

Student Guide to Disability Support Services

2016 - 2017





Dear Student,

Thank you for choosing Wesley College as your postsecondary institution of choice. At Wesley, you will have the opportunity to receive the education you want and the services you need. The Disability Support Services (DSS) Office is here to assist you in gaining equal access to all academic programs.

Our department is committed to providing services that facilitate the academic and personal goals of the students it serves. Students with documented disabilities are entitled to reasonable and appropriate academic accommodations in accordance with Federal laws including the 2008 Americans with Disabilities Amendment Act, Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act.

I hope you will refer to this guide often as you pursue your goal of a college degree at Wesley College. Should you have any questions or concerns not addressed within this guide, please contact me at 302.736-2739 by email at Brian.Belcher@wesley.edu or visit the office in the Parker Library.

I look forward to working with you!

Brian K. Belcher. M.Ed
Coordinator, Disability Support Services

This handbook is updated and reprinted yearly and is available in the DSSS Office located in the Robert H. Parker Library. The handbook is also available on the College's website under the Disability Support Services website – the version on the website is the official and current Student Guide to Disability Support Services Handbook.

Student Guide to Disability Support Services

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Disability Support Services Mission Statement

Disability Support Services at Wesley College seeks to assist students with disabilities to receive *reasonable* accommodations in academic programs and equal access to all aspects of academic life. This goal reflects the overall mission of Wesley College in striving to realize a holistic campus environment of caring, tolerance and inclusiveness for all people, no matter what their ability.

Wesley College Mission Statement

Wesley College is a United Methodist institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our Methodist heritage, the College affirms meaning and purpose in life through justice, compassion, inclusion and social responsibility that enhance community life and respect for the environment. Wesley College exists to liberate and empower its students with the knowledge, skills, ethical attitudes and capacity for critical thinking needed to achieve personal and professional goals and to contribute to the local and global society.

Pertinent Legislation

ADA AMENDMENTS ACT OF 2008

On September 25, 2008, President Bush signed the Americans with Disabilities Act Amendments of 2008 (ADAAA). Employers with 15 or more employees must comply with the federal ADAAA law and state law in regard to the new amendments, and must apply the standard most beneficial to the employee.

The ADA Amendments Act is effective as of January 1, 2009.

The Act makes important changes to the definition of the term “disability” by rejecting several Supreme Court decisions and portions of the EEOC’s ADA regulations. The Amendments Act expands the protections of the original ADA to include more individuals with less severe impairments.

The Act retains the ADA’s basic definition of a disability as:

- Having a physical or mental impairment that substantially limits one or more major life activities;
- Having a record of such an impairment; or
- Being regarded as having such an impairment.

However, the ADAAA has expanded the definition of “**major life activities**” to include (the italicized items reflect the newly added activities):

- | | | |
|---------------------------|------------------------|---|
| • Caring for oneself | • <i>Thinking</i> | • Seeing |
| • Performing manual tasks | • <i>Communicating</i> | • Hearing |
| • Walking | • Working | • <i>Eating</i> |
| • Standing | • <i>Lifting</i> | • <i>Sleeping</i> |
| • Learning | • <i>Bending</i> | • Walking |
| • <i>Reading</i> | • Speaking | • <i>The operation of a major bodily function</i> |
| • <i>Concentrating</i> | • Breathing | |

The ADAAA also adds a new major life activity category – “**major bodily functions**”, which includes, but is not limited to:

- Functions of the immune system
- Cell growth
- Digestive, bladder, and bowel functions
- Neurological and brain functions
- Respiratory and circulatory functions
- Endocrine functions
- Reproductive functions

The ADAAA further:

- states that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;
- clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
- changes the definition of "regarded as" so that it no longer requires a showing that the employer perceived the individual to be substantially limited in a major life activity, and instead says that an applicant or employee is "regarded as" disabled if he or she is subject to an action prohibited by the ADA (e.g., failure to hire or termination) based on an impairment that is not transitory and minor;
- provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation.

SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act was designed to ensure that any program or activity receiving federal financial assistance does not discriminate on the basis of disability for otherwise qualified persons. A "person with a disability" is defined as any person who:

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has record of such an impairment, or
3. is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Any postsecondary program receiving federal financial assistance has been required to provide accommodations for qualified people with disabilities since this Act. Almost all postsecondary institutions must comply with Section 504, since almost all postsecondary institutions, even those that are private, receive federal funds of some type.

Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112, 87 Stat. 394 (Sept. 26, 1973), codified at 29 U.S.C. § 701 et seq.

AMERICANS WITH DISABILITIES ACT (ADA)

When the Americans with Disabilities Act (ADA) was enacted in 1990, many provisions of Section 504 of the Rehabilitation Act were extended to public and private companies who do not receive federal funding. The Americans with Disabilities Act of 1990 requires that people with disabilities be provided equal access to public programs and services. According to this law, no otherwise qualified individuals with disabilities shall, solely by reason of their disabilities, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in these programs. The ADA upholds and extends the standards set forth in Section 504 of the Rehabilitation Act to

employment practices, communications, and all policies, procedures, and practices that impact the treatment of students with disabilities.

Making a service or program accessible is the responsibility of the service or program. For example, a student who uses a wheelchair and has grades, recommendations, and other qualifications for admission to medical school cannot be denied access to the program because the school does not have an elevator in one of the buildings. Access extends past the classroom to all programs and services made available to the public, such as athletic programs and extracurricular offerings.

Section 504 also specifies that colleges and universities may not limit the number of students with disabilities admitted or make pre-admission inquiries as to whether or not an applicant has a disability. In addition, colleges and universities cannot use admission tests or other criteria that inadequately measure the academic qualifications of students with disabilities because special provisions to take the tests were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

SECTION 508 OF THE REHABILITATION ACT

To ensure that the federal government would not perpetuate the discrimination that the vocational rehabilitation system was designed to mitigate, Congress enacted civil rights protections for people with disabilities. On August 7, 1998, Congress amended Section 508 of the Rehabilitation Act (19 U.S.C. 794d) to expand the federal government's responsibility to provide electronic and information technology which is accessible to, and usable by, people with disabilities. Section 508 of the Rehabilitation Act specifically covers federal agencies but has an impact on the greater public.

Section 508 requires federal departments or agencies that develop, procure, maintain, or use electronic and information technology, to ensure that the electronic and information technology is accessible. Section 508 requires that individuals with disabilities seeking information or services from a federal department or agency, have access to, and use of, information and data comparable to that provided to individuals without disabilities. For example, government Web sites must provide access for blind users who use speech output systems. If any video clips are used they must have captions and descriptions. Visual images should also be audio-described so that people who are blind or deaf have equal access.

How these Laws Apply to Higher Education

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 were designed to ensure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

In the application of both laws, students with disabilities must be qualified to participate in College activities. A qualified student with a disability is one who meets the admission and essential eligibility requirements of a program or service. Individuals who pose a direct threat to their own health or safety or the health or safety of others will not be considered qualified.

The law requires higher education institutions to ensure that all programs, services, or facilities are accessible to or usable by persons with disabilities. The law does not require:

- making each facility accessible if alternatives are effective
- a fundamental alteration of programs or services
- undue financial or administrative burden.

Wesley College is under no obligation to change academic requirements which the College, programs, or majors “can demonstrate are essential to the program of instruction...or to any direct licensing requirement.”

The College does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring or typing (United States Office of Civil Rights, July, 2002).

The institution must provide auxiliary aids to ensure the participation of students in college classes and activities and must accommodate the academic participation of qualified students with disabilities.

The law does not require special treatment of students with disabilities, but does require that students be given the opportunity for equal participation in the College’s programs. This is done by providing to eligible and qualified students appropriate academic adjustments and auxiliary aids necessary to facilitate the students’ fullest possible participation in the College’s academic programs.

Quick Guide to Receiving Accommodations

1. Send in appropriate documentation to the Disability Support Services (DSS) Coordinator at:

Wesley College
Coordinator, Disability Support Services
120 North State Street
Dover, DE 19901

It is the student's responsibility to contact the trained and certified and/or licensed psychologist, learning disabilities specialist, educational therapist, or physician who diagnosed the disability and obtain objective documentation supporting the condition and the need for services released and forwarded to this office.

To avoid delays, supporting documentation should be forwarded in a timely matter as to avoid delay in evaluation/consideration for ADA accommodation at Wesley College; **INCOMPLETE FILES WILL NOT BE PROCESSED.**

2. The DSS Coordinator reviews the documentation to determine the acceptability to support a request for ADA accommodations. Once a file has been created containing all submitted documentation and Wesley College forms used in their evaluation, you will receive notification outlining the results of the evaluation and a DSS Manual.
3. Once you receive notification, contact the DSS office to schedule an appointment with the DSS Coordinator to discuss your accommodation(s) needs and how to proceed. If approved for ADA accommodations, you will receive a **Professor Letter** for each course on your schedule. The **Professor Letter** is a tool to make communicating the accommodations easier with your professor. This letter **DOES NOT** state the nature of the disability. Be sure the appointment is scheduled early to expedite the accommodation process.
 - a. *If the semester has not started, attend the first week of your classes to determine what accommodation(s) you think you will need for each course. If the semester has started and you have attended the first week of classes, make note of what accommodation(s) you think you will need for each course.*
4. Make an appointment with each professor after you receive your **Professor Letter**. Schedule the appointment during the professor's office hours.
5. Bring the **Professor Letter** to the appointment and discuss the accommodations. Both student and the professor must sign the **Professor Letter**.
6. The student will return the signed copy of the **Professor Letter** to the DSS Office. **You must return the signed Professor Letters to the DSS office to activate your accommodations.**
7. The registration process is complete.

However, to continue to receive accommodations, the process listed above must be repeated for each semester.

General Information

Wesley College is an institution of higher education committed to ensuring that all qualified students with disabilities are provided reasonable accommodations, auxiliary aids, and services to ensure full access to programs, services and activities.

Wesley College adheres to the Americans with Disabilities Act Amendments of 2008 (ADAAA) which prohibits discrimination and protects the rights of people with disabilities. Nondiscrimination under Federal Grants and Programs states that no one with a disability is to be excluded from participating, denied benefits, or discriminated against because of the disability.

Wesley College provides accommodative services to students with documented disabilities, not a comprehensive special needs program. It is the goal of Wesley College that each student with a documented disability gains equal access to its academic programs. Students with disabilities must meet all requirements for admission and for graduation.

- Research has shown, the most successful students with disabilities at the post-secondary level are those appropriately qualified and prepared for independent academic study, have full knowledge of the impact of their disability, and who demonstrate well-developed self-advocacy skills.
- Students with disabilities should also be well-informed about the changes in the laws that govern their rights and responsibilities as a college student as well as the laws that govern the post-secondary institution's responsibilities to students with disabilities who are in attendance.

Prior Individuals with Disabilities Education Improvement Act (IDEA) classification with an IEP or a "504" Accommodation Plan does not guarantee that a student will be eligible for accommodations, auxiliary aids and services at Wesley College. The criteria for eligibility at post-secondary institutions are different than those used for eligibility determination in K-12 arena.

- Under the ADAAA, a disability is defined as "a physical or mental impairment that substantially limits one or more **major life activities** (listed on page 6), or having a record of such an impairment or being regarded as having such an impairment."
- Documentation submitted to request accommodations, auxiliary aids and services at the post-secondary level must identify the disability, provide evidence of the disability's impact on the major life activity and suggest recommendations for accommodations.

Students with disabilities requesting accommodations and services at Wesley College must follow specific procedures prior to the development of an accommodation plan. This process and approval includes the student's self-disclosure, the timely submission of detailed documentation of the disability which must provide evidence, the interpretation of these elements, and the determination of disability status in accordance with the ADA Amendments Act (otherwise known as ADAAA) of 2008, and the standards of Wesley College.

DISABILITY SUPPORT SERVICES (DSS) COORDINATOR

The Disability Support Services (DSS) office is located on the first floor of Parker Library (PL) in Room 112B.

Brian K. Belcher, M.Ed.
PL112B, 302.736.2739
Brian.Belcher@wesley.edu

DSS Hours of Operation:

Fall and Spring Semester
Monday - Friday | 7:30 a.m. - 4:00 p.m.

Summer Semester
Monday - Friday | 7:30 a.m. - 3:30 p.m.

STUDENT RESPONSIBILITIES

Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through Wesley College.
2. Reasonable and appropriate accommodations and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.

Every student with a disability has the responsibility to:

1. Meet Wesley College's qualifications and essential technical, academic and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation. (**Accommodations will not be made retroactively.**)
3. Provide documentation from a trained and certified and/or licensed psychologists, learning disabilities specialists, educational therapists, or physicians that verifies the nature of the disability, functional limitations and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations and/or auxiliary aids outlined under **Policies & Procedures** on page 15.

DISCLOSURE OF DISABILITY

Confidentiality of student records is required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Thus, students who request accommodations can be assured that the information will be kept confidential. All students must complete a FERPA disclosure form with the Registrar's Office indicating their choice and level of information disclosure.

Colleges and universities are required to provide students with the appropriate academic adjustments and auxiliary aids and services necessary to afford an individual with a disability an equal access and opportunity to participate in the school's facilities, programs, and activities. At the postsecondary level, the student has both the choice to and the responsibility for disability disclosure, accommodation requests, and following of established procedures for requesting those accommodations. Therefore, submission of current, typed, detailed documentation of the student's disability is **required** to process requests.

Incoming students with disabilities who request accommodations, auxiliary aids and services must identify these needs to the DSS Coordinator as soon as possible after their application to the College has been accepted and their decision to attend has been confirmed. Submission of current, detailed documentation of the student's disability is **required** to process requests.

The documentation will be reviewed and evaluated for completeness before being filed. Based upon the results of the evaluation, students may be asked to submit updated or additional information. This documentation **MUST** be on file before any accommodations will be recommended.

Testing should have been administered within the last three years. It is in the students' best interest to provide recent and appropriate documentation to serve as the basis for decision making about their needs for accommodation, since assessment constitutes the basis for determining reasonable accommodations.

The documentation required includes a typed, psycho-educational evaluation. Evaluations should include information on students' intellectual functioning, processing abilities, and achievements. In addition, specific recommendations should include and specify what entails a reasonable accommodation for each student's disability.

For accommodations to be provided, the psycho-educational evaluation must clearly state that a disability exists. *General terminology, such as "learning difference" or "learning problem," does not constitute a learning disability.*

Professionals conducting the assessment and rendering a diagnosis of specific disabilities must be qualified to do so. Information from trained and certified and/or licensed psychologists, learning disabilities specialists, educational therapists, or physicians is acceptable for documentation purposes.

Diagnostic reports must include:

1. Name and title of the evaluator
2. Address and phone number of the evaluator
3. Date(s) of testing

CONFIDENTIALITY & RELEASE OF INFORMATION

DSS acknowledges the importance of confidentiality and will not release disability-related documentation or information about a student's diagnosis without his or her informed written consent, except on a need-to-know basis or as otherwise required by law.

Documentation submitted by students for the purpose of requesting reasonable accommodations is maintained in a secure file in the office of the DSS Coordinator and maintained for a period of seven years from the time the student graduates or leaves the college. The documentation is not part of the student's academic transcript or official college record.

