

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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Student Resource Center

Disability Services are provided through the Academic Services Office, a component of the Student Resource Center (SRC). The SRC offers a wide variety of services to all 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; individualized support for academic and personal concerns through professional success coaches and student interns; and consultation, advocacy, and coordination of services to students with disabilities and their faculty. In addition, student health services, personal counseling, and spiritual care are available through Student Affairs. Career Services, located in the Pyle Center, coordinates internships and offers wide range of employment resources for students. All services are provided to students free of charge.

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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 and 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, free exchange of ideas, open inquiry, tolerance, and a desire for lifelong learning.

Disability Services works with students and faculty to ensure that disability will not be a barrier to equal opportunity or access to educational programs and services. The student's own engagement in the accommodation process is also a key factor to her or his success. The documents below provide information about policies, procedures, and resources available at Wilmington College for students with disabilities.

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 www.wilmington.edu – Academic Resources – Disability Services.

Policy for Nondiscrimination on the Basis of Disability

It is the policy of Wilmington College to comply with the *Americans with Disabilities Act Amendments Act of 2008 (ADA)*, *Section 504 of the Rehabilitation Act of 1973*, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

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 accommodations for students with disabilities to ensure accessibility of academic activities (such as courses and examinations) as well as for non-academic activities (such as recruitment and admissions, housing, financial assistance, physical education, athletics, and counseling).

Definition

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, 2008*).

Major life activities include caring for one self, 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.

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 Academic Services Office, a component of the Student Resource Center. For more information, contact the Director of Disability Services at accessibility@wilmington.edu or (937) 481-2444.

Disability Verification

Students who wish to access Disability Services need to meet with the Director of Disability Services and provide verification of their disability. To register with Disability Services, students submit an Application for Services. In addition, the student must provide the Disability Verification form accompanied by current disability documentation from a licensed professional.

Accommodations

Disability Services assists students in accessing appropriate accommodations in compliance with the *Americans with Disabilities Act Amendments Act of 2008* and *Section 504 of the Rehabilitation Act of 1973*. Individual accommodations are determined for eligible students to enable equal access to and full participation in educational programs and services at Wilmington College.

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. Appropriate accommodations are determined through a process of discussing the student's

strengths and needs, reviewing documentation, considering the request of the student, and evaluating the essential components of a course or program. Students with disabilities are held to the same academic standards as their peers.

Accommodations are developed collaboratively with the student. 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. Students are encouraged to share their experience with the Director of Disability Services so that the most appropriate supports can be provided.

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 Director of Disability Services is encouraged.

Confidentiality

All inquiries about Disability Services are handled in a confidential manner. *Students who wish to use accommodations decide whom to inform about their accommodations through the process of self-identification.* With the consent of the student, information from Disability Services about the student's disability is provided in limited circumstances on an as-needed basis. Under the *Family Education Rights and Privacy Act of 1974, Buckley Amendment (FERPA)*, faculty, staff, and administrators cannot draw the attention of others to a student's disability. Student disability records are stored in locked cabinets, and documentation is destroyed five years after graduation or withdrawal from Wilmington College.

Grievance Procedure

A student has the right to present concerns about the process of obtaining accommodations, the accommodations plan, the manner in which accommodations are provided, issues of confidentiality, or any other concern related to Disability Services. The student should first discuss concerns with the Director of Disability Services who will work to resolve the issues. If the concerns are not resolved, the student may submit a written appeal to the Associate Vice President for Academic Affairs (AVPAA). The AVPAA will consult with the Vice President for Academic Affairs for academic issues and the Vice President for Student Affairs for non-academic issues to bring about a resolution. If the student continues to have concerns, she/he may submit a final written appeal to the President of the College.

Registering With Disability Services and Utilizing Accommodations

Disability Services provides advocacy and consultation to students with disabilities and their faculty. The office also provides appropriate accommodations for students' verified disabilities so that they have an equal opportunity to participate in courses, activities, and programs.

