

The Guide to Student Accessibility Center

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Dear Student,

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

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

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

I look forward to working with you!

Mariah J. Payne, MOT
Coordinator, Student Accessibility Center

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

Student Guide to Student Accessibility Center

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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.

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.

Pertinent Legislation

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.

However, the Americans with Disabilities Act Amendment of 2008 (ADAAA) has expanded the definition of “**major life activities**” to include:

- 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.

SECTION 504 OF THE REHABILITATION ACT

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

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

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

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

SECTION 508 OF THE REHABILITATION ACT

To ensure that the federal government would not perpetuate the discrimination that the vocational rehabilitation system was designed to mitigate, Congress enacted civil rights protections for people with disabilities. On August 7, 1998, Congress amended Section 508 of the Rehabilitation Act (19 U.S.C. 794d) to expand the federal government's responsibility to provide electronic and

information technology which is accessible to, and usable by, people with disabilities. Section 508 of the Rehabilitation Act specifically covers federal agencies but has an impact on the greater public.

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

How these laws apply to higher education:

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

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

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

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

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

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

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

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

Quick Guide to Receiving Accommodations

1. Submit documentation to support a request for accommodation (see page 14) to the Student Accessibility Center (SAC) Coordinator at:

Wesley College
Coordinator, Student Accessibility Center
120 North State Street
Dover, DE 19901-3875

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

To avoid delays in evaluation/consideration for ADA accommodation at Wesley College, supporting documentation should be forwarded in a timely matter prior to attending. In the event a disability is diagnosed during the semester, supporting documentation should be forwarded when available. **PLEASE NOTE: DOCUMENTATION THAT IS INCOMPLETE WILL NOT BE PROCESSED.**

2. The SAC Coordinator reviews the documentation to determine the acceptability/completeness to support a request for ADA accommodations. Once a file has been created containing all submitted documentation and Wesley College forms used to note the results of their evaluation, the student will receive notification outlining the results of the evaluation.
3. Once you receive notification, schedule an appointment with the SAC Coordinator to discuss the results of the evaluation and how to proceed. Be sure the appointment is scheduled early to expedite the accommodation process. During the meeting, if approved for ADA accommodations, you will discuss the approved accommodations, any possible adjustments, and how they will be implemented in your academic program. If not approved for ADA accommodations, you will be provided information and a Student Guide to Student Accessibility Center explaining the reason for not being approved and options to proceed.
 - a. *If the semester has not started, attend the first week of your classes to determine what accommodation(s) you think you will need for each course. If the semester has started and you have attended the first week of classes, make note of what accommodation(s) you think you will need for each course.*
4. The initial registration process is complete. However, to continue receiving accommodations, the process listed above must be repeated for each semester.

General Information

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

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

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

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

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/major bodily functions"** (listed on page 6), or having a record of such an impairment or being regarded as having such an impairment."
- Documentation submitted to request accommodations, auxiliary aids and services at the post-secondary level must identify the disability, provide evidence of the disability's impact on the major life activity and suggest recommendations for accommodations.

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

STUDENT ACCESSIBILITY CENTER (SAC) COORDINATOR

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

Mariah J. Payne, MOT
PL112E, 302.736.2739
Mariah.Payne@wesley.edu

Hours of Operation:

Fall and Spring Semester
Monday - Friday | 8:00 a.m. – 4:30 p.m.
Except during Finals Week

STUDENT RESPONSIBILITIES

Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through Wesley College.
2. Reasonable and appropriate accommodations and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
4. Information available in accessible formats.
5. File a formal grievance through the Department of Student Success & Retention and/or external agencies (e.g., Office of Civil Rights) as a result of discrimination based on a disability, including the failure to provide reasonable accommodations, and/or harassment.

Every student with a documented disability has the responsibility to:

1. Meet Wesley College's qualifications and essential technical, academic and institutional standards.
2. Identify themselves in a timely manner as an individual with a documented disability when seeking an accommodation. (***ADA accommodations will not be made retroactively. Grades earned before ADA Accommodations are approved cannot be changed.***)
3. Provide documentation from a trained and certified and/or licensed mental health specialist, learning disabilities specialists, educational therapists, or physicians that verifies the nature of the disability, functional limitations and the need for specific accommodations.
4. Participate in an interactive process with SAC staff, faculty, and other College resources as indicated to obtain and coordinate reasonable and appropriate accommodations, academic

adjustments, policy modifications, and/or auxiliary aids and services.

5. Follow specific procedures for obtaining reasonable and appropriate accommodations and/or auxiliary aids outlined under **Policies & Procedures** on page 14.

DISCLOSURE OF DISABILITY

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

Colleges and universities are required to provide students with the appropriate academic adjustments, auxiliary aids, and services necessary to afford an individual with a disability an equal access and opportunity to participate in the school's facilities, programs, and activities. The student has both the choice to and the responsibility for disability disclosure, accommodation requests, and following established procedures for requesting those accommodations.

Incoming students with disabilities who request accommodations, auxiliary aids, and services must identify these needs to the SAC Coordinator as soon as possible after their application to the College has been accepted and their decision to attend has been confirmed. Submission of recent and appropriate documentation to serve as the basis for decision making about their needs for accommodation is **required** to process requests.

CONFIDENTIALITY & RELEASE OF INFORMATION

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

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

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

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

GUIDELINES FOR EMERGENCY EVACUATION

Residence Life's Evacuation Plan has been developed in cooperation with the Office of Public Safety and SAC to maximize the safety of all students. All of the campus' residence halls have been updated to comply with fire safety regulations and sprinkler systems are operational in all of the units. Students who have difficulty evacuating a residence hall independently are typically placed in a lower floor room.

Each semester, SAC and Residence Life maintains a confidential list of students' names and room assignments with mobility disabilities who may need assistance with evacuation. This list is shared with the Office of Public Safety so that in the event of an emergency evaluation, they know where students are assigned. SAC conducts an informational session, at the beginning of every academic year, with Residence Assistant to discuss current and incoming disabilities that may require their attention during an emergency. We also encourage students to work with their Residence Assistant to identify emergency exits.

IMPORTANT: If you are alone at the time of a fire or emergency evacuation and cannot evacuate due to your disability, notify the Office of Public Safety – call extension x2436 or 302.736.2436.

DISABILITIES & STUDY ABROAD PROGRAMS

Study Abroad is an academic experience outside the United States (U.S.). If you have a documented disability that requires accommodation, please note that ADA accommodations are not considered extraterritorial and may not be available outside the U.S. borders. The Coordinator for International Programs will collaborate with SAC to explore the possibility of necessary access and accommodations services.

EDUCATION IN FIELD OF STUDY

Many academic programs require field assignments such as internships, practicums, clinical experiences, or student teaching as part of the curriculum. It is the student's responsibility to contact SAC and inquire about possible accommodations for a field assignment during *the semester prior to the field assignment*. The student, the supervising instructor, and SAC should identify the accommodations needed, including resources and adaptive/assistive equipment, in advance of negotiations with the placement agency. The student and supervising instructor should seek a placement agency that (1) will provide an appropriate educational experience; (2) will make reasonable accommodations for the student; and, (3) will negotiate with the student and the university to provide the services needed. **NOTE: The student must be an active participant throughout the process of identifying a placement agency and negotiating accommodations.**

Policies & Procedures

ACCOMMODATIONS

The purpose of ADA accommodation is to provide equal access for people with disabilities to protect them against discrimination, an equal opportunity to participate in an academic program, and an equal chance for success. ADA Accommodations do not guarantee success.

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

It is the student's responsibility to deliver the **Professor Letter** to their instructors. Students should schedule an appointment, as soon as possible after receiving the **Professor Letter**, during the instructor's office hours to discuss the contents of the letter. Bring the **Professor Letter** to the meeting (**which is confidential**) and discuss the accommodations listed on the letter and any specific concerns you have about using your academic accommodations during the course.

There are two crucial items the student must be aware of:

- **Professor Letters** are required every semester to be signed by each instructor and delivered to the SAC Coordinator **prior** to receiving accommodations; and,
- **ADA accommodations will not be made retroactively. Grades earned before ADA Accommodations are approved cannot be changed.**

The professor and student must sign the **Professor Letter** indicating they met, discussed and agree with the provisions of the student's accommodations. The student will return the signed copy of the **Professor Letter** to the SAC Office. You must return the signed **Professor Letter** to the SAC office to activate your accommodations.

REQUESTING ACCOMMODATIONS

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

Once documentation is received, evaluated and on file with SAC, students are notified to schedule an appointment with the SAC Coordinator. These initial and subsequent meetings should be scheduled at the beginning of each semester.

The types of accommodations provided to students with disabilities are determined on a case-by-case basis, depending on the nature of the disabilities and the course content. The SAC Coordinator is the advocate on campus for student with disabilities. Throughout the semester, students should meet with the SAC Coordinator to discuss any concerns and/or update accommodations.

Students who do not have approved accommodations, via *Professor Letters*, through SAC may **not** approach professors on their own for accommodations. SAC is the College's only designated office for Student Accessibility Center to students.

