hall, 19
- Cherry Hall, 43
- Community College Building, 44
- Craig Alumni Center and Foundation Building, 34
- Cravens Graduate Center and Library, 50
- Denes Field, 11
- Diddle Arena (Academic-Athletic Building No. 1), 14
- Diddle Hall, 46
- Downing University Center, 18
- East Hall, 23
- Environmental Sciences and Technology Building, 53
- Faculty House, 47
- Felts Log House, 33
- Garrett Conference Center, 48
- Gilbert Hall, 30
- Gordon Wilson Hall, 41
- Greenhouses, 54
- Grise Hall, 24
- Hardin Planetarium, 55
- Heating Plant, 28
- Helm Library, 49
- Industrial Education Building, 51
- Information Center, 1
- Ivan Wilson Center for Fine Arts, 37
- Jones Jagers Hall, 2
- Keen Hall, 6
- Kentucky Building, 32
- McCormack Hall, 29
- McLean Hall, 25
- New Residence Hall No. 1, 4
- New Residence Hall No. 2, 3
- North Hall, 22
- Parking Structure and Public Safety Building, 27
- Peake-Dord Tower, 7
- Poland Hall, 8
- Potter Hall, 39
- President’s Home, 59
- Raymond B. Preston Health and Activities Center, 15
- Rock House, 42
- Rodes-Harlin Hall, 31
- Schell House, 52
- Schneider Hall, 35
- Science and Technology Hall, 45
- Supply-Services Building, 5
- Smith Stadium (Academic-Athletic Building No. 2), 13
- Snell Hall, 58
- South Hall, 21
- Tate Page Hall, 16
- Tennis Courts, 12
- Thompson Complex (Central Wing), 56
- Thompson Complex (North Wing), 57
- Van Meter Hall, 40
- West Hall, 20
- Wetherby Administration Building, 36