1. Pre-admission

Prospective students are encouraged to contact Disability Services in the early stages of the college search. Pre-admission services include information about support services available, possible accommodations, documentation requirements, and discussing strengths and needs with the Director of Disability Services.

2. Applying to Wilmington College

The application process and requirements are the same for students with and without disabilities. Disclosure of disability during the admissions process is optional and voluntary. Self-identification (a statement explaining your disability) may assist the Admissions Office in understanding how your disability affects your academic performance if a negative impact is reflected in your test scores or other application materials. If you choose to disclose, provide information in essay form and attach it to your application. This may include your use of relevant accommodations in the past and the accommodations you intend to use to compensate for these areas while in college. Disability information disclosed in the admissions process will be shared with Disability Services unless you request otherwise. Please note: *It is appropriate and common to contact Disability Services directly without disclosing your disability to Admissions.*

3. Current and Prospective Students: Registering with Disability Services

Eligibility for Disability Services is separate from the admissions process. Students who wish to use accommodations must provide verification of their disability in advance of need. To register with Disability Services:

- a. Contact Disability Services to schedule an appointment to discuss eligibility and your accommodation requests.
- b. Submit the Application for Services and the Disability Verification form, accompanied by current disability documentation from a licensed professional, to Disability Services.

Accommodations are determined on an individual basis as a result of discussing strengths and needs with the student, reviewing the disability documentation provided, and considering the requests of the student and the requirements of the student's program. Be advised that the eligibility requirements for Disability Services at the college level may be different than at your high school. Documentation guidelines are outlined in "Five Essential Elements of Quality Disability Documentation" and available in the Forms section following the Disability Verification form.

4. Utilizing Accommodations

- a. Once you are determined eligible for specific accommodations, the Director of Disability Services will write your accommodations letter and make a copy for each of your instructors.
- b. Pick up your accommodations letter from the Director of Disability Services' office or request that they be mailed to your campus mailbox. Students typically pick up their letters within the first two weeks of the semester. However, you may pick up your letters, and initiate accommodations at any point in the semester. You may also choose to stop using accommodations at any time.
- c. Provide a copy of your accommodations letter to each instructor and explain which accommodations you might use in that course. Most students do this privately in the instructor's office during office hours. Tell the instructor what she/he needs to do for the accommodation(s) you will be using (such as bring the tests to the Student Resource Center or give you reading packets early so they can be converted to electronic text). Instructors often rely on your expertise about your disability and provision of accommodations. Good communication and advocacy on your part is the most important piece of the accommodations process. If you need help with this, talk to the Director of Disability Services.
- d. Contact the Director of Disability Services if you have any concerns about using an accommodation.

5. Summary of Steps for Using Accommodations

- 1) Pick up your accommodations letters from the Director of Disability Services.
- 2) Meet with each instructor during office hours within the first two weeks of the semester.

- 3) Inform the instructor that you have a disability and provide them with your accommodations letter.
- 4) Identify specific accommodations you will or may use in their course.
- 5) Explain what you need the instructor to do to help you access the accommodations.
- 6) Remember that accommodations ensure equal access to education in that they are modifications to how you receive course content during class or express what you know during testing. Accommodations do not alter course content or requirements.

Rights and Responsibilities

Wilmington College is committed to insuring equal opportunity for students with disabilities. This process is a collaborative effort among Disability Services, the student, faculty, staff, and administration. Each individual has a role to play in making education accessible. Understanding your rights as well as your responsibilities is essential to the process of ensuring equal access.

Students with disabilities have the right to:

- Equal access to services, programs, facilities, and employment available at Wilmington College.
- Reasonable and appropriate accommodations determined on an individual basis.
- Confidentiality of information relating to disability issues.
- Pursue accommodation requests that have not been met through a grievance procedure at the Office of Academic Affairs.

