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!

Robert E. Clark II
President of the College
January 2021

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 Student Accessibility Center 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 Mariah.Payne@wesley.edu or visit the office in Parker Library 112E.

Mariah J. Payne, MOT
Coordinator, Student Accessibility Center
Student Success & Retention
# GUIDE FOR FACULTY & STAFF: UNDERSTANDING DISABILITIES

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Portions of this publication are reprinted with permission, from North Metro Technical College’s Disabilities Resources, A Resource Handbook for Faculty and Staff, Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, published by the University of Maryland at College Park, who adapted their publication from the Professional Staff Congress (AFT Local-2334), 25 West 43rd Street, New York, New York 10036, the union representing the instructional staff at the City University of New York and the CUNY Committee for the Disabled and was written by a subcommittee for the Disabled, under the editorial direction of Aaron Alexander. Copyright © 1988 Professional Staff Congress, Assistance, material and support was also provided by Spartanburg Technical College and Trident Technical College. Portions of this publication have been modified for use at technical colleges of the Technical College System of Georgia (TCSG).
MISSION STATEMENTS

Wesley College
Mission Statement

Wesley College is an institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our historically United Methodist affiliation, 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.

Student Accessibility Center
Mission Statement

Student Accessibility Center 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 our students.
PERTINENT LEGISLATION

ADA Amendments Act of 2008 (ADAAA)

On September 25, 2008, President Obama 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 regarding 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 based on 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:
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.
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.
Student Accessibility Center (SAC) Coordinator

The Student Accessibility Center (SAC) office is located on the first floor of Parker Library (PL) in Room 112E.

Mariah J. Payne
Telephone: 302.736.2739
Fax: 302.736.2301
Mariah.Payne@wesley.edu

SAC Hours of Operation:

Monday - Friday | 8:00 a.m. – 4:30 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 without 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 Student Accessibility Center 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 Student Accessibility Center (SAC) when they disclose or request an accommodation. Students who disclose a disability or request accommodation should be referred to the Student Accessibility Center. Faculty is encouraged to actively assist students to contact the SAC 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 SAC Coordinator 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 SAC Coordinator should be contacted immediately. Faculty cannot refuse the student’s request without discussing the fundamental alteration of course with the SAC Coordinator.

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

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 Student Accessibility Center (located in the Parker Library, Room 112E; 302.736.2739). Course requirements cannot be waived, but reasonable accommodations may be provided based on a documented disability 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, should not be refused based on a lack of SAC 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 Americans with Disabilities Amendments Act of 2008. 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, and
• the diagnostician must be a licensed or otherwise properly credentialed professional who:
  o is certified to evaluate the particular disability;
  o has an accurate understanding of the college environment; and,
  o 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 SAC 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 SAC 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 SAC 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 SAC 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 SAC Coordinator.

What types of accommodations could be possible?

Accommodations will be made on a case-by-case basis by the SAC Coordinator according to documentation recommendations. Examples of accommodations include, but are not limited to:

• Extended time (2X)
• Distraction reduced environment for tests/quizzes
• Recorded lectures
• Note Taking assistance /LiveScribe/ECHO Pens
• Use of Calculator
• Use of text to speech software
• Use of dictation software
• Computer for essay questions
• Textbooks in alternate format
• Electronic readers/devices
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, SAC 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 SAC 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.

SAC will provide the student with a letter certifying that the reduced course load is a valid Americans with Disabilities Act (ADAAA) of 2008 accommodation. A letter in support of a reduced course load accommodation from SAC 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 SAC by following the appropriate procedures.

2. Student will fill out the SAC online accommodation application.

3. Provide SAC with appropriate documentation validating the request for a reduced course load. Documentation must be submitted and reduction requested prior to the ADD/DROP deadline, so as not to
affect the student’s current or proposed schedule.

4. If the request is approved, the SAC 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.

SAC Responsibilities:

1. Verify the student requesting reduced course load is registered with SAC 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 SAC 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 SAC 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, and
  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 SAC file.

The SAC 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’s 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 (VP of 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 an 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, in which case 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 in attendance unless it fundamentally alters the learning outcomes of the course or program,**
- **Homework being submitted within 24 hours (1 business day) when "flexibility in attendance" is used and when turning homework in electronically is not possible,** or
- **Ability to retest within 48 hours (2 business days) when student uses “flexibility in attendance” on the day of an exam or quiz.**
  - A doctor’s note must be submitted to SAC for verification before student can reschedule the same exam more than once.

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 withdrawing 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 SAC by following the appropriate procedures.
2. Provide appropriate documentation validating the request for disability-related absences.
3. Complete the Accommodation letter 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 SAC 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: SAC 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.

SAC Responsibilities

1. Verify the student is registered with SAC 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. Prepare Accommodation Letter for student to provide to professors with the flexibility in attendance.