Professors' Letters, email or other communication submitted for the purpose of informing instructors of a student's approved accommodations do not contain information about the student's disability. Instructors should limit discussion regarding a student's accommodations to individuals necessary to implement the accommodation.

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADAAA) do not give faculty or others access to disability-related information.

Students may address questions about confidentiality to the DSS Coordinator in the Parker Library, PL112B or at 302.739.2739.

GUIDELINES FOR EMERGENCY EVACUATION

IMPORTANT: If you are alone at the time of a fire or emergency evacuation, notify the Office of Safety and Security of your location – call extension x2436 or 302.736.2436.

DISABILITIES & STUDY ABROAD PROGRAMS

Study Abroad is an academic experience outside the United States (U.S.). If you have a documented disability that requires accommodation, please note that ADA accommodations are not considered extraterritorial and may not be available outside the U.S. borders.

FIELD EDUCATION

Many academic programs require field experiences, internships, practicums, clinical experiences, or student teaching as part of the curriculum. DSS will collaborate with the academic program to coordinate necessary access and accommodations in these types of field experiences. Contact the DSS Coordinator during the semester prior to field experience to begin planning for an accessible experience.

Policies & Procedures

ACCOMMODATIONS

After providing Disability Support Services with current documentation regarding the nature of the disability, students (not parents/guardians or other advocates) must meet with the DSS Coordinator to discuss and request accommodations. The DSS Coordinator uses an Accommodations Checklist form to document the accommodations. The information on the checklist will be used to draft an accommodation letter called a *Professor Letter*. The *Professor Letter* is a tool to make communicating the accommodations easier with the professor. This letter **DOES NOT** state the nature of the disability.

It is the responsibility of students to deliver the *Professor Letter* to their instructors and talk with them concerning the specific academic accommodations. Students should schedule an appointment during the instructor's office hours to discuss the contents of the letter. This discussion should always be confidential. I understand that *Professor Letters* are required every semester to be signed by each professor and delivered to the DSS Coordinator prior to receiving accommodations. **I also understand my accommodations will only begin once I have completed the Accommodations Process and are they will not be made retroactive.**

DOCUMENTATION

The documentation submitted by students planning to request accommodations for a disability must contain a typed statement on the trained and certified and/or licensed psychologist, learning disabilities specialist, educational therapist, or physician letterhead/documentation verifying eligibility according to ADAAA 2008, Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act. This documentation **MUST** include:

- a clear diagnosis,
- the extent, duration, and current functional impact of the disability.
- a clear link between a diagnosis and recommended accommodations and the test data.
- the name of the diagnostician and his/her report. In addition, this diagnostician:
 - must be a licensed or otherwise properly credentialed professional
 - must be certified to evaluate the particular disability,
 - should have an accurate understanding of the college environment, and
 - must be an impartial individual who is not a family member nor in a dual relationship with the student.

The documentation must be detailed, comprehensive, recent, and include the following:

- Narrative report (typed)
- All test data results, including scores when applicable, with appropriate analysis and discussion
- Clearly stated diagnosis (DSM if appropriate)
- Date of onset

- History of problem and past treatment(s)
- Level of severity
- Current or past accommodations utilized
- Current mitigating factors (medication, stress, etc.)
- Evidence of current, significant, functional impact
- Recommendations for college-appropriate accommodations

The documentation must be thorough enough to support the specific accommodation(s) requested. Requests for accommodations without supporting evidence will require further evaluation or documentation. The documentation of a chronic and progressive condition must include the degree and range of functioning. Prior accommodations may not be deemed reasonable in the college environment nor does the diagnosis of a disability imply the need for accommodations. The degree of impairment and current functioning are critical factors in this determination. (***Notes on a prescription pad are not adequate forms of documentation.***)

DOCUMENTATION FOR PHYSICAL, MOBILITY, & HEALTH-RELATED DISABILITIES

Chronic Disabilities

Students with a chronic physical, mobility, or health-related disability must provide a typed statement on letterhead verifying a disabling condition by a trained and certified and/or licensed psychologist, learning disabilities specialist, educational therapist, or physician who

1. is qualified to diagnosis the disability
2. is currently or recently associated with the student
3. is an impartial individual who is not a family member nor in a dual relationship with the student, and
4. who has an accurate understanding of the college environment.

The documentation must include:

1. A clear statement of the diagnosis, including a summary of assessment procedures, evaluation instruments used to make the diagnosis, and a summary of the evaluation results.
2. Relevant history.
3. Description of current symptoms, fluctuating symptoms, and prognosis.
4. Currently prescribed treatments, medications, assistive devices, and services should be described. Description should include all currently used treatments and their estimated effectiveness in treating the impact of the disability.

The diagnosis must reflect the student's present level of functioning in the major life activity affected by the disability with recommendations for accommodations. All recommended accommodations must be clearly linked to the diagnosis with an explanation of each.

Accommodations cannot be obtained without prior documentation. The student must present the documentation to the DSS Coordinator prior to obtaining accommodations and services. The cost of obtaining the professional verification is the responsibility of the student.

If the documentation is incomplete or inadequate regarding the current functional impact of the disability, the DSS Coordinator may request supplementary documentation or a reassessment, including recommendations for college-appropriate accommodations. The cost of the supplementary documentation or reassessment is the responsibility of the student.

Temporary Medical Conditions

Students seeking accommodations or services on the basis of a temporary medical condition must follow the guidelines provided above and must include the following additional information:

- The nature and cause of the condition
- The current functional impact of the condition
- The onset and verification of the disabling condition should be no older than 60 days.
- The expected duration of the condition
- The prognosis for recovery

Accommodations are extended only for the duration of the functional limitations associated with the disability. The eligibility process is the same as for permanent disability cases.

DOCUMENTATION FOR DEAF OR HEARING OF HEARING IMPAIRED

Students requesting accommodations based on a diagnosis of Deafness or Hearing Impaired are required to submit documentation which verifies eligibility according to the Rehabilitation Act of 1973 and the ADA.

This medical documentation of disability must include a comprehensive evaluation prepared by a licensed or otherwise properly credentialed professional who is:

1. certified to evaluate the disability,
2. familiar with the challenges and functional requirements of a college environment, and
3. an impartial evaluator who is not a family member nor in a dual relationship with the student.

The medical documentation must be current (to reflect present functioning for the college environment, evaluation must be within 1-2 years), must include a clear statement of the diagnosis and prognosis as well as the extent, duration, and current functional impact of the disability. The diagnosis and recommended accommodations must be clearly linked to the test data and must include an explanation of each.

Assessment

If your disability is progressive, or if you experience any change in the severity that would affect your accommodations, you must provide updated documentation that reflects the change in status. An Audiologist can provide information regarding diagnosis and treatment of those individuals who are deaf or hearing impaired. If condition involves progressive loss, a more current diagnosis may be required. In these cases, recommended current documentation should be within 1 year).

The documentation should be written in narrative report format with the name, address, phone number and title and/or credentials of the specialist making the assessment.

The assessment must include:

1. A detailed summary of audiometric procedures and/or audiological testing indicating the nature and the degree of hearing loss, and any speech recognition/ discrimination evaluations.
2. A summary of assessment procedures used to make the evaluation and a narrative summary of results.
3. Pertinent history, a current diagnosis of hearing impairment including the level of severity.
4. Narrative of whether the hearing loss is stable or progressive.
5. Whether assistive devices such as hearing aids or FM systems are used and their effectiveness.
6. A description of the student's functional limitations in an educational setting.
7. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

DOCUMENTATION FOR BLINDNESS OR VISUAL IMPAIRMENT

Students requesting accommodations based on a diagnosis of Deafness or Hearing Impaired are required to submit documentation which verifies eligibility according to the Rehabilitation Act of 1973 and the ADAAA.

This medical documentation of disability must include a comprehensive evaluation prepared by a licensed or otherwise properly credentialed professional who is:

1. certified to evaluate the disability,
2. familiar with the challenges and functional requirements of a college environment, and
3. an impartial evaluator who is not a family member nor in a dual relationship with the student.

The medical documentation must be current (to reflect present functioning for the college environment, evaluation must be within 1-2 years), must include a clear statement of the diagnosis and prognosis as well as the extent, duration, and current functional impact of the disability. The diagnosis and recommended accommodations must be clearly linked to the test data and must include an explanation of each.

Students who are blind or visually impaired are encouraged to contact the DSS Coordinator as soon as they have made the decision to attend Wesley College. Because of your disability, it is important for the student to secure the services of an Orientation and Mobility (O&M) Specialist. The purpose of the O&M specialist is to provide blind and visually impaired students with the opportunities to develop the skills necessary to travel independently, efficiently, confidently, and safely throughout the campus.

I. Evaluator's Qualifications

The medical professional providing the documentation should have comprehensive training and expertise in treating vision loss, and appropriate licensure/ certification. Such professionals include ophthalmologists and optometrists.

Reports from the professional should be submitted on letterhead and include the following:

- Name, title, and professional credentials of the evaluator
- Information about license or certification as well as the area of specialization
- State/province in which the individual practices

II. Documentation: Age and Contents

The age of acceptable documentation is dependent upon the disabling condition, whether or not the condition is permanent or will change over time, and the student's request for accommodations.

The documentation should address the student's current level of functioning. If the disability is a permanent, lifelong impairment (e.g., blindness), documentation may not need to be as recent, but specific recommendations for the current academic setting should still be provided by a qualified professional.

Documentation should include a detailed description of the following:

- A diagnosis of impairment (or medical condition).
- Information on the student's present symptoms and limitations.
- How those symptoms impact the student inside and outside of the classroom setting.
- A discussion of the status (static or changing) of the student's condition.

III. Specific Accommodation Recommendations

Documentation must contain specific recommendations for:

- Accommodations that are tied to the current functional limitations of the student.
- Each accommodation recommended by the evaluator must include a rationale.
- Recommended accommodations should be pertinent to the anticipated academic environment (i.e. the particular undergraduate, graduate program the student is enrolled in).

DOCUMENTATION FOR MENTAL HEALTH/PSYCHOLOGICAL DISABILITIES

Psychological disabilities are defined by the Americans with Disabilities Act (ADA) of 1990 as "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities." The disability must be diagnosed, documented, and substantially limit one or more major life activity. To receive appropriate accommodations, the diagnosis must clearly link the impact of the disability to the individual's functional limitations. Therefore, accommodations will vary among individuals based on the impact of the disability.

Diagnosis by a licensed mental health professional, including licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists, and certified addiction counselors (when applicable), is required and must include the licensee number. The diagnostician must be an impartial individual who is not a family member nor in a dual relationship with the student.

Diagnoses may include, but are not limited to, depressive disorders, obsessive compulsive disorder (OCD), post-traumatic stress disorder (PTSD), bipolar disorder, dissociative disorders, and rehabilitated alcohol and other drug addiction. Individuals with these disorders may exhibit problems in the following areas:

- Cognition: memory, concentration, self-talk time management
- Behavior: impulsivity, repetitive motion, pacing, maintaining stamina
- Perception: auditory or visual hallucinations
- Socialization: lack of affect, fear or anxiety, rambling or halting speech
- Medication side effects: drowsiness, fatigue, and hand tremors

Reasonable accommodations will be determined based on the documentation submitted. Required documentation must include:

- A typed, clear statement of the disability, including the DSM diagnosis
- Relevant history
- Summary of present symptoms, fluctuating symptoms and prognosis
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable
- Medical information relating to student's needs, including the impact of medication on the student's ability to meet the demands of the post-secondary environment
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which the accommodations are being requested
- Suggestions for appropriate accommodations as substantiated by the diagnosis and limitations described above.

DOCUMENTATION FOR ATTENTION DEFICIT DISORDER/ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADD/ADHD)

Students requesting accommodations based on a diagnosis of ADD/ADHD are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

This documentation must include a typed, comprehensive assessment prepared by a licensed professional. The diagnostician must be an impartial individual who is not a family member nor in a

dual relationship with the student. This assessment should be **current**, reflect significant impairment impacting a major life function, and include a **clearly stated diagnosis**.

It must include a typed, full narrative report and evidence of childhood onset. The diagnosis and recommended accommodations must be clearly linked to the evaluative information with a discussion of each. The assessment must include the information listed below.

1. Evidence that ADD/ADHD-type symptoms arose in childhood:

- Approximate age of onset
- Date of diagnosis
- Retrospective review of DSM criteria, indicating the symptoms endorsed
- Evidence of significant impact on academic functioning
- Prior accommodations and treatments; if there were none, explain why not
- If not previously diagnosed or treated, what factors allowed for successful compensation

2. Evidence that symptoms currently meet DSM criteria in their nature and severity:

- Report the symptoms evident in current functioning
- Provide objective evidence of significant functional impairment
- Symptoms cannot be explained by other psychiatric or cognitive factors

3. Explanation of current mitigating factors:

- Accommodations
- Medications
- Side effects, etc.

4. Rationale for the kinds of accommodations requested:

- Basis for recommended accommodations
- A list and discussion of current or past accommodations utilized
- Evidence from the client's history that particular accommodations have been successful

DOCUMENTATION FOR PERVASIVE DEVELOPMENTAL DISORDERS

Autism Spectrum Disorder (ASD)

Students requesting accommodations based on a diagnosis of a Pervasive Developmental Disorder are required to submit documentation verifying eligibility according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. This documentation **MUST** include a typed, comprehensive evaluation prepared by a licensed or otherwise properly credentialed professional who is

1. certified to evaluate the disability,
2. has an accurate understanding of the college environment, and

3. must be an impartial individual who is not a family member nor in a dual relationship with the student.

The documentation must include a clear statement of the diagnosis and prognosis as well as the extent, duration, and current functional impact of the disability.

The diagnosis and recommended accommodations must be clearly linked to the test data with a discussion of each. The assessment must include the information listed below.

1. History

- Approximate age of onset
- Date of first and most recent diagnosis (including the DSM or ICD code)
- Evidence of significant impact on academic functioning
- Prior accommodations and treatments; if none, explain why not
- If not previously diagnosed or treated, what factors allowed for successful compensation

2. Comprehensive neuropsychological examination

- Performed within the past three years
- Summary of all evaluative procedures as well as diagnostic tests/evaluation results

3. Academic Testing

- Standardized achievement tests, including scores
- Reading comprehension
- Written language
- Mathematics
- A review of the academic record

4. Social/emotional functioning

- Current level of functioning
- Recommended compensatory strategies or interventions

DOCUMENTATION FOR SPECIFIC LEARNING DISABILITIES

Learning disabilities are neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.

In Federal law, under the Individuals with Disabilities Education Act (IDEA), the term is “specific learning disability,” one of 13 categories of disability under that law.

“Learning Disabilities” is an “umbrella” term describing a number of other, more specific learning disabilities (SPD), such as dyslexia and dysgraphia. The DSS office has more information about these SPDs, plus strategies to help.