DOCUMENTATION

Student Accessibility Center is committed to providing accommodations and services to students with disabilities to ensure a comprehensively accessible college experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, request, and the unique characteristics of each course and program. While students are a vital source of information, to determine reasonable and appropriate accommodations, we may request information from other sources to establish a documented history of a disability and the impact it has on living and/or learning in a postsecondary environment. Please note the following:

- Students are encouraged to submit any prior assessments and/or evaluative reports conducted by evaluators, physicians, medical professionals, etc., which may assist in determining appropriate accommodations. Documentation should be current and relevant to the requested accommodations.
- While an Individualized Education Program (IEP) and/or 504 Plan provide helpful information, these documents alone may not provide sufficient information to determine appropriate accommodations at Wesley College.
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the post-secondary environment. A student's program of study and the courses a student is enrolled will also determine the types of accommodations that are appropriate.
- Prior documented accommodations (e.g., in high school or in another post-secondary setting) will inform SAC of what accommodations were provided, however, they do not guarantee receipt of the same accommodations.

Documentation Guidelines

The following guidelines are provided to assist students, family members, physicians or other medical professionals, in identifying the type of information and documentation that will guide the process of determining reasonable and appropriate accommodations. The medical documentation must be current (**to reflect present functioning for the college environment**, evaluation must be within 1-2 years), include a clear statement of the diagnosis and prognosis as well as the extent, duration, and current functional impact of the disability. The diagnosis and recommended accommodations must be clearly linked to the test data and must include an explanation of each. The documentation submitted by students planning to request accommodations for a disability must contain a typed statement on the trained and certified and/or licensed mental health professional, learning disabilities specialist, educational therapist, or physician letterhead/documentation verifying

eligibility according to ADAAA 2008, Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act. This documentation **MUST** include:

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

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

- Narrative report (typed)
- A statement of the functional impact or limitations of the disability on learning or other “**major life activity/major bodily functions**” and the degree to which it impacts the individual in the learning context for which the accommodations are being requested
- Methods used (test data/scores and results; interviews; observations; etc.) and dates administered to arrive at your diagnosis
- Clearly stated **DSM-5 diagnosis**, if appropriate
- Date of onset
- History of problem and past treatment(s)
- Level of limitation/severity
- Current or past accommodations utilized
- Current mitigating factors (medication, stress, etc.)
- Evidence of current, significant, functional impact
- Other specific symptoms that may manifest themselves at this time which might affect the student’s academic performance.
- Anticipate length the student’s academic achievement will be impacted by their disability
- Possible college-level appropriate academic accommodations and provide a detailed rationale for each

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

DOCUMENTATION FOR PHYSICAL, MOBILITY, & HEALTH-RELATED DISABILITIES

Temporary Medical Condition

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

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

Accommodations are extended only for the duration of the functional limitations associated with the disability. Timely and open communication with SAC, faculty and other campus offices, as needed, about the nature and duration of the condition and requested assistance can often result in satisfactory solutions to the short-term issues caused by the injury or condition. The eligibility process is the same as for permanent disability cases.

DOCUMENTATION FOR DEAF OR HEARING OF HEARING IMPAIRED

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

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

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

DOCUMENTATION FOR BLINDNESS OR VISUAL IMPAIRMENT

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

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

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

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

Documentation should include a detailed description of the following:

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

DOCUMENTATION FOR MENTAL HEALTH/PSYCHOLOGICAL DISABILITIES

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

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

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

Required documentation must include:

- In addition to **DSM-5 criteria**, a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable (structured or unstructured interviews; behavioral observations; neuro-psycho testing and dates; psycho-

educational testing and date(s) of testing; developmental history; etc.). ***The diagnostic methods must be congruent with the particular disability and current professional practices commonly used in the field.***

- Discussion of co-morbid conditions and their impact in the postsecondary environment (if applicable)
- Summary of present symptoms, fluctuating symptoms and prognosis. How long do you anticipate that the student's academic achievement will be impacted by his/her disability?
- Medical information relating to student's needs, including the impact of medication on the student's ability to meet the demands of the post-secondary environment
- What other specific symptoms manifesting themselves at this time might affect the student's academic performance? Please be detailed and specific in your descriptions.
- If a condition is unstable, information regarding intervention (including an individual's own strategies); recommended timelines for updates; and potential reevaluations are helpful in determining reasonable accommodations.
- Suggestions for appropriate accommodations as substantiated by the diagnosis and limitations described above.

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

The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with adult ADHD population: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adults.

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

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

- Approximate age of onset
- Date of diagnosis
- Retrospective review of **DSM-5** criteria, indicating the symptoms endorsed
- Evidence of significant impact on academic functioning
- Prior accommodations and treatments; if there were none, explain why not
- If not previously diagnosed or treated, what factors allowed for successful compensation

2. Evidence that symptoms currently meet **DSM-5** criteria in their nature and severity:
 - Report the symptoms evident in current functioning
 - Provide objective evidence of significant functional impairment
 - Symptoms cannot be explained by other psychiatric or cognitive factors

DOCUMENTATION FOR AUTISM SPECTRUM DISORDER (ASD)

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

1. History

- Approximate age of onset
- Date of first and most recent diagnosis (including the **DSM-5** or ICD code)
- Prior accommodations and treatments; if none, explain why not
- If not previously diagnosed or treated, what factors allowed for successful compensation

2. Comprehensive neuropsychological examination

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

3. Academic Testing

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

4. Social/emotional functioning

- Current level of functioning
- Recommended compensatory strategies or interventions

DOCUMENTATION FOR LEARNING DISABILITIES

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

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

- Types of Specific Learning Disabilities (SLD)
 - Auditory Processing Disorder (APD)

- Dyscalculia
- Dysgraphia
- Dyslexia
- Language Processing Disorder
- Non-Verbal Learning Disabilities
- Visual Perceptual/Visual Motor Deficit

In addition to the documentation requirement (see page 14), the assessment must include the information listed below.

The report must include a full narrative discussion listing and interpreting all test scores with evidence of statistically significant intra-individual discrepancies. The evaluation must include at least one measure from each of the following categories:

1. A measure of Intellectual Ability or Cognitive Functioning. Examples of such measures include:
 - Wechsler Adult Intelligence Scale-Revised (WAIS IV)
 - Woodcock-Johnson Psycho-Educational Battery (WJ III Normative)
 - Stanford-Binet Intelligence Scale (5th Edition)

2. A measure of Achievement in reading comprehension, written language, and/or mathematics, which demonstrates a significant impairment. Examples of such measures include:
 - Woodcock-Johnson Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)

3. A measure of Information Processing in one or more of the following areas that demonstrates a significant impairment:
 - Visual and/or auditory processing
 - Memory and processing speed
 - Attention and concentration
 - Perceptual motor skills

RESIDENTIAL ACCOMMODATIONS

SAC engages in an interactive process with each student to determine if a student qualifies as a student with a disability and to identify appropriate residential accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, they may be eligible for residential and/or meal plan accommodations. SAC collaborates with Residence Life and Food Services to determine the most appropriate and effective residential and/or meal plan accommodations.

HOUSING ACCOMMODATIONS

The learning environment and residential living are essential to the Wesley College experience. Students are required to live on campus during their first two years at Wesley College. In accordance with the Americans with Disabilities Act (ADAAA) of 2008, the Rehabilitation Act of

1973, and the Fair Housing Act amended in 1988, Wesley College is dedicated to ensuring that students with disabilities have equal access to Wesley's residence halls and all of the programs and services offered within them.

Students may request housing accommodations due to a disability by submitting their request to SAC. The SAC Coordinator will review requests and collaborate with the Office of Residence Life to facilitate accommodations for students with disabilities who have specific housing needs.

Note: Disability related housing needs will take precedence over requests for a specific residence hall and/or roommate. While every effort is made to honor a student's location preference, assignments are made based on the approved accommodation(s); specific residential areas or buildings are not guaranteed.

Student Responsibilities:

1. Adhere to all policies, procedures, and deadline for applications set by Wesley's Office of Residence Life. To obtain more information regarding the housing application process, please contact the Office of Residence Life at 302.736.2458.
2. Submit documentation to support a request for accommodation to SAC by following the procedures outlined on page 14.

Provide Student Accessibility Center (SAC) with appropriate documentation supporting the request for housing accommodations. Documentation to support a housing accommodation should include:

- a. the name of the diagnostician and their report. In addition, this diagnostician:
 - credentials which verifies they are medically licensed and certified professionals qualified to evaluate and diagnose the disability provided they have comprehensive training and direct experience with people in this population to perform the evaluation;
 - **should have an accurate understanding of the college environment;** and,
 - must be an impartial individual who is not a family member nor in a dual relationship with the student.
- b. Narrative report (typed)
- c. the specific disability and date of diagnosis;
- d. an overview of the methods used to make the diagnosis;
- e. specifically, if the student's disability/health condition **significantly limits one or more "major life activity/major bodily function", as defined by the ADA.**
 - i. *If yes, please describe the limitations and/or restrictions in detail.*
- f. the nature and severity of the condition, and date of the most recent evaluation or examination;
- g. a summary of relevant history and current symptoms;
- h. an overview of any treatments, medications, or devices currently prescribed and their effect on the student's functioning;
- i. a discussion of any manifestations of the condition that currently cause substantial limitations to the student's ability to live in campus housing;

- j. recommendations for reasonable modifications to provide the student an equal opportunity to participate in residential life, with a rationale and indication of the level of need for each one (for example, if you suggest a private bathroom, state the reasons for this request related to the student's condition); and,
 - i. *the expected duration or progression of the condition, and the time period for which the modifications are recommended.*
3. The SAC Coordinator will review the submitted documentation to determine if it supports a request for an ADA Housing Accommodation. If approved, the SAC Coordinator will sign the **Medical Single Room Accommodation Form**, with any additional notations, forward it to the Office of Residence Life and notify the student to contact the Office of Residence Life for room assignment. If the request is not approved, the SAC Coordinator will notify the student and provide additional guidance using the Student Guide to Student Accessibility Center Services.

