Wilmington College
Disability Services Handbook

Wilmington College challenges students by providing an educational environment that fosters active learning, passionate engagement in service and leadership, and intentional encounters with the values of peace, social justice, and global citizenship.
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Disability Services – Executive Summary

The Disability Services Handbook, including all policies, procedures, and forms, is available on the intranet under Student Interests – Student Resource Center, Disability Services and on the internet at http://www2.wilmington.edu/src/disability-services.cfm.

Legal Responsibility

It is the policy of Wilmington College to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

Person with disabilities – any person who has a physical or mental condition which substantially limits one or more major life activities, has a record of such a condition, or is regarded as having such a condition (ADA, 1990).

Admissions Criteria

The admissions process and criteria are the same for all students applying to Wilmington College. Admissions counselors review all applications without regard to disability status.

Disability Services

Disability Services at Wilmington College is provided through the Office of Academic Services, a component of the Student Resource Center. Contact the Academic Services Director at (937) 382-6661 x684.

Disability Verification

Students who wish to access Disability Services must self-identify and provide verification of their disability in advance of need. To register with Disability Services students must submit an Application for Services and the Disability Verification form accompanied by current disability documentation from a licensed professional.

Academic Adjustments

Disability Services assists students in accessing appropriate academic adjustments. Academic adjustments are determined on an individual basis for students with documented disabilities to enable equal access to and full participation in educational programs and services at Wilmington College in compliance with Section 504 of the Rehabilitation Act of 1973.

Appropriate academic adjustments are determined through a process of reviewing documentation, considering the request of the student, and evaluating the essential requirements of a course or program. Students with disabilities are held to the same academic standards as their peers.

Academic adjustments foster two-way access – they allow students to acquire knowledge and learn skills from instructors as well as share what they know with instructors.

Each student comes to Wilmington College with an educational history and some knowledge about what works (and does not work) for her or him. Though policies, procedures, and guidelines are necessary and helpful, they

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are more effective when coupled with authentic dialogue about strengths, needs, and effective teaching and learning strategies.

Possible academic adjustments include but are not limited to:

- Early registration
- Early syllabus
- Room changes/classroom accessibility
- Testing accommodations (e.g. extended time for test taking, testing in a quiet location, reader/scribe)
- Electronic text
- Note takers
- Tutoring

Note: Disability Services does not provide services of a personal nature such as attendant care, homework assistance, and typing services.

**Student Evaluation**

Wilmington College complies with *Section 504 of the Rehabilitation Act of 1973* in its course examinations and other procedures for evaluating student academic achievement in its programs:

> [A] College shall provide such methods of evaluating the achievement of students who have a [disability] that will best ensure that the results of the evaluation represent the student’s achievement in the course, rather than reflecting the student’s impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure).

A student who does not do acceptable work is not given credit. If a faculty member becomes aware that a student with a disability is having difficulty, a referral to the Early Alert Retention Committee and to the Academic Services Director will be made.

**Confidentiality**

All inquiries about Disability Services are handled in a confidential manner. Students who wish to use academic adjustments decide whom to inform about their condition through the process of self-identification. With the consent of the student, information from Disability Services about an individual’s disability is provided in limited circumstances on an as-needed basis. It is essential to remember that under the FERPA Buckley Amendment, faculty, staff, and administrators cannot draw the attention of others to a student’s disability.

**Grievance Procedure**

A student has the right to appeal concerns about the process of obtaining accommodations, the accommodations plan, the manner in which accommodations are provided by the faculty, issues of confidentiality, and any other concerns related to Disability Services. The student should first discuss concerns with the Academic Services Director who will work to resolve the issues. If the concerns are not resolved, the student submits a written appeal to the Associate Dean of Academic Affairs. The Associate Dean will consult with the Dean of Faculty on academic issues and the Dean of Students on non-academic issues to bring about a resolution. If the student continues to have concerns, she/he submits a final written appeal to the President of the College.
Student Resource Center

Disability Services are provided through the Office of Academic Services, a component of the Student Resource Center. The Student Resource Center offers a wide variety of services to students, including Writing and Math Centers for skill-specific tutoring; Supplemental Instruction and individual tutoring for various courses; preparation for professional and graduate school entrance exams; career services, including career exploration through internships; and consultation, advocacy, and coordination of services to students with disabilities and their faculty. All services are provided to all students free of charge.