4. Act as a liaison between a faculty member and student.

Test Taking
Scheduling the Exam

Students with approved documented disabilities for testing accommodations, who are registered with the Student Accessibility Center (SAC) Office, and have provided signed Accommodation Letters to the SAC 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 SAC 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
If a student fails to provide three (3) working days’ notice of an exam, the SAC 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 SAC 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 SAC Coordinator to confirm permission for a student to reschedule a missed exam. Students may take missed exams in the SAC 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.asc.wesley.edu](http://www.asc.wesley.edu) at least three (3) full working days prior to the scheduled test. (See directions on page 77.)

3. Notify SAC 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 SAC 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 (in an accessible format) to the SAC Office (via in person or email) **at least 24 hours** working day prior to the exam date.

**SAC Responsibilities:**

1. Provide testing environment for approved SAC students.

2. Notify students of testing request procedures and ensure those procedures are followed.

3. Ensure compliance with all Wesley College policies regarding testing accommodations and academic honesty.

**NOTE:** If SAC services are needed for a test or exam, the student must schedule the test online (see page 77 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 SAC Office cannot accommodate the extra time on the test and/or quiz.

Day of Exam

Students report to the SAC Office/Parker Library 112 at the time of their scheduled testing appointment. Students will be given only as much time as their extended time accommodation allows.

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

Service & Emotional Support Animal

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

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

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

Definitions:

- A “Service Animal” is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a documented disability, as defined by the ADA. Service Animals are working animals, not pets. The work or task a Service Animal has been trained to provide must be directly related to the individual’s disability.

- An “Emotional Support Animal (ESA)” is an animal that provides comfort or emotional support which alleviates one or more identified symptoms or effects of a resident’s documented disability. ESAs are permitted access to Housing; however, they are not permitted in other areas of the campus (e.g. Library, classrooms, Dining Facilities, Game Rooms, etc.)

- A “Pet” is an animal kept for ordinary use and companionship. A pet is not considered a service or comfort animal. Residents are not permitted to keep pets on College property or in the Residence Halls.

- Service dog in training (trainee): The Delaware White Cane Law recognizes service dogs in training as having the same rights and privileges given to a service dog that has been trained. The service dog in training is therefore allowed on campus in any location where a trained service dog is permitted.

- Handler: A person with a Service Animal.
• **Team**: A person with a disability, or a handler, and their Service Animal. The two work as a team in accomplishing the tasks of everyday living.

### Examples of Tasks Performed by Service Dogs

Dogs can be trained to perform a variety of tasks in service to a person with a disability. The following examples are not an exhaustive list:

- Guiding a person with a visual impairment.
- Alerting 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).
- Assisting 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.
- Assisting 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.
- Assisting 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.
- Performing tasks to help keep a person mentally and emotionally grounded.

### 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.

Students who wish to bring their Service Animal (SA) onto college property need not request the college’s permission to allow the presence of a service animal on college property, but are requested to notify the college of the need for a service animal’s presence in advance of coming to campus with the animal. Situations where this is applicable are when a student with a SA wishes to live on campus or a student with a SA who will be placed in any off campus academic setting. This notification must be done by contacting the SAC Coordinator.

When it is not obvious what service a SA provides, contact the SAC Coordinator. Under the ADAAA there are only 2 questions that can be asked of the Handler if it is not readily apparent that the dog is a service animal.

1. Is the dog a service animal required because of a disability?
   a. This is a “yes” or “no” question. If answered “yes”:
2. What work or task has the dog been trained to perform?
   a. NOTE: The Handler cannot be asked to have the dog provide an example of the task. As long as the task described is something the animal is trained to do then it is assumed the animal is a service dog and is permitted on campus.

**Visitors with Service Animals:** Visitors, including alumni, event attendees, seminar participants, potential students and families on campus tours, vendors and other business visitors to the college property, and all other college property guests, are not required to receive permission from the college prior to bringing a service animal onto college property.
The department or office the visitor wishes to visit, or the office sponsoring the event the visitor wishes to attend, should be contacted in advance if the visitor has any questions about the rules concerning the presence of a service animal at a specific event or in a specific location on campus.

A visitor to the college who is accompanied by a service animal may be denied entrance to a specific event or location if the presence of the animal would interfere with the safe and normal operation of the college, would pose a risk to the animal or is otherwise not allowed.

**Long- 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 are free to use a Service Animal on campus without formally registering the animal with the SAC office. Examples of short-term visitors can be, but are not limited to, off campus groups, friend or family member of a student, faculty or staff member, etc. Owners/handlers who are using the Service Animals on a short-term basis are asked but not required to notify the Office of Safety & Security at 302-736-2436 upon arrival.

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. Owners/handlers are expected to comply with standards of cleanliness and control of Service Animals at all times.