- Types of Specific Learning Disabilities (SLD)
 - Auditory Processing Disorder (APD)
 - Dyscalculia
 - Dysgraphia
 - Dyslexia
 - Language Processing Disorder
 - Non-Verbal Learning Disabilities
 - Visual Perceptual/Visual Motor Deficit

Students requesting accommodations for a learning disability are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. This documentation must include a comprehensive psycho-educational evaluation conducted by a licensed or otherwise properly credentialed professional who is:

1. certified to perform the evaluation
2. has an accurate understanding of the college environment, and
3. must be an impartial individual who is not a family member nor in a dual relationship with the student.

The evaluation should be recent, reflect current significant impairment impacting a major life function, and include a clearly stated diagnosis. The report must include a full narrative discussion listing and interpreting all test scores with evidence of statistically significant intra-individual discrepancies.

All recommended accommodations must be clearly linked to the test data with a discussion of each. In the case of previously diagnosed students, the evaluation should be administered within three years of the date of enrollment and/or normed for adults. In addition, a list of all current or past accommodations utilized must also be included.

The evaluation must include at least one measure from each of the following categories:

1. A measure of Intellectual Ability or Cognitive Functioning. Examples of such measures include:
 - Wechsler Adult Intelligence Scale-Revised (WAIS IV)
 - Woodcock-Johnson Psycho-Educational Battery (WJ III Normative)
 - Stanford Binet Intelligence Scale (5th Edition)
2. A measure of Achievement in reading comprehension, written language, and/or mathematics, which demonstrates a significant impairment. Examples of such measures include:
 - Woodcock-Johnson Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
3. A measure of Information Processing in one or more of the following areas that demonstrates a significant impairment:
 - Visual and/or auditory processing
 - Memory and processing speed
 - Attention and concentration

- Perceptual motor skills
- Other cognitive measures which are related to the disability

HOUSING ACCOMMODATIONS

The learning environment and residential living are essential to the Wesley College experience. Students are required to live on campus during their first two years at Wesley College. In accordance with the Americans with Disabilities Act (ADAAA) of 2008, the Rehabilitation Act of 1973, and the Fair Housing Act amended in 1988, Wesley College is dedicated to ensuring that students with disabilities have equal access to Wesley's residence halls and all of the programs and services offered within them.

Students may request housing accommodations due to a disability by submitting their request to Disability Support Services Office (DSS). DSS will review requests and collaborate with the Office of Residence Life to facilitate accommodations for students with disabilities who have specific housing needs.

Note: Disability related housing needs will take precedence over requests for a specific residence hall and/or roommate.

Student Responsibilities:

1. Adhere to all policies, procedures, and deadline for applications set by Wesley's Office of Residence Life. To obtain more information regarding the housing application process, please contact the Office of Residence Life at 302.736.2458.
2. Register with DSS by following the registration procedures outlined on page 13.
3. Provide DSS with appropriate documentation supporting the request for housing accommodations. Documentation to support a housing accommodation should include:
 - a. the disability and date of diagnosis
 - b. a clear description of the requested accommodation(s); and
 - a. please state specific recommendations regarding housing, and a rationale as to why these housing needs are warranted based upon the student's medical (physical/emotional health) condition. Indicate why the change(s) to the housing environment you recommend are necessary (for example, if you suggest a private bathroom, state the reasons for this request related to the student's condition).
4. Obtain the **Medical Single Room Accommodation Form** from the Office of Residence Life and submit to DSS. The DSS Coordinator will verify whether you have approved ADA accommodation. If approved, the DSS Coordinator will sign the **Medical Single Room Accommodation Form** with any additional notations. If the request is not approved, the DSS Coordinator will provide additional guidance using the Student Guide to Disability Support Services.
5. Submit completed **Medical Single Room Accommodation Form** to the Office of Residence Life.

DSS Responsibilities:

1. Verify that a student who requests housing accommodations is registered with DSS and eligible to receive accommodation. Eligibility will be determined on a case by case basis. Through collaboration with the Office of Residence Life, DSS will grant requests based upon the severity of the condition, availability of space, and the timeliness of the request.
2. Once a decision is made, DSS will communicate with the student stating the decision and outlining the recommended accommodations, if applicable.

MEAL PLAN ACCOMMODATIONS

All residential students are required to purchase a meal plan. Students with disabilities may require meal plan accommodations to fully participate in campus life. Accommodations are determined on a case-by-case basis and are to allow for equal access to College programs and services.

Students may request meal plan accommodations due to a disability by submitting their request to the Disability Support Services Office (DSS). Examples of such disabilities (but not limited to) are an autoimmune disease like celiac disease or allergies to products like wheat, milk, peanuts, eggs, etc.

(Dietary preferences not relating to the corresponding disability should be addressed with Dining Services.) For example: **Vegan/Vegetarian Lifestyle** - Wesley College Dining Services recognizes that the choice to live a vegan/vegetarian lifestyle is a very personal one and not without its sacrifices, but it does not constitute a basis for exemption from a meal plan requirement. As part of their commitment to providing a wide variety of options for all students, Wesley College's Dining Services makes a concerted effort to purchase and prepare items that are suitable for a vegan/vegetarian lifestyle. Please contact Dining Service with any questions.

Student Responsibilities:

1. Adhere to all policies, procedures and deadlines for applications set by Wesley's Office of Residence Life.
2. Register with DSS, by following the appropriate procedures, in a timely manner as delineated in the DSS Student Manual. (Accommodations will not be made retroactively.)
3. Provide DSS with appropriate documentation support the request for meal plan accommodations. Documentation to support a meal plan accommodation(s) should include:
 - a. the disability and date of diagnosis,
 - b. relevant medical history,
 - c. test results that support the diagnosis (where appropriate),
 - d. course of treatment,

- e. description of the specific type of foods to be avoided or required,
 - f. a clear description of the requested accommodation(s); and
 - g. an explanation of how the request directly relates to the impact of the disability (diagnosis). *Recommendations made by treatment providers are taken into consideration but cannot be guaranteed to be approved as accommodations.*
4. Diagnostic reports must include:
 - a. Name and title of the evaluator
 - b. Address of the evaluator
 - c. Phone number of the evaluator
 5. Contact Dining Services Manager to discuss ways in which they might serve you and meet your needs. *A complete exemption from participation in the meal plan is unusual and will only be considered when needs cannot be accommodated by Wesley College's Dining Services.*

DSS Responsibilities:

1. Verify that a student, who requests meal plan accommodations, is registered with DSS and eligible to receive the requested accommodation. Eligibility will be determined on a case by case basis.
2. Communicate the decision with the student after reviewing the documentation and receiving feedback from the Dining Services Manager.

REDUCED COURSE LOAD

Students with certain disabilities may be eligible for a reduced course load as an accommodation. On a semester-by-semester and individual student-requested basis, DSS will determine eligibility for and recommend a reduced course load for qualified students. A reduced course load is less than twelve (12) credit hours per semester for undergraduate students and less than nine (9) credit hours per semester for graduate students as indicated in the *Wesley College Undergraduate Catalog*. Under no circumstances will a reduced course load be recommended for credit hours totaling less than half time.

Although a student may be approved for reduced course load accommodations, definitions used to determine enrollment status for Federal financial aid eligibility remains the same for all students. For example, a reduced course load of 9 credits, or any number of credit hours that would define the student as "less than full-time," may mean a reduction in Federal financial aid. For specific information see, <http://www.finaid.org/educators/pj/disability.phtml>.

Each College office will determine which administrative benefits, if any, students may be eligible to receive based on the recommendation for a reduced course load. A DSS recommendation for a reduced course load does not apply to or exempt a qualified student from meeting satisfactory academic progress requirements established by the College or department/degree program. Students should consult with their academic adviser to ensure they are meeting these standards.

Students are strongly encouraged to request a reduced course load as an *accommodation* prior to the first week of any semester to facilitate campus services that would be significantly affected otherwise: Financial Aid, Registrar, Residence Life, Health and Wellness Services, etc. Students should consult the office(s) which could significantly affect the provision of campus services prior to reducing their course load to protect their services from being affected by any potential impact.

DSS will provide the student with a letter certifying that the reduced course load is a valid the Americans with Disabilities Act (ADAAA) of 2008 accommodation. A letter in support of a reduced course load accommodation from DSS will not override the policies of any particular agency, office or department.

Note: A reduced course load must be arranged prior to the ADD/DROP deadline. Any requests for reducing course load after the deadline is considered a withdrawal. Students who need to reduce their course load after the deadline must meet with the Vice President for Academic Affairs and Dean of Students. Withdrawals are not disability accommodations.

Student Responsibilities:

1. Register with DSS by following the appropriate procedures.
2. Provide DSS with appropriate documentation, refer to Documentation Policy under Policies & Procedures, validating the request for a reduced course load. Documentation must be submitted and reduction requested prior to the ADD/DROP deadline, as not to affect the student's current or proposed schedule.
3. If the request is approved, the DSS Coordinator will provide the student an approval letter to be forwarded to any agency, office, or department (College or outside agencies) which may be impacted due to the reduced course load decision.

DSS Responsibilities:

1. Verify the student requesting reduced course load is registered with DSS and eligible to receive this accommodation.
2. Share with the student the potential consequences of the reduced course load on progress toward graduation, financial aid, billing, etc. (if request is approved).
3. Indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full-time status for the semester in question and that he/she cannot drop below these hours without placing his/her full-time status in jeopardy.
4. Provide the student with a letter in support of the reduced course load accommodation.

COURSE SUBSTITUTION

Among other graduation requirements, students must demonstrate proficiencies in a number of subjects to fulfill the requirements of a major, and a minor, and demonstrate the basic competencies commensurate with the title of a degree from Wesley College.

Wesley College does not waive academic courses required for graduation, nor can course substitutions be provided that would fundamentally alter the nature of a program. However, Wesley College recognizes that qualified students with disabilities may have a condition that negatively affects the student's ability to perform in the required course, even with reasonable accommodations. Under certain circumstances, students with disabilities may request a course substitution as an accommodation.

The procedure for seeking the accommodation of a course substitution is as follows:

- Only students registered with the DSS office may request a course substitution. (Documentation from a qualified professional must discuss how the condition affects the ability to learn the subject/discipline. Additional documentation from the qualified professional may be requested and considered. It is the responsibility of the student to pay any associated fees for further assessment, if required.)
- The student must submit the course substitution request in writing to the DSS office. The letter requesting this accommodation should include:
 - a. a rationale for the course substitution,
 - b. information about any previous experience in the subject,
 - c. the impact of the disability on his/her ability to learn the subject,
 - d. other relevant information supporting the need for this accommodation.

The student's letter will be considered along with other indicators, such as evidence of previous struggle or failure in that course (including withdrawal from the course due to failing grade), or failure in the course with accommodations. A letter from a previous teacher/professor discussing the level of effort and/or difficulties the student experienced in the course might further support the student's need for the accommodation. All of this information will reside in the student's DSS file.

The DSS Coordinator will determine the legitimacy of request based on the evidence presented. If the Coordinator deems the request reasonable, the written request will be presented to a faculty committee. The committee will consist of the following individuals:

1. Chair and another member of the Department from which the course substitution is requested;
2. Chair from where the student's degree program resides;
3. Coordinator of Advising; and,
4. Student's Academic Advisor for consideration as to the curricular impact to the program of study.

The following questions are examples of the types of issues that might be considered:

- a. How does the information from this class support the tenets of the major/philosophy of the college?
- b. Is this course a prerequisite to other courses in the program?
- c. Would any informational foundations be compromised by not taking the course?
- d. How would not taking the course impact the program as a whole?
- e. Is this course a pre-requisite to graduate studies?
- f. What courses would be an appropriate substitute?
- g. Does Wesley College offer an appropriate substitution?
- h. If not, could the substitution course be transferred in from a different institution?

The decision as to appropriate substitutions is at the discretion of the committee.

- The student will be notified in writing of the decision, within ten (10) days of receipt of the request, to grant or deny this accommodation, signed by the decision-makers.
 - a. Should the accommodation be granted, a list of appropriate substitutions from which the student can choose will be provided by the committee. (The student may also submit a request for a course substitution by providing the course number and course description from a different institution.)
 - b. If the course substitution is granted, a copy of the letter will be sent to the Registrar Office. If the course substitution is denied, other accommodations will be considered.

The student reserves the right to go through an appeal process should the request be denied. The final appeal would be with the Provost (Academic Affairs).

DISABILITY-RELATED ABSENCES

Wesley College will make every effort to provide reasonable accommodations which meet the students documented disability related academic needs. Please note, however, that neither the college nor an individual faculty member is required to waive any central or fundamental academic requirements of the course, regardless of the nature of the student's disability.

Each department identifies and defines the essential or fundamental academic requirements for its courses. Instructors may establish and except acceptable number of excused absences in light of these essential requirements. In most cases, class attendance and participation are paramount to a student's mastery of the knowledge and/or skills taught in a specific course. Students are expected to follow the attendance requirements established by the instructor in each class.

The College recognizes, however, that there may be times when a qualified student with a disability cannot attend class because of disability-related reasons in accordance with the Americans with Disabilities Amendment Act (ADAAA) of 2008, exceptions to attendance requirements can be made on a case-by-case basis as a reasonable accommodation. Accommodations for such absences may include, but are not limited to:

- flexibility of class attendance,
- extension of time for assigned work, and
- flexibility in making up missed assignments and tests.

Such accommodations, however, are not unlimited in scope and must be applied in consideration with what are considered the fundamental requirements of the course.

NOTE: Students approved for this accommodation ARE REQUIRED to attend classes when not receiving scheduled medical care.

In cases where absences will affect the student's ability to demonstrate skills required to successfully pass the course, the student will consult with the professor to a withdrawal from the course. In the event of a withdrawal, the student must follow the College's withdrawal procedures, which can be obtained in the *Wesley College Undergraduate Catalog*.

Student Responsibilities

1. Register with DSS by following the appropriate procedures.
2. Provide appropriate documentation validating the request for disability-related absences.
3. Complete the Disability-Related Absences Agreement Form with each professor and discuss the following:
 - a. How will missed classes be handled?
 - b. How will missed exams and quizzes be handled?
 - c. How will missed in-class assignments be handled?
 - d. How will missed assignment deadlines be handled?
 - e. How will the student notify the instructor about an absence?

Note: Disability-related absences are **not** retroactive. This accommodation becomes effective when the student delivers the accommodation letter from DSS to the professor.

4. Keep professors and health care providers informed as to the student's current health status.
5. Contact professors in advance of an anticipated absence.
 - a. This action is particularly important if the anticipated absence will result in missing a quiz, exam, or a deadline for turning in an assignment.
 - b. For emergencies or unexpected disability-related absences, contact the professor as soon as possible to justify the reason for the absence and to discuss make-up work.
 - c. The student and professor should come to a clear agreement about the nature of the make-up work and deadline(s) for completing it.

Note: DSS reserves the right to request documentation of the disability-related absence from a qualified professional.

