Disability Services
Policies and Procedures
Requesting Academic Adjustments

Procedure for Using Academic Adjustments

- After providing Disability Services with sufficient documentation and discussing accommodation needs with the Academic Services Director, students requesting academic adjustments must make requests in advance of need. As a student, it is your responsibility to inform your instructors that you are registered with Disability Services and discuss your academic adjustment needs with them.

- After registering for classes for the next semester, contact the Academic Services Director your class schedule and consult with the Academic Services Director for approval of requested academic adjustments.

- The Academic Services Director will print out the faculty notification letters during your consultation or send them to your campus mailbox within five days of your meeting or at the beginning of the next semester, whichever you request.

- Meet with your instructors during office hours to deliver the faculty notification letter and discuss arrangements for academic adjustments.

Best Practices for Students Requesting Academic Adjustments from Faculty

Academic adjustments are determined on an individual basis according to a person’s documented needs. Meeting with your instructor in their office after registration or early in the semester to discuss your academic needs is the best practice for requesting academic adjustments.

During this time, provide the instructor with their faculty notification letter and discuss how your academic adjustment needs will be met. Faculty often rely on your expertise about your disability and the provision of academic adjustments. Therefore, it is important that you are well-informed about your individual disability and your accommodation needs for the course. Good communication and advocacy on the student’s part is the most important piece of the academic adjustment process.

Suggestions for Meeting with Instructors:

- Make an appointment to meet with each instructor during office hours after registration or within the first two weeks of the semester.
- Inform the instructor that you have a disability and provide them with their faculty notification letter.
- Make a direct request for specific academic adjustments.
- Discuss the details of how the academic adjustments will be met.
- Remember that academic adjustments ensure equal access to education in that they are modifications to how course content is received by students during class or expressed by students during testing.

Adapted from: Office for Institutional Equity, Ohio University, 2008

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Policy for Extended Time for Test-Taking

The most commonly requested academic adjustment is extended time for test-taking. Every effort should be made to arrange test taking accommodations within the academic department. For example, students may begin the test in the classroom and finish in the instructor's office. Students who need tests read aloud are best served when faculty administer the test because faculty are familiar with vocabulary and phrasing. In the event that the academic department cannot provide testing accommodations, tests may be taken at the Student Resource Center, Robinson Communications Center (RCC).

At least three working days before the exam, students must:

1. Ask faculty to deliver the exam to the Student Resource Center RCC
2. Contact the Tutor/SI Coordinator (via phone, email, or in person) to ensure that proctoring arrangements can be made.

The Tutor/SI Coordinator who proctors tests at the Student Resource Center has the responsibility to do so in a secure manner according to the instructions of the faculty member. Students who take tests at the Student Resource Center are responsible for following these instructions at all times.

- Only necessary items are allowed with the student during testing. Items not allowed include cellular phones, Ipods, purses, and backpacks. Valuable items may be checked in at the front desk as space permits. It is recommended that valuables be left at home when testing. The Student Resource Center is not responsible for lost items.

- Students are responsible for supplies needed for the test, such as calculators, pencils, and blue books.

- The Tutor/SI Coordinator will not answer questions by students that call for interpretations of test instructions or questions.

- Students suspected of cheating will be reported immediately to the instructor.

- Unless other arrangements are made, students must take the test at the same time as the class.

- **Students who arrive late (if a class starts at 9:00, 9:15 is considered late) or fail to show for an exam forfeit the opportunity to take the test at the Student Resource Center.**

- After the student has completed the test, instructors will pick up the test from the Student Resource Center.

- Students who have difficulty securing tests or testing accommodations from a faculty member should meet immediately with the Tutor/SI Coordinator.

Adapted from: Office for Institutional Equity, Ohio University, 2008

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Note Taker Request

Students who use peer note takers may find the note taker among their classmates themselves, or they may ask the faculty member for assistance. When requesting the assistance of the course instructor, please explain to the instructor what you need and provide her/him with this page.

Course Instructor,

Faculty members are often the best resource for assisting students in finding thorough and organized note takers. Please help the Student Resource Center (SRC)-Tutor/SI Coordinator with finding a note taker for a student within your class.

If you know students in your class whom you could recommend to be note takers, ask them individually if they are interested. If one agrees, provide her/his name, phone number, and email to the Tutor/SI Coordinator.

If you do not know your students well enough to recommend a note taker, making a general announcement in the class explaining that you are seeking a volunteer who would be willing to share notes would be appropriate. Please use discretion and do not directly use the name of the student while making this request for purposes of confidentiality.

Example: A student in this class requires the assistance of a note taker. If you would like to volunteer to take notes this semester, please see me after class. The Student Resource Center will provide compensation for your services. The Student Resource Center will also provide carbonless paper or will photocopy the notes of the note taker.