**Requirements of Service Animals and ESAs:**

The handler of the Service Animal or ESA take responsibility for licensing, vaccinations, animal control, toileting/cleanup, animal health, and care requirements

**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 Student Accessibility Center Office. Access licensing policy at the following electronic address [https://animalservices.delaware.gov/services/dog-licensing/individuals](https://animalservices.delaware.gov/services/dog-licensing/individuals) or in person by contacting:

**Office of Animal Welfare**  
**Delaware Division of Public Health**  
**1901 N. DuPont Hwy**  
**New Castle, DE 19720**  
**302-255-4646**

**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 Student Accessibility Center Office.

**General health:** Animals must be in good health and maintained at all times in a way that does not create safety hazards for other persons.
Grooming: The animal must be well groomed, and measures should always be taken 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 always be on a leash or harness (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, or 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 (e.g. 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). These 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. The handler is responsible for notification regarding the Emotional Support Animal, the completion and submission of appropriate documentation and an Animal Registration Form to the SAC Office, located in PL112E. (This applies to students who wish to reside on campus and/or students who may be placed in any off-campus setting, including but not limited to field placements, clinical settings, etc. Failure to register or maintain an Emotional Support Animal as required above may subject the handler to fines or refusal by the College for the Emotional Support Animal to remain on campus.

2. All handlers are responsible for compliance with state and local laws concerning animals (including registration, vaccinations, and tags).

3. The Handler is financially responsible for the actions (and expenses) 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/or check-out.

4. 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 detected 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.

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5. Always supervise the Service Animal. 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 unless the use of the leash prohibits the animal from performing its trained task. In this case, voice commands are acceptable.

   a. Service Animals may travel freely with their Handler throughout Residence Halls 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 being transported outside the private residential area in an animal carrier or controlled by leash or harness for toileting or traveling off campus.

6. For ESAs, the Handler must state specific plans for maintenance of the animal while the handler is not in the dorm. The College will identify suitable areas where Service ESAs can relieve themselves if they require toileting outside. Persons who are not physically able to pick up and dispose of animal feces (and/or other bodily substances) are responsible for making all necessary arrangements for assistance. The College is not responsible for these services. Handlers should:

   a. always carry equipment and bags sufficient to clean up the animal's feces, and
   
   b. Properly dispose of the animal’s materials (ex. Feces).

7. For ESAs, SAC will notify appropriate campus personnel/offices of the presence of the animal and any special circumstances relevant to ESA usage.

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

1. Remain under the control of their handler by leash, tether, and/or voice command at all times.
2. Be house broken.
3. Not pose a direct threat to the health and safety of others.

SAC Responsibilities:

1. Provide information and resources to handlers of ESAs and, upon request, Service Animals concerning approved animal-relief zones and related campus policies for short-term visitors. (I.e. Reservations Coordinator for conferences and the Office of Public Safety for visitors).
2. Maintain a current registry of approved ESAs on campus.
3. Verify eligibility of individuals with disabilities to have a Service Animal or ESA on campus.
4. Collect and keep on file evidence of current health certificates for ESAs and, if voluntarily provided, Service Animals.
5. Notify appropriate personnel/campus offices of the ESA and handler.
6. Provide guidelines for appropriate interaction with the animal.
Faculty, Staff, and Student Responsibilities:

1. Always allow a Service Animal to accompany the person 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 (food or drinks) 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:

1. Students bringing a Service Animal to campus have the option to contact the SAC Coordinator if they feel additional accommodations would be beneficial.

2. All residential students requesting an ESA must submit medical documentation of a disability to Wesley College’s Student Accessibility Center Office at least thirty (30) days prior to the desired move-in date.
   
   a. The document will be reviewed to determine if it supports a request to have a ESA in the Residential Hall.
   
   b. If approved, the student will register the ESA with the Office of Residence Life by completing and signing the Animal Registration Form. (This registration form must be completed for a Service Animal as well.)

3. The owner of the animal is financially responsible for the actions of the Service Animal or 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 for 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 would be assessed after vacating the premises.

4. 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.

5. 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 be notified that the approved animal will
be residing in the shared assigned living space.

a. All roommates or suite mates of the owner must sign an agreement acknowledging that the Emotional Support Animal will be in residence with them.

b. 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.

6. The owner agrees to all other residential policies. An exception to the animal policy does not constitute an exception to any other policy.

7. ESAs will not be left alone for extended periods in resident’s room or apartment. In the event that an emotional support animal is left alone in a room or apartment for longer than a reasonable time, and is not being attended to as needed (food, time outside, etc.), or is creating a disturbance, the Offices of Residence Life or Public Safety will contact the resident or their emergency contact to remove the ESA IMMEDIATELY. If this is not successful, Wesley College may notify City of Dover Animal Control and shall have the right to have the ESA removed. Such action may be taken by the Offices of Residence Life or Public Safety without liability.

8. Any cost of removing the ESA if the resident is not present, and prior arrangements have not been made by the resident for the ESA to be removed or cared for, shall be the responsibility of the resident.

9. The owner of the ESA must notify the Student Accessibility Center Coordinator in writing if the animal is no longer needed or is no longer in residence. To replace an ESA, the owner must file a new request with the Student Accessibility Center.

10. During times when College custodial or facilities management personnel must be in the residence, the approved animal shall be properly kenned and the owner present or the owner shall temporarily remove the approved animal from the residence.

