Dear Team,

We should take pride that as educators we have the humbling privilege of mentoring and molding the students of today, that because of your efforts, will become the catalyst for positive change in so many communities tomorrow.

This guide is a reminder, as well as a tool, for each of us to better understand students who have different modes of learning and identifies ways that our community can effectively respond to their needs. By doing so, we will ensure opportunities for growth in our students, our College, and our future.

Please make the time to review this guide so that each of us can become more aware of ways to assist in developing the potential of all our students, as well as the collective potential of our College...One Team – One Family – One Future!

All The Best & Go Wolverines!

[Signature]

Robert E. Clark II
President of the College
August 2017

Dear Colleagues,

As a faculty and staff member at Wesley College, you will probably interact with a student that has a disability. This guide from Disability Support Services offers important information, guidelines, and suggestions for educating and accommodating students with disabilities.

While accommodating students with disabilities is clearly a legal mandate, it is more importantly an educational and moral imperative. Please join us as we continue to modify our physical environments, programs, policies and attitudes at Wesley College to be a more inclusive community for all people. It is essential that we provide our students the fullest opportunity to engage themselves in the invigorating academic and co-curricular life at our campus.

I hope this will become an essential guide that you will refer to often, as you seek to accommodate students in the classroom and in educational services at Wesley College. I welcome your ideas and modifications for future additions.

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 Parker Library 112B.

Brian K. Belcher, M.Ed.
Coordinator, Disability Support Services
# GUIDE FOR FACULTY & STAFF:
UNDERSTANDING DISABILITIES

## Table of Contents

**Mission Statement** .................................................................................................................................................. 7
- Wesley College ...................................................................................................................................................... 7
- Disability Support Services ................................................................................................................................. 7

**Introduction** .......................................................................................................................................................... 8

**Pertinent Legislation** ............................................................................................................................................... 9
- Americans with Disabilities Amendment Act (ADAAA) of 2008 ................................................................. 9
- Americans with Disabilities Act (ADA) of 1990 ................................................................................................. 10
- Section 504 of the Rehabilitation Act of 1973 ................................................................................................. 11
- Section 508 of the Rehabilitation Act of 1998 ................................................................................................. 11

**General Information** .......................................................................................................................................... 13
- Disability Support Services Coordinator ........................................................................................................... 14
- Disabilities and Study Abroad ............................................................................................................................ 14
- Student Responsibilities ................................................................................................................................... 14
- Faculty Responsibilities .................................................................................................................................... 15
- Quick Guide for Faculty/Staff ............................................................................................................................ 16

**Policies & Procedures** ........................................................................................................................................ 18
- Reduced Course Load ....................................................................................................................................... 18
- Course Substitution ......................................................................................................................................... 19
- Disability-Related Absences ........................................................................................................................... 21
- Test Taking ......................................................................................................................................................... 23
- Service & Emotional Support Animal ........................................................................................................... 24
- Personal Care Attendant ................................................................................................................................... 33
- Grievance & Appeal .......................................................................................................................................... 37

**Accommodations** ................................................................................................................................................ 40
- Process for Receiving Accommodations ......................................................................................................... 40
- Accommodations Flowchart ............................................................................................................................ 40
- The Professor Letter ......................................................................................................................................... 41
- Alternate Format .............................................................................................................................................. 42
- Testing & Proctoring ......................................................................................................................................... 43
- Note Taking ....................................................................................................................................................... 44
- Reader & Scribe ................................................................................................................................................. 47
- Recording Lectures .......................................................................................................................................... 47
- Classroom Changes ......................................................................................................................................... 48
- Course Substitution ......................................................................................................................................... 48
- Incomplete Grades ............................................................................................................................................ 50
- American Sign Language Interpreters & Communication Access Real Time Translation ......................... 50
MISSION STATEMENTS

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.

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.
INTRODUCTION

Access to higher education for qualified students with disabilities has become a reality through legislation, student determination, colleges recognizing their obligation to help educate those with special needs, and, most importantly, through the work of dedicated faculty. Statistics supplied by the National Center for Education Statistics indicated that 10-12% of the college population has reports some type of disability. Wesley College’s population mirrors this trend. Today, students with disabilities comprise about 10% of the Wesley’s student body.

The Americans with Disabilities (ADA) Amendments Act of 2008 (ADAAA), the amendment to the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, make clear our responsibilities in meeting these needs. In order to comply with these laws, colleges and universities receiving any form of Federal assistance must offer qualified students with disabilities access to the same programs and services available to nondisabled students.

The purpose of this guide is to provide the Wesley community with information that will help create pathways to learning for students with disabilities. This guide will describe our student population, identify barriers to learning, and provide recommendations for meeting the needs of our students.

All students with disabilities admitted to Wesley College are qualified to matriculate and meet the same rigorous admission requirements as students without disabilities. In fact, many choose not to disclose their disability until after admission. These students major in a variety of disciplines, bring a range of talents and abilities, serve in organizations and earn academic honors. The intent of providing access is not meant to compromise the integrity of the degree nor the expectations for course work; instead providing accommodations for equal access is meant to give students with disabilities the same opportunities as nondisabled students.