SAC Responsibilities:

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

MEAL PLAN ACCOMMODATIONS

All residential students are required to purchase a meal plan. Students with disabilities may require meal plan accommodations to fully participate in campus life. Accommodations are determined on a case-by-case basis and are to allow for equal access to College programs and services. Students may request meal plan accommodations due to a disability by submitting their request to the Student Accessibility Center Office (SAC). Examples of such disabilities (but not limited to) are an autoimmune disease like celiac disease or allergies to products like wheat, milk, peanuts, eggs, etc.

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

Student Responsibilities:

1. Adhere to all policies, procedures and deadlines for applications set by Wesley's Office of Residence Life.

2. Submit documentation to support a request for accommodation to SAC by following the procedures outlined on page 14.
3. Provide SAC with appropriate documentation support the request for meal plan accommodations. Documentation to support a meal plan accommodation(s) should include:
 - a. Narrative report (typed)
 - b. the specific disability and date of diagnosis,
 - c. length of time under your care,
 - d. number of consultation with you in the past 3 years,
 - e. if the patient is currently under your care,
 - f. specifically, if the student's disability/health condition significantly limits one or more **“major life activity/major bodily function”, as defined by the ADA.**
 - i. If yes, please describe the limitations and/or restrictions in detail.
 - g. relevant medical history,
 - h. test results that support the diagnosis (where appropriate),
 - i. course of treatment,
 - j. description of the specific type of foods to be avoided or required,
 - k. a clear description of the requested accommodation(s); and
 - l. an explanation of how the request directly relates to the impact of the disability (diagnosis). *Recommendations made by treatment providers are taken into consideration but cannot be guaranteed to be approved as accommodations.*
 - m. medical credentials which verifies you are a licensed and certified professional qualified to evaluate and diagnose the specific medical condition (*provided you have comprehensive training in the field and direct experience with people experiencing this medical condition to perform the evaluation*).
4. Diagnostic reports must include:
 - a. Name; title; and, credentials of the evaluator
 - b. Address of the evaluator
 - c. Phone number of the evaluator
5. Contact Dining Services Manager to discuss ways in which they might meet your dietary needs. *A complete exemption from participation in the meal plan is unusual and will only be considered when needs cannot be accommodated by Wesley College's Dining Services.*

SAC Responsibilities:

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

ACADEMIC ACCOMMODATIONS AND MODIFICATIONS

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 *Wesley College Undergraduate/Graduate Catalogs*. Under no circumstances will a reduced course load accommodation be recommended for credit hours totaling less than half time.

NOTE: *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 ensure their access to services is not affected.

SAC will provide the student with a letter certifying that the reduced course load is a valid 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. Provide SAC with appropriate documentation, refer to Documentation Policy (page 15), validating the request for a reduced course load. Documentation must be submitted and

reduction requested prior to the ADD/DROP deadline.

2. 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 accommodation.

SAC Responsibilities:

1. Verify the student requesting reduced course load has submitted supporting documentation and eligible to receive this accommodation.
2. Meet with the student and discuss 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 the student's minimum credit load for the semester in question and that they cannot drop below these hours without placing their 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 their ability to complete a 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 who have submitted supporting documentation to SAC 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, in addition to information on page 14:
 - 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 request based on the evidence presented. If the Coordinator deems the request reasonable, the written request will be presented to a faculty committee. The committee will consist of the following individuals:

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

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

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

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

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

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

DISABILITY-RELATED ABSENCES

Attendance and participation requirements vary depending on the nature of each course. For some classes, participation is fundamental to course objectives because students may be required to interact with others in class, demonstrate the ability to think and discuss critically or participate in group projects. In other classes, faculty may determine that students can master course content despite some or many absences. ***SAC does not have a role in determining the fundamental components of a course, which may include class participation.***

In the event a student's disability may affect their attendance in class, SAC will engage in an interactive process with the student and instructor to determine an appropriate accommodation. This may include but is not limited to, flexibility with assignment due dates, alternate assignments and/or make-up quizzes/exams. Students will not incur a grading penalty due to disability-related absences when coursework is completed according to the agreed dates. The number of allowable absences and length of assignment extensions depends on the participatory nature of each course. ***If a course requires participation in activities such as labs, performance-based learning, group presentations, etc., flexibility in attendance may not be appropriate, as instructors are not required to change the essential elements of the learning outcomes of a course.***

NOTE: Students approved for this accommodation ARE REQUIRED to attend classes when not receiving scheduled medical care. This accommodation does not permit unlimited absences and students remain accountable for all academic activities (assignments, assessments, required readings, etc.) and evaluation standards specified on the syllabus.

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

Faculty Responsibilities

Faculty must review any established attendance policies for the course and the importance of attendance/participation to the curricular integrity and learning process. Class attendance for traditionally offered courses is considered a significant aspect of participatory learning. Faculty must consider the following questions when developing a plan to address Disability-Related Absences.

- a. What does the course description and syllabus say about attendance as a factor of the course grade?
- b. What classroom interaction between the instructor and students and/or among students exists that impact the educational experience?
- c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
- d. Is there content only offered in class?

- e. Are assignments used as class content when they are due (e.g., problem sets reviewed as the first lecture on that content)?
- f. How many additional disability-related absences (if any) would the instructor be willing to allow before it gets to a point where the student is no longer able to successfully master the material in the class?

Student Responsibilities

1. Submit supporting documentation (see page 14) to request a disability-related absences accommodation.
2. Complete the **Disability-Related Absences Agreement Form (page 73)** with each professor and discuss the following:
 - a. How will missed classes be handled?
 - b. How will missed exams/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?
 - f. **NOTE: *Disability-related absences are not retroactive.*** This accommodation becomes effective when the student delivers the signed accommodation letter to SAC.
3. Meet with your instructors in advance of an anticipated absence to discuss the implications absences may have on course requirements.
 - 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.
 - d. Note: SAC reserves the right to request documentation of the disability-related absence from a qualified professional.
4. 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. Provide student with the Disability-Related Absences Agreement Form once it is determined attendance leniency is reasonable.
 4. Prepare **Professor Letter** for student to provide to professors with the attendance leniency accommodation.
 5. Act as a liaison between a faculty member and student.

TEST TAKING

SCHEDULING THE EXAM

Students with approved testing accommodations must return signed **Professor Letters** to the SAC Coordinator to utilize their testing accommodations throughout the semester.

Students will schedule exams to be taken in the SAC Testing Center via TutorTrac at <https://arc.wesley.edu/TracWeb40/Default.html> at least **TWO (2) FULL WORKING DAYS (MONDAY – FRIDAY)** prior to the scheduled exam date. (See directions on page 66.)

If a student fails to provide two (2) 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 contact the affected faculty, obtain an approved rescheduled date to take the exam then schedule the exam via TutorTrac.

If an exam is to be missed for any reason, the student makes arrangement with the faculty to take the exam. 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. Remind faculty, prior to exam dates, you have Testing Accommodations and to send your exam to the SAC Testing Center.

2. Schedule exams online at <https://arc.wesley.edu/TracWeb40/Default.html> at least two (2) full working days prior to the scheduled test. (See directions on page 66.) **Schedule to take the exam on the day and time your class is scheduled to take the exam. (*You can only select a different day and time if you have prior permission from the SAC Coordinator and Professor.*)**
3. Notify affected faculty and SAC, via email, of any changes and/or missed testing appointments and reschedule exam as soon as possible as not to cause further disruption to your academics.
4. Follow all Wesley College policies regarding academic honesty.

Faculty Responsibilities:

1. Read the email appointment notification received as a result of the student scheduling to take their exam in the SAC Testing Center. **PLEASE MAKE NOTE OF THE DAY AND TIME THE STUDENT SCHEDULED TO TAKE THE EXAM.** If it is not the day and time the class is scheduled to take the exam, notify the student of the error and ensure they reschedule the exam. ***Since SAC does not know when exams are to be taken, exams will be administered per the student's scheduled day and time.***
2. Complete the Test Cover Sheet (page 70) and submit with the exam.
3. Deliver exam (hand-carry or email) to the SAC Office at least one (1) working day prior to the exam date. This ensures all exams are accounted for prior to each testing day, minimizes the interruptions to the faculty during class to obtain the exam and/or the possibility the student will be notified to reschedule their testing date and time.