1. Ask for the note taker’s phone number, email, and Pyle box. Then give this information to the Tutor/SI Coordinator.

2. Tell the note taker that after each class, she/he is to drop the notes off at the Student Resource Center. The other student will pick the notes up there. (Some students do not want to note taker to know who they are.)

3. At the request of the student with a disability, the note taker can provide the notes to the student directly after class.
Policy for Voice-Recording Lectures

Disability Services may recommend recording lectures as an academic adjustment for a student. This academic adjustment is subject to the following requirements:

1. Students must let the instructor know that her/his class will be recorded.

2. Recordings of class lectures are to be used solely by the student provided with this academic adjustment for use when studying for the class.

3. The recordings are sources which are governed by rules of academic conduct.

4. Upon the request of the instructor, the student will delete the recordings when they are no longer needed for academic work.

Adapted from: Office for Institutional Equity, Ohio University, 2008

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Electronic Recording Agreement
Office of Academic Services

Electronic-Recorded Class Policy Agreement

Students with disabilities who have difficulty taking or reading their own notes have the right to electronically record class lectures and discussions. * Students must adhere to the following requirements:

- Lectures/discussions recorded for this purpose may not be shared with other people without the consent of the lecturer/discussion participants.

- Electronically-recorded lectures/discussions may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the activity.

- Information contained in the electronically-recorded lecture/discussion is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer/discussion participants without giving proper identity and credit to the lecturer/participants.

Pledge: I have read and understand the above policy on the electronically-recorded lectures/discussions at Wilmington College, and I pledge to abide by the above policy with regard to any lectures/discussions I record while enrolled as a student at Wilmington College.

_____________________________________
Signature

_____________________________________
Date

_____________________________________
Witness

*84.44 of Section 504 of the Rehabilitation Act of 1973
(P.L. 93.112, amended P.L. 93.516)
Policy for Obtaining Print Materials in Alternate Formats

Print materials in an alternate format are provided for students with documentation verifying the need for this academic adjustment. Students must purchase and provide the course materials so that they can be put into an alternate format.

Textbooks can be **scanned and burned onto a CD and made accessible through various electronic text reader software programs, including latest versions of Acrobat and Word**. Students may use their own electronic text reader software to read scanned CDs or utilize the software available on college-owned student computers at the Student Resource Center.

Students who utilize alternate format print materials must submit an Alternate Format Print Material Request form to the Director of the Library. Students must provide a course syllabus with dates the chapters will be read for the class for which materials need to be recorded to assist in determining priority and need. In order to complete all the requests for textbooks, some books may be recorded one chapter at a time. Students will be notified when a chapter is completed and will be responsible for picking the CDs up from the college library. Scanned material is also available electronically as an email attachment at the student’s request.

Another source for audio textbooks is **Recordings for the Blind and Dyslexic (RFB&D)**, a non-profit agency that records textbooks for students with disabilities. Interested students are encouraged to open an account with RFB&D (low cost or free) and obtain texts through this agency. Students will need to purchase the CD player required by RFB&D to play their CDs.

Because scanning materials requires time to complete, students who are eligible for this service are encouraged to provide the Director of the Library with alternate format text requests far in advance of need. This should be done following registration or as soon as text information is known.

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Alternate Format Print Materials: On-Campus Options

Disability Services offers several on-campus options for obtaining print materials in alternate formats. These include Electronic Texts, Read & Write Gold, and the Reading Enlarger.

Electronic Texts
- Electronic Texts are for students with print disabilities that can be accommodated when the text is read aloud.
- Text is prepared electronically then burned onto a disc or emailed directly to the student.
- Text is read via Acrobat Reader, Word, or another text-reading program; the Library Director assists the student in learning this process.
- Texts are prepared at Watson Library.

Speech-to-Text and Text-to-Speech Software
- This software is for students with writing disabilities that can be accommodated by talking out their draft(s).
- The software program types the words it hears; students then edit their own work.
- The program can also read what the student wrote (or spoke) back to the student for editing.
- The program can also read articles and handouts aloud.
- It is available for use at the Student Resource Center; the Tutor/SI Coordinator assists students in learning this software.

Reading Enlarger
- The equipment magnifies texts, articles, and handouts for immediate reading.
- It is available for use at the Student Resource Center; the Tutor/SI Coordinator assists students in learning this software.

Process for Accessing Alternate Format Print Materials

1. Include one or more of the accommodations above on the “Academic Adjustment Request” form and discuss needs with Academic Services Director.

2. For Electronic Text, completely fill out “Alternate Format Print Materials Request” form and take form, text(s), and purchase receipt to the Library Director.

3. For Read & Write Gold and Reading Enlarger, bring course materials to the Student Resource Center and ask the Tutor/SI Coordinator for assistance.