6. Obtain copies of notes and/or materials from missed classes.

DSS Responsibilities

1. Verify the student is registered with DSS and eligible to receive this accommodation.
2. Contact faculty member and discuss potential attendance leniency accommodation. Discussion will include:
 - a. Is there regular classroom interaction between the instructor and students and among the students themselves?
 - b. Do student contributions in class constitute a significant component of the learning process?
 - c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
 - d. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
 - e. What does the course description and syllabus say regarding attendance?
 - f. What is the method by which the final course grade is calculated?
3. Provide student with the Disability-Related Absences Agreement Form once it is determined attendance leniency is reasonable.
4. Prepare *Professor Letter* for student to provide to professors with the attendance leniency accommodation.
5. Act as a liaison between a faculty member and student.

See page 75 for the Disability-Related Absences Agreement Form.

TEST TAKING

SCHEDULING THE EXAM

Students with approved documented disabilities for testing accommodations, who are registered with the Disability Support Services (DSS) Office, and have provided signed ***Professor Letters*** to the DSS Coordinator are entitled to utilize their testing accommodations throughout the semester according to the policies and procedures outlined below.

Students are responsible for making their own arrangements to utilize testing accommodations. Students are required to notify the DSS Office of an upcoming exam at least **THREE (3) FULL WORKING DAYS (MONDAY – FRIDAY)** prior to the scheduled exam date by scheduling the test online through TutorTrac at www.arc.wesley.edu. (See directions on page 63.)

If a student fails to provide three (3) working days' notice of an exam, the DSS Office will not guarantee that the student's request will be granted, even if the student's exam has been received. In this event, the student is required to reschedule the exam with the DSS Office and must have the affected faculty member's permission.

If an exam is to be missed for any reason, arrangements to take the exam must be discussed with the faculty member. Faculty must email the DSS Coordinator to confirm permission for a student to reschedule a missed exam. Students may take missed exams in the DSS Office when space permits. Students with previously scheduled exams take priority over students who are making up missed exams.

Student Responsibilities:

1. Meet with faculty to discuss exam accommodations and extra time.
2. Schedule test online at www.arc.wesley.edu at least three (3) full working days prior to the scheduled test. (See directions on page 63.)
3. Notify DSS Office of any changes to a testing appointment **IN WRITING** (this includes missed testing appointments), via email.
4. Notify faculty member via email of any missed testing appointments.
5. Arrange make-up exams with faculty member and/or DSS within a reasonable timeframe of missing an exam.
6. Follow all Wesley College policies regarding academic honesty.

Faculty Responsibilities:

1. Complete the Test Cover Sheet and indicate special instructions, materials to be or not to be used during the exam, etc.
2. Deliver exam (hand-carry or email) to the DSS Office at least one (1) working day prior to the exam date. Tests must be in the possession of the DSS Office by 4:00 pm the day before the test, or the student will be notified that they must reschedule.

DSS Responsibilities:

1. Provide testing environment for approved DSS students.
2. Notify students of testing request procedures and ensure those procedures are followed.
3. Ensure compliance with all Wesley College policies in regard to testing accommodations and academic honesty.

NOTE: If DSS services are needed for a test or exam, the student must schedule the test online (see page 63 for instructions) at least 3 days in advance of a test and/or quiz. If the test is not scheduled and the student does not remind the professor, the DSS Office cannot accommodate the extra time on the test and/or quiz.

DAY OF EXAM

Students report to the DSS Office at the time of their scheduled testing appointment. Students will be given only as much time as their extended time accommodation allows unless prior consent is given.

The DSS Office will ensure all College policies and procedures for academic honesty are followed.

SERVICE & EMOTIONAL SUPPORT ANIMAL

Wesley College complies with state and federal laws in allowing use of Service and ESA for students, staff and visitors. Service Animals may accompany the person with a disability (“handler”) at all times and everywhere on campus except where Service Animals are prohibited. ESAs are only permitted in the student’s residence.

This policy ensures that people with disabilities, who require the use of a Service Animal or ESA as a reasonable accommodation, receive the benefit of the work or tasks performed by such animal and addresses those standards expected of both the individual and the animal.

This policy differentiates “Service Animals” from “ESAs” and “pets”, describes types of Service Animals, denotes campus locations that are off-limits to Service and ESAs and sets behavioral guidelines for Service and ESAs.

Definitions:

- A “**Service Animal**” is a dog that has been individually trained to so work or perform tasks for the benefit of an individual with a documented disability, as defined by the ADA. Service Animals are working animals, no pets. The work or task a Service Animal has been trained to provide must be directly related to the individual’s disability.
- An “**Emotional Support Animal (ESA)**” is an animal that provides comfort or emotional support which alleviates one or more identified symptoms or effects of a resident’s documented disability. ESA are permitted access to Housing, however, they are not permitted in other areas of the campus (e.g. Library, classrooms, Dining Facilities, Game Rooms, etc).

- A “**Pet**” is an animal kept for ordinary use and companionship. A pet is not considered a service or comfort animal. Residents are not permitted to keep pets on College property or in the Residence Halls.
- **Animal in training (trainee):** An animal in training has the same rights as a fully trained Service Animal when accompanied by a trainer and is identified as such.
- **Handler:** A person with a Service Animal.
- **Team:** A person with a disability, or a handler, and his or her Service Animal. The two work as a team in accomplishing the tasks of everyday living.

TYPES OF SERVICE ANIMALS

Guide dog: A dog that is carefully trained that serves as a travel tool by individuals who are blind or have low vision.

Hearing dog: A dog that has been trained to alert a person with a significant hearing loss or who is deaf when a sound occurs (e.g. a knock on the door, a fire alarm, the phone ringing).

Service dog (assistance dog): A dog that has been trained to assist a person who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, assisting a person to get up after a fall, etc.

Sig dog: A dog trained to assist a person with autism. The dog alerts the handler to distracting repetitive movements common among those with autism, allowing the person to stop the movement, such as hand flapping. A person with autism may have deficits in sensory input and may need the same support services from a dog that one might provide for a person who is blind or deaf.

Seizure response dog: A dog trained to assist a person with a seizure disorder. The methods in which the dog serves the person depends on the individual's need. Some dogs have learned to predict a seizure and warn the person in advance.

Psychiatric Service Dog: Psychiatric Service Dogs (PSDs) are service dogs individually trained to perform tasks which mitigate the psychiatric disabilities of their disabled partners.

Miniature Horses: A miniature horse is trained to work or perform tasks for people with disabilities. Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds. Several factors must be considered for a miniature horse accommodation. They are 1) where the miniature horse is housed; 2) whether it is under the handler's control; 3) whether the facility can accommodate the miniature horse's type, size and weight; and 4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

PROCEDURES

Service animals handlers have the responsibility of ensuring the animal behaves and responds appropriately at all times in public and, as a team, must adhere to the same socially accepted standards as any individual in the college community.

Anyone requesting as an accommodation or wishing to be accompanied by a Service Animal at work, in the classroom, or in a living space on campus must follow the procedures to request a reasonable accommodation as outlined below. The DSS Coordinator will determine, on a case by case basis, and in accordance with applicable laws and regulations, whether such animal is a reasonable accommodation on campus. Documentation may be requested to substantiate the presence of a disability as well as to provide sufficient information to confirm the nexus between the person's disability and the assistance that the animal provides.

Visitors with Service Animals:

All visitors to campus with Service Animals must adhere to the same guidelines as students attending the college.

Long-Term vs. Short-Term Use:

For purposes of this policy, Wesley College differentiates between individuals who are students or employees (long-term use of a service-animal) versus "short-term visitors." Short-term visitors (1-7 days) are free to use a Service Animal on campus without formally registering the animal with the DSS office. Examples of short-term visitors can be, but not limited to, off campus groups, friend or family member of a student, faculty or staff member, etc. Owners/handlers, who are using the Service Animals on a short-term basis are asked to notify the Office of Safety & Security of their use of a Service Animal while visiting.

Notification will allow the College to identify suitable exercise areas, if needed, as well as to accommodate others whose health may be affected by the presence of an animal. Handlers/users are expected to comply with standards of cleanliness and control of Service Animals at all times.

Requirements of Service and ESAs (both Long-term & Short-term):

The handler of the Service and student of an ESA takes responsibilities for the following requirements regarding licensing, vaccinations, animal control, toileting and cleanup, animal health and care.

Licensing: The animal must meet the City of Dover ordinance, 7 Del.C. 1702 and Kent County's licensing requirements and wear the tags designated by the County, if the animal is residing on campus. If the animal accompanies a commuter student and resides in another locale, the animal must meet the licensing requirements of that locale and wear the tags designated by that community.

In both instances, records of licensing are to be included with documentation of disability retained in the Disability Support Services Office. Access Kent County licensing policy at the following electronic address: <http://www.co.kent.de.us/dog-licensing.aspx> or in person by contacting:

Dog Licensing

Michael J. Petit de Mange, AICP

County Administrator

555 Bay Rd Dover, DE 19901

302.744.2305 / **Fax:** 302.736.2279

Vaccinations/health records: The animal must have a health statement, including vaccinations from a licensed veterinarian dated within the past year. Evidence of current inoculations and proof of good health must be provided on an annual basis. Records of vaccination/health are to be included with documentation of disability retained in the Disability Support Services Office.

General health: Animals must be in good health and maintained at all times in way that do not create safety hazards for other persons.

Grooming: The animal must be well groomed, and measures should be taken at all times for flea and odor control. College housing facilities and bathrooms cannot be used for animal bathing or grooming. Consideration of others must be taken into account when providing maintenance and hygiene of assistance animals.

Physical control: (*Service Animal*) The animal must be on a leash or harness at all times (except in those limited circumstances where such a device would hinder the animal's ability to perform its task). The handler must be in full control of the animal at all times and the animal must be as unobtrusive as possible. (*ESA*) The animal is to remain in the residence at all times, except when being transported for essential activities i.e., toileting, vacating residence, emergencies.

Toileting: Toileting areas will be designated on an individual basis with the collaboration of the college's Physical Plant Director and the appropriate office (ex. Residence Life if the animal is in a residence hall, Academic Affairs, if the animal is attending classes prior to the first day of classes.). The areas will be included in mobility training and orientation of students and animals that are new to the campus. It is the student's responsibility to be aware of the animal's need to relieve itself and act accordingly.

Clean Up: The City of Dover, Code or Ordinance, Section 18-8 in cleaning up after the animal must be followed. The ordinance requires the person to clean up feces and to properly dispose of the same using specifically marked waste receptacles when provided. Individuals who physically cannot clean up after the animal may be required to make arrangements for another to provide that service.

GUIDELINES

Long-Term Handler Responsibilities:

1. To register your Service Animal, complete and submit disability documentation and an Animal Registration Form to the DSS Office, located in PL112B. Failure to register or maintain a Service Animal as required above may subject the handler to fines or refusal by the College for the Service Animal to remain on campus.
2. Provide sufficient evidence verifying that the animal meets the definition of a Service Animal. The animal should have tags or some other method of identification indicating ownership and rabies clearances. It is suggested that Service Animals be fitted with some identifying equipment such as a harness, cape or backpack as appropriate.
3. Present evidence of animal training, only if it is not readily apparent that the animal is a Service Animal.
4. Present current clean health certificates (required).
5. The Handler is financially responsible for the actions of the approved animal including bodily injury or property damage. The Handler's responsibility covers, but is not limited to, replacement of furniture, carpet, windows, wall covering, and the like. The owner is expected to cover these cost at the time of repair and/or check-out.
6. The Handler is responsible for any expenses incurred for cleaning above and beyond a standard cleaning or for repairs to College premises that are assessed after the student and animal vacate the residence hall. The College has the right to bill the student account of the Handler for unmet obligations.
 - a. The Handler's residence may be inspected for fleas, ticks or other pests, as needed. If fleas, ticks or other pests are detect through inspection, the residence will be treated using approved fumigation methods by a College approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.
7. Supervise the Service Animal at all times. The animal must be maintained and used at all times in ways that do not create safety hazards for other persons. Minimal equipment is a leash by which the animal is kept under control.
 - a. Service Animals may travel freely with their Handler throughout Residence Hall and other areas of the College. ESAs must be contained within the privately assigned residential area (room, suite, apartment, etc.) at all times, except when transported outside the private residential area in an animal carrier or controlled by leash or harness.

8. State specific plans for maintenance of the animal while on campus. The College will identify suitable areas where Service Animals and ESAs can relieve themselves. Handlers should 1) always carry equipment and bags sufficient to clean up the animal's feces, and 2) properly dispose of the feces. Persons who are not physically able to pick up and dispose of animal feces are responsible for making all necessary arrangements for assistance. The College is not responsible for these services.
9. Allow DSS to notify appropriate campus personnel/offices of the presence of the animal and any special circumstances relevant to Service and ESA usage.

Service Animal Expectations (both Long-term & Short-term):

1. Must not be allowed to sniff people, shelves, tables in eating areas, or personal belongings of others.
2. Must not initiate contact with someone without the handler's direct permission.
3. Must not display any behaviors or noises that are disruptive to others, such as barking, whining, or growling.
4. Must not block an aisle or passageway.
5. Must be trained not to be attracted to food that may be in common areas.

DSS Responsibilities:

1. Provide information and resources to handlers of Service Animals concerning approved animal-relief zones and related campus policies for short-term visitors. (Reservations Coordinator for conferences and the Office of Safety & Security for visitors).
2. Maintain a current registry of long-term Service and ESAs on campus.
3. Verify eligibility of individuals with disabilities to have a Service and ESA on campus.
4. Collect and keep on file evidence of current health certificates.
5. Notify appropriate personnel/campus offices of the animal and handler.
6. Provide guidelines for appropriate interaction with the animal.

Faculty, Staff and Student Responsibilities:

1. Allow a Service Animal to accompany the person at all times except where Service Animals are specifically forbidden. This includes allowing the Service Animal handler to take Service Animals into Dining Service locations.
2. ESAs are **ONLY** permitted in the student's residence.
3. Offer assistance by asking if the team seems confused about a direction to turn, an accessible entrance, the location of an elevator, etc.
4. Never allow anyone to pet a Service Animal while it is working. Petting distracts Service Animals from their responsibilities.
5. Never allow anyone to feed a Service Animal. Do not offer any alcoholic beverages to a Service Animal.
6. Never deliberately startle, tease or taunt a Service Animal.
7. Never allow anyone to separate or attempt to separate an animal from the handler.

Residence Hall Responsibilities (for Long-term Handler):

1. Register the Service and ESA with the Office of Residence Life by completing and signing the Animal Registration Form. For students requesting that a Service Animal live in campus housing, the student must notify the Wesley College Disability Support Services Office at least thirty (30) days prior to the desired move-in date so that Wesley College can best accommodate the student and the animal.
2. The owner of the animal is financially responsible for the actions of the Service and ESA including bodily injury or property damage including, but not limited to, any replacement of furniture, carpet, wall coverings etc. This could include extensive damage to floors and carpets from animal paws which are not kept clean. The owner is expected to cover any costs upon repair and cleaning. The owner could be asked to move out if damage is deemed excessive. Then any costs incurred for cleaning above and beyond a normal cleaning or repair are assessed after vacating the premises.
3. The owner's room may be inspected for fleas, ticks, or other pests as needed. The room will be treated if fleas, ticks, or other pests are detected, and the owner will be billed for the inspection and for pest treatment.