Although students are helped to understand the dimensions of their own learning and to utilize appropriate strategies, faculty understanding and assistance are critical to the ultimate success of students with disabilities. Working together, faculty, students, and staff professionals will continue to applaud the accomplishments of ALL of our students.
PERTINENT LEGISLATION

ADA Amendments Act of 2008 (ADAAA)

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
- Performing manual tasks
- Walking
- Standing
- Learning
- Reading
- Concentrating
- Thinking
- Communicating
- Working
- Lifting
- Bending
- Speaking
- Breathing
- Seeing
- Hearing
- Eating
- Sleeping
- Walking
- The operation of a major bodily function

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.

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 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 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.
GENERAL INFORMATION

Wesley College is a competitive 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 ADA Amendments Act of 2008 which prohibits discrimination and protects the rights of people with disabilities. Nondiscrimination compliance under Federal Grants and Programs requires 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.

- Students with disabilities who are the most successful at the post-secondary level are those who are 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 9), or having a record of such an impairment, or being regarded as having such an impairment.”

- Disability Documentation submitted to obtain 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.
Telephone: 302.736.2739
Fax: 302.736-2301
Brian.Belcher@wesley.edu

DSS Hours of Operation:

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

Disabilities and Study Abroad Programs

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

Student Responsibilities

Students with disabilities must maintain the same level of academic integrity and responsibility as students with disabilities. This includes achieving the same academic standards, attending class and providing timely notification of individual needs. A failure to abide by the Wesley College student conduct code and rules of the Wesley College Disability Support Services may result in a loss of services. (The student version of this handbook has listed the specific responsibilities.)
Faculty Responsibilities

Faculty members have several responsibilities in complying with ADAAA regulations regarding the accommodation process.

Interact with students with disabilities in the same manner as other students, but be clear that you are willing to provide necessary accommodations.

Refer students to the Disability Support Services (DSS) Office when they disclose or request an accommodation. Students who disclose a disability or request accommodation should be referred to the Disability Support Services Office. Faculty is encouraged to actively assist students to make contact with the DSS office and send a Lantern referral to document such interaction. Please note: It is illegal to ask a student if there is a disability.

Contact the DSS Coordinator, Brian K. Belcher, with any questions or concerns regarding the implementation of accommodations. Accommodations should not alter essential elements of the course/curriculum. If a faculty member believes that a request is not reasonable in his/her class, the DSS Coordinator should be contacted immediately. Faculty cannot refuse the student’s request without this contact.

Discuss and sign the Professor Letter(s) which delineate accommodation and are prepared by the DSS Coordinator. There is no obligation to provide accommodation to students who do not follow the process after being referred to DSS.

Include a statement in course syllabi regarding the provision of accommodations for compliance with ADAAA requirements. The following is a suggested statement that would comply with federal standards; feel free to copy it into your syllabus:

“Wesley College provides equal opportunity to qualified students. If you have a documented disability (medical, physical, learning, psychological, etc.) and wish to request disability-related accommodations to complete course requirements, contact Disability Support Services (located in the Parker Library, Room 112B; 302.736.2739). Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course objectives. Accommodations cannot be made retroactively.”

Equal access, such as accessible routes in and out of classrooms or removing objects from a backpack of a student with a disability (SWD), should not be refused based on a lack of DSS paperwork. This falls under the category of common courtesy.
Quick Guide for Faculty/Staff

What are the legal mandates regarding services for students with disabilities?
The Americans with Disabilities Amendments Act of 2008 (ADAAA) is a federal civil rights law enacted on January 1, 2009. It is intended to protect qualified persons with disabilities from discrimination in employment, government services and programs, transportation, public accommodations and telecommunications. The ADAAA supplements and complements other state and federal laws (such as Section 504 of the Rehabilitation Act of 1973) which protect persons with disabilities. Accordingly, the College must not exclude a qualified person with a disability from participation in or deny the benefits of the services, programs, or activities of the College or otherwise subject that person to discrimination by the College.

What are the guidelines for determining if an individual has a disability?
Students who are planning to request accommodations for a disability must submit appropriate documentation verifying eligibility according to Section 504 of the Vocational Rehabilitation Act of 1973 and the 2008 Americans with Disabilities Amendments Act. This documentation MUST include:

- a clear diagnosis,
- the extent, duration, and current functional impact of the disability.
- The diagnosis and recommended accommodations must be clearly linked to the test data.
- The diagnostician must be a licensed or otherwise properly credentialed professional who:
  - is certified to evaluate the particular disability,
  - has 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.

How will a faculty member know what accommodations to provide?
The DSS Coordinator reviews all documentation and will make decisions as to appropriate accommodations on a case-by-case basis. If the student qualifies under the ADAAA as being disabled, the DSS Coordinator will make a determination regarding the most reasonable and appropriate accommodation(s) based on the documentation and provide the faculty member with this information in a letter delivered by the student.

Please Note: Accommodations should not alter essential elements of the course/curriculum. If a faculty member believes that a request is not reasonable in his/her class, the DSS Coordinator should be contacted immediately.
What is the best method to start a discussion with the student about accommodations?

- Include the statement on syllabi indicating College policy regarding students with disabilities. This will alert the student that the faculty member is aware of the policies and procedures and is open to discussion. (See page 15 for a sample statement to include in your syllabus)

- Next, tell the student s/he must meet with the DSS Coordinator to receive any accommodations.