SAC Responsibilities:

1. Provide a testing environment that meets the student's approved testing accommodations.
2. Notify students of testing request procedures and ensure those procedures are followed.
3. Ensure compliance with all Wesley College's testing accommodations and academic honesty policies. For policy, refer to <https://wesley.edu/academics/policies/academic-honesty-policy>.

DAY OF EXAM

- Students report to the SAC Testing Center at or before their scheduled testing appointment.
- Sign into TutorTrac via <https://arc.wesley.edu/TracWeb40/Default.html>.
- Notify the Test Proctor of the exam you are scheduled to take.
- Place all belonging, except allowed materials noted on the Test Cover Sheet, in the cubicles until after the exam.

- Students will be given only as much time as their extended time accommodation allows, unless prior consent is given.
- Review the Test Cover Sheet to ensure you are taking the correct exam and read and sign the Wesley College's Academic Honesty policy.
- Once exam is complete, give all materials to Test Proctor, sign out of TutorTrac, collect your belongings and depart the Testing Center.

NOTE: Any violation to the Wesley College's Academic Honesty documented, either by the Test Proctor and/or Security Camera, will be brought to the attention of the affected faculty member.

NON-ACADEMIC ACCOMMODATIONS

SERVICE DOGS & EMOTIONAL SUPPORT ANIMAL

Wesley College complies with state and federal laws in allowing use of Service and ESA for students, staff and visitors. Service dogs may accompany the person with a disability ("handler") at all times and everywhere on campus except where Service dogs 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 dog 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 dogs" from "ESAs" and "pets", describes types of Service dogs, denotes campus locations that are off-limits to Service and ESAs and sets behavioral guidelines for Service and ESAs.

Definitions:

- A "**Service dog**" is a dog that has been individually ***trained*** to so work or perform tasks for the benefit of an individual with a documented disability, as defined by the ADA. Service dogs are working animals, no pets. The work or task a Service dog has been trained to provide must be directly related to the individual's disability.
- An "**Emotional Support Animal (ESA)**" is an animal that provides comfort or emotional support which alleviates one or more identified symptoms or effects of a resident's documented disability. ESA are permitted access to Housing, however, they are not permitted in other areas of the campus (e.g. Library, classrooms, Dining Facilities, Game Rooms, etc).
- A "**Pet**" is an animal kept for ordinary use and companionship. A pet is not considered a service or comport animal. ***Residents are not permitted to keep pets on College property or in the Residence Halls.***

- **Service dog in training (trainee):** Delaware law does not recognize “Service dog in training” as a fully trained Service dog therefore they are not authorized on campus.
- **Handler:** A person with a Service dog.
- **Team:** A person with a disability, or a handler, and their Service dog. The two work as a team in accomplishing the tasks of everyday living.

TYPES OF SERVICE DOGS

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

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

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

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

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

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

PROCEDURES

Service dogs’ 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 dog (SA) onto college property need not request the college’s permission to allow the presence of a service dog on college property, but are requested to notify the college of the need for a service dog’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. If the student needs any other accommodations while attending the college, documentation of the disability, and a request for accommodations must be made by following the current policies and procedures.

Visitors with Service dogs:

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 dog 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 dog at a specific event or in a specific location on campus.

A visitor to the college who is accompanied by a service dog 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 dog on campus without formally registering the animal with the SAC office. Examples of short-term visitors can be, but not limited to, off campus groups, friend or family member of a student, faculty or staff member, etc. Owners/handlers, who are using the Service dogs on a short-term basis are asked to notify the Office of Safety & Security 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. Handlers/users are expected to comply with standards of cleanliness and control of Service dogs at all times.

Requirements of Service dogs and ESAs:

The handler of the Service dog and student of an 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> 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 ways that do not create safety hazards for other persons and/or animals. *The College encourages responsible animal ownership. Generally, dogs and cats should be spayed/neutered before bringing them to campus to live in a communal setting.*

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

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

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

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

GUIDELINES

Long-Term Handler Responsibilities:

1. The handler is responsible for notification regarding the Service dog, the completion and submission of appropriate documentation and an Animal Registration Form to the SAC Office, located in PL112B. (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 a Service dog as required above may subject the handler to fines or refusal by the College for the Service dog 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 cost 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 detect through inspection, the residence will be treated using approved fumigation methods by a College approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.
5. Supervise the Service dog at all times. The animal must be maintained and used at all times in ways that do not create safety hazards for other persons. Minimal equipment is a leash by which the animal is kept under control.
 - a. Service dogs may travel freely with their Handler throughout Residence Hall and other areas of the College. ESAs must be contained within the privately assigned residential area (room, suite, apartment, etc.) at all times, except when transported outside the private residential area in an animal carrier or controlled by leash or harness.
6. State specific plans for maintenance of the animal while on campus. The College will identify suitable areas where Service dogs and ESAs can relieve themselves. 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. Allow SAC to notify appropriate campus personnel/offices of the presence of the animal and any special circumstances relevant to Service and ESA usage.

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

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

SAC Responsibilities:

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

Faculty, Staff and Student Responsibilities:

1. Allow a Service dog to accompany the person at all times except where Service dogs are specifically forbidden. This includes allowing the Service dog handler to take Service dogs into Dining Service locations.
2. ESAs are **ONLY** permitted in the student's privately assigned living space.

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 dog while it is working. Petting distracts Service dogs from their responsibilities.
5. Never allow anyone to feed a Service dog. Do not offer any alcoholic beverages to a Service dog.
6. Never deliberately startle, tease or taunt a Service dog.
7. Never allow anyone to separate or attempt to separate an animal from the handler.

Residence Hall Responsibilities:

NOTE: If the requested animal poses or has posed in the past a direct threat to the safety or health of the individual or others such as aggressive behavior towards or injuring the individual or others, would significantly disrupt the residence hall living environment for others, or potentially transmits "zoonotic diseases", it is not considered acceptable to reside in Wesley College residence halls. Zoonotic diseases are infectious diseases caused by bacteria, viruses and parasites that spread between animals and humans.

1. All residential students bringing a Service dog to campus must contact the SAC Coordinator to facilitate the presence of the SA.
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. ***Students seeking to have an ESA in the residence hall must submit updated documentation of disability and a request for review each academic year. The animal must not be in residence prior to approval by the SAC Coordinator and before the Emotional Support Animal Agreement is signed and completed by housing and the SAC Coordinator.***
 - a. Submit documentation to support your request from a mental health provider, ***licensed from student's home residence state or Delaware***, who knows and understands your difficulties and can explain how the presence of the animal may help to alleviate your symptomology. The documentation will be reviewed to determine if it supports a request to have an ESA in the Residential Hall. *There is no formal, recognized certification of ESAs, and such letters rarely provide enough information necessary to support a request for accommodations and are not viewed by the institution as a reliable source.*
 - 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 the Service dog as well.)

3. ***The owner of the animal is financially responsible for the actions of the Service and ESA including bodily injury or property damage including, but not limited to, any replacement of furniture, carpet, wall coverings etc.*** This could include extensive damage to floors and carpets from animal paws which are not kept clean. The owner is expected to cover any costs upon repair and cleaning. The owner could be asked to move out if damage is deemed excessive.
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 notify them that the approved animal will be residing in 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 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 and/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 without liability to the College and at the owner's expense.
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 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 Disability Support Service Office.
10. During times when College custodial or facilities management personnel must be in the residence, the approved animal shall be properly kenneled and the owner present or the owner shall temporarily remove the approved animal from the residence.
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 dogs are allowed to be with its Handler 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. Research laboratories: The natural organisms carried by service dogs may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service dogs.
2. Mechanical rooms/Custodial closets: Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service dogs. The machinery and/or chemicals in these rooms may be harmful to animals.
3. Kitchens and food preparation areas (except in apartment-style residences): Food preparation areas are off limits to service dogs per health codes.
4. Areas where protective clothing is necessary: Any room where protective clothing is worn is off-limits to service dogs such as a chemistry laboratory.

ESAs are ONLY permitted in the handler's privately assigned living space, 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 dog in the academic setting are to make a complaint to the Student Accessibility Center (SAC) Office. The person making the complaint must provide verifiable medical documentation to support their claim. Actions will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

Residence Halls: The guidelines for conflicting disabilities apply in the residence halls, as well. If there is an allergy/animal conflict within a residence hall that cannot be resolved mutually, then 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 dog 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 dog 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 dog or ESA the option of continuing to attend the College without having that service dog on the premises.

Consequences for behavior: When a Service dog and/or ESA is found in violation of its expectations and 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 dogs 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.

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 College does not assume coordination of or financial responsibility for such personal services. It is the student's sole responsibility to make the appropriate arrangements to contract services with a licensed agency to provide the services of a Personal Care Attendant or a licensed, private PCA to provide these services.