Students with disabilities have the responsibility to:

- Inform Disability Services that you have a disability by contacting the Director of Disability Services and providing the required disability documentation.
 - Request necessary accommodations in advance of need.
 - Meet the College's academic and institutional standards.
 - Follow the specific guidelines established for obtaining appropriate accommodations.
-

Disability Services has the right to:

- Maintain the College's academic standards.
- Request current documentation that meets eligibility guidelines to verify the need for appropriate accommodations.
- Select effective accommodations in consultation with the student on an individual basis.
- Deny a request for accommodations if the documentation fails to verify the need for the requested service or if the documentation is not provided in advance of need.
- Refuse to provide an accommodation that is inappropriate or unreasonable in such a manner as to: pose a direct threat to the health and safety of others, constitute an alteration to an essential element of a course or program, or pose an undue financial or administrative burden on the College.

Disability Services has the responsibility to:

- Provide advocacy and consultation services to students with disabilities and their faculty.
 - Provide appropriate accommodations for a student's known disability so that the student has an equal opportunity to participate in courses, activities, and programs.
 - Provide information regarding policies and procedures to students with disabilities.
 - Provide advice about accommodation options.
 - Maintain confidentiality of disability issues.
-

Faculty, administration, and staff have the right to:

- Request in writing from Disability Services notification of a student's need for accommodations. (Faculty, administrators, and staff do not have the right to access disability documentation.)
- Decide if an accommodation request meets the academic requirements of the course (faculty).
- Contact Disability Services to clarify student requests for accommodations.

Faculty, administration, and staff have the responsibility to:

- Provide appropriate accommodations in a timely manner.
- Meet with eligible students by request to discuss accommodations and establish the procedure for providing accommodations in the course (faculty).
- Maintain confidentiality regarding disability issues.
- Alter the testing conditions to measure proficiency in course knowledge based on the ability of the student, not the disability. (There may be an exception when the purpose of the test is to measure a particular skill.)
- Refer students who have requested accommodations but have not registered with Disability Services to the Academic Services Office.

Common Accommodations

Accommodations are modifications to a course, program, service, or employment to ensure equal access and opportunity to education. Disability Services provides the accommodations in cooperation with other programs of the Student Resource Center and with faculty. *Below are common accommodations, but other accommodations are also provided according to student needs.*

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

Early Syllabus/Readings: Students who need electronic text or who require extra time to read classroom material may request an early copy of the course syllabus or at least the course reading list as soon as it is available.

Electronic Text: Students who read written text extremely slowly, who have extreme difficulty comprehending written text, or who cannot access written text due to visual impairment may request course materials in electronic format, which their electronic device can then read aloud.

1. Provide the text name, author, and ISBN to the SRC Manager as early as possible so that the SRC Manager can begin looking for full electronic versions of your texts.
2. When the SRC Manager notifies you that your electronic texts are available, bring your textbook receipts, your textbooks, and a flash drive to the SRC Manager can download the texts for you.
3. If the SRC Manager is unable to locate a full electronic version of your text, bring your syllabi and text hardcopy to a librarian who will begin the process of scanning your texts and giving you electronic versions by chapter.

Electronic Recording of Lectures: Students who have an auditory processing learning disability, are unable to write at the pace necessary for taking notes, or are visually impaired may benefit from electronic recording of lectures. Sign the Electronic Recording Agreement for inclusion in your file at the Academic Services Office, let the professors know that their classes are being recorded, and agree to erase the recordings at the end of the semester.

Note-Takers: Students who have auditory processing difficulties, are unable to write at a pace necessary for taking notes, or are hearing impaired may benefit from the use of a note taker. The course instructor, student, and SRC Manager collaborate to identify an appropriate note taker.

Extended Time for Test Taking: Extended time for test taking allows additional time for reading, processing, attention, and relaxing so that the student's disability does not become a barrier to

equal opportunity in education. Students are allowed twice the amount of time for tests unless a longer time is specified by the faculty member and/or the Director of Disability Services.

Test Reader: It is the responsibility of test readers to read information on the printed page. Students should provide readers with information regarding the best way to read to them (i.e., tone, reading rate). While reading exams, readers may be requested to repeat questions but are not allowed to explain or reword questions.