11. Due to COVID-19 developments, Wesley College reserves the right to change these policies and procedures without notice. Students will be asked to maintain appropriate social distancing for their ESAs, including asking others not to pet, hold, or walk the animal, as current evidence suggests that dogs and cats can become positive for SARS-CoV-2, and can spread the virus to others. Wesley College encourages ESA owners to protect themselves and their animals. Current advice from the CDC and American Veterinary Medical Association suggests that individuals who have tested positive for COVID-19 limit contact with their own pets (cats and dogs) and whenever possible, have others provide their care. If an ESA owner (especially for dogs and cats) tests positive for COVID-19 and is quarantined (and plans to remain on campus), Wesley College reserves the right to ask that the student make immediate arrangements for the care of the animal off-campus.

12. Grievance procedures of residence hall policies are outlined in the Student Handbook.

Prohibited Areas
Service Animals are allowed to be with their Handlers on-campus except in prohibited areas that could cause harm to the animal or compromise the academic setting. Below is a list of the prohibited areas that must be adhered to:

1. Areas where protective clothing is necessary: Any room where protective clothing is worn is off-limits to service animals such as a chemistry laboratory unless the animal is also wearing equivalent protective gear.
2. Areas considered “sterile”.

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 Animal in the academic setting are to make an accommodation request to the Student Accessibility Center (SAC) Office. The person making the accommodation request due to allergies related to the presence of animals has the same right to provide medical documentation and engage in the interactive process under the ADAAA. In the event that the individual claiming medical issues with documented allergies qualifies for a reasonable accommodation, the Coordinator of SAC will work to implement an accommodation to meet the needs of both individuals with disabilities.

**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 Student Accessibility Center 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 Animal and/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 handler does not maintain control of the animal; if improper/inadequate care of the animal is exhibited, including if the animal is not house broken; 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 and will offer the opportunity to request alternative reasonable accommodations.

**Consequences for behavior:** When a Service Animal and/or ESA is found in violation of its expectations and to be out of control, the infraction should be reported to the SAC Office and Office of Residential Life. If the animal poses a threat to the safety of others, it should be reported to Wesley College’s Department of Public Safety. The Department of Public Safety 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 (Department of Public Safety for short-term visitors and Residence Life for long-term visitors) that responds should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for assistance. The animal may become disoriented from the smell of smoke in a fire or a laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The handler and animal may be confused in a stressful situation. The Team should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The Team should make every effort to keep the animal with the handler.

Appeals Process

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

Personal Care Attendant

The Wesley College’s Student Personal Care Attendant (PCA) Policy is designed to help students using 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 SAC Coordinator at Wesley College works with Students with disabilities (SWD) who use PCAs. PCAs work directly with SWD who need assistance with daily living activities. A student who requires 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 to have a college experience that is closest to its mission, it is in the student’s best interest to avoid having a family member, a friend, or another student for a PCA.

Student’s Responsibilities:

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

- Indicate the need for a PCA on the residence hall application form and submit this form to the Office of Residence Life 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 required by the Office of Residence Life, 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 checks.)

• Ensure that the PCA(s) meets with the SAC Coordinator and signs an *Agreement/Expectations for Personal Care Attendant* form each semester prior to providing service on campus.

• Notify Residence Life if a double room, without a roommate is an approved accommodation. Share the double room with the PCA, if the student is living on campus and the PCA will remain overnight. And, if the PCA is of the opposite sex of the student, they must live on a co-ed or gender-neutral floor. Since the PCA is an approved accommodation, there is no charge to live in the room. Only the enrolled student pays the room charge.

• Sign a statement indicating awareness that the student is responsible for any policy violations by the PCA, just as all residents are responsible for the behavior of their guests.

• Arrange for assistance in and provision of transportation for the student from one class to another, if necessary. 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 SAC Coordinator as well as the appropriate Physical Plant and Public Safety 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 other 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 that the PCA take notes, the college will not pay the PCA as a note-taker. Note-taker services should be obtained through SAC.

• Follow the College’s policies and procedures and abide by the Student Handbook.

**College’s Responsibilities:**

• The SAC 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, based on documentation, and refer the student to services available to all students, such as tutoring, as appropriate.

• Provide the PCA with a Residence Hall 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.

  o 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, per Residence Life policy under Guests**.
• The PCA will be issued an access card to enter the designated hall(s) only.
• Basic furnishings such as 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 SAC 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 SAC Coordinator, as an intermediary between the student and the relevant offices (physical plant, residence 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 Public Safety 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.

• Always wear the special Wesley College ID visibly when 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 SAC 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 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 policies and procedures, rules, regulations, and abide by the Student Handbook.

Obtain a parking permit. Do not park vehicle in “faculty/staff” designated parking areas and follow all parking regulations unless explicit, advance exceptions are made by the Public Safety office in consultation with the Director of Public Safety.

Do not read or scribe exam material during tests; the student is responsible for scheduling this accommodation through SAC, if approved accommodation. (The PCA can be present during a test, if documentation supports this request, but the SAC 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 were 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 (302.736.2306) is designated as the ADAAA Compliance Officer and will handle formal ADAAA complaints from students, staff, and faculty. The Student Accessibility Center 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 as it relates to staff accommodations can be directed to the Director of Human Resources. Complaints about a disability-related decision or denial of accommodations by the SAC Coordinator as it relates to student accommodations can be directed to the Director of Student Success & Retention.