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

The College 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 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 (contact 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 are subject to the same expectations as usual PCAs, including background checks and sexual offender registry check.)
- Insure that the PCA(s) meets with the Coordinator and signs an ***Agreement/Expectations for Personal Care Attendant*** form each semester prior to providing service on campus.
- Notify Residence Life if a double room, without a roommate is an approved accommodation. Share the double room with the PCA, if the student is living on campus and the PCA will remain overnight. And, if the PCA is of the opposite sex of the student,

they must live on a co-ed or gender neutral floor. Since the PCA is an approved accommodation, there is no charge to live in the room. Only the enrolled student pays the room charge.

- Sign a statement indicating awareness that the student is responsible for any policy violations by the PCA, just as all residents are responsible for the behavior of their guests.
- Arrange for assistance in and provision of transportation for the student from one class to another, if necessary. If exceptions to current policies and procedures are needed for transportation and/or parking, these exceptions must be discussed and approved in advance with the Coordinator as well as the appropriate persons of the Physical Plant and Safety & Security staff.
- Pay all expenditures of the PCA if the student chooses to participate in an off-campus event, such as: study programs, field trips, or events, whether academic or Student Affairs sponsored.
- Directly negotiate with the appropriate department or office, in advance, regarding the admittance of the PCA to college activities or events which require additional expense (e.g. athletic contests).
- If the student requests the PCA to take notes, the college 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 also 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.
 - 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 like those provided to all residents will be provided in the PCA room.
- Any damages or charges to the PCA room or any other Wesley College property by the PCA will be the resident's responsibility.
- The resident is responsible for signing the Room Inventory Form for the PCA room.
- Confer, via the Coordinator, with the student, the PCA, and the relevant faculty and staff to determine the specific role of the PCA in the classroom(s) and on campus.
- Act, via the Coordinator, as an intermediary between the student and the relevant offices (physical plant, residential life, library, etc.) when appropriate and necessary. However, this does not absolve the student from fulfilling any responsibilities detailed above or advocating and/or negotiating for himself or herself when appropriate.
- Issue special IDs to non-student PCAs once the PCA has passed the background check and sexual offender registry check, signed the *Agreement/Expectations form*, and presented him or herself to the Safety & Security Office for a photo ID.

PCA's Responsibilities:

- Undergo an annual background check and sexual offender registry check via the Human Resources Office at Wesley College at the expense of the student or the PCA, if the PCA will remain on campus overnight.
- Assist in the physical mechanics of accomplishing homework (e.g. type a paper or write out a proof), but not provide intellectual content or tutoring. The student who accepts the intellectual assistance of a PCA may be considered in violation of the Academic Honesty Policy (See the College Catalog for policy).
- Allow the student to take responsibility for his/her own behaviors and choices. The PCA is not to take initiative in negotiations or to advocate on behalf of the student, including communicating with faculty, staff or others. PCAs should refrain from interceding or intervening on behalf of any student unless someone is in immediate danger or the PCA is acting on his/her own as a good citizen.
- Refrain from participating in or disrupting classes. The PCA should remain outside of the classroom, unless documentation supports the need for the PCA to be in the classroom with the student. PCAs may help the student before and after class with personal tasks (e.g. plug in laptop, turn on tape recorder). The specific determinations in this area are made on a class-by-class basis in consultation with the Coordinator and, when appropriate, with the faculty member.
- Wear the special Wesley College ID visibly at all times that s/he is on campus. Events which are open to all students will be available to the PCA when accompanying the student. PCAs must not use their ID for personal access to college facilities, attendance at college community only events, personal use of college resources (including network activities) or to

check out college equipment. Access to college residence halls and services will be determined by the Coordinator and the Director of Residence Life.

- Arrive and depart campus as agreed upon for assisting the student, unless attending an event which is open to the public.
- Refrain from eating cafeteria food while in the dining hall, unless the food has been purchased for the PCA (by the student or PCA).
- Use responsibly any access to college facilities, equipment, resources, and network activities. Follow all College's policies and procedures, rules, regulations, and abide by the Student Handbook.
- Obtain a parking permit, do not park vehicle in "faculty/staff" designated parking areas & follow all parking regulations unless explicit, advance exceptions are made by the security office in consultation with the Director 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 was enacted to protect individuals with disabilities against discrimination in areas of employment, housing, public accommodations, education, transportation, communication, health services, and access to public services. Wesley College is committed to meeting the requirements of the ADAAA and will work to satisfy its requirements in serving the needs of the academic community.

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

Student Accessibility Center has procedures for addressing a grievance(s) when students do not agree with the accommodations that are offered by SAC, or when an instructor refuses to allow the academic accommodations offered by SAC.

Complaints about a disability-related decision or denial of accommodations by the SAC Coordinator 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 have 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 informal procedure for students is followed as outlined below.

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.

Before a formal grievance is filed, the student must talk directly with the SAC Coordinator or faculty member when there is a concern about classroom or testing accommodations. 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 fourteen (14) days from the resolution of an informal complaint.

To initiate a formal complaint on the basis of a disability issue, the student must provide the complaint in writing to the Wesley College SAC Coordinator. If the complaint pertains to the SAC Coordinator, the student will be directed to the Director of Student Success & Retention. 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 SAC Coordinator/Director of Student Success & Retention will work with the complainant and conduct any necessary investigation of the complaint.

The Director of Student Success & Retention 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 Provost/Vice President for Academic Affairs within ten (10) days of receipt of the findings and recommendations from Director of Student Success & Retention.

REASONABLE ACCOMMODATIONS

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 the students to take the initiative and remain actively involved in the accommodation process.**

Types of reasonable accommodations offered through SAC include but are not limited to:

ALTERNATE FORMAT

Students who have visual, hearing, mobility, ADD/ADHD or other learning disabilities may require alternate formatted material, or other special equipment (tape recorders) which can be loaned out for one semester at a time and signed out in 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 alternate format have the right to use such medium of copyrighted material as an accommodation for a print disability as defined by the Chafee Amendment to the Copyright Act of 1996.
 - b. Students agree to use the alternate format of these textbooks, provided by Wesley College and/or by the publisher as an accommodation for a disability, for their own use only. Alternate formats can take up to 8 weeks to process.
 - c. Students will not reproduce, give, or share the alternate formats of textbooks with any other individual, group, nonprofit, business or any other entity. Doing so can result in being prosecuted for copyright infringement under federal law.

- d. Audio books on tape are obtained through *Learning Ally*, *AccessText*, *Bookshare* or the publishers and played on *Kurzweil 3000* or *JAWS*.
 - e. Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc.) to the 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 75.
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

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

- Students will remind the professors at least three (3) days before the exam date to deliver their exams to SAC.
- Students will take exams at the courses' scheduled time unless they have made prior arrangements with the faculty member.
- Students will allow enough time to complete the test **in one sitting**.
- Students will not schedule testing time that will interfere with other classes.
- Students will eat and take care of other personal needs before and/or after testing time.

- Students will leave all personal items, including cellphones and tablets in the SAC Coordinator’s office or other designated area(s).
- Before the Test Proctor or SAC Coordinator administers the test, students will read and sign their names under the academic honesty and integrity statement on the **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.”

NOTE TAKING

Notetaking assistance is provided as a necessary academic accommodation on an individualized basis, however, is not considered a substitute for a student’s full participation in class. Assistance is determined on a class-by-class basis and is dependent upon the nature of each course and the method of instruction as it relates to the student’s documented disability. ***Notes and/or recordings provided are for a student’s personal study use only and are not to be shared with other individuals.***

There are four different types of note taking assistance:

- Technology-based assistance - LiveScribe ECHO SmartPen or laptop/tablet
- Peer note-taker in a class member
- Instructor outlines and/or notes

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 individualized and approved basis.

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

Delivery of Completed Notes

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

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

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

Policy for Absences from Class

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

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

Student Responsibilities:

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

Arranging Note Taking

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

Continuing Responsibilities throughout the Semester

1. Notify the note taker when you will not be in class, at least 24 hours in advance when absences are due to medical appointments.
 - a. Note takers will provide notes for occasional, unanticipated absences; however notes will not be provided for planned or chronic non-disability related absences.
 - b. It is the student's responsibility to regularly attend classes. Frequent non-disability related absences may result in a suspension of services for that course.
2. Arrange to collect notes from your note taker (unless you are anonymous to the note taker). Note takers will assume you are absent if you do not collect notes and they have not seen you.

3. If you drop a class or your schedule changes, let the note taker and the SAC Coordinator know immediately.
4. Give the note taker regular, helpful feedback about his/her notes.
5. If the quality of the notes taken by the note taker are not satisfactory, determine the problem (e.g., legibility, organization, completeness) and discuss it with the SAC Coordinator as well as the note taker. If problems persist, bring them to the attention of the SAC Coordinator immediately.
6. Notes are for SAC student's use only and should not be distributed to others in the class.
7. Discuss and make arrangements to retrieval notes on a regular and timely basis. Failure to do so will result in a suspension or cancellation of the note taking accommodation.

Faculty Responsibilities:

Faculty may be asked to facilitate provision of the note taking service. This is accomplished in the following ways:

1. Faculty can announce requests for note takers, if necessary. Please, do not reveal the name of the student needing the note taker.
2. Faculty will direct interested note takers to the SAC Office. During the meeting with the Coordinator, the interested note taker will submit an example of the note taking skills to determine their quality (neatness, completeness, organization).
3. If possible, faculty may be asked to provide photocopies of their notes until a note taker is secured for the student.