Test Scribe: Scribes write down exactly what the student has dictated. Students may review what the scribe has written by reading it or having the scribe read it back to the student. Corrections are the responsibility of the student, though the student may tell the scribe what corrections to make.

Tutor: All Wilmington College students who want to improve skills and performance are eligible for individualized tutoring. Also, weekly group study sessions, called Supplemental Instruction (SI), are available for some courses. SI is designed to integrate learning strategies with course content. As with all services of the SRC, tutoring and SI are free to all students.

Accommodation Policies and Procedures

Students with disabilities develop and utilize the skill of self-advocacy while in college. Advocating for yourself by communicating openly with the Director of Disability Services and regularly with instructors, the SRC Manager, and others will enable you to access accommodations and achieve at your highest level. The following are policies and procedures for accessing the following accommodations:

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Extended Time for Tests

The most commonly requested accommodation is extended time for tests. Every effort should be made to arrange test taking accommodations within the academic area. For example, students who are not affected by interruptions may begin the test in the classroom and finish in the instructor's office, which gives the student access to the professor should the student have questions during the test or should the instructor make announcements before or after. Students who need tests read aloud are best served when instructors administer the test because instructors are familiar with vocabulary and phrasing. In the event that the academic area cannot provide testing accommodations, tests may be taken at the Student Resource Center.

At least three working days before the test:

1. Ask the instructor to deliver the exam to the Student Resource Center.
 - a. The instructor will provide the SRC Manager with the exam at least 24 hours in advance of the student's exam time. The instructor (or designee) is responsible for delivering and picking up the exam.
2. Contact the SRC Manager (via phone, email, or in person) to schedule your test. Let the SRC Manager know if you also need a reader or a scribe for the test. If the SRC Manager is not present, you cannot take the exam.

Taking the test:

1. Twice the original test time is permitted.
2. If you use a reader, you may take an additional 30 minutes for every hour of original test time.
3. If you use a scribe, you may take an additional 30 minutes for every hour of original test time.

Test proctoring:

The SRC Manager proctors tests and 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:

1. Only necessary items are allowed with the student during testing. Items not allowed include cellular phones, iPod, purses, and backpacks. Valuable items may be checked in at the office as space permits; however, it is recommended that valuables be left at one's residence when testing. The Student Resource Center is not responsible for lost or stolen items.
2. Students are responsible for supplies needed for the test, such as calculators, pencils, and blue books.
3. The SRC Manager will not answer questions by students that call for interpretations of test instructions or questions.
4. Students suspected of cheating will be reported to the instructor.
5. Students must take the test at the same time as the class, unless other arrangements are made in advance.
6. Students who arrive late (if a class starts at 9:00, 9:15 is considered late) or fail to show for an exam will be reported to the instructor.
7. After the student has completed the test, the instructor (or designee) is responsible for picking up the exam.
8. Students who have difficulty securing tests or testing accommodations from an instructor should meet immediately with the Director of Disability Services or the SRC Manager.

Note Taker Request

Students who use peer note takers may find the note taker among their classmates themselves or they may ask their instructor or the SRC Manager for assistance. To request and receive another student's notes:

1. Read, sign, and complete the Note Taker Agreement: Student Receiving Notes. Turn this form in to the SRC Manager. The note taker will read, sign, and complete the form, Note Taker Agreement: Student Providing Notes. (See Forms.)
2. You will be assigned a number which will be written on a file folder kept outside the SRC Manager's office. The student taking the notes is expected to place the notes into your file within 24 hours or the arranged delivery method.
3. If you need the notes in electronic format, let the SRC Manager know.
4. If you do not receive your notes within 24 hours, let the SRC Manager know.

The email the SRC Manager sends to faculty to request a note taker is similar to the following:

Instructors,

The SRC has received a request to provide a note taker in your respective class(es). We are seeking a student whom you feel would be able to take notes and deliver them to the SRC within 24 hours of class. The student selected would be required to complete confidentiality and note taker agreement with the SRC, and attend all classes.

The student may write their notes on the duplicate paper provided. The delivery of the notes will be arranged. Further instructions will be provided to the student selected after all paperwork is signed.