4. Upon approval of an ESA, the resident student's roommate(s) and/or suitemate(s) will be notified (if applicable) to solicit their acknowledgement of the approval, and notify them that the approved animal will be residing in shared assigned living space.
 - All roommates or suite mates of the owner must sign an agreement acknowledging that the Emotional Support Animal will be in residence with them.
 - In the event that one or more roommates or suitemates do not want to reside in the hall with an Emotional Support Animal, those individuals will be given the option to move to an alternate location. If roommates were assigned to the housing BEFORE the animal owner applied for housing, the original roommates will not be required to move; the animal owner will have to accept another housing assignment.
5. The owner agrees to all other residential policies. An exception to the animal policy does not constitute an exception to any other policy.
6. ESAs will not be left alone for extended periods in resident's room or apartment. In the event that an emotional support animal is left alone in a room or apartment for longer than a reasonable time, and is not being attended to as needed (food, time outside, etc.), or is creating a disturbance, the Offices of Residence Life or Safety and Security will contact the resident or their emergency contact to remove the ESA IMMEDIATELY. If this is not successful, Wesley College may notify City of Dover Animal Control and shall have the right to have the ESA removed. Such action may be taken by the Offices of Residence Life or Safety and Security without liability.
7. Any cost of removing the ESA if the resident is not present, and prior arrangements have not been made by the resident for the ESA to be removed or cared for, shall be the responsibility of the resident.
8. The Owner must notify the Disability Support Services in writing if the animal is no longer needed or is no longer in residence. To replace an ESA, the owner must file a new request with the Office of Disability Services.
9. During times when College custodial or facilities management personnel must be in the residence, the approved animal shall be properly kenneled and the owner present or the Owner shall temporarily remove the approved animal from the residence.
10. Grievance procedures of residence hall policies are outlined in the Student Handbook.

PROHIBITED AREAS

Service Animals are prohibited from kitchens and food-preparation areas except those in apartments and other residence facilities. Science instructors conducting laboratory research that may be contaminated by animal hair or dander may limit access to Service Animals if the instructor or lab supervisor has reason to believe an animal's presence would compromise the research environment.

Service Animals are prohibited from utility rooms and other hazardous service areas. ESAs are **ONLY** permitted in the handler's residence, unless toileting.

CONFLICTING DISABILITIES

Academic settings: People may have a disability that precipitates an allergic reaction to animals. Persons who have asthma, allergy, and medical issues with the Service and ESA in the academic setting are to make a complaint to the Disability Support Services (DSS) Office. The person making the complaint must provide verifiable medical documentation to support their claim. Action will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

Residence Halls: The guidelines for conflicting disabilities apply in the residence halls, as well. If there is an allergy/animal conflict within a residence hall that cannot be resolved mutually, then the Disability Support Services Office and Office of Residence Life will collaborate on a solution. It should be noted that if the first person that has been permitted into the residence hall uses a Service Animal and another person with severe allergies then arrives, the first person cannot be removed to accommodate the second person (Disability Compliance for Higher Education, July 1996. Vol. 1, No. 12, pp. 4 and 5).

WHEN A SERVICE OR ESA CAN BE ASKED TO LEAVE

A service or ESA may be excluded from a Wesley College facility or program if the animal's behavior or presence poses a direct threat to the health and safety of others. It may be excluded from areas where its presence fundamentally alters the nature of a program or activity, if the animal is disruptive, if its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of the housing or public accommodations of others. Should the animal be excluded due to control issues, the College will give the individual who uses the service animal or ESA the option of continuing to attend the College without having that service animal on the premises.

Consequences for behavior: When a service and ESA is found in violation of its expectations and be out of control, the infraction should be reported to the DSS Office. If the animal poses a threat to the safety of others, it should be reported to the Office of Safety and Security (Security). The Office of Safety and Security will be part of the collaborative team to determine the outcome of the behavior. Consequences may include, but are not limited to: muzzling a barking dog, refresher training for the animal and its handler, or exclusion from College facilities.

EMERGENCY SITUATIONS

In the event of a campus emergency, the Team (Office of Safety & Security for short-term visitors and Residence Life for long-term visitors) that responds should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for assistance. The animal may become disoriented from the smell of smoke in a fire or a laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The handler and animal may be confused in a stressful situation. The Team should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The Team should make every effort to keep the animal with the handler.

APPEALS PROCESS

Any person not satisfied with a decision made concerning a service or ESA should follow the Grievance & Appeal Procedures as outlined in the Wesley College Student Guide to Disability Support Services Manual.

PERSONAL CARE ATTENDANT

The Wesley College's Student Personal Care Attendant (PCA) Policy is designed to help students using Personal Care Attendant (PCA) services engage fully in a Wesley College education as the College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The DSS Coordinator at Wesley College works with students with disabilities who use PCAs. PCAs work directly with students with disabilities who need assistance with daily living activities. Students who require a PCA must make arrangements to provide his/her own personal care services. A PCA must be an approved accommodation based on the documentation and discussion with the student.

The College does not assume coordination of or financial responsibility for such personal services. However, the College strongly believes that for a student who needs a PCA to have a college experience that is closest to the mission of the College, it is in the student's best interest to avoid having a family member, a friend, or another student for a PCA.

Note: "Coordinator" (unspecified) in this document heretofore refers to the Disability Support Services Coordinator. As other Directors are referred to, they will have the office included in the text. "The student" is the student with a disability, unless otherwise indicated.

Student's Responsibilities:

- Contact the Coordinator prior to attending the College to discuss appropriate accommodations and documentation, including the role of the PCA on campus. A meeting should occur with the Coordinator during each semester that the student is enrolled. The ***Agreement/Expectations for Personal Care Attendant*** must be completed each semester.

- Indicate the need for a PCA on the residence hall application form and submit this form as soon as possible, if student will be living on campus and the PCA will have a need to access the residence hall. If the housing application is not submitted by the deadline, efforts will be made to make the accommodation, but this may not be possible given limited appropriate residence hall spaces. All residential life policies will still apply.
- Secure a PCA and Relief PCA(s) prior to the first day of classes. Create a plan of action if the usual PCA(s) is not available. (Relief PCAs who are not current students are subject to the same expectations as usual PCAs, including background checks and sexual offender registry check.)
- Insure that the PCA(s) meets with the Coordinator and signs an ***Agreement/Expectations for Personal Care Attendant*** form each semester prior to providing service on campus.
- Notify Residence Life if a double room, without a roommate is an approved accommodation. Share the double room with the PCA, if the student is living on campus and the PCA will remain overnight. And, if the PCA is of the opposite sex of the student, they must live on a co-ed or gender neutral floor. Since the PCA is an approved accommodation, there is no charge to live in the room. Only the enrolled student pays the room charge.
- Sign a statement indicating awareness that the student is responsible for any policy violations by the PCA, just as all residents are responsible for the behavior of their guests.
- Arrange for assistance in and provision of transportation for the student from one class to another, if necessary. (It could be the PCA.) If exceptions to current policies and procedures are needed for transportation and/or parking, these exceptions must be discussed and approved in advance with the Coordinator as well as the appropriate persons of the Physical Plant and Safety & Security staff.
- Pay all expenditures of the PCA if the student chooses to participate in an off-campus event, such as: study programs, field trips, or events, whether academic or Student Affairs sponsored.
- Directly negotiate with the appropriate department or office, in advance, regarding the admittance of the PCA to college activities or events which require additional expense (e.g. athletic contests).
- If the student requests the PCA to take notes, the college cannot pay the PCA as a note-taker. Note-taker services should be obtained through DSS.
- Follow the College's policies and procedures, and abide by the Student Handbook.

College's Responsibilities:

- The DSS Coordinator will review and evaluate documentation in a timely manner, once submitted by the student, and be available for individual consultation as necessary. The Coordinator will also determine which, if any, accommodations are warranted, based on the conversation with the student and review of the student's documentation.
- The Coordinator will determine appropriate academic/classroom accommodations such as note-taking, in-class scribing, or audio text and also refer the student to services available to all students, such as tutoring, as appropriate.
- Provide the PCA with a room key. All room keys including that of the PCA are the responsibility of the student. See the Student Handbook for the key replacement policy.
 - Two keys to the room assigned to the PCA will be distributed to the resident. The resident is responsible for immediately reporting any keys that are lost or otherwise unaccounted for.
 - Residence Hall staff will not be expected to provide hall/room access to PCAs.
 - The PCA will be issued an access card to enter the designated hall(s) only.
 - Basic furnishings like those provided to all residents will be provided in the PCA room.
 - Any damages or charges to the PCA room or any other Wesley College property by the PCA will be the resident's responsibility.
 - The resident is responsible for signing the Room Inventory Form for the PCA room.
- Confer, via the Coordinator, with the student, the PCA, and the relevant faculty and staff to determine the specific role of the PCA in the classroom(s) and on campus.
- Act, via the Coordinator, as an intermediary between the student and the relevant offices (physical plant, residential life, library, etc.) when appropriate and necessary. However, this does not absolve the student from fulfilling any responsibilities detailed above or advocating and/or negotiating for himself or herself when appropriate.
- Issue special IDs to non-student PCAs once the PCA has passed the background check and sexual offender registry check, signed the *Agreement/Expectations form*, and presented him or herself to the Safety & Security Office for a photo ID.

PCA's Responsibilities:

- Undergo an annual background check and sexual offender registry check via the Human Resources Office at Wesley College at the expense of the student or the PCA if the PCA will remain on campus overnight.
- Assist in the physical mechanics of accomplishing homework (e.g. type a paper or write out a proof), but not provide intellectual content or tutoring. The student who accepts the

intellectual assistance of a PCA may be considered in violation of the Academic Honesty Policy (See the College Catalog for policy).

- Allow the student to take responsibility for his/her own behaviors and choices. The PCA is not to take initiative in negotiations or to advocate on behalf of the student, including communicating with faculty, staff or others. PCAs should refrain from interceding or intervening on behalf of any student unless someone is in immediate danger or the PCA is acting on his/her own as a good citizen.
- Refrain from participating in or disrupting classes. The PCA should remain outside of the classroom, unless documentation supports the need for the PCA to be in the classroom with the student. PCAs may help the student before and after class with personal tasks (e.g. plug in laptop, turn on tape recorder). The specific determinations in this area are made on a class-by-class basis in consultation with the Coordinator and, when appropriate, with the faculty member.
- Wear the special Wesley College ID visibly at all times that s/he is on campus. Events which are open to all students will be available to the PCA when accompanying the student. PCAs must not use their ID for personal access to college facilities, attendance at college community only events, personal use of college resources (including network activities) or to check out college equipment. Access to college residence halls and services will be determined by the Coordinator and the Director of Residence Life.
- Arrive and depart campus as agreed upon for assisting the student, unless attending an event which is open to the public.
- Refrain from eating cafeteria food while in the dining hall, unless the food has been purchased for the PCA (by the student or PCA).
- Use responsibly any access to college facilities, equipment, resources, and network activities. Follow all College's policies and procedures, rules, regulations, and abide by the Student Handbook.
- Obtain a parking permit, park my vehicle in "faculty/staff" designated parking areas & follow all parking regulations unless explicit, advance exceptions are made by the security office in consultation with the Director. Pay all parking fees or fines incurred.
- Refrain from reading or scribing assistance during tests; the student is responsible for scheduling this accommodation through DSS. (The PCA can be present during a test, if documentation supports this request, but the DSS Test Proctor must administer the test). Violations of any of these guidelines may result in the dismissal of the PCA and/or the student.
- Abide by Wesley College's Student Code of Conduct.

GRIEVANCE & APPEAL

The ADA Amendments Act of 2008 (ADAAA) and Americans with Disabilities Act of 1990 was enacted to protect individuals with disabilities against discrimination in areas of employment, housing, public accommodations, education, transportation, communication, health services, and access to public services. Wesley College is committed to meeting the requirements of the ADAAA and will work to satisfy its requirements in serving the needs of the academic community.

Wesley College policy is to provide reasonable accommodations to students with qualifying disabilities, and these procedures are written to help students understand avenues available to them should they encounter problems in Wesley's implementation of the ADAAA and to provide prompt and equitable resolution of complaints.

The Director of Human Resources for Wesley College (302.736.2333) is designated as the ADAAA Compliance Officer and will handle formal ADAAA complaints from students, staff, and faculty. The Disability Support Services Coordinator will generally investigate informal ADAAA complaints and assist, as requested by the Director of Human Resources, in handling formal complaints.

Complaints about a disability-related decision or denial of accommodations by the DSS Coordinator can be directed to the Director of Human Resources.

Confidentiality will be maintained to the extent possible in all disability complaint investigations. Wesley College prohibits retaliation against a person filing a complaint of disability discrimination regardless of the outcome of the initial complaint.

PROCEDURES FOR FILING A DISCRIMINATION COMPLAINT BASED ON DISABILITY

A student may choose between filing an informal complaint (when the student seeks the least formal resolution of a problem and where no disciplinary action is sought) or a formal complaint (when the student is dissatisfied with the outcome of an informal complaint, when disciplinary action is sought, or where the degree of formality is not an issue).

Faculty has the same rights as students to raise questions and concerns regarding granted accommodations. If a faculty member has a concern, they should contact the DSS Coordinator directly rather than question the student for whom the accommodation has been granted.

When faculty raise concerns, the same procedure is followed as outlined below for students.
In brief:

1. DSS Coordinator will give rationale including all applicable laws and current standards of practice.
2. If unsatisfied, faculty can submit a Formal complaint to the Director of Human Resources using the parameters listed below.
3. During the Formal complaint process, the accommodation in question will not be changed.

The Director of Human Resources will work with the complainant and conduct any necessary investigation of the complaint.

The Director of Human Resources will notify the complainant in writing at the conclusion of the investigation and any recommendations for resolution within thirty (30) working days. Appeals of formal complaints can be made to the Office of the President of Wesley College within ten (10) days of receipt of the findings and recommendations from Director of Human Resources.

Informal Procedures

Wesley College strives to resolve differences through informal resolution procedures wherever possible. Student complaints regarding ADAAA-based academic accommodations or general access issues should be directed to the DSS Coordinator for informal resolution within 30 days of the problem.

The DSS Coordinator will attempt to resolve informal complaints through discussion or mediation between the student and faculty or staff member involved. The resolution of an informal complaint shall be deemed accepted by the student unless the student files a formal complaint in accordance with the procedures below.

Formal Procedures

Formal complaints shall be filed within thirty (30) days after the complainant becomes aware of the problem or fourteen (14) days from the resolution of an informal complaint.

To initiate a formal complaint on the basis of a disability issue, the student must provide the complaint in writing to the Wesley College Director of Human Resources. The complainant will need to provide the following information:

1. A full description of the problem(s) including names of individuals, departments and/or programs involved and efforts taken to resolve the problem.
2. Identification of the disability at issue.
3. The date(s) of the problem(s).
4. Identification of individuals who have knowledge related to the complaint.
5. The specific remedy sought (if known).
6. The signature of the student.

The Director of Human Resources will work with the complainant and conduct any necessary investigation of the complaint.

The Director of Human Resources will notify the complainant in writing at the conclusion of the investigation and any recommendations for resolution within thirty (30) working days. Appeals of formal complaints can be made to the Office of the President of Wesley College within ten (10) days of receipt of the findings and recommendations from Director of Human Resources.