Note Taker Responsibilities:

1. Attend all scheduled classes, except in cases of illness and emergencies.
 - a. Inform the student when you cannot be in class, at least 24 hours in advance when absences are predictable.
 - b. Pre-arrange for a substitute note taker for days when you will be absent. It is recommended that you find someone in the class since they will be familiar with the subject matter and available without notice. Make sure that you discuss arrangements for a substitute note taker with the student for whom you are taking notes.
2. Provide notes for the student for occasional (scheduled medical appointment) absences. If absences seem excessive, discuss your concerns with the SAC Coordinator, **NOT** with the student. If the student drops the course without informing you, you will be paid up to one week beyond the drop date.
3. Keep note taking assignments confidential.

4. Get feedback on the notes from the student and the instructor.
5. Give the SAC Coordinator at least two weeks' notice if you plan to end this service.

READERS AND SCRIBES

The *reader* will be trained to read the exam, person-to-person while the student writes the answers on the exam or on a Scantron answer sheet provided by the professor for the exam. **THE READER DOES NOT ANSWER QUESTIONS OR OFFER EXPLANATIONS/CLARIFICATIONS DURING THE EXAM!** A reader for homework or to study is considered a personal service and is not an accommodation.

The *scribe* will be trained to physically write the student's answers verbatim or fill out a Scantron answer sheet according to the student's instructions. **THE SCRIBE DOES NOT ANSWER QUESTIONS OR OFFER EXPLANATIONS/CLARIFICATIONS DURING THE EXAM!** A scribe for homework or to study is considered a personal service and is not an accommodation.

RECORDING LECTURES

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

Policy for Recording Lectures

"Students must seek the permission of their instructor before using any audio recording devices to record lectures, discussions, etc. If such permission is granted, neither the resulting recordings nor any form of copies of recordings' transcripts may be used for any other purpose than as a replacement for notes taken in class. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law. Students with disabilities who require this accommodation must sign the Recording Lectures Agreement Form (page 75) before the start of the course and prior to recording."

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

Conditions of Agreement

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

- Students will agree to abide by the Policy for Recording Lectures.
- Each time the class is audiotaped, the instructor must inform all individuals present that the class is being audiotaped. The instructor must also indicate that students may request that their comments not be recorded. At the request of any other student who wishes not to

have their comments recorded, the student who is audiotaping the lecture will stop the recorder until the comments are completed.

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

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

CLASSROOM CHANGES

Students with mobility or physical impairments that hinder their ability to navigate to class will receive assistance from 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.

AMERICAN SIGN LANGUAGE INTERPRETERS and COMMUNICATION ACCESS REAL TIME TRANSLATION (CART)

- American Sign Language (ASL) interpreting, on-site and remote Communication Access Real Time Translation (CART) services are available on an approval basis for students with documentation.
- After approval as an accommodation, students must submit course schedules at least eight weeks prior to the start of the semester to the 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 schedule.

ADDITIONAL RESOURCES

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

TUTORING CENTER

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 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 twenty-four computer workstations, maintained by the Information Technology Center and connected to the Internet and the Library's electronic database subscriptions. Librarians are available to answer research questions.

SEMINARS FOR ACADEMIC SUCCESS

During the semester, seminars and workshops are presented by members of the Student Success and Retention Team as well as other campus personnel. The seminars include: 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 Department of Public Safety at Wesley College exists to serve the needs of the College, particularly the student population. All questions regarding safety of all College people (guests and visitors) and parking should be made to the Director of Public Safety at 302.736-2436.

RESIDENCE LIFE

Students who wish to live on campus should contact the Director of Residence Life at 302.736-2586. However, if a student requires ADA accommodations because of a documented disability, they may request consideration of those accommodations by contacting the SAC Coordinator.

Applications for Housing Accommodations 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. Housing Accommodations policy is found on page 21.

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
www.ed.gov/ocr

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.

32 Laight Street, Second Floor

New York, NY 10013

www.nclد.org

National Rehabilitation Information Center

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

8201 Corporate Drive, Suite 600

Landover, MD 20785

Phone: 800.346.2742 Fax: 301.459.4263

www.naric.com

SchwabLearning

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

<http://www.schwabfoundation.org/about-chsf/publications/schwab-learning.aspx>

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/program/entrypoint

Workforce Recruitment Program

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

www.wrp.gov

HELPFUL TIPS

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



Department of Student Success & Retention
Student Accessibility Center

Appendices



Department of Student Success & Retention
Student Accessibility Center

STUDENT ACCESSIBILITY CENTER STUDENT MANUAL ACKNOWLEDGEMENT

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

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

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

The Coordinator for Student Accessibility Center can be reached at:

Mariah J. Payne
302.736.2739
Mariah.Payne@wesley.edu

Student Name (print)

Date

Student's Signature

Student ID #

SAC Coordinator Signature

Date



Department of Student Success & Retention
Student Accessibility Center

Differences between High School and College

High School	College
The applicable law is the Individuals with Disabilities Education Act or IDEA	The applicable law is the Americans with Disabilities Amendments Act of 2008 or the ADAAA and Section 504 and 508 of the Rehabilitation Act
IDEA is about <u>success</u>	The ADAAA is about <u>access</u>
Fundamental <u>modifications</u> of programs and curricula are required	No fundamental modifications can be made - only <u>accommodations</u>
Education is a <u>right</u> and must be provided in an appropriate environment to all individuals	Education is <u>not a right</u> - students must meet certain admission criteria
The <u>school district</u> is responsible for identifying a student's disability	<u>Students</u> must self-identify
The <u>school district</u> develops Individualized Education Plans (IEPs) to define educational services	<u>Student</u> must identify needs and request services
The <u>school district</u> provides free evaluations	The <u>student</u> must obtain evaluations at his/her own expense
Student is supported by <u>parents and teachers</u>	Student is responsible for seeking assistance from the <u>Student Accessibility Center Office (SAC)</u>
Primary responsibility for arranging modifications belongs to the <u>school</u>	Primary responsibility for self-advocacy and arranging accommodations belongs to the <u>student</u> (who may seek assistance from SAC)
<u>Personal services</u> for medical and physical disabilities are required (i.e., Personal Care Attendant)	<u>No personal services</u> are required - however, the SAC Office may assist the student in advertising for such services
<u>Parent</u> has access to student records and can participate in the IEP process	<u>Parent</u> does not have access to student records without student's written consent
<u>Parent</u> advocates for student	<u>Student</u> must advocate for self

School year runs from September - June	School year is divided into 2 semesters: from August to December and from January to April/May
Classes meet daily	Classes meet 1, 2, 3 or 4 times a week
Classes are generally held in the same building	Classes are held in many different buildings on campus
The average length of a class is 35-45 minutes	Classes vary in length from 50 min to 3 hours
Daily contact with teachers	Classes meet less frequently which will impact on access to instructors and assistance
The student needs the parent's permission in most instances	The student is an adult and parent permission is not required
Guidance counselors or other staff schedule support services for students	The student must make arrangements for support services
A main office exists as the center of activity for the building	The student is responsible for knowing where to go to obtain information and assistance
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save and consult the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due and how it will be graded
High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment

Institute for Community Inclusion, 2004



Department of Student Success & Retention
Student Accessibility Center

Ten Things About SAC That Students and Faculty Need to Know

<u>Students</u> Should introduce themselves, as soon as possible, to discuss their accommodations and to	1 INTERACTION	<u>Faculty</u> Could encourage early disclosure by using official statement in regards to disabilities in syllabi.
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ensure that the provision of accommodations is successfully accomplished.		
<p><u>Students</u> Should visit their professors regularly for help with coursework and advice.</p>	<p>2 GUIDANCE</p>	<p><u>Faculty</u> Are the students biggest resource and should project an approachable demeanor.</p>
<p><u>Students</u> Are entitled to confidentiality at every turn, in front of peers and faculty.</p>	<p>3 CONFIDENTIALITY</p>	<p><u>Faculty</u> Should protect the students' confidentiality at all times.</p>
<p><u>Students</u> Must provide SAC current documentation to receive accommodations.</p>	<p>4 ELIGIBILITY</p>	<p><u>Faculty</u> Should inform students of the Student Accessibility Center Office (SAC).</p>
<p><u>Students</u> May be eligible for a range of academic accommodations, depending upon the nature of their disabilities.</p>	<p>5 ACCOMMODATION</p>	<p><u>Faculty</u> Are responsible for implementing accommodations to students who are approved by SAC.</p>
<p><u>Students</u> May be entitled to extended time for tests and assignments, depending upon the nature of their disabilities.</p>	<p>6 EXAMS</p>	<p><u>Faculty</u> Should be aware that students are not entitled to unlimited time on exams.</p>
<p><u>Students</u> May be entitled to note taking assistance, depending upon the nature of their disabilities.</p>	<p>7 NOTE TAKING</p>	<p><u>Faculty</u> Should aid in the process by soliciting note takers early in the semester (as needed).</p>
<p><u>Students</u> Are guaranteed certain rights under federal law.</p>	<p>8 RIGHTS</p>	<p><u>Faculty</u> Should be familiar with the process for requesting SAC.</p>

<p style="text-align: center;"><u>Students</u> Should know the process for resolving student disability discrimination grievances.</p>	<p>9 GRIEVANCES</p>	<p style="text-align: center;"><u>Faculty</u> Should follow the policy for resolving issues.</p>
<p style="text-align: center;"><u>Students</u> Should seek the resources to help them develop the confidence to speak for themselves and ask for what they need.</p>	<p>10 ADVOCACY</p>	<p style="text-align: center;"><u>Faculty</u> Encourage students to seek out the College resources that will help develop them in and outside the classroom.</p>

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



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 online at <https://arc.wesley.edu/TracWeb40/Default.html> **3-5 days in advance**. Failure to do so will result in my not receiving extended time for that test.