Contact Information

Academic Services Director: LeighAnn Oettinger, Ph.D.
Location: 305A College Hall
Phone: 937-382-6661 x684
Email: leighann_oettinger@wilmington.edu
Mail: Pyle Box 1283, Wilmington, Ohio 45177

Tutor/SI Coordinator: Carol Mercer
Location: 103 Robinson Communications Center
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Writing Center Director: Judy Harvey
Location: 103 Robinson Communications Center
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Math Center Director: Louise Crago
Location: 112 Kettering Hall
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Mail: Pyle Box 1287, Wilmington, Ohio 45177

Career Services Director: Barbara Kaplan
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Introduction

We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be taught.
Franklin Delano Roosevelt

Wilmington College is rooted in historic Quaker values that include integrity, service, simplicity, equality, peace, social justice, and respect for all persons. The College seeks to educate the whole person – intellectual, emotional, physical, and spiritual – in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, tolerance, and a desire for lifelong learning.

Students with disabilities have graduated from Wilmington College with degrees from every academic area, and these students have demonstrated the value of persons with disabilities to our community and paved the way for others to follow. Disability Services works with students and faculty to ensure that a disability will not be a barrier to equal opportunity and access to educational programs and services; however, the student’s own engagement in the accommodation process is a key factor to her or his success. This handbook provides information about policies, procedures, and resources available at Wilmington College for students with disabilities.

Definition (Americans with Disabilities Act, 2000)

Person with disabilities – any person who has a physical or mental condition which substantially limits one or more major life activities, has a record of such a condition, or is regarded as having such a condition.

Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Basically, any function that is performed routinely by individuals is considered a major life activity.

Policy for Nondiscrimination on the Basis of Disability

It is the policy of Wilmington College to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. ADA and Section 504 are Civil Rights laws.

Under ADA, all institutions of higher education (either public or private) must comply with government policies, procedures, and employment practices that impact the treatment of students with disabilities.

Section 504 requires that “no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity” operated by any program that receives federal funds. Under Section 504, institutions must make appropriate academic adjustments for students with disabilities to ensure accessibility to academic activities (eg., courses and examinations) and accommodations for non-academic activities (eg., recruitment and admissions, housing, financial assistance, physical education, athletics, and counseling).
Evaluation Policy

Wilmington College complies with Section 504 of the Rehabilitation Act of 1973 in its course examinations or other procedures for evaluating student academic achievement in its programs:

[A] College shall provide such methods of evaluating the achievement of students who have a [disability] that will best ensure that the results of the evaluation represent the student’s achievement in the course, rather than reflecting the student’s impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure).

A student who does not do acceptable work is not given credit. If a faculty member becomes aware that a student with a disability is having difficulty, a referral to the Early Alert Retention Committee and to the Academic Services Director will be made.

Family Education Rights and Privacy Act (FERPA) of 1974, Buckley Amendment

It is essential to remember that under the FERPA Buckley Amendment, faculty, staff, and administrators cannot draw attention to a student’s disability. For example, if a faculty member wants to check-in with a student to make sure the student’s needs are being met, the faculty member must do so in a private conversation that cannot be overheard by others.

Additional Information

Every student with a disability, even within the same disability category, has different strengths and needs; the degree of limitation and compensation skills varies widely from one student to another. Severity of the impact of the disability may also vary over time and with the situation.

Academic adjustments foster two-way access – they allow students to acquire knowledge and learn skills from instructors as well as share what they know with instructors. Each student comes to Wilmington College with an educational history and some knowledge about what works (and does not work) for her or him. Though policies, procedures, and guidelines are necessary and helpful, they are more effective when coupled with authentic dialogue about strengths, needs, and effective teaching and learning strategies.

Adapted from: Antioch College, 2000

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