- Please note: So that we comply with federal law and established procedures, students must follow the proper procedure to obtain accommodations. Faculty should not provide accommodations without prior authorization from the DSS Coordinator.

What types of accommodations are possible?

Accommodations will be made on a case-by-case basis by the DSS Coordinator according to documentation recommendations. Examples of accommodations are:

- Extended time (generally time and a half, although some students may require more)
- Alternative environment for testing
- Taped lectures
- Note Takers/LiveScribe/ECHO Pens
- Use of Calculator
- Reader and/or scribe
- Computer for essay questions
- Textbooks in alternate format
- Electronic readers/devices
- Advance notice of papers/tests/quizzes
POLICIES & PROCEDURES

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 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 consists 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 passed the course, the student will consult with the professor to 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 77 for the Disability-Related Absence 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.

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 76.)

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 76 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 and 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. 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 person’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 comport 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 house broken; 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/owners, 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://dhss.delaware.gov/dhss/dph/oaw/oawhome.html](http://dhss.delaware.gov/dhss/dph/oaw/oawhome.html) or in person by contacting:

**Kent County Levy Court**
555 Bay Road, Room 243, Dover, Delaware, 19901
Business hours: Monday through Friday 8:30AM – 4:30PM.

**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 costs at the time of repair and 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 the 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.


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. ESA 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 emotional support animal removed. Such action may be taken by campus Housing without liability.

7. Any cost of removing the emotional support animal if the resident is not present, and prior arrangements have not been made by the resident for the emotional support animal 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 Emotional Support Animal, 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 resolve 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 and 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, 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 Attendants 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 their 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 according 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.
ACCCOMMODATIONS

The ADAAA does not require colleges or universities to lower academic standards or fundamentally alter the nature of the programs when providing accommodations. Students with documented disabilities at Wesley College must meet the same requirements for admissions and graduation as do other students. As such, reasonable accommodation does not negate requirements for successful completion of courses and programs, adherence to generally acceptable standards of behavior, 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 each individual student to take the initiative and remain actively involved in the accommodation process.

Process for Receiving Accommodations

After providing Disability Support Services with current documentation regarding the nature of the disability, students will discuss their need for accommodation with the DSS Coordinator. To receive services, students (not parents/guardians or other advocates) should meet with the DSS Coordinator in the first two weeks of their first semester to request accommodations.

The information from an intake meeting will be used to draft an accommodation letter called a Professor Letter.

- It is the responsibility of students to deliver the Professor Letter to their instructors and discuss the specific academic accommodations indicated within the letter.

- It is also the student’s responsibility to communicate general information about their disability and any accommodations needed with their instructors. NOTE: They have a legal right to keep the nature of their disability confidential.

Accommodation Flowchart

The flow chart below outlines the process a student must follow to receive accommodations through Disability Support Services (DSS).
Self-Disclosure (to DSS or other campus personnel)

Intake Meeting to discuss disability and/or accommodation

Submit Documentation of Disability

Determination of Appropriate and Reasonable Accommodations

Professor Letters provided for approved accommodations

Disability Support Services (DSS) is the first place a student should be referred to when a disability has been disclosed to an administrator, instructor, or faculty member. If you are working with a student about whom you have concerns, please complete a referral in Lantern with specific information and it will be forwarded to the appropriate department.

The Professor Letter

The Professor Letter is a communications tool designed to make provision of the necessary accommodations easier. This letter **DOES NOT** state the nature of the disability; it simply indicates that the student is receiving the services of DSS and has met all the requirements regarding documentation of a disability. Students should schedule an appointment with the instructor during office hours to discuss the contents of the letter. This discussion and the content of the letter should always be confidential.

When a student with a disability provides a Professor Letter to his or her instructor, the faculty member works with both the student and Disability Support Services (DSS) to accommodate the student’s needs. The following list covers some areas of faculty concern.

- Please review classroom materials needed and adapt media used in the classroom so it is accessible and available to every student.

- Likewise, the faculty member should review particular needs that could arise during any off-campus activities or field trips.

- Laboratory situations often require specific handling. Students who require any special accommodations when working in a lab should consult with the instructor. Faculty should be aware of laboratory use of hazardous chemicals, as stated in the Delaware
Hazardous Chemical Information Act of 1984 and the *Wesley College Right to Know Safety Manual*. If needed, instructors can coordinate with DSS on a case-by-case basis.

There are additional accommodations or services that are sometimes afforded college students with disabilities, which may also appear in the *Professor Letter*. These accommodations depend on the nature of the particular course contents or requirements (i.e. allow, if possible, an objective test or allow interpretation of a test question for vocabulary clarification).

The faculty member is encouraged to communicate with the DSS Office any concerns and needs she/he may have while assisting students with disabilities.

**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 79.

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.

Testing & 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.”

**PLEASE NOTE:** The Student Success & Retention and Disability Support Services is not a Testing Center. The testing accommodations listed in this handbook are for students registered with DSS only.

The office cannot proctor make-up exams/quizzes nor give exams/quizzes for other reasons to students who are not registered within DSS. Faculty with those testing needs should consult their department chairs for assistance.

### 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.


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 & 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 79) 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.