I further understand that it is my responsibility to remind my professor that I will be taking the test in the Student Accessibility Center Office.

Recipient's Signature

Date

Email Address

Phone #

SAC Coordinator Signature

Date



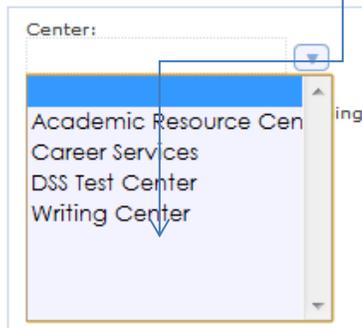
Department of Student Success & Retention
Student Accessibility Center

HOW TO SCHEDULE TESTS ONLINE

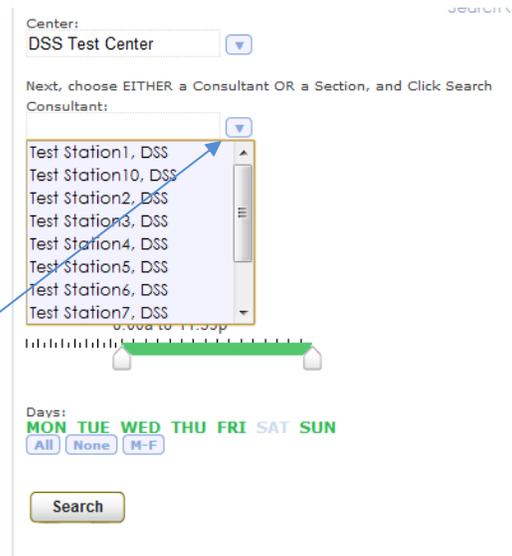
1. To schedule your test online go to <https://arc.wesley.edu/TracWeb40/Default.html>
2. Type in your username (student ID) and password.
3. This is the next screen you will see:
4. Click on Search Availability...



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).

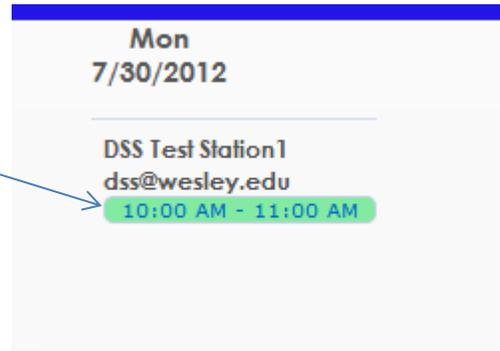


8. After you have selected a station then you must select the day you have the scheduled test. All you need to do is click on the day that you wish to schedule the test (it will be green if you have selected it). (To unselect click on the work until it is no longer green.)



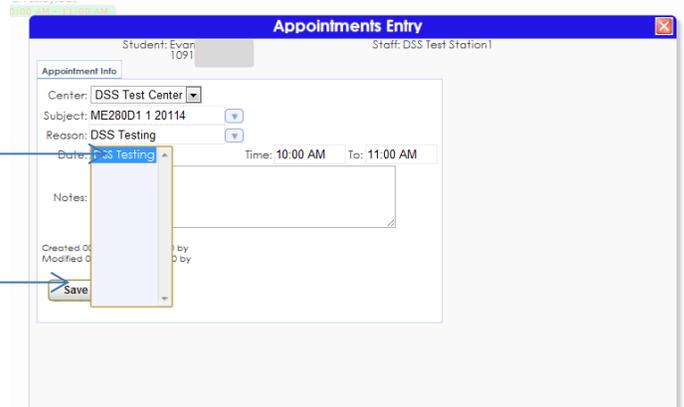
9. Available times will appear on the screen (it will refresh on its own). Select the time that is available that coincides with your class time. (You can only select a different time if you have prior permission from the SAC Coordinator and Professor.)
 - a. If the time is not available that you need 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.



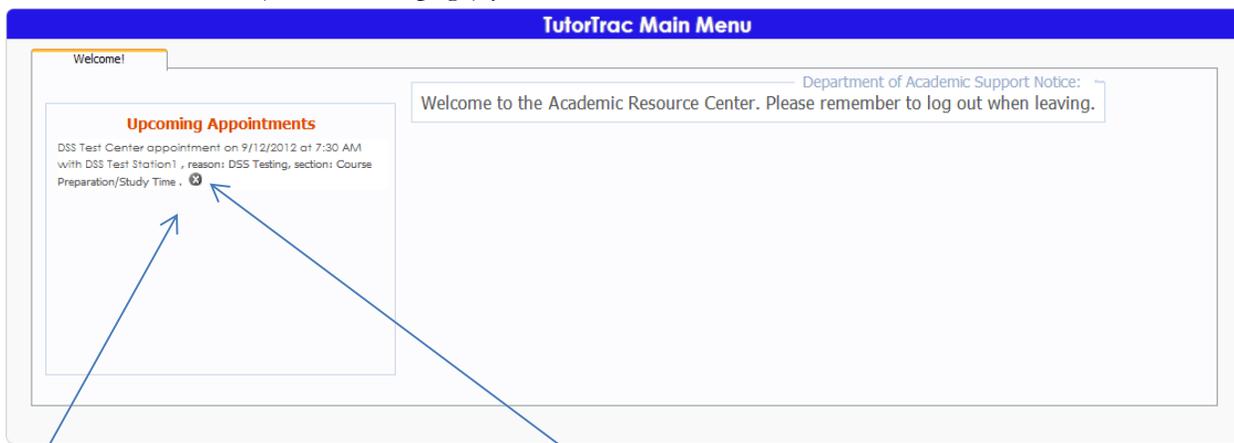
12. Once you have scheduled the test, emails will be distributed to your Wesley College email, your Professor's email, and the SAC Coordinator.
13. You are still responsible for reminding the Professor that you will not be physically in the classroom the day of the test and that the Professor needs to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



Department of Student Success & Retention
Student Accessibility Center

HOW TO CANCEL and/or RESCHEDULE TESTS ONLINE

1. To schedule your test online go to <https://arc.wesley.edu/TracWeb40/Default.html>.
2. Type in your username (student ID) and password.
3. On the main screen (or the homepage) you will see this:

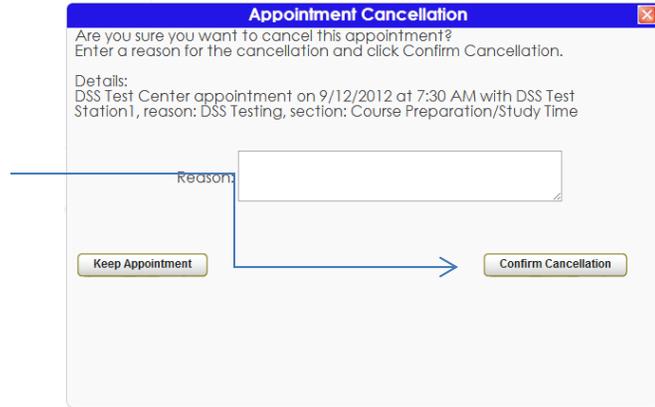


The upcoming appointments with the SAC Test Center will be listed (along with any other appointments you have scheduled).

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

5. This new window will pop up:

6. Click on Confirm Cancellation.





Department of Student Success & Retention
Student Accessibility Center

TEST ACCOMMODATIONS: TEST COVER SHEET

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

Course _____ Professor _____

Test Date: _____ Test Time: _____

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

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

- _____ 3x5 card with notes
- _____ 8 ½ x 11 sheet with notes
- _____ open books(s)
- _____ calculator
- _____ graphing calculator
- _____ other: _____
- _____ **NO AIDS MAY BE USED**

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

Student Name	Time Student Started	Time Student Completed	Test Proctor Signature

Additional Notes from Professor/Department: _____

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

SAMPLE PROFESSOR LETTER

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

Date:

Subject: Provision of Student Accessibility Center

To:

From: Mariah J. Payne
Coordinator, Student Accessibility Center

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

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

ACCOMMODATIONS:

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

Your personalized accommodation information will be listed here.

Plan of Action: (developed by student and professor)

Please sign and have student return to Student Accessibility Center (PL112E).