Please identify a student as soon as possible to assist with this request. 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.

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.

If you have questions about note takers please contact me at ext. 208. For disability/accommodation questions, please contact Amber ext. 444. Your help is greatly appreciated!

Electronic Recording of Lectures

Students with disabilities who have difficulty taking or reading their own notes have the right to electronically record class lectures and discussions.* Students must read and sign the Electronic Recording Agreement (see Forms) for inclusion in their file in the Academic Services Office. The agreement includes:

- 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 without the expressed consent of the lecturer/discussion participants or quoted without giving proper identity and credit to the lecturer/participants.

** 84.44 of Section 504 of the Rehabilitation Act of 1973 (P.L. 93.112, amended P.L. 93.516)*

Electronic Text

Print materials in electronic format are provided for students with documentation verifying the need for this accommodation. The process is as follows:

1. Because scanning materials requires time to complete, students who are eligible for this service are encouraged to provide the SRC Manager with electronic text requests (see forms) far in advance of need. This should be done following registration for the next semester or as soon as text information is known.
2. Because of publisher rights, students are required to show proof of purchase of textbooks. When the SRC Manager notifies you that your texts are available electronically, bring your textbook receipts, your textbooks, and a flash drive to the SRC Manager, who will photocopy your receipts and download the electronic texts onto your flash drive.
3. If the SRC Manager notifies you that electronic versions of one or more of your texts are not available, bring your texts and syllabi to a librarian who will begin the process of scanning your texts and giving you electronic versions by chapter (via email or flash drive download).
4. If your professors handout hardcopies of reading materials, request that receive these materials early so that you can bring them to a librarian for scanning.
5. To listen to your texts, you may use your own electronic text reader software or the Natural Reader software available on identified college-owned student computers at the Student Resource Center, the Computer Lab, Pyle Center, and Watson Library.

You are encouraged to purchase electronic versions of your texts when available (unless you prefer hardcopies to write on), to search the internet for free electronic texts, and to utilize electronic text organizations (such as bookshare.org, a free service) to access electronic texts independently and quickly.

Another source for audio textbooks is Recordings for the Blind and Dyslexic (RFB&D), a non-profit agency that voice records textbooks for students with disabilities. Interested students need 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.

Disability-related Absences

When the nature of a disability causes 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 the *Americans with Disabilities Act Amendments Act (2008)* and *Section 504 of the Rehabilitation Act (1974)*, a student who is absent must still meet the essential elements of the course.

The determination for accommodations for disability-related absences is made based on discussions among the student, the Director of Disability Services, and the student's instructors. It is in the student's best interest that these discussions take place during the advising period in the semester before classes begin or as early in the semester as possible.

The Director of Disability Services 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 Director of Disability Services in conjunction with the student 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 Director of Disability Services 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?

Additional information:

- 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.

Sample Accommodations

Appropriate accommodations for disability-related absences are dependent upon the essential components and requirements of each of the courses the student is taking. A student who is absent must still meet the essential functions of the class. Sample accommodations for disability-related absences include but are not limited to:

- Whenever possible, students should inform instructors of absences in advance. When that is not possible, they should be in contact with the instructor as soon as possible after the absence.
- If the class has points given or taken away solely on attendance then those will not be counted against the student.

- For some lecture- and test-based classes, the accommodation for extended absence is read the book, get notes from someone when absent, take the exam when scheduled (or make up exam if make-up policy is agreed upon in advance).
- For some more experiential courses, the accommodation for extended absence is a medical withdrawal (i.e., some labs, some seminars, and highly interactive courses).
- For some courses and faculty, accommodations may include alternative assignments (interviews, papers, additional readings, other homework).
- For some courses, the student is expected to turn in all homework when due by email or other means and take tests according to the policy of the class.
- For most courses, assignment due date extensions and test make-ups must be agreed upon in advance.
- When departments or instructors require a written medical excuse to treat an absence differently and the student is under a self-care regimen, an established number of excused absences that can be documented directly by the student (based on anticipated frequency of episodes) can be used.
- Some faculty apply a standard for increased absences, such as, "For this course, students may miss no more than or one-third of the class meetings."