Accommodations

The Americans with Disabilities Act (ADAAA) of 2008 does not require colleges or universities to lower academic standards or fundamentally alter the nature of the programs provided. Students with documented disabilities at Wesley College must meet all requirements for admissions and graduation. As such, reasonable accommodation does not negate requirements for successful completion of courses and programs, adherence to generally acceptable standards of behavior and the College's code of conduct, and adherence to faculty directions and instructions.

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables qualified students with disabilities to have equal opportunities to attain the same levels of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. Although DSS assists students with disabilities with many tasks, **it is the responsibility of the students to take the initiative and remain actively involved in the accommodation process.**

REQUESTING REASONABLE ACCOMMODATIONS

All requests for accommodations are reviewed by the DSS Coordinator. Accommodations that compromise the integrity of the course or degree requirements are not appropriate requests. Equal access is provided while academic standards are maintained. At the college level, compensatory strategies are paramount; a student's work should always demonstrate college-level achievement.

Once documentation is on file with DSS, students are encouraged to register with DSS by scheduling an appointment with the DSS Coordinator. This initial meeting should be scheduled at the beginning of each semester. Those who do register, work together with the DSS Coordinator to determine the level of accommodation.

The types of accommodations provided to students with disabilities may vary, depending on the nature of the disabilities and the course content. Each case will be considered independently. The DSS Coordinator is an advocate on campus for student with disabilities. Throughout the semester, students should meet with that Coordinator to discuss any concerns and to update accommodations.

Students who do not register with DSS may **not** approach professors on their own for accommodations. DSS is the College's only designated office for disability support services to students.

Accommodations offered through DSS include but are not limited to:

ALTERNATE FORMAT

Students who have visual, hearing, mobility, ADD/ADHD or other learning disabilities may require alternate formatted material, or other special equipment (tape recorders) which can be loaned out for one semester at a time and signed out in DSS. Failure to return equipment will result in a block in the next semester's course registration and/or a fine.

1. Audio Books

- a. Students with approved ADA accommodation requiring the use of alternate format have the right to use such medium of copyrighted material as an accommodation for a print disability as defined by the Chafee Amendment to the Copyright Act of 1996.
- b. Students agree to use the alternate format of these textbooks, provided by Wesley College and/or by the publisher as an accommodation for a disability, for their own use only. Alternate formats can take up to 8 weeks to process.
- c. Students will not reproduce, give, or share the alternate formats of textbooks with any other individual, group, nonprofit, business or any other entity. Doing so can result in being prosecuted for copyright infringement under federal law.
- d. Audio books on tape are obtained through *Learning Ally*, *AccessText*, *Bookshare* or the publishers and played on *Kurzweil 3000* or *JAWS*.
- e. Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc.) to the DSS Coordinator prior to receiving materials.

2. Tape Recorders

- a. Equipment must be returned in good condition, at the end of the semester or the student's account will be charged for damage and/or replacement cost.
- b. Please see the policy on Recording Lectures on page 76.

3. Assistive Technology

- a. Any hardware, software, or piece of equipment used to improve the functional capabilities of individuals with a disability will be considered on a case-by-case basis.

TEST ACCOMMODATIONS & PROCTORING

Extended time for an exam is one of the most common accommodations across disability groups. The typical recommendations are time and one half or double time. Students working with a reader or scribe may require more than double time. Unless available to all students, unlimited time is not an option.

Because of the convenient location in Wesley College's Parker Library, DSS strives to produce a quiet and comparable testing environment. All students should have testing environments comparable to those of their classmates - i.e. testing space free from frequent interruptions with proper writing surface, seating, and lighting.

Wesley College expects its students to uphold the Academic Honesty Policy and Procedures and meet its standards, especially when taking exams. Thus when students are taking exams in DSS, the following will apply to insure academic integrity and honesty:

- Students will remind the professors at least three (3) days before the exam date to deliver their exams to DSS.
- Students will allow enough time to complete the test **in one sitting**.
- Students will not schedule testing time that will interfere with other classes.
- Students will eat and take care of other personal needs before and/or after testing time.
- Students will leave all personal items, including cellphones and tablets in the DSS Coordinator's office or other designated area(s).
- Before the Test Proctor or DSS Coordinator administers the test, students will sign their names under the academic honesty and integrity statement on the **Test Accommodations: Test Cover Sheet**.

If any academic dishonesty occurs during test-time, such as cheating on an examination, the student may lose the services of DSS and will be subject to the sanctions written in the *Wesley College Undergraduate Catalog* under "Academic Honesty Policy and Procedures."

NOTE TAKING

Note taking assistance is an accommodation that is available for students on an individualized basis. There are two different kinds of note taking assistance: the LiveScribe ECHO SmartPen or peer note taker. Students requesting note taking assistance must meet with the DSS Coordinator and provide appropriate documentation to be considered for this accommodation.

The LiveScribe ECHO SmartPen records what you hear and write so you never miss a word. The DSS Coordinator has LiveScribe ECHO Smartpens that can be loaned out on an individualized and approved basis.

Students who request peer note takers must understand peer note takers are recruited within their classes. **Note taking accommodations cannot be used as a substitute for attending classes and do not change or lessen the student's academic responsibilities.** Peer note takers may not take the type of notes or style of notes the requesting student is accustomed to. With that in mind, requesting and finding a peer note taker who produces notes acceptable to the student may take time, which could delay learning opportunities.

Delivery of Completed Notes

The note takers will bring the completed notes to the DSS Coordinator to be duplicated. Delivery of the notes can be by one of two methods:

- If the student with the disability and note taker have been introduced, the notes will be given directly to the student.
- If the student with the disability wishes to remain anonymous, the notes will be given to the DSS Coordinator for the pickup.

Notes, delivered to the DSS Coordinator, will be available in the DSS office for one (1) week after the class. It is the student's responsibility to come to DSS and pick up the notes. **NOTES THAT HAVE NOT BEEN PICKED UP AFTER ONE WEEK WILL BE DISCARDED!**

Policy for Absences from Class

The note taker is not required to provide notes if the student is absent from class or is consistently tardy (up to 15 minutes after class starts). The note taker will not cover for the student when they are ill or absent. If the student is absent due to illness, the student must provide a valid excuse to the DSS Coordinator to receive notes.

Three or more unexcused absences will result in the suspension or cancellation of the note taking services for the remainder of the semester. If the infraction occurs during the subsequent semester when note-taking services are used, note-taking services will be terminated indefinitely.

Student Responsibilities:

It is the student's responsibility to notify the DSS Coordinator if the notes are not received in a timely manner or if any concerns regarding the notes arise.

Arranging Note Taking

1. Request note taking services in the DSS office immediately after registering for classes or during the first two weeks of the semester (this will be a part of the meeting with the DSS Coordinator when registering for the accommodations).
2. Inform the DSS Coordinator immediately of any changes in note taking requests (i.e. withdrawal from course(s) or course section change.)
3. Meet with faculty to request assistance in recruiting note takers, if needed.
4. Consider other options, including approaching instructors regarding their willingness to share copies of course notes and/or using online lecture notes (if available).

Continuing Responsibilities throughout the Semester

1. Notify the note taker when you will not be in class, at least 24 hours in advance when absences are predictable.

- a. Note takers will provide notes for occasional, unanticipated absences; however notes will not be provided for planned or chronic non-disability related absences.
 - b. It is the student's responsibility to regularly attend classes. Frequent non-disability related absences may result in a suspension of services for that course.
2. Arrange to collect notes from your note taker (unless you are anonymous to the note taker). Note takers will assume you are absent if you do not collect notes and they have not seen you.
3. If you drop a class or your schedule changes, let the note taker and the DSS Coordinator know immediately.
4. Give the note taker regular, helpful feedback about his/her notes.
5. If the class notes taken by the note taker are not satisfactory, determine the problem (e.g., legibility, organization, completeness) and discuss it with the DSS Coordinator as well as the note taker. If problems persist, bring them to the attention of the DSS Coordinator immediately.
6. Notes are for DSS student's use only and should not be distributed to others in the class.
7. Retrieval of notes must be on a regular and timely basis. Failure to do so will result in a suspension or cancellation of the note taking accommodation.

Faculty Responsibilities:

Faculty may be asked to facilitate provision of the note taking service. (Usually the note taker is found by the DSS Coordinator prior to the start of the class.) This is accomplished in the following ways:

1. Faculty can announce requests for note takers, if necessary. Please, do not reveal the name of the student needing the note taker.
2. Faculty will direct interested note takers to the Disability Support Services Office. Screening out of inappropriate applicants, based on a short perusal of sample notes, is appreciated.
3. If possible, faculty is asked to provide photocopies of their notes until a note taker is secured for the student.

Note Taker Responsibilities:

1. Attend all scheduled classes, except in cases of illness and emergencies.
 - a. Inform the student when you cannot be in class, at least 24 hours in advance when absences are predictable.

- b. Pre-arrange for a substitute note taker for days when you will be absent. It is recommended that you find someone in the class since s/he will be familiar with the subject matter and available without notice. Make sure that you discuss arrangements for substitute notes with the student for whom you are taking notes.
2. Provide notes for the student for occasional absences. If absences seem excessive, discuss your concerns with the DSS Coordinator, **NOT** with the student. If the student drops the course without informing you, you will be paid up to one week beyond the drop date.
3. Keep note taking assignments confidential.
4. Get feedback on the notes from the student and the instructor.
5. Give the DSS Coordinator at least two weeks' notice if you plan to quit.

READERS AND SCRIBES

The *reader* will be trained to read the exam, person-to-person while the student writes the answers on the exam or on a Scantron answer sheet provided by the professor for the exam. A reader for homework or to study is considered a personal service and is not an accommodation.

The *scribe* will be trained to physically write the student's answers verbatim or fill out a Scantron answer sheet according to the student's instructions.

RECORDING LECTURES

Students with disabilities who are unable to take or read notes have the right to audio record class lectures for their personal study only*. Recording lectures is a reasonable accommodation for students whose documentation calls for this accommodation.

Policy for Recording Lectures

"Students must seek the permission of their instructor before using any audio recording devices to record lectures, discussions, etc. If such permission is granted, neither the resulting recordings nor any form of copies of recordings' transcripts may be used for any other purpose than as a replacement for notes taken in class. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law. Students with disabilities who require this accommodation must sign the Recording Lectures Agreement Form (page 76) before the start of the course and prior to recording."

*84.44 of Section 504 of the Rehabilitation Act of 1973 "Other rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity."

Conditions of Agreement

Students that are eligible to record class lectures must agree to the following terms:

- Students will agree to abide by the Policy for Recording Lectures.
- Students will not copy or share audio recordings with anyone, except for a transcriber who may be required to type it if needed for the accommodation.
 - Lectures recorded for educational purposes may not be shared with other people without the consent of the lecturer.
 - Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the consent of the lecturer and without giving proper identity and credit to the lecturer.
- At the conclusion of the course, the student will erase audio recordings from all the classes or return the recordings to the instructor, whichever the instructor prefers.

*104.44, (b) of Section 504 of the Rehabilitation Act of 1973 “Other rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.”

CLASSROOM CHANGES

Students with mobility or physical impairments that hinder their ability to navigate to class will receive assistance from DSS to coordinate their classroom locations to accessible spaces. DSS can best provide this assistance to students who contact the office as soon as they register for classes.

AMERICAN SIGN LANGUAGE INTERPRETERS and COMMUNICATION ACCESS REAL TIME TRANSLATION

- American Sign Language (ASL) interpreting, on-site and remote Communication Access Real Time Translation (CART) services are available on an approval basis for students with documentation.
- After approval as an accommodation, students must submit course schedules at least eight weeks prior to the start of the semester to the DSS Coordinator so the accommodation could be provided by semester start.
- Meetings, events or other academic activities require a minimum of 10 days advance notice to schedule interpreters or CART services.
- Notify DSS of any changes or cancellations to schedule.

ADDITIONAL RESOURCES

All Wesley College students have access to these academic resources. They are not considered to be accommodations because they are available to ALL students.

TUTORING CENTER

Department of Academic Support offers tutoring in most of its core course selections. Faculty-approved and trained Wesley College students serve as tutors and are available to assist students one-on-one or in a group setting in Tutoring & Writing Center or in the Academic Resource Center (ARC; PL107). There is no additional charge for tutoring services.

Additionally, trained peer tutors assist students through all stages of the writing process—from brainstorming and planning through outlining and analyzing to revising and creating final drafts. Tutors will also assist in creating correct citations and formatting papers for APA and MLA styles.

Again, there is no additional charge for these tutoring services.

Kurzweil 3000 is also available on the PCs in the Tutoring Center.

ACADEMIC COMPUTER LAB

Located on the ground level in Parker Library, the Academic Computer Lab offers 18 computer stations for student and classroom use, in addition to a projector and screen for online instruction, presentations and class meetings.

The computer lab is available for Disability Support Services (DSS) registered students to use during regular hours. Several labeled stations offer assistive and information technology software and hardware such as *Kurzweil* and *JAWS*.

ROBERT H. PARKER LIBRARY

In this convenient location next to the College Center, students have access to the twenty-four computer workstations, maintained by the Information Technology Center and connected to the Internet and the Library's electronic database subscriptions. Librarians are available to answer research questions.

SEMINARS FOR ACADEMIC SUCCESS

During the semester, seminars and workshops are presented by members of the Student Success and Retention Team as well as other campus personnel. The seminars include: educational planning, academic success and study strategies, time management, coping with college, memory and brain based learning techniques, coping with test anxiety, and test-taking methods.

SAFETY AND SECURITY

The Office of Safety and Security at Wesley College exists to serve the needs of the College, particularly the student population. All questions regarding safety of all College people (guests and visitors) and parking should be made to the Director of Safety and Security at 302.736-2436.

RESIDENCE HALLS

Students who wish to live on campus should contact the Director of Residence Life at 302.736-2586. However, if a student requires some level of accommodation because of a disability, he/she may request consideration of those accommodations by contacting the DSS Coordinator.

Applications for housing are processed on a first-come, first served basis, so timely requests are critical to meeting individual needs. Every effort will be made to provide reasonable accommodations that allow the student the opportunity to participate in the residential experience in the most inclusive manner possible.

Please follow the policies and procedures for requesting Housing Accommodations found on page 25.