Signature of Faculty: _____

Signature of Student: _____

Date of Meeting: _____



Department of Student Success & Retention
Student Accessibility Center

DISABILITY-RELATED ABSENCES FACULTY QUESTIONNAIRE

Professor: _____ Course: _____

Student: _____ Semester: _____

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

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

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

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

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

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

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



Department of Student Success & Retention
Student Accessibility Center

DISABILITY-RELATED ABSENCES AGREEMENT FORM

Professor: _____ Course: _____

Student: _____ Semester: _____

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

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

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

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

Contact info: Mariah.Payne@wesley.edu 302.736.2739

1. How will missed classes be handled? _____

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

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

4. How will missed assignment deadlines be handled? _____

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

6. Other? _____

This agreement is only applicable for this course and semester.

This original agreement must be submitted to the Student Accessibility Center Office to keep in the student's file. Both the student and the professor will receive a copy of this agreement form from the SAC Coordinator.

Professor Signature: _____ Date: _____

Student Signature: _____ Date: _____



Department of Student Success & Retention
Student Accessibility Center

RECORDING LECTURES AGREEMENT FORM

Students with disabilities who are unable to take or read notes have the right to audio record class lectures for their personal study only*.

Policy for Recording Lectures

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

Conditions of Agreement

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

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

Student Name (Please Print)

Student Signature

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

Faculty Name (Please Print)

Faculty Signature

*Section 504 of the Rehabilitation Act of 1973 (45 CFR 84.44) specifically identifies audio recording as an appropriate academic accommodation.



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) Email Address Cell #

Name of Personal Care Attendant

Current Address _____

Address during Academic Year _____

Cell # _____ Email Address _____

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

The following agreements/arrangements have been made:

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

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

INFORMATION ON SPECIFIC DISABILITIES

Students with disabilities experience physical, cognitive, or mental health conditions affecting their access to facilities as well as access to information. The following pages include information regarding various types of disabilities, possible student characteristics and possible accommodations.

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

Not all disabilities are included in this section. The characteristics, accommodations and suggestions listed are intended to provide faculty and students with information that can further their knowledge of prevailing disabilities.

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

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

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

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

Possible Student Characteristics

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

Possible Side Effects to Stimulant Medication

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

Possible Accommodations

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

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

Suggestions for Helping the Student with ADD/ADHD

1. To accommodate to the student's short attention span, academic assignments should be brief and feedback regarding accuracy immediate. Longer projects should be broken up into manageable parts. Short time limits for task completion should be specified and enforced with timers.
2. When assigning projects, try to ensure they are carefully structured and important points clearly detailed. For example, providing a lecture outline is a helpful note-taking aid that increases memory of main ideas. Students with ADHD show improved memory when material is meaningfully structured for them.
3. Because students with ADHD have difficulty following multi-step directions, it is important for instruction or complex theories be short, specific, and direct. To ensure understanding, it may be helpful to ask these students to rephrase directions or complex theories in their own words.
4. When possible, it is helpful to allow students with ADHD to set their own pace for task completion. The intensity of problematic ADHD behaviors is less when work is self-paced,

as compared to situations where work is paced by others.

Physical, Mobility, and Health-Related Disabilities

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

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

AIDS	Diabetes
Allergies	Epilepsy/Seizure Disorders*
Arthritis	Fibromyalgia
Autoimmune disorders (lupus, rheumatoid arthritis)	Hepatitis
Blood Disorders (sickle cell anemia)	Lyme Disease
Cancer	Multiple Sclerosis
Cardiac Disorders	Muscular Dystrophy
Chronic Fatigue Syndrome	Parkinson's Disease
Chronic Pain	Respiratory conditions

Possible Student Characteristics

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

*Some students who attend Wesley College suffer a seizure disorder due to epilepsy, head injury, or other medical condition. Unfortunately, students are sometimes reluctant to disclose their condition because of the perceived stigma surrounding the disorder. Since there are many misconceptions about seizure disorders and how to respond to a person experiencing a seizure, information on what to do is outlined below. Students prone to seizures often take preventative medication that can cause fatigue, memory and concentration difficulties.

There are three types of seizures:

Petit Mal or “little” seizure is characterized by staring or eye blinking; a trance-like state that may last only a few seconds or minutes. It begins without warning with a dimming of consciousness. Often, the seizure will not be noticed due to its short duration.

Psychomotor seizures range from mild to severe. Symptoms of the seizure include staring, mental confusion, uncoordinated or random movements, incoherent speech, and behavior outbursts. Usually there is immediate recovery from the seizure that lasts from two minutes to one-half hour. The student may have no recall of the seizure, but may feel fatigued, disoriented, and slightly nauseated afterward.

Grand Mal seizures may be moderate to severe and is manifested in twitching and/or jerking limb movements, muscle contractions, and other motions. The student may experience unconsciousness or fatigue following the seizure.

Wesley’s protocol for an unresponsive student or a student having a seizure is:

If a student is unresponsive or having a seizure, immediately call 911. Do not ever place anything in a student’s mouth. If the student starts to vomit, turn the student on their side. Protect the student’s head. The student must be taken to the Emergency Room (ER) for evaluation. Notify the College’s nurse {(302) 736-2512} and the Office of Public Safety {(302) 736-2436} immediately.

Possible Accommodations

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

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

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

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

Asthma
Arthritis

Crohn’s Disease
Fibromyalgia

Back conditions
Cancer
Chronic Fatigue Syndrome

Heart conditions
Lyme Disease
Lupus

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

Possible Student Characteristics

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

Possible Accommodations

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

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

Suggestions for Helping the Student with a Mobility Impairment

1. Provide an online or summary of the materials to be covered when using PPT or showing movies. Structure the lab experience(s) to accommodate the SWD. As long as the course outcomes can be fulfilled, be creative with the execution of the activity. For example, if the student's arm/hand mobility is limited, they can participate with another student fulfilling the active portion of the exercise/assignment.
2. Be prepared for the possibility of alternative arrangements for test taking. For example, could test be taken orally or with the assistance of a scribe or computer? There is the possibility there are no difficulties for a student with a mobility impairment. The student with lower body mobility problems is just like any other student only sitting down. Don't assume there will be difficulties encountered.

Hearing Impairments

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

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

Possible Accommodations

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

For Tests

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

For Class & Lab Work

- Preferred seating at the front of the class and away from loud noises
- Alternative text formats
- Adaptive technology
- Readers

- Scribes
- Assistive Listening Devices or FM Systems: These transmit the sounds in a classroom to a student's amplified device or hearing aid.

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

1. The student should be seated near the front of the class so that they can get as much from hearing as possible, and is in a position to get lip-reading cues.
2. Talk facing the class (as when writing on the whiteboard) ...it assists student(s) with facial or lip-reading cues.
3. If you are going to be showing slides or movies, it would help the hearing impaired student greatly if you could provide an outline or summary of the materials to be covered.
 - a. Follow closed captioning policy (use correct title) when showing movies.
4. Repeat student questions before answering.
5. Give procedural information out prior to walking around classroom distributing materials.
6. Discuss with the student and the approved Sign Language Interpreter the best location for the interpreter. You may wish to experiment with different placement until you find the most successful one.

Mental Health/Psychological Disabilities

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

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

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

Nationally, the diagnosis of students with mental health or psychological disorders is increasing.

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

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

Possible Student Characteristics

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

Possible Accommodations

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

Classroom

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

Tests

- Alternate test format
- Extended time for tests and assignments
- Allowing exams to be individually proctored, including in the hospital
- Alternative environment for testing
- Use of computer software programs

- Allowing tests to be read orally, dictated, scribed or typed

Assignments

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

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

Visual Impairments

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

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

Possible Student Characteristics

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

Possible Accommodations

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

- Alternative text
- Braille, material in large print

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

Suggestions for Helping the Visually Impaired (VI) Student

- Preferential seating is important for this student. Since visual cues may not be available, auditory cues are very important. If the student is using a guide dog, it would be helpful for the student to have an assigned seat so that the dog can aid them in getting there.
- Provide advance notice for additional assignments not listed on syllabus should be considered such as a non-syllabus research assignment. They may require assistance during their research, both in finding materials and translating materials. Lessen the glare when using the whiteboard by adjusting window covering and writing in larger letters.
- Emphasize important information verbally, not just on the whiteboard.

Learning Disabilities

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

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

Possible Student Characteristics

- Reading comprehension difficulties (this impacts ALL academic subjects)
- Listening difficulties (problems picking out key points, distractible, problems understanding what's being said, etc.)
- Writing problems (speed of writing, legibility problems, etc.)

- Math problems (may include math anxiety, dyscalculia, difficulty comprehending word problems, difficulty focusing on a single problem if there are many on the page, etc.)
- Social problems (immature, inappropriate comments, difficulty interacting in small or large group activities, difficulty interpreting social cues, etc.)
- ADD/ADHD (difficulty in focusing, over-activity, inappropriate comment, etc.)
- Organizational problems (this impacts completing projects, doing homework, taking notes, engaging in social and academic activities, etc.)
- Time management problems (including getting assignments done, allocating enough time for social and academic activities, etc.)
- Psychological problems (difficulties maintaining relationships, lack of self-esteem, etc.)

Possible Accommodations

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

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

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

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