4. Students are responsible for purchasing their own course materials and getting them to and from the designated office.
Policy for Disability-related Absences

When the nature of a disability may cause the student to unexpectedly miss class meetings, the absences are dealt with on a case by case basis, depending on the essential components and requirements of each of the courses the student is taking. In accordance with disability law, a student who is absent must still meet the essential functions of the class.

The determination for accommodations for disability-related absences is made based on discussions among the Academic Services Director, the student, and the student’s faculty. It is in the student’s best interest that these discussions take place during summer registration or the advising period in the semester before classes begin. It is the responsibility of the student to contact the Academic Services Director to request accommodations at that time.

The Academic Services Director discusses the following as appropriate with the student to determine the need for modifications to attendance policies:

- What is the documented, diagnosed disability?
- Is one of the impacts random, cyclical, or triggered acute episodes?
- What is the typical frequency of episodes? (2-5 times per month; 1-4 times/year, …)
- What is the typical duration of episodes? (1-3 hours; 1-2 days; …)
- Describe any known triggers or cycles.
- Is the individual under a self care regimen for typical episodes?
- A medical leave of absence or a withdrawal may be in the student’s best interest when there are extended absences.

When it is determined that there is a disability-related need for modifications to attendance policies, the Academic Services Director (in conjunction with the student as appropriate) discusses the following as appropriate with the student’s faculty to determine the extent to which attendance is essential:

- What does the course description and syllabus say about attendance?
- What are classroom practices and policies regarding attendance?
- Is the attendance policy consistently applied?
- Is attendance factored in as part of the final course grade?
- What are the essential requirements of the course and are there alternative, reasonable ways the student could get the same knowledge and experience, even when she or he cannot attend?
- Are labs required? To what extent are absences reasonable?
- To what extent is group work expected? Can the student learn the essential components of the course with less group work or without group work?
- Do student contributions constitute a significant component of the learning process? Does the course rely on student participation as a method for learning?

The Academic Services Director and the faculty use the following questions as a guide to determine the level and nature of absence-related accommodations appropriate for the course. Considerations are made on a case-by-case (course-by-course) basis.

- How many absences will be too many for this course?
- What documentation will be required for absences?
- What will be the policy for excused vs. unexcused absences?
- What will be the policy for turning in assignments on days the student is absent?
- What will be the policy for making up tests due to disability-related absences?
- How and to what degree will group work assignments be altered?
- Are there possible alternative assignments that could be used?

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Below is some additional information regarding absences:

- **If class participation is an essential element of the course, then missing a significant portion is not a reasonable accommodation.**

- The need for accommodation for absences, the nature of the accommodation, and the student’s responsibility for communicating with the professor will be included on the student’s Disability Services letter to the faculty.

- **Extended absences may warrant a medical leave of absences or a withdrawal.**

- Guiding questions in the case of unexpected or extended illness or injury include:
  - Can the student catch up?
  - Does she/he need an incomplete? List ways to complete.
  - Does she/he need to withdraw?

- Attendance accommodations must be worked out in advance, not retroactively.
Policy for Requesting Interpreting and C-Print Captioning Services

It is the policy of Wilmington College to provide full access to educational programs and services for individuals with disabilities. Sign language interpreting and C-Print Captioning services are provided on an as-requested basis for classes, exams, meetings, events, tutoring, and other activities. An Interpreter/C-Print Captionist Request form should be submitted to the Student Resource Center (SRC)-Tutor/SI Coordinator seven working days prior to request date. Disability Services will attempt to fill all last minute requests but cannot guarantee interpreting services will be available. Academic-related requests will be given highest priority.
Course Substitution Petition Process

It is the policy of Wilmington College to provide full access to educational programs and services for students with disabilities. Students with disabilities are expected to fully meet the requirements of their program or school. A review committee in the student’s college makes decisions regarding requests for course substitutions. All petitions are considered on an individual basis.

The review committee examines how the student’s disability may be a barrier to fulfillment of the course(s) in question, considers the feasibility of available alternatives, and determines whether a course substitution is possible without lowering academic standards or requiring a substantial program alteration. The college is not required to substitute courses considered fundamental to the academic program.

Students requesting course substitutions must follow the procedures outlined below:

1. Provide Disability Services with comprehensive and current disability documentation.
2. Meet with the Academic Services Director for review of documentation and the substitution procedure.
3. Complete an appeals form to petition for course substitution, specifying how your disability affects your ability to successfully complete the course(s) in question. Disability documentation must be submitted with the petition and must clearly demonstrate your inability to fulfill the course with or without accommodations.
4. The review committee considers the request and informs the student of the decision within 30 days.

Please note: Course substitutions provided for a student in high school are not a guarantee of the same or similar substitution at Wilmington College.

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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.