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 Captioning Request form should be submitted to the Director of Disability Services seven working days prior to request date (see Forms). 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.

Request for Modification of Program Requirements

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 general education and their major program. The Vice President for Academic Affairs (VPAA) makes decisions regarding requests for modifying program requirements.

The VPAA 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 modification is possible without lowering academic standards or requiring a substantial program alteration. The College is not required to modify program requirements when a course is considered fundamental to the academic program.

The procedure for requesting modification to a program requirement is as follows:

1. Provide Disability Services with comprehensive and current disability documentation.
2. Meet with the Director of Disability Services to discuss the request, review documentation, and explore possible alternatives.
3. Complete an Administrative Appeal form (for a request to modify General Education requirements) or a Major Minor Amendment form, specifying how your disability affects your ability to successfully complete the course(s) in question. You may submit disability documentation with the petition to clearly demonstrate your inability to fulfill the course with or without accommodations.
4. The VPAA considers the request and informs the student of the decision within 30 days.

Please note: Program modifications provided for a student in high school are not a guarantee of the same or similar substitution in higher education.

Forms

To register with Disability Services, all students need to submit:

1. Application for Services.....28
2. Disability Verification.....30
3. Release of Information.....34

Other form(s) need to be completed according to the accommodations you are requesting:

4. Extended Time for Tests Request.....35
5. Test Proctoring Rules Agreement.....36
6. Electronic Recording Agreement.....38
7. Note Taker Agreement – Student Receiving Notes.....39
8. Note Taker Agreement – Student Providing Notes.....40
9. Electronic Text Request.....41
10. Equipment Loan Agreement.....42
11. Interpreter/C-Print Captionist Request.....43



Application for Services

Disability Services, accessibility@wilmington.edu
1870 Quaker Way, Box 1283, Wilmington, OH 45177

Robinson Communication Center 114
(937) 481-2444

Name:----- Date:-----

Home address:-----

Phone (C):----- Email:-----

Major:----- Minor:----- Co-curricular:-----

Current class: Freshman Sophomore Junior Senior Graduate Other:-----

WC Student ID:----- Pyle Box:----- Advisor:-----

1. Where did you attend high school?-----

2. Did you transfer from another college?-----

3. Did you receive intervention services in high school? Yes No College? Yes No

a. If yes, what services did you receive?

b. For what disability(ies) are you requesting accommodations?

c. What accommodations are you requesting?

4. Are you a consumer of the Bureau of Vocational Rehabilitation or Bureau of Services for the Visually Impaired? Yes No If yes, counselor's name?-----
Office address:----- Phone:-----

Signature of Student Date

Signature of Parent/Guardian (*if student is under 18*) Date

To determine eligibility for services and/or accommodations, completion of the Disability Verification form with current documentation from an appropriate certified professional is required.



Disability Verification

Disability Services, accessibility@wilmington.edu
1870 Quaker Way, Box 1283, Wilmington, OH 45177

Robinson Communication Center 114
(937) 481-2444

Disability Services provides accommodations for persons with disabilities to ensure equal access and opportunity to education/employment. Current and comprehensive disability documentation is required to assist with the provision of appropriate accommodations. Disability Services requires this completed form by the appropriate certified professional with all relevant diagnostic procedures and documentation attached.

Name of student:_____ Date:_____

Provide the requested information below and/or identify specific attached documentation. Refer to "Five Essential Elements of Quality Disability Documentation" for clarification of disability verification requirements.