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 SAC 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. SAC 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 with 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 the 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 SAC Coordinator for informal resolution within 30 days of the problem.

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

Formal Procedures

Formal complaints shall be filed within thirty (30) days after the complainant becomes aware of the problem or within fourteen (14) days following the resolution of an informal complaint.
To initiate a formal complaint based on an issue regarding accessibility, the student must provide the complaint in writing to the Wesley College Director of Human Resources. The complainant will need to provide the following information:

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

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

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

ACCOMMODATIONS

The 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 SAC 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

Requests for services/accommodations can be made anytime during the year. The application to request accommodations can be found on the Student Accessibility Center S.A.C. page in MyWesley under the SSR tab. You can also contact the Student Accessibility Center (SAC) at (302) 736-2739 or sac@wesley.edu to schedule an appointment. Students will be required to provide the appropriate documentation and the completed Services Intake Form at the meeting. During the meeting the information will be reviewed and there will be a conversation about their experience in an academic environment and any barriers to access the student feels he/she encounter. Reasonable accommodations, if applicable will then be recommended. The college makes every effort to process requests for accommodations in a timely manner. It is important to note that
accommodations cannot be provided retroactively and are only held valid from the time an accommodation letter is provided to a faculty/staff member.

The information from an intake meeting will be used to draft an accommodation letter.

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

Accommodation Flowchart

The flow chart below outlines the process a student must follow to receive accommodations through the Student Accessibility Center (SAC).

Self-Disclosure (to SAC or other campus personnel)
Complete SAC accommodation application
↓
Submit Documentation of Disability
↓
Attend Intake Meeting to discuss disability and/or accommodation
↓
Determination of Appropriate and Reasonable Accommodations by SAC Coordinator
↓
Accommodation Letters provided for approved accommodations

Student Accessibility Center (SAC) 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 Accommodation Letter

The Accommodation Letter is a communications tool designed to make it easier to provide the necessary accommodations. This letter DOES NOT state the nature of the disability; it simply indicates that the student is receiving the services of SAC 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. AT NO POINT faculty or students should not as questions related to symptoms or diagnosis.
When a student with a disability provides the *Accommodation Letter* to his or her instructor, the faculty member works with both the student and Student Accessibility Center (SAC) 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 SAC on a case-by-case basis.

Communication between Faculty members and SAC Office are encouraged to best assist students with disabilities.

**Alternate Format**

Students who have visual, hearing, mobility, ADD/ADHD or other learning disabilities may require alternately formatted material or other special equipment (e.g. tape recorders) which can be loaned out for one semester at a time and signed out in SAC. 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 an alternate format are encouraged to purchase their books in an accessible format (e.g. eBook or EPUB when available) assuming the accessible version is of equal price to the inaccessible version available to other students. In the event an accessible version does not exist for purchase they 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 and/or books in an accessible electronic format are obtained through *Learning Ally, AccessText, Bookshare* or the publishers and played on software such as *Kurzweil 3000*. 


e. Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc.) to the SAC 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 45.

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, SAC 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 a 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 the SAC, the following will apply to ensure academic integrity and honesty:

- Students will remind the professors at least three (3) days before the exam date to deliver their exams to SAC.
- 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 unless doing so is included within their approved accommodations.
- Students will leave all personal items, including cellphones and tablets in the SAC Coordinator’s office or other designated area(s).
- Before the Test Proctor or SAC 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 SAC 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 office and Student Accessibility Center are not a Testing Centers. The testing accommodations listed in this handbook are for students registered with SAC only.

The offices cannot proctor make-up exams/quizzes nor give exams/quizzes for other reasons to students who are not registered within SAC. 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. LiveScribe, ECHO SmartPen, or note taking software are just some examples of this accommodation. Students requesting note taking assistance must meet with the SAC 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 SAC Coordinator has LiveScribe & ECHO Smartpens that can be loaned out on an individually approved basis.

**Text to speech software/Screen reading software**

Students who are approved to use text-to-speech or screen reading software for exams and quizzes must be provided with a computer with this software installed or permitted to use their own personal computer if the software is not available in another location and/or their specific settings are not able to be duplicated. The exam or quiz must also be made available to the student in electronic format (PDF or Word).

In the event that the exam or quiz cannot be made accessible for use with adaptive software or the software is malfunctioning a proctor or SAC supervisor can be utilized and will be trained to read the exam in-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.

In the event that speech-to-text software is not functioning a 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 it. The student with this documentation must always be allowed to record lectures unless the entire class is told they may not take notes.

*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.”

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Conditions of Agreement

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

- 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 may not be published or quoted without the consent of the lecturer and without giving proper identity and credit to the lecturer.

*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 SAC to coordinate their classroom locations to accessible spaces. SAC 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 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 SAC 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 SAC 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 SAC file.

The SAC Coordinator will determine the legitimacy of the 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 (SAC 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 and 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 SAC 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 SAC of any changes or cancellations to the student’s 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. Please note that in higher education, 19% of undergraduate students have a disability and 12% of graduate students have a disability. The majority of students with disabilities in higher education have invisible disabilities (U.S. Department of Labor and Statistics, 2019).