**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).

**Incomplete Grades**

The College policy regarding incomplete grades is equally applicable to students with disabilities. However, an incomplete is not necessarily an accommodation for a disability and the faculty member should confer with the appropriate campus professionals (DSS Coordinator, Academic Affairs Office, Director of Counseling, and Director of Student Health Services) to assist in making that determination. **Please refer to the college catalog for Incomplete Grade Policy/Procedure.**

**American Sign Language Interpreters & 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.
INFORMATION ON SPECIFIC DISABILITIES

Students with disabilities are at all institutions of higher education in the United States, including Wesley College. These students experience physical, cognitive, or mental health disabilities affecting their access to facilities as well as access to information. Students who have visible disabilities can often be easily identifiable; however, students who have invisible disabilities (learning, psychiatric, etc.) often are not. The following pages include information regarding various types of disabilities, possible student characteristics and possible accommodations.

Cognitive disabilities include all types of individuals who experience difficulty in processing various mental tasks as compared to the "average" person. Students with cognitive disabilities could have learning disabilities or be suffering the effects of traumatic brain injury. Students with physical disabilities include those with mobility issues as well as chronic health problems, where episodic difficulties may occur. Students with mental health/psychological disabilities can often go unseen until there is a change in behavior. In addition, these students are often on medications to mediate the condition and can experience a wide range of emotions during periods of adjustment for medication.

Not all disabilities are included in this section. The recommended techniques and accommodations listed are intended to provide equal access to students with disabilities and are not intended to substantially change the essential elements of the course or program of studies.

If there are questions regarding techniques or accommodations for a student with a disability, faculty should contact the DSS Coordinator for discussion and clarification.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological deficit that affects the student’s ability to sustain attention and concentration to academic tasks. These students may be impulsive, easily distracted, disorganized, forgetful, and frequently have weak study skills.

Academic difficulties associated with ADHD may include problems with reading comprehension, mathematics, and written language skills. Although ADHD is often treated with medication, academic support and accommodations are paramount to the student’s success.

Possible Student Characteristics

- Inability to keep focus on tasks over a long period of time
- Tendency to get bored, particularly during lectures
- Difficulty with change
- Variability in performance. Students will have good days and bad days
- Impulsivity, making in appropriate comments
• Social problems
• Fidgetiness, squirming in seat
• Problems with time management and organization

Possible Side Effects to Stimulant Medication

• Headaches
• Insomnia
• Depressed mood or social withdrawal
• Stomachaches
• Irritability
• Weight loss

Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered for students with ADD/ADHD.

• Extended time for tests and assignments
• Alternative environment for testing
• Text books on tape
• Dragon Recorder
• Note takers/LiveScribe/ECHO Pen
• Tape recorder
• Lecture online before class
• Provide detailed syllabus with assignment due dates will in advance
• Write key terms and points on the board

Suggestions for Helping the Student with ADD/ADHD

1. To accommodate to the student’s short attention span, academic assignments should be brief and feedback regarding accuracy immediate. Longer projects should be broken up into manageable parts. Short time limits for task completion should be specified and enforced with timers.

2. When assigning projects, try to ensure they are carefully structured and important points clearly detailed. For example, providing a lecture outline is a helpful note-taking aid that increases memory of main ideas. Students with ADHD show improved memory when material is meaningfully structured for them.

3. Because students with ADHD have difficulty following multi-step directions, it is important for instruction or complex theories be short, specific, and direct. To ensure
understanding, it may be helpful to ask these students to rephrase directions or complex theories in their own words.

4. When possible, it is helpful to allow students with ADHD to set their own pace for task completion. The intensity of problematic ADHD behaviors is less when work is self-paced, as compared to situations where work is paced by others.

**Physical, Mobility, and Health-Related Disabilities**

Students with health related disabilities (chronic or short-term) have been diagnosed with a wide range of disorders. These disabilities are often hidden, yet the need for accommodations can be critical to student success. Students with chronic illnesses will often experience episodic exacerbations of their condition, at which time temporary accommodations may be necessary. Some of the most severe symptoms of the disability are caused by side effects of the medications used in treatment.

These conditions often cause students to be absent from class for medical treatment or when symptoms are severe. Some of these illnesses include:

<table>
<thead>
<tr>
<th>Physical, Mobility, and Health-Related Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
</tr>
<tr>
<td>Allergies</td>
</tr>
<tr>
<td>Arthritis</td>
</tr>
<tr>
<td>Autoimmune disorders (lupus, rheumatoid arthritis)</td>
</tr>
<tr>
<td>Blood Disorders (sickle cell anemia)</td>
</tr>
<tr>
<td>Cancer</td>
</tr>
<tr>
<td>Cardiac Disorders</td>
</tr>
<tr>
<td>Chronic Fatigue Syndrome</td>
</tr>
<tr>
<td>Chronic Pain</td>
</tr>
<tr>
<td>Diabetes</td>
</tr>
<tr>
<td>Epilepsy</td>
</tr>
<tr>
<td>Fibromyalgia</td>
</tr>
<tr>
<td>Hepatitis</td>
</tr>
<tr>
<td>Lyme Disease</td>
</tr>
<tr>
<td>Multiple Sclerosis</td>
</tr>
<tr>
<td>Muscular Dystrophy</td>
</tr>
<tr>
<td>Parkinson’s Disease</td>
</tr>
<tr>
<td>Respiratory conditions</td>
</tr>
</tbody>
</table>

**Possible Student Characteristics**

- Absence from class when symptoms are active
- Difficulty with memory and concentration
- Difficulty walking, sitting, or standing for extended periods
- Fatigue/weakness
- Sleep disruption
- Migraine headaches
- Depression/anxiety
- Chronic pain
- Light sensitivity
- Nausea/diarrhea
Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered for students with various health impairments. Work with the DSS Coordinator and the student to find the most reasonable accommodation.