DELAWARE STATE SUPPORT SERVICES (WEBSITES)

Web site: www.ed.gov/ocr

Division for the Visually Impaired

13 S. W. Front Street

Milford, DE 19963

302.424.7240

www.dhss.delaware.gov/dvi/index.html

Division of Vocational Rehabilitation

Blue Hen Corporate Center

655 S. Bay Road, Suite 2H

Dover, DE 19901

302.739.5478

dvr.delawareworks.com

Delaware Office for Deaf and Hard of Hearing

Blue Hen Corporate Center
655 S. Bay Road, Suite 2H
Dover, DE 19901
302.739.5478
dvr.delawareworks.com/dodhh.php

Delaware Transit Authority

900 Public Safety Blvd
Dover, DE 19901
302.739.3278
www.dartfirststate.com

State Council for Persons with Disabilities

The State Council for Persons with Disabilities provides information/network, advocacy/government programs for persons with disabilities.
Margaret M. O'Neill Building
122 William Penn Street, Dover, DE 19901
Phone: 302.739.3613 Fax: 302.739.6704
www.scpd.delaware.gov

AGENCY RESOURCES

To receive more information about the civil rights of students with disabilities in educational institutions, students should contact the following office:

Office for Civil Rights

Philadelphia Office
U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3302
Phone: 215.656.8541
Fax: 215.656.8605
TDD: 1.877.521.2172
www.ed.gov/ocr

ADA Information Center for the Mid-Atlantic

401 North Washington Street, Suite 450
Rockville, MD 20850
Toll Free: 800.949.4232 V/TTY (DC, DE, MD, PA, VA, WV)
Local: 301.217.0124 V/TTY
www.adainfo.org

ADAAA Information

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - NYA
Washington, D.C. 20530
Phone: 202.307.0663
www.usdoj.gov/crt/ADAA/ADAAtom1.htm

Association for Higher Education and Disability (AHEAD)

AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education.
107 Commerce Center Drive
Suite 204
Huntersville, NC 28078
Phone: 704.947.7779 Fax: 704.948.7779
www.ahead.org

Bookshare

Bookshare® is the world's largest accessible online library for people with print disabilities.
480 S. California Ave
Palo Alto, CA 94306
Phone: 650.352.0198 Fax: 650.475.1066
www.bookshare.org/

Children and Adults with ADD/ADHD (CHADD)

LD OnLine is the leading website on learning disabilities, learning disorders and differences. Parents and teachers of learning disabled children will find authoritative guidance on attention deficit disorder, ADD / ADHD, dyslexia, dysgraphia, dyscalculia, dysnomia, reading difficulties, speech and related disorders.
WETA Public Television
2775 S. Quincy St.
Arlington, VA 22206
Fax: 703.998.2060
www.ldonline.org

The Council for Learning Disabilities (CLD)

CLD is an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span.
11184 Antioch Road
Box 405
Overland Park, KS 66210
Phone: 913.491.1011 Fax: 913.491.1011
www.cldinternational.org,

Delaware Elwyn, Inc.

321 East 11th Street

Wilmington, DE 19801
Office: 302-658-8860
www.elwyn.org

HEATH Resource Center

HEATH is a clearinghouse of information on topics related to postsecondary education and disabilities.
2134 G Street N.W.
Washington, DC 20052-0001
Phone: 202.973.0904; 800.54.HEATH (Voice/T*TY)
Fax: 202.994.3365
www.heath.gwu.edu

International Dyslexia Association (IDA)

The IDA is an international, non-profit organization dedicated to the study and treatment of learning disabilities and dyslexia.
40 York Rd., 4th Floor
Baltimore, MD 21204
Phone: 410.296.0232; 800.ABCD-123 for messages
Fax: 410.321.5069
www.interdys.org

Learning Ally

Learning Ally is a national online non-profit dedicated to helping blind, visually impaired and dyslexic students succeed in education with audiobooks and support.
20 Roszel Road
Princeton, NJ 08540
www.learningally.org

Learning Disabilities Association of America (LDA)

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disability and inform them of their rights.
4156 Library Road
Pittsburgh, PA 15234-1349
Phone: 412.341.1515 Fax: 412.344.0224
www.ldanatl.org

National Center for Learning Disabilities (NCLD)

The mission of NCLD is to improve the lives of the one in five children and adults nationwide with learning and attention issues—by empowering parents and young adults, transforming schools and advocating for equal rights and opportunities. We're working to create a society in which every individual possesses the academic, social and emotional skills needed to succeed in school, at work and in life.
32 Laight Street, Second Floor
New York, NY 10013
www.nclcd.org/

National Rehabilitation Information Center

The NARIC maintains a research library on rehabilitation and disability issues.

8201 Corporate Drive, Suite 600

Landover, MD 20785

Phone: 800.346.2742 Fax: 301.459.4263

www.naric.com

Minder

An online paging system that helps organize both academic and personal life.

3623 South Avenue

Springfield, MO 65807

Phone: 888.882.7787

Fax: 417.882.7797

<http://www.abledata.com/organizations/pageminder-inc>

SchwabLearning

A parent's online guide to helping students with learning differences

www.schwablearning.org

U.S. Federal Government

The site connects people with disabilities, their families and caregivers to helpful resources on topics such as how to apply for disability benefits, find a job, get health care or pay for accessible housing. You can also find organizations in your community to help you get the support you need.

www.disability.gov

INTERNSHIP RESOURCES

American Association for the Advancement of Science (AAAS)/Entry Point

A program through the American Association for the Advancement of Science that recruits, interviews and refers students with disabilities for paid internships with NASA, IBM, Du Pont, Proctor and Gamble, Seagate, and the National Science Foundation.

1200 New York Ave NW

Washington, DC 20005

Phone: 202.326.6400

www.aaas.org/program/entrypoint

Workforce Recruitment Program

A collaborative effort between the President's Committee on Employment of People with Disabilities, the U.S. Department of Defense and the Job Accommodation Network. This program recruits and screens qualified college students with disabilities for summer or permanent positions.

www.wrp.gov

HELPFUL TIPS

1. Make sure that documentation of your disability reaches DSS *before* the start of your first semester.
2. Arrange for the services you need *early*. Make an appointment the first week of every semester with the DSS Coordinator to discuss your courses and what accommodations will be necessary. Keep in contact with the DSS Coordinator throughout the semester.
3. Know your classes. Carry a schedule that includes your courses, the days, times, rooms/ building locations, and the professors' names.
4. Get a class syllabus or outline. Keep a calendar of assignment due dates and appointments. Schedule study time for yourself.
5. Upon receiving your **Professor Letter** from the DSS Coordinator, make an appointment as soon as possible with your professors during their office hours. It is important to *discuss* your accommodations with your professors *as early as possible*. Return the signed **Professor Letter** to the DSS Coordinator immediately.
6. The content of a course cannot be altered because of your disability. Expect to maintain the standards that apply to all students in the course. You will be expected to fulfill *all* requirements as stated in the syllabus. Be sure to adhere to the *class attendance policy* unless specific alternate arrangements are made with the professor teaching the course. It is best to have this arrangement specified in the **Professor Letter**.
7. If you are requesting special test arrangements through DSS, it is *your responsibility* to notify the instructor, as well as DSS before every exam. You are required to schedule your test at least 5 days in advance of your exam date and time.
8. Do your best to handle problems independently. If you have questions or concerns, make an appointment to talk with your professor during office hours. If necessary, speak to the DSS Coordinator to get suggestions about talking with professors and advocating for yourself.
9. For every course:
 - a) Attend *all* classes.
 - b) Preview new material and review the previous lecture before each class.
 - c) Sit toward the front of the class to reduce distraction, ask questions, and participate in class.



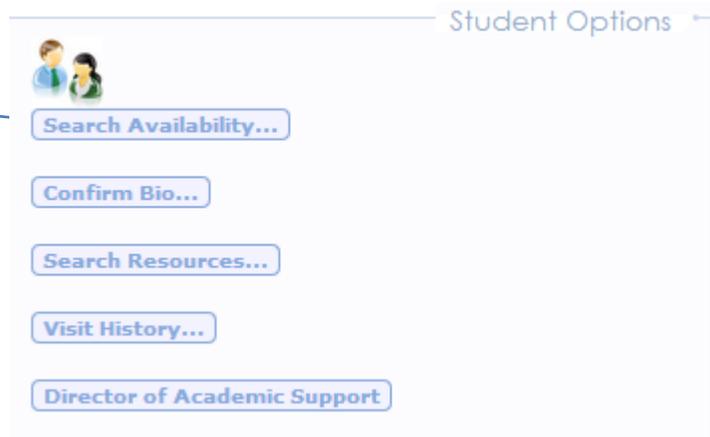
Department of Academic Support
Disability Support Services

Appendices

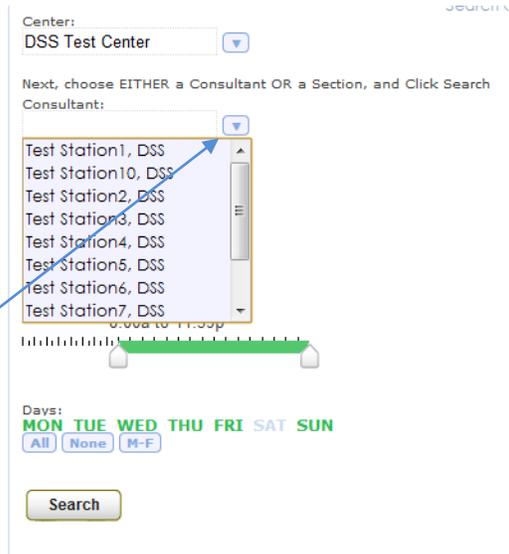
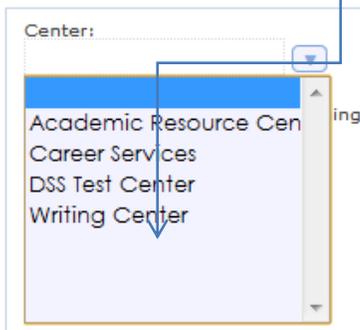
Department of Academic Support
Disability Support Services

HOW TO SCHEDULE TESTS ONLINE

1. To schedule your test online go to www.arc.wesley.edu.
2. Type in your username (student ID) and password.
3. This is the next screen you will see:
4. Click on Search Availability...



5. When you get to the next screen click on the down arrow.
 - a. Then select DSS Test Center.
 - b. Then click Search.



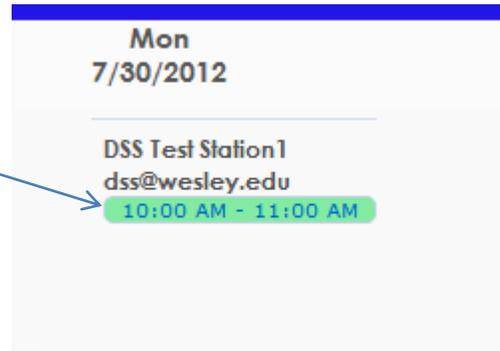
6. This is the next screen you will see:
7. Then click on the down arrow to display the Consultants (or Test Stations).

8. After you have selected a station then you must select the day you have the scheduled test. All you need to do is click on the day that you wish to schedule the test (it will be green if you have selected it). (To unselect click on the work until it is no longer green.)



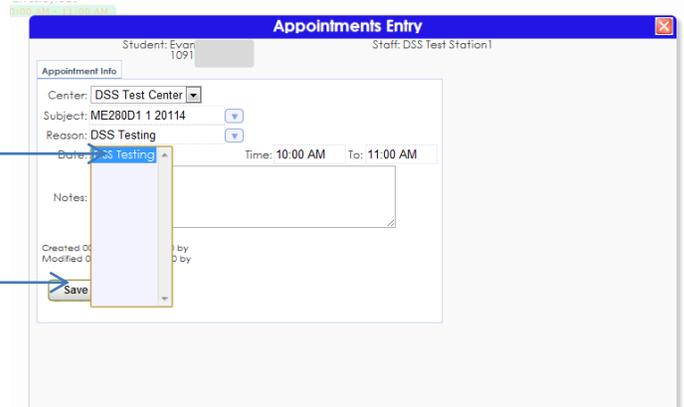
9. Available times will appear on the screen (it will refresh on its own). Select the time that is available that coincides with your class time. (You can only select a different time if you have prior permission from the DSS Coordinator and Professor.)
 - a. If the time is not available that you need then you must repeat the process starting with #7 to select a different Test Station (or consultant).

10. Click on the time that you need for the test.



11. A new screen will appear that looks like this:

- a. You must select a Reason by clicking the down arrow.
- b. Choose DSS Testing.
- c. Then click Save.



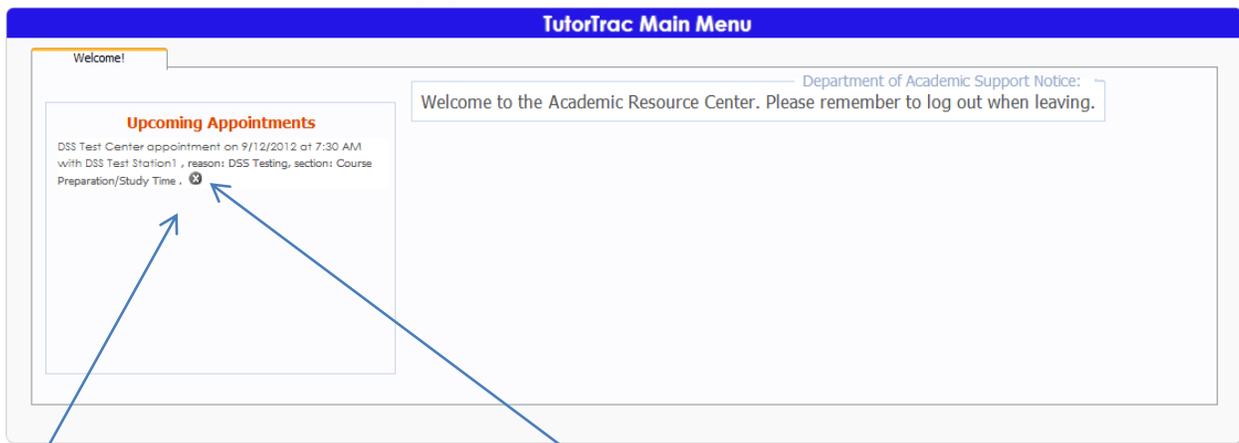
12. Once you have scheduled the test, emails will be distributed to your Wesley College email, your Professor's email, and the DSS Coordinator.
13. You are still responsible for reminding the Professor that you will not be physically in the classroom the day of the test and that the Professor needs to get the test to the DSS Office the day before the scheduled exam.



Department of Academic Support
Disability Support Services

HOW TO CANCEL and/or RESCHEDULE TESTS ONLINE

1. To schedule your test online go to www.arc.wesley.edu.
2. Type in your username (student ID) and password.
3. On the main screen (or the homepage) you will see this:



The upcoming appointments with the DSS Test Center will be listed (along with any other appts. you have scheduled).