**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 Center or in the Academic Success Center (ASC; PL107). There is no additional charge for tutoring services.

Additionally, trained peer tutors can 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 Student Accessibility Center (SAC) 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 32 computer workstations and 5 laptops, maintained by the Information Technology Center and connected to the Internet and the Library's electronic database subscriptions. An individual study room, equipped with a desktop computer, is available for students to use to watch or listen to media or have virtual meetings. 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 & Retention Team as well as other campus personnel. The seminars include: academic success and study strategies, time and stress management, coping with college, memory and brain based learning techniques, coping with test anxiety, and test-taking methods.

**Public Safety**

The Office of Public Safety at Wesley College exists to serve the needs of the College, particularly the student population. All questions regarding safety of anyone working, living, or visiting on the campus and parking concerns should be directed to the Office of Public Safety at (302) 736-2436.

**Residence Halls**

Students who wish to live on campus should contact the Director of Residence Life, Christopher Willis, at (302) 736-2458. However, if a student requires some level of accommodation because of a disability, he/she may request consideration of those accommodations by contacting the SAC 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, DHSS
13 S. W. Front Street
Milford, DE 19963
302.424.7240
www.dhss.delaware.gov/dvi/index.html

Division of Vocational Rehabilitation
Blue Hen Corporate Center
655 S. Bay Road, Suite 2H
Dover, DE 19901
302.739.5478
dvr.delawareworks.com

Delaware Office for Deaf and Hard of Hearing
Blue Hen Corporate Center
655 S. Bay Road, Suite 2H
Dover, DE 19901
302.739.5478
dvr.delawareworks.com/dodhh.php

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

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

Agency Resources

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

Office for Civil Rights
U.S. Department of Education
Office of Civil Rights
LBJ Dept. of Education Bldg
400 Maryland Ave, SW
Washington D.C. 20202
Mid-Atlantic ADA Center
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.justice.gov/crt/disability-rights-section

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.council-for-learning-disabilities.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.ldaamerica.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.

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

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

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.usa.gov/disability-services

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/programs/entry-point

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 who recruits and screens qualified college students with disabilities for summer or permanent positions.
www.wrp.gov
# Differences between High School and College

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicable law</td>
<td>The Individuals with Disabilities Education Act or IDEA</td>
<td>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</td>
<td>Success</td>
<td>Access</td>
</tr>
<tr>
<td>Modifications</td>
<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</td>
<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>School district</td>
<td>The school district is responsible for identifying a student's disability</td>
<td>Students must self-identify</td>
</tr>
<tr>
<td>IEPs</td>
<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>Evaluation</td>
<td>The school district provides free evaluations</td>
<td>The student must obtain evaluations at his/her own expense</td>
</tr>
<tr>
<td>Parents and teachers</td>
<td>Student is supported by parents and teachers</td>
<td>Student is responsible for seeking assistance from the Student Accessibility Center Office (SAC)</td>
</tr>
<tr>
<td>Modifications</td>
<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 SAC)</td>
</tr>
<tr>
<td>Personal services</td>
<td>Personal services for medical and physical disabilities are required (i.e., Personal Care Attendant)</td>
<td>No personal services are required - however, the SAC Office may assist the student in advertising for such services</td>
</tr>
<tr>
<td>Parent</td>
<td>Parent has access to student records and can participate in the IEP process</td>
<td>Parent does not have access to student records without student's written consent</td>
</tr>
<tr>
<td>Advocates</td>
<td>Parent advocates for student</td>
<td>Student must advocate for self</td>
</tr>
<tr>
<td>School year</td>
<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</td>
<td>Classes meet daily</td>
<td>Classes meet 1, 2, 3 or 4 times a week</td>
</tr>
<tr>
<td>Classes are general</td>
<td>Classes are generally held in the same building</td>
<td>Classes are held in many different buildings on campus</td>
</tr>
<tr>
<td>Length of class</td>
<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>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></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>
<td></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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Institute for Community Inclusion, 2004

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**Wesley College**

**Great Things Await**

Department of Student Success & Retention

**Student Accessibility Center**

**Ten things about SAC that students and faculty need to know**

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should introduce themselves, as soon as possible, to discuss their accommodations and to ensure that the provision of accommodations is successfully accomplished.</td>
<td>Could encourage early disclosure by using official statement regarding disabilities in syllabi.</td>
</tr>
</tbody>
</table>

1 INTERACTION
<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should visit their professors regularly for help with coursework and advice.</td>
<td>Are the students’ biggest resource and should project an approachable demeanor.</td>
</tr>
<tr>
<td>Are entitled to confidentiality at every turn, in front of peers and faculty.</td>
<td>Should protect the students’ confidentiality at all times.</td>
</tr>
<tr>
<td>Must provide SAC current documentation in order to receive accommodations.</td>
<td>Should inform students of the Student Accessibility Center Office.</td>
</tr>
<tr>
<td>May be eligible for a range of academic accommodations.</td>
<td>Are responsible for implementing accommodations to students who are approved by SAC.</td>
</tr>
<tr>
<td>Depending upon the nature of their disabilities may be entitled to Extended time for tests and assignments.</td>
<td>Should be aware that students are not entitled to unlimited time on exams.</td>
</tr>
<tr>
<td>Depending upon the nature of their disabilities may be entitled to peer note taking.</td>
<td>Should aid in the process by soliciting able Note taker/LiveScribe or ECHO Pen early in the semester (as needed).</td>
</tr>
<tr>
<td>With disabilities are guaranteed certain rights under federal law</td>
<td>Should be familiar with the process for requesting Student Accessibility Center.</td>
</tr>
</tbody>
</table>