- Note taker/LiveScribe or ECHO Pen
- Extended time for tests and assignments
- Alternative environment for testing
- Flexibility on excused absences for medical episodes
- Alternate format/audiobooks

Likewise, there are various forms of mobility impairments, which include but not limited to, musculoskeletal, respiratory, cardiac, and neurological disorders. These impairments vary in degree and may range from partial to total paralysis, which can have a direct effect on coordination, dexterity, mobility, and impairment in speed. Students in this category may be easily identifiable by their use of assistive devices (wheelchair, canes, braces, etc.). However, others may have a subtle dysfunction that is not as easily recognizable, which can impact mobility.

Many chronic health related impairments can also affect mobility. They will often be episodic and unpredictable in severity and when active, have an impact on the ability to function. Examples of these disorders include, but not limited to:

- Asthma
- Arthritis
- Back conditions
- Cancer
- Chronic Fatigue Syndrome
- Crohn’s Disease
- Fibromyalgia
- Heart conditions
- Lyme Disease
- Lupus

Students with these disorders may experience lack of energy, lack of concentration, or difficulty in walking, sitting, or standing. Although a student may not be experiencing an active condition, it is especially important to discuss in advance how the medical condition can be accommodated when the student is symptomatic.

Possible Student Characteristics

- Trouble getting to class on time
- Difficulty handling/moving objects, such as pencils, book pages, etc.
- Difficult walking for long periods of time
- Use of wheelchair, walker or crutches
- Low stamina
- Tendency to have more incidences of respiratory illnesses
- Use of service animal or personal caretakers
Possible Accommodations

The accommodations needed by students with mobility impairments vary greatly. As always, decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common accommodations offered to students with mobility impairments.

- Note taker/LiveScribe or ECHO Pen
- Extended time for tests and assignments
- Alternative environment for testing
- Flexibility on excused absences for medical episodes
- Moving classroom to an accessible building
- Accessible transportation for field trips and off-campus assignments
- Classrooms with clear, wide aisles
- Preferential seating
- Scribes
- Additional space for service animals
- Modifications to classrooms
- Permit in class written assignments to be completed out of class, if scribe services are necessary and not available (or appropriate) for in class completion
- Consider alternatives to standard testing formats including oral or taped testing
- Permit students to take breaks during class when the symptoms are active

Suggestions for Helping the Student with a Mobility Impairment

1. Provide an online or summary of the materials to be covered when using PPT or showing movies. Structure the lab experience(s) to accommodate the SWD. As long as the course outcomes can be fulfilled, be creative with the execution of the activity. For example, if the student’s arm/hand mobility is limited, they can participate with another student fulfilling the active portion of the exercise/assignment.

2. Be prepared for the possibility of alternative arrangements for test taking. For example, could test be taken orally or with the assistance of a scribe or computer? There is the possibility there are no difficulties for a student with a mobility impairment. The student with lower body mobility problems is just like any other student only sitting down. Don’t assume there will be difficulties encountered.
Hearing Impairments

Students who are deaf or hard of hearing can vary greatly in the degree of their disability. Individuals born with a significant hearing loss experience greater difficulty in both receptive and expressive language than those born with some, or complete, hearing. Many hearing impaired individuals who have residual hearing use some type of hearing aid while also relying on speech, sign language, or lip-reading. Academic accommodations may include American Sign Language (ASL) interpreters, sound amplifications, or transcriptionist’s services such as with CART or C-Print.

Under Section 504, a student cannot be denied participation in an education “because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills.”

Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered for students with hearing impairments.

For Tests
- Extended time for tests and assignments
- Interpreters
- Note taker/LiveScribe or ECHO Pen
- Real-time captioning (C-Print, CART, etc.)
- Listening devices
- Alternative environment for testing

For Class & Lab Work
- Preferred seating at the front of the class and away from loud noises
- Alternative text formats
- Adaptive technology
- Readers
- Scribes
- Assistive Listening Devices or FM Systems: These transmit the sounds in a classroom to a student’s amplified device or hearing aid.

Suggestions for Helping the Deaf/Hard of Hearing (HOH) Student

1. The student should be seated near the front of the class so that they can get as much from hearing as possible, and is in a position to get lip-reading cues.

2. Talk facing the class (as when writing on the whiteboard)...it assists student(s) with facial or lip-reading cues.
3. If you are going to be showing slides or movies, it would help the hearing impaired student greatly if you could provide an outline or summary of the materials to be covered.
   a. Follow closed captioning policy (use correct title) when showing movies.

4. Repeat student questions before answering.

5. Give procedural information out prior to walking around classroom distributing materials.

6. Discuss with the student and the approved Sign Language Interpreter the best location for the interpreter. You may wish to experiment with different placement until you find the most successful one.