4. To cancel (or delete the appt.) you need to click on the round X.

5. This new window will pop up:

6. Click on Confirm Cancellation.





Department of Academic Support
Disability Support Services

Differences between High School and College

High School	College
The applicable law is the Individuals with Disabilities Education Act or IDEA	The applicable law is the Americans with Disabilities Amendments Act of 2008 or the ADAAA and Section 504 and 508 of the Rehabilitation Act
IDEA is about <u>success</u>	The ADAAA is about <u>access</u>
Fundamental <u>modifications</u> of programs and curricula are required	No fundamental modifications can be made - only <u>accommodations</u>
Education is a <u>right</u> and must be provided in an appropriate environment to all individuals	Education is <u>not a right</u> - students must meet certain admission criteria
The <u>school district</u> is responsible for identifying a student's disability	<u>Students</u> must self-identify
The <u>school district</u> develops Individualized Education Plans (IEPs) to define educational services	<u>Student</u> must identify needs and request services
The <u>school district</u> provides free evaluations	The <u>student</u> must obtain evaluations at his/her own expense
Student is supported by <u>parents and teachers</u>	Student is responsible for seeking assistance from the <u>Disability Support Services Office</u> (DSS)
Primary responsibility for arranging modifications belongs to the <u>school</u>	Primary responsibility for self-advocacy and arranging accommodations belongs to the <u>student</u> (who may seek assistance from DSS)

<u>Personal services</u> for medical and physical disabilities are required (i.e., Personal Care Attendant)	<u>No personal services</u> are required - however, the DSS Office may assist the student in advertising for such services
<u>Parent</u> has access to student records and can participate in the IEP process	<u>Parent</u> does not have access to student records without student's written consent
<u>Parent</u> advocates for student	<u>Student</u> must advocate for self
School year runs from September - June	School year is divided into 2 semesters: from August to December and from January to April/May
Classes meet daily	Classes meet 1, 2, 3 or 4 times a week
Classes are generally held in the same building	Classes are held in many different buildings on campus
The average length of a class is 35-45 minutes	Classes vary in length from 50 min to 3 hours
Daily contact with teachers	Classes meet less frequently which will impact on access to instructors and assistance
The student needs the parent's permission in most instances	The student is an adult and parent permission is not required
Guidance counselors or other staff schedule support services for students	The student must make arrangements for support services
A main office exists as the center of activity for the building	The student is responsible for knowing where to go to obtain information and assistance
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save and consult the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due and how it will be graded
High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment

Institute for Community Inclusion, 2004



Department of Academic Support
Disability Support Services

Ten Things About DSS That Students and Faculty Need to Know

<p style="text-align: center;"><u>Students</u> Should introduce themselves, as soon as possible, to discuss their accommodations and to ensure that the provision of accommodations is successfully accomplished.</p>	<p>1 INTERACTION</p>	<p style="text-align: center;"><u>Faculty</u> Could encourage early disclosure by using official statement in regards to disabilities in syllabi.</p>
<p style="text-align: center;"><u>Students</u> Should visit their professors regularly for help with coursework and advice.</p>	<p>2 GUIDANCE</p>	<p style="text-align: center;"><u>Faculty</u> Are the students biggest resource and should project an approachable demeanor.</p>
<p style="text-align: center;"><u>Students</u> Are entitled to confidentiality at every turn, in front of peers and faculty.</p>	<p>3 CONFIDENTIALITY</p>	<p style="text-align: center;"><u>Faculty</u> Should protect the students' confidentiality at all times.</p>
<p style="text-align: center;"><u>Students</u> Must provide DSS current documentation to receive accommodations.</p>	<p>4 ELIGIBILITY</p>	<p style="text-align: center;"><u>Faculty</u> Should inform students of the Disability Support Services Office (DSS).</p>
<p style="text-align: center;"><u>Students</u> May be eligible for a range of academic accommodations.</p>	<p>5 ACCOMMODATION</p>	<p style="text-align: center;"><u>Faculty</u> Are responsible for implementing accommodations to students who are approved by DSS.</p>

<p><u>Students</u> Depending upon the nature of their disabilities may be entitled to extended time for tests and assignments.</p>	<p>6 EXAMS</p>	<p><u>Faculty</u> Should be aware that students are not entitled to unlimited time on exams.</p>
<p><u>Students</u> Depending upon the nature of their disabilities may be entitled to note taking assistance.</p>	<p>7 NOTE TAKING</p>	<p><u>Faculty</u> Should aid in the process by soliciting able note takers early in the semester (as needed).</p>
<p><u>Students</u> With disabilities are guaranteed certain rights under federal law.</p>	<p>8 RIGHTS</p>	<p><u>Faculty</u> Should be familiar with the process for requesting DSS.</p>
<p><u>Students</u> Should follow policy, and try to solve issues with their professors first.</p>	<p>9 GRIEVANCES</p>	<p><u>Faculty</u> Should follow the policy for resolving issues.</p>
<p><u>Students</u> Encourages <i>Wesley College students</i> to inquire about Disability Support Services, and serves as initial decision maker in the accommodation process.</p>	<p>10 ADVOCACY</p>	<p><u>Faculty</u> Encourages <i>Wesley College Faculty</i> to inquire about Disability Support Services, and serves as a resource for faculty during the accommodation process.</p>

HEATH Resource Center
[The George Washington University](http://www.georgewashington.edu/health)
 2121 K Street, N.W., Suite 220
 Washington, D.C. 20037

SAMPLE PROFESSOR LETTER

Academic Support Services/Disability Support Services
Parker Library 112B
Wesley College
Brian.Belcher@wesley.edu
302-736-2739

Date:

Subject: Provision of Disability Support Services

To:

From: Brian K. Belcher
Disability Support Services Coordinator

_____, who is enrolled in your _____ class, is a student served by **Disability Support Services**. This student has provided the DSS office with current documentation regarding the nature of her/his disability. This *Professor Letter* specifies authorized accommodations based on the nature and extent of the student's disability as described in the documentation.

Please **do not** discuss accommodations with the student in front of the entire class. **Please direct** any **questions** concerning the student and the accommodations to the student or **to the DSS Coordinator** within Department of Academic Support. ***You must return the signed Professor Letters to the DSS office to activate your accommodations.***

ACCOMMODATIONS:

The following are normally considered reasonable accommodations to which a college student is **entitled**.

Your personalized accommodations will be listed here.

Plan of Action: (developed by student and professor)

Please sign and have student return to Disability Support Services (PL112B).

Signature of Faculty: _____

Signature of Student: _____

Date of Meeting: _____



Department of Academic Support
Disability Support Services

STUDENT ACKNOWLEDGEMENT DISABILITY SUPPORT SERVICES MANUAL

I acknowledge that I have received the Student Disability Support Services (DSS) Manual (in print).
I further acknowledge that I can find an electronic version on the DSS webpage
(wesley.edu/academics/resources/department-of-academic-support/disability-support-services).

I understand it is my responsibility to read and understand its contents, adhere to its policies and procedures, and know my rights and responsibilities as written in the manual.

I understand if I have questions or need further explanation about anything contained in the manual, it is my responsibility to contact the Coordinator for Disability Support Services and ask for assistance.

The Coordinator for Disability Support Services can be reached at:

Brian K. Belcher
302.736.2739
Brian.Belcher@wesley.edu

Student Name (print)

Date

Student's Signature

Student ID #

DSS Coordinator Signature

Date



Department of Academic Support
Disability Support Services

TEST TAKING POLICY

I, _____, hereby certify that I understand the test taking policy of the Disability Support Services Office. I understand I must schedule my tests online at www.arc.wesley.edu **3-5 days in advance**. Failure to do so will result in my not receiving extended time for that test.

I further understand that it is my responsibility to remind my professor that I will be taking the test in the Disability Support Services Office.

Recipient's Signature

Date

Email Address

Phone #

DSS Coordinator Signature

Date



Department of Academic Support
Disability Support Services

TEST ACCOMMODATIONS: TEST COVER SHEET

FACULTY: Please note: *If hand-delivering exams, please seal them inside a manila envelope, with this sheet completed on the outside. If you have any questions, please call Brian K. Belcher at 736.2739.*

Course _____ Professor _____

Test Date: _____ Test Time: _____

- Faculty to pick up Test
- Deliver Test, Campus Mail (_____)
- Deliver Test, Office (_____)

From Professor/Department:
 Student(s) have permission to use the following (if none checked, none will be permitted)

_____ 3x5 card with notes
 _____ 8 1/2 x 11 sheet with notes
 _____ open books(s)
 _____ calculator
 _____ graphing calculator
 _____ other: _____

_____ **NO AIDS MAY BE USED**

How much time will the class have to complete this examination? _____

Student Name	Time Student Started	Time Student Completed	Test Proctor Signature

Additional Notes from Professor/Department: _____

[To be signed by student(s) just prior to test administration in DAS] Student acknowledgement of responsibility: "By signing this form, I accept the responsibility to adhere to Wesley College's policies for academic honesty."



Department of Academic Support
Disability Support Services

DISABILITY-RELATED ABSENCES FACULTY QUESTIONNAIRE

Professor: _____ Course: _____

Student: _____ Semester: _____

Please respond to the below questions, being as specific as possible.

1. Is there regular classroom interaction between the instructor and students and among the students themselves?

2. Do student contributions in class constitute a significant component of the learning process?

3. Does the fundamental nature of the course rely upon student participation as an essential method of learning?

4. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?

5. What does the course description and syllabus say regarding attendance?

6. What is the method by which the final course grade is calculated? _____



Department of Academic Support
Disability Support Services

DISABILITY-RELATED ABSENCES AGREEMENT FORM

Professor: _____ Course: _____

Student: _____ Semester: _____

Please respond to the below questions, being as specific as possible.

The professor and student must both be involved in creating this agreement.

If additional writing space is needed, both the student and the instructor need to sign and date any added pages.

The DSS Coordinator can be consulted for assistance in drafting this agreement.

Contact info: Brian.Belcher@wesley.edu 302.736.2739

1. How will missed classes be handled? _____

2. How will missed exams and quizzes be handled? _____

3. How will missed in-class assignments be handled? _____

4. How will missed assignment deadlines be handled? _____

5. How will the student notify the instructor about an absence? _____

6. Other? _____

This agreement is only applicable for this course and semester.

This original agreement must be submitted to the Disability Support Services Office to keep in the student's file. Both the student and the professor will receive a copy of this agreement form from the DSS Coordinator.

Professor Signature: _____ Date: _____

Student Signature: _____ Date: _____



Department of Academic Support
Disability Support Services

RECORDING LECTURES AGREEMENT FORM

Students with disabilities who are unable to take or read notes have the right to audio record class lectures for their personal study only*. Recording lectures is a reasonable accommodation for students whose documentation calls for this accommodation.

Policy for Recording Lectures

"Students must seek the permission of their instructor before using any audio recording devices to record lectures, discussions, etc. If such permission is granted, neither the resulting recordings nor any form of copies of transcripts of the recordings may be used for any other purpose than as a replacement for notes taken in class. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law. Students with disabilities who require this accommodation must sign the Recording Lectures Agreement Form before the start of the course and prior to recording."

Conditions of Agreement

- Students that are eligible to record class lectures must agree to the following terms:
- Students will agree to abide by the Policy for Recording Lectures.
- Students will not copy or share audio recordings with anyone, except for a transcriber who may be required to type it if needed for the accommodation. Lectures recorded for educational purposes may not be shared with other people without the consent of the lecturer. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the consent of the lecturer and without giving proper identity and credit to the lecturer.
- At the conclusion of the course, the student will erase audio recordings from all the classes or return the recordings to the instructor, whichever the instructor prefers.

I have read and understand the above policy on recording lectures at Wesley College, and I agree to abide by this policy with regards to any lectures I record.

Student Name (Please Print)

Student Signature

I give my permission for this student to record lectures in my course _____ during the term of _____ under the conditions described above.

Faculty Name (Please Print)

Faculty Signature

*84.44 of Section 504 of the Rehabilitation Act of 1973 "Other rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity."



Department of Academic Support
Disability Support Services

SERVICE OR EMOTIONAL SUPPORT ANIMAL REGISTRATION FORM

Date of Arrival on Campus (mm/dd/yyyy) _____

Date of Departure from Campus (mm/dd/yyyy) _____

Full Name _____

Residence Hall Bldg. & Room _____

Cell Phone Number _____

Home Address _____

City, State, Zip Code _____

Email Address _____

Status on Campus (circle one) Student Faculty/Staff Parent Guest
Conference/Program Attendee Other _____

Name of Animal _____

Breed/Type of Animal _____

Sex of Animal _____

*If the length of time the animal will be on campus is 7 days or less, you do not need to complete the rest of this form.
Please continue if the animal will be on campus more than 7 days.*

*If a service animal will be used on campus for more than 7 days, submit documentation of the disability requiring this
accommodation along with this registration form.*

Information about the Service or Emotional Support Animal:

Identifying tags or accessories _____

State of Licensure: _____

Date of most recent vaccinations (mm/dd/yy) _____

Maintenance Plan (grooming, feces removal, etc.- circle one)

Handler will maintain

Other (specify) _____

Other important information _____



Department of Academic Support
Disability Support Services

AGREEMENT/EXPECTATIONS FOR PERSONAL CARE ATTENDANT

Name of Student with Disability _____

Permanent address _____

Campus address _____

Cell # _____ Email Address _____

Preferred Method of Contact (select one) Email Address Cell #

Name of Personal Care Attendant

Current Address _____

Address during Academic Year _____

Cell # _____ Email Address _____

Preferred Method of Contact (select one) Email Address Cell #

The following agreements/arrangements have been made:

_____ The PCA is not a Wesley College student and has undergone a background check and sexual offender registry check and the Wesley College HR office has reported the results to the Coordinator of Disability Support Services.

_____ The PCA is not a Wesley College student and will be living on campus. The PCA is not permitted to remain on campus while the student is away from campus for visits or during official school closures; for example, holidays/semester breaks.

_____ The PCA is not a Wesley College student and will purchase a meal plan (the details to be arranged with housing and food service).

I have read and agree to abide by the Wesley College Student Personal Care Attendant policy, printed in the Student Guide to Disability Support Services on **page 42**. I understand that I must

abide by all expectations, regulations, policies and procedures and if I do not, I may be sanctioned and/or may be barred from performing the function of a PCA on this campus.

I understand that I may be subject to removal from the residence halls, expulsion from the college campus, loss of all privileges or any other action the College considers appropriate in the event the College decides that I have acted in a manner inconsistent with the above or if I have falsified any information on this agreement.

I also understand that my employment and/or my individual services contract is between me and the student/family and/or agency for whom I work. I further understand that I have no employment relationship or contract of employment with Wesley College (of any kind). In addition, I hereby release my claim for any causes of action against Wesley College that might or could arise in connection with my work for the student/family and/or agency for whom I work.

Signature of Personal Care Attendant

Date

I have read and agree to abide by the Wesley College Student Personal Care Attendant policy and ensure, to the best of my ability that my PCA will also do so.

Signature of Student

Date

Signature of Coordinator, Disability Support

Date



MEDICAL SINGLE ROOM ACCOMMODATION FORM

WESLEY ID: _____

STUDENT NAME: _____

HALL REQUESTED: _____

REQUESTED ROOMMATE(S): _____

The Residence Life Office cannot guarantee the student will be placed into a specific hall and/or room with his/her requested roommate(s), based on the availability of room spaces at the time of this request.

If a request is made after any housing selection process or very close to or after the start of a semester, the Residence Life Office will assign the student to a room that fits their accommodation, but cannot guarantee requests for preferred hall and roommate(s) will be met at that time.

**ACCOMMODATIONS NEEDED:
(PLEASE CIRCLE)**

- Kitchen
- Private Bathroom
- First Floor Room
- Requested Roommates Due to Medical Documentation

- Reduced Meal Plan
- No Meal Plan
- Single Room

Coordinator of Disability Support Signature

Date

Assistant Director of Residence Life Signature

Date