**GUIDANCE**

**CONFIDENTIALITY**

**ELIGIBILITY**

**ACCOMMODATION**

**EXAMS**

**NOTE TAKING**

**RIGHTS**

**Students**

**Faculty**
<table>
<thead>
<tr>
<th>Should follow policy and try to solve issues with their professors first then reach out to the SAC Coordinator for assistance.</th>
<th><strong>GRIEVANCES</strong></th>
<th>Should follow the policy for resolving issues and should contact the SAC Coordinator for resources.</th>
</tr>
</thead>
</table>
| **Students**  
Encourages *Wesley College students* to inquire about Student Accessibility Center and serves as initial decision maker in the accommodation process. | **10**  
**ADVOCACY** | **Faculty**  
Encourages *Wesley College Faculty* to inquire about Student Accessibility Center and serves as a resource for faculty during the accommodation process. |

**HEATH Resource Center**  
The George Washington University  
2121 K Street, N.W., Suite 220  
Washington, D.C. 20037
Example Accommodation Letter

Student Accessibility Center
Parker Library 112E
Wesley College
302-736-2739
Mariah.Payne@wesley.edu

Date:

Subject: Student Accessibility Center Accommodations
To: (Professor)
From: Mariah J. Payne, Student Accessibility Center; Coordinator

(Student’s name and ID), who is enrolled in your (Course Name) class, is a student served by Student Accessibility Center. This student has provided SAC with current documentation and qualifies as a person with a disability under the Americans with Disabilities Act (ADA).

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)/Staff and talking with them about arrangements for implementation of 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 SAC Coordinator within Academic Support Services.

Approved Accommodations:

Distraction reduced testing environment
Extended time (2x) on all timed exams/ quizzes

Plan of Action/Implementation of Accommodations: (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: ________________________________________________________________
Department of Student Success & Retention
Student Accessibility Center

TEST TAKING POLICY

I, ________________________________, hereby certify that I understand the test taking policy of the Student Accessibility Center Office. I understand I must schedule my tests with the Student Accessibility Center Coordinator **1-2 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 Student Accessibility Center Office.

__________________________  __________________________
Recipient’s Signature               Date

__________________________  __________________________
Email Address                     Phone #

__________________________  __________________________
SAC Coordinator Signature         Date
FACULTY: Please note: If hand-delivering exams, place them inside a sealed envelope, with this sheet completed, and attached to the outside. If you have any questions, please call SAC Office at 736.2739 or email SAC@wesley.edu.

Course: ___________________________  Professor: ____________________________________________

Professor’s Phone # _______  Office Location: _______  Email: ______________________________________

**Scheduled Class Test Date:** ___________________________  **Test Time:** ___________________________

**Return test to professor via:** Campus Mail ( )

Deliver to Office ( )

**Return scanned Test to professor via e-mail ( )**

Student has permission to use the following: **IF NONE CHECKED, NONE WILL BE PERMITTED**

Open notes ( )  Open books(s) ( )  Calculator/graphing calculator ( )

Other: ____________________________________________

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

**Time with accommodations:** ________________

<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>
</tbody>
</table>

Additional Notes from Professor/Department:

____________________________________________________________________________
____________________________________________________________________________

**To be signed by student(s) just prior to test administration** Student acknowledgement: “By signing this form, I accept the responsibility to adhere to Wesley College’s Academic Honesty policy.”

_________________________________________  ________________________________________

Student Signature  Proctor Signature

Test proctors will not answer or clarify exam questions. Questions will be referred to the course’s professor for clarification. If the professor cannot be reached during the exam, the student will decide to answer the question.
Department of Student Success & Retention
Student Accessibility Center

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 SAC 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 SAC 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 SAC 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 SAC 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 SAC Office the day before the scheduled exam.
Department of Student Success & Retention  
Student Accessibility Center

RELEASE OF EQUIPMENT FORM

I, ________________________________, hereby certify that I have checked out the following equipment from Student Accessibility Center. 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>
</tbody>
</table>

____________________________________  ____________________________
Recipient’s Signature                  Date                       ID #

____________________________________  ____________________________
Email Address                           Phone #

____________________________________  ____________________________
Witness Signature                       Date

For SAC Office Use Only:

Date Equipment was returned: _____________
Condition of Equipment: ________________
Received by: ____________________________
Department of Student Success & Retention

Student Accessibility Center (SAC)

EMOTIONAL SUPPORT ANIMAL (ESA) GUIDELINES & AGREEMENT

Student Name (Last, First): ______________________________________________________

Student ID # __________

Contact number: ____________ Email: __________________@email.wesley.edu

Building & Room number: __________________________________________

Student Responsibilities:

• Complete Service and Agreement Guidelines Form
• Provide animal registration (applies to dogs only)
• Provide and keep all required vaccinations up-to-date and provide verification to Residence Life by submitting a letter from licensed veterinarian or medical records once a year with submission of ESA form.