**Mental Health/Psychological Disabilities**

According to the Americans with Disabilities Amendments Act (ADAAA) definition, an individual has a disability if he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is perceived as having such impairment. (Although an “impairment” is not considered to be a disability unless it "substantially limits" a "major life activity.") A mental impairment includes "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities".

In order to be eligible for academic accommodations, the disability must be diagnosed by a professional, documented, and show evidence that it substantially limits one or more major life activity. Therefore, a diagnosis of a particular disability may result in accommodations for one student but not another based on the impact on each individual’s functioning. Examples of these disabilities may include, but are not limited to:

- Affective Disorders
- Bipolar Disorder
- Depression
- Generalized Anxiety Disorder
- Obsessive Compulsive Disorder
- Organic mental disorders
- Schizophrenia
- Substance Abuse

Nationally, the diagnosis of students with mental health or psychological disorders is increasing. Students with these disorders are often in therapy or taking medications for their condition and may not exhibit outward signs of their disability. However, any student with a mental health disability may experience one or more of the following symptoms that can impact functioning:

- Cognitively: memory and concentration problems
- Behaviorally: impulsivity, repetitive motion, pacing, maintaining stamina
- Emotionally: periods of mania or depression, thoughts of suicide, feelings of worthlessness, delusions
- Perceptually: auditory or visual hallucinations
• Socially: lack of affect, fear or anxiety, rambling or halting speech, impaired relationships
• Physically: side effects of medication, drowsiness, fatigue, hand tremors, racing heart, dizziness, and chest pains

Possible Student Characteristics

• Test taking anxiety.
• Distracted easily.
• Problems with concentration.
• Drowsiness.
• Problems with attendance.
• Trouble meeting due dates.
• Trouble keeping appointments.
• Difficulty dealing with social situations.
• Trouble maintaining stamina.
• Difficulty dealing with stress.
• Difficulty dealing with new situations.

Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, particularly because the types of psychiatric disabilities are far-ranging. But below are some common ones offered:

Classroom
• Having classmate as a volunteer assistant
• Pre-arranged classroom breaks
• Note Taker/LiveScribe or ECHO pen
• Preferential Seating

Tests
• Alternate test format
• Extended time for tests and assignments
• Allowing exams to be individually proctored, including in the hospital
• Alternative environment for testing
• Use of computer software programs
• Allowing tests to be read orally, dictated, scribed or typed

Assignments
• Advance notice of assignments.
• Allow assignments to be handwritten rather than typed
• Allow assignment flexibility during hospitalization
• Use alternative forms for students to demonstrate course mastery
• Audiobooks

While colleges are more comfortable with learning disability accommodations, the same cannot be said for psychiatric disabilities. Many professors and students are fearful that these students may be dangerous. While this is not so in the vast majority of cases, the perception can further isolate those who tell others of their psychiatric disability. You need to understand how psychiatric disabilities can interfere with learning. Should you need further information please contact the DSS Coordinator.

Visual Impairments

The term “visual impairments” reflects the notion that students may have varying levels of impairment – from low vision to blindness. Many individuals have some residual vision, some have been impaired since birth, while others have suffered a vision loss after being sighted and may have visual memory.

Despite the ability to hear lectures and discussions, students may experience difficulty in the use of any written format, including PowerPoint, MyWesley, Web Pages, videos, course packs, written tests and library materials. The improvements in assistive technology have provided access to information for many students with visual impairments; however, many still need assistance from the faculty and campus professionals.

Possible Student Characteristics

• Struggle with glare or reduced lighting
• Difficulty learning visual concepts
• Difficulty getting to class because of transportation problems
• May depend on a service animal to get to class

Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered students with visual impairments.

• Alternative text
• Braille, material in large print
• Material in large print text
• Scan/Read technology (Kurzweil, JAWS, Dragon Recorder and other AT)
• Extended time for tests and assignments
• Preferred seating
• Readers/Scribes
• Alternate environment for testing
• Note taker/LiveScribe or ECHO Pen
• Provide clearly written or printed reading lists and syllabi as early as possible to allow time to arrange for audio taping, converting to large print, copying or Brailling of text

Suggestions for Helping the Visually Impaired (VI) Student

• Preferential seating is important for this student. Since visual cues may not be available, auditory cues are very important. If the student is using a guide dog, it would be helpful for the student to have an assigned seat so that the dog can aid them in getting there.

• Provide advance notice for additional assignments not listed on syllabus should be considered such as a non-syllabus research assignment. They may require assistance during their research, both in finding materials and translating materials. Lessen the glare when using the whiteboard by adjusting window covering and writing in larger letters.

• Emphasize important information verbally, not just on the whiteboard.

Learning Disabilities

Students with Learning Disabilities are defined as having average or above average intelligence with a significant discrepancy between intelligence and achievement in various areas of functioning. Learning disabilities can include difficulty in visual or auditory perception or processing, difficulty in memory, attention, or expression. In working with students with learning disabilities, it is important to remember that students present different profiles of strengths and weaknesses.

Faculty may consult with the DSS Coordinator to learn about instructional strategies and accommodations that may assist the student in compensating for areas of disability. They may also discuss these with the student as well. Faculty may receive a Professor Letter listing accommodations, auxiliary aids and/or services that have been determined appropriate and necessary for the student to have full access to learning. Any information the student chooses to disclose about the nature of his/her disability should be held in the highest level of confidentiality.

Possible Student Characteristics

• Reading comprehension difficulties (this impacts ALL academic subjects)
• Listening difficulties (problems picking out key points, distractible, problems understanding what’s being said, etc.)
• Writing problems (speed of writing, legibility problems, etc.)
• Math problems (may include math anxiety, dyscalculia, difficulty comprehending word problems, difficulty focusing on a single problem if there are many on the page, etc.)
• Social problems (immature, inappropriate comments, difficulty interacting in small or large group activities, difficulty interpreting social cues, etc.)
• ADD/ADHD (difficulty in focusing, over-activity, inappropriate comment, etc.)
• Organizational problems (this impacts completing projects, doing homework, taking notes, engaging in social and academic activities, etc.)
• Time management problems (including getting assignments done, allocating enough time for social and academic activities, etc.)
• Psychological problems (difficulties maintaining relationships, lack of self-esteem, etc.)

Possible Accommodations

Decisions as to appropriate accommodations will be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered students with learning disabilities.

• Note taker/LiveScribe or ECHO Pen.
• Extended time for tests.
• Alternate environment for testing.
• Alternate testing formats (oral, projects, portfolios, application term papers, etc.).
• Advance copies of PPT/handouts

Suggestions for Helping the Student with a Learning Disability (LD)

• Invite student to discuss their limitations, challenges, and what accommodations would be helpful on a one-to-one basis.
• Cooperation for recordings lectures when requested. Be sensitive and refrain from asking students with reading disabilities to read aloud in class.
• Allow the use of a computer for writing assignments and/or tests when requested.
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

Student Success & Retention 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 Success Center (ASC; 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.

**Delaware State Support Services (Websites)**


**Division for the Visually Impaired**
13 S. W. Front Street
Milford, DE 19963
302.424.7240

**Division of Vocational Rehabilitation**
Blue Hen Corporate Center
655 S. Bay Road, Suite 2H
Dover, DE 19901
302.739.5478
[dvr.delawareworks.com](http://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](http://dvr.delawareworks.com/dodhh.php)
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/ADAAhom1.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/TTY)
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
https://dyslexiaida.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.ncld.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

PageMinder
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
APPENDICES
# Student Success & Retention

## Disability Support Services

### Differences between High School and College

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicable law is the Individuals with Disabilities Education Act or IDEA</td>
<td>The applicable law is the Americans with Disabilities Amendments Act of 2008 or the ADAAA and Section 504 and 508 of the Rehabilitation Act</td>
</tr>
<tr>
<td>IDEA is about success</td>
<td>The ADAAA is about access</td>
</tr>
<tr>
<td>Fundamental modifications of programs and curricula are required</td>
<td>No fundamental modifications can be made - only accommodations</td>
</tr>
<tr>
<td>Education is a right and must be provided in an appropriate environment to all individuals</td>
<td>Education is not a right - students must meet certain admission criteria</td>
</tr>
<tr>
<td>The school district is responsible for identifying a student's disability</td>
<td>Students must self-identify</td>
</tr>
<tr>
<td>The school district develops Individualized Education Plans (IEPs) to define educational services</td>
<td>Student must identify needs and request services</td>
</tr>
<tr>
<td>The school district provides free evaluations</td>
<td>The student must obtain evaluations at his/her own expense</td>
</tr>
<tr>
<td>Student is supported by parents and teachers</td>
<td>Student is responsible for seeking assistance from the Disability Support Services Office (DSS)</td>
</tr>
<tr>
<td>Primary responsibility for arranging modifications belongs to the school</td>
<td>Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from DSS)</td>
</tr>
<tr>
<td>Personal services for medical and physical disabilities are required (i.e., Personal Care Attendant)</td>
<td>No personal services are required - however, the DSS Office may assist the student in advertising for such services</td>
</tr>
<tr>
<td><strong>Parent</strong> has access to student records and can participate in the IEP process</td>
<td><strong>Parent</strong> does not have access to student records without student's written consent</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Parent</strong> advocates for student</td>
<td><strong>Student</strong> must advocate for self</td>
</tr>
<tr>
<td>School year runs from September - June</td>
<td>School year is divided into 2 semesters: from August to December and from January to April/May</td>
</tr>
<tr>
<td>Classes meet daily</td>
<td>Classes meet 1, 2, 3 or 4 times a week</td>
</tr>
<tr>
<td>Classes are generally held in the same building</td>
<td>Classes are held in many different buildings on campus</td>
</tr>
<tr>
<td>The average length of a class is 35-45 minutes</td>
<td>Classes vary in length from 50 min to 3 hours</td>
</tr>
<tr>
<td>Daily contact with teachers</td>
<td>Classes meet less frequently which will impact on access to instructors and assistance</td>
</tr>
<tr>
<td>The student needs the parent's permission in most instances</td>
<td>The student is an adult and parent permission is not required</td>
</tr>
<tr>
<td>Guidance counselors or other staff schedule support services for students</td>
<td>The student must make arrangements for support services</td>
</tr>
<tr>
<td>A main office exists as the center of activity for the building</td>
<td>The student is responsible for knowing where to go to obtain information and assistance</td>
</tr>
<tr>
<td>Teachers often take time to remind you of assignments and due dates</td>
<td>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</td>
</tr>
<tr>
<td>High school is paid for by tax dollars that go to the school district</td>
<td>The student is responsible for applying for financial aid or arranging some type of payment</td>
</tr>
</tbody>
</table>