Guidelines:

13. The animal must always have identification. For cats and other small animals which may not tolerate collars and/or tags, a microchip identification is a sufficient replacement. Exceptions can be made for animals that are primarily caged and confined to the residence.

14. The student is always responsible for the behavior of the animal. A student may be directed to remove an animal that is unruly or disruptive, such as excessively barking, jumping up on people, nipping, showing signs aggression, or other disruptive behaviors, if the student is unable or unwilling to take effective action to control the animal.
   a. Repeated instances of such behavior may result in the animal being excluded from college facilities until the student can demonstrate that they can effectively control the animal.
   b. Student must also ensure that the animal is kept clean. Animals that are excessively unclean (e.g. repeated soiling of facilities, flea-infested, and/or foul-smelling) may be excluded from college facilities.

15. The student is responsible for any damage caused by the animal and must take appropriate precautions to prevent property damage or injury. The student is financially responsible for the actions of the animal including bodily injury or property damage, including but not limited to any replacement of furniture, carpet, drapes or wall covering, etc.

16. The student is responsible for any expenses the College incurs for cleaning, which is above and beyond normal cleaning, including removal of odors caused by the animal, or for repairs to residence premises. Potential costs include those incurred while the student occupies the residence hall space and those assessed when the student vacates the residence.
   a. A college-approved pest control service will perform any necessary fumigation services, and the student will be billed for the expense of any pest treatment above and beyond normal required pest management.
17. 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, if applicable.

- ESAs are ONLY permitted access to the Handler’s room and are not permitted in other areas of the campus (e.g. other Residence Hall rooms, Library, classrooms, Dining Facilities, Game Rooms, etc.) except for toileting.
- All roommates or suite mates of the Handler must sign an agreement acknowledging that the ESA 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 ESA, those individuals will be given the option to move to an alternate location. If roommates were assigned to the housing BEFORE the animal Handler applied for housing, the original roommates will not be required to move; the animal Handler will have to accept another housing assignment.
- The ESA will not be watched, left with, or taken care of by anyone (roommate, acquaintance, friend, etc.) other the Handler.

18. ESAs will not be left alone for extended periods (more than 24-hour period) in resident’s room or apartment or with another person in the Residence Hall.

a. In the event that an ESA 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 Public Safety will contact the resident or their emergency contact to remove the ESA IMMEDIATELY. If this is not successful, Wesley College may notify City of Dover Animal Control and shall have the right to have the ESA removed. Such action may be taken by the Offices of Residence Life or Public Safety without liability and at the expense of the resident.

b. Any cost of removing the ESA if the resident is not present, and prior arrangements have not been made by the resident for the ESA to be removed or cared for, shall be the responsibility of the Handler.

19. During times when College custodial or facilities management personnel must be in the residence, the approved animal shall be properly kenneled and the Handler present or the Handler shall temporarily remove the approved animal from the residence and remain with it at all times.

20. The dog will be on a leash, under the Handler’s control, at all times when outside the Handler’s room.

a. The grassy area between Malmberg and Carpenter Halls will be used for toileting. It is the Handler’s responsibility after toileting dispose of the waste.

21. The Handler must notify the Student Accessibility Center in writing if the animal is no longer needed or is no longer in residence. To replace an ESA, the Handler must file a new request with the Student Accessibility Center.

22. The Handler agrees to all other residential policies. An exception to the animal policy does not constitute an exception to any other policy.

23. These guidelines will be reassessed annually. By my signature below, I verify that I have read, understand and will abide by the Guidelines outlined here.

24. Upon approval of this agreement, students agree to the University notifying all roommates of the approval of an animal in your residence hall accommodation.

Return this complete form and ESA Documentation Sheet on the next page with supporting documents to the Office of Residence Life, 120 N. State Street, Dover, DE 19901

____________________  ____________________
Student Signature             Date
Department of Student Success & Retention
Student Accessibility Center

PERSONAL CARE ATTENDANT
AGREEMENT/EXPECTATIONS

Name of Student with Disability____________________________________________________
Permanent address ______________________________________________________________
Campus address ________________________________________________________________
Cell # ________________________ Email Address____________________________________
Preferred Method of Contact (select one)

Name of Personal Care Attendant

Current Address_________________________________________________________________
Address during Academic Year _____________________________________________________
Cell # ________________________ Email Address____________________________________
Preferred Method of Contact (select one)

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 Student Accessibility Center.
_____ 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 Student Accessibility Center on page 42. I understand that I must abide by all expectations, regulations, policies and procedures and if I do not, I may be sanctioned and/or may be barred from performing the function of a PCA on this campus.

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

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

____________________________________  ______________________________________
Signature of Personal Care Attendant       Date

____________________________________
Signature of Coordinator, Student Accessibility Center  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, Student Accessibility Center  Date