Institute for Community Inclusion, 2004
### Ten things about DSS that students and faculty need to know

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong>&lt;br&gt;Should introduce themselves, as soon as possible, to discuss their accommodations and to ensure that the provision of accommodations is successfully accomplished.</td>
<td><strong>Faculty</strong>&lt;br&gt;Could encourage early disclosure by using official statement in regards to disabilities in syllabi.</td>
</tr>
<tr>
<td><strong>1</strong>&lt;br&gt;INTERACTION</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;Should visit their professors regularly for help with coursework and advice.</td>
<td><strong>Faculty</strong>&lt;br&gt;Are the students biggest resource and should project an approachable demeanor.</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;GUIDANCE</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;Are entitled to confidentiality at every turn, in front of peers and faculty.</td>
<td><strong>Faculty</strong>&lt;br&gt;Should protect the students’ confidentiality at all times.</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;CONFIDENTIALITY</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;Must provide DSS current documentation in order to receive accommodations.</td>
<td><strong>Faculty</strong>&lt;br&gt;Should inform students of the Disability Support Services Office.</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;ELIGIBILITY</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;May be eligible for a range of academic accommodations.</td>
<td><strong>Faculty</strong>&lt;br&gt;Are responsible for implementing accommodations to students who are approved by DSS.</td>
</tr>
<tr>
<td><strong>5</strong>&lt;br&gt;ACCOMMODATION</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>6</td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
</tr>
<tr>
<td>Depending upon the nature of their disabilities may be entitled to Extended time for tests and assignments.</td>
<td>EXAMS</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>7</td>
</tr>
<tr>
<td>Depending upon the nature of their disabilities may be entitled to peer note taking.</td>
<td>NOTE TAKING</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>8</td>
</tr>
<tr>
<td>With disabilities are guaranteed certain rights under federal law</td>
<td>RIGHTS</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>9</td>
</tr>
<tr>
<td>Should follow policy, and try to solve issues with their professors first.</td>
<td>GRIEVANCES</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>10</td>
</tr>
<tr>
<td>Encourages Wesley College students to inquire about Disability Support Services, and serves as initial decision maker in the accommodation process.</td>
<td>ADVOCACY</td>
</tr>
</tbody>
</table>

HEATH Resource Center  
The George Washington University  
2121 K Street, N.W., Suite 220  
Washington, D.C. 20037
SAMPLE PROFESSOR LETTER

Student Success & Retention/Disability Support Services
Parker Library 112B
Wesley College
302-736-2739
brian.belcher@wesley.edu

Date:

Subject: Disability Support Services Accommodations

To:

From: Brian K. Belcher
Disability Support Services Coordinator

Student Name, who is enrolled in your Course Code, Title of Course 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 Accommodations Letter specifies authorized accommodations based on the nature and extent of the student’s disability as described in the documentation. The student is responsible for delivering the Accommodation Letter to her/his instructor(s) and talking with them about arrangements for academic accommodations, particularly exam accommodations.

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 Student Success & Retention.

Approved Accommodations:

Plan of Action: (developed by student and professor)

Please sign and have student return to the office of Disability Support Services.

Signature of Faculty: ________________________________

Signature of Student: ______________________________

Date of Meeting: ________________________________
Student Success & Retention
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 with the Disability Support Services Coordinator **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

DSS.FORMS.TestTakingPolicy.CMM.09.17.08.doc
Student Success & Retention
Disability Support Services

RELEASE OF EQUIPMENT FORM

I, ________________________________, hereby certify that I have checked out the following equipment from Disability Support Services. I will make every effort to do all I can to ensure the safekeeping of this equipment while in my use. Should it be determined that the equipment is lost or damaged due to my negligence, I will take responsibility for replacement.

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Serial No.</th>
<th>Approximate Value</th>
<th>Date to be Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recipient’s Signature: ________________________________ Date: _______________ ID #: ________________________________

Email Address: ________________________________ Phone #: ________________________________

Witness Signature: ________________________________ Date: _______________

For DSS Office Use Only:

Date Equipment was returned: _______________

Condition of Equipment: _______________

Received by: ________________________________

DSS.FORMS.ReleaseofEquipmentForm.CMM.02.11.08.doc
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
<th>Test Date</th>
<th>Test Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>____________________________</td>
<td>-----------</td>
<td>-----------</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Time Student Started</th>
<th>Time Student Completed</th>
<th>Test Proctor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Notes from Professor/Department: _____________________________________________

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

_________________________________   _____________________________________

DSS.FORMS.UPDATEDTestCoverSheet.BKB.09.17.14
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?
   ___________________________________________________________________________
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: _______________
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.”
Student Success & Retention
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) StudentFaculty/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/yyyy) ______________________________

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

Handler will maintain

Other (specify) ______________________________

Other important information: __________________________  __________
Student Success & Retention
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 33. 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

____________________________________       ______________________________________
Signature of Student                                               Date

____________________________________       ______________________________________
Signature of Coordinator, Disability Support          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
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.