Name and license # of evaluator:_____

Address of evaluator:_____ Phone:_____

Email:_____ Fax:_____

1. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, including rationale based on a comprehensive evaluation of the current presenting problems for this student (recommendations do not guarantee accommodations):

2. Description of current and past accommodations, services and/or medications:

3. Description of the expected progression or stability of the disability:

4. A diagnostic statement identifying the disability:

5. Description of the diagnostic methodology used:

Signature of Evaluator _____ Date: _____

Five Essential Elements of Quality Disability Documentation

Adapted from: Association on Higher Education and Disability

The dimensions of good documentation discussed below are suggested as a best practices approach for defining complete documentation that both establishes the individual as a person with a disability and provides a rationale for reasonable accommodations. By identifying the essential dimensions of documentation, institutions allow for flexibility in accepting documentation from the full range of theoretical and clinical perspectives. This approach will enhance consistency and provide stakeholders (students, prospective students, parents and professionals) with the information they need to assist students in establishing eligibility for services and receiving appropriate accommodations.

The credentials of the evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

1. Recommendations for reasonable accommodations in an academic setting, including rationale based on a comprehensive evaluation of the current presenting problems for this student

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

2. Description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual,

behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

3. Diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

4. Description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

5. Description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

Name:_____ ID:_____ Pyle Box:_____

I, _____, authorize Disability Services to discuss my accommodation needs and/or academic progress as it relates to college programs with those I have initialed below. These individuals also have my permission to share information with Disability Services deemed necessary and appropriate. The information released will be limited and on an as-needed basis only.

Initial

_____ My Faculty: each semester, or specifically:_____

_____ SRC Staff: each semester, or specifically:_____

_____ Housing and Residence Life

_____ Family Members:_____

_____ Bureau of Vocational Rehabilitation (BVR) Counselor:_____

_____ Bureau of Vocational Rehabilitation Services for the Visually Impaired (BSVI)
Counselor:_____

_____ Other:_____

I understand that any identifying information about me will be kept confidential by the Academic Services office and not shared with others unless I give my written consent. State and federal law prohibit the release of this information to any other person for use in any manner for any other reason. Information may be aggregated (compiled with other students' information) for reports so that no identifying information is presented. This data is analyzed for program improvement purposes. I also understand that it is my responsibility to understand and follow policies and procedures regarding using accommodations and services.

Student Signature

Printed Name

Date

Director of Disability Services Signature

Printed Name

Date

Extended Time for Tests Request at the SRC

Name:_____ ID_____ Date:_____

Phone:_____ Email:_____

At least three working days before the exam:

- 1) Ask the course instructor to deliver the exam to the Student Resource Center, and
- 2) Contact the Student Resource Center Manager (via phone, email, or in person) to schedule your test . *If the SRC Manager is not present, you cannot take the exam. Let the SRC Manager know if you need a reader or a scribe for the test.*
- 3) Provide the information below to the SRC Manager.

Course Prefix/Number and Name	Instructor	Exam Date/Time	Accommodations Requested: Extended Time, Quiet Location, Reader, Scribe

The course instructor or a designee is responsible for picking up the exam from the Student Resource Center after the exam is over.

Student Signature:_____ Date:_____

Test Proctoring Policies

Test proctoring is provided in accordance with the Academic Integrity Policy of Wilmington College. The SRC staff has an obligation to ensure that all testing is conducted in a secure manner that abides by the College policy and the guidelines set forth by individual instructors. To ensure compliance, students are to be aware of the following instructions:

1. Students must contact the SRC Manager to schedule their exam at least 72 hours prior to the exam and notify their instructor that they will be taking their exam in the SRC.
2. Students must make arrangements with their professors about the preferred option of when to take the exam; arrangements have to be made in advance.
3. Students who do not show up to take an exam or who arrive more than 15 minutes late will be reported to the instructor and may forfeit their right to take the exam in the SRC.
4. Only necessary items are allowed with the student during testing. Students are not permitted to have *any* electronic device (including calculators) with them unless permitted by the instructor (who specifies permitted devices on the test or emails the SRC Manager) or accommodation (per accommodation letter).
5. Backpacks, purses, bags, notebooks, all electronic devices, and other materials are not permitted in the testing area. The SRC is not responsible for lost or stolen items, including cellphones and laptops. It is therefore strongly recommended that valuables be left at one's residence when testing.
6. Students are responsible for bringing all supplies needed for the test, including pens, pencils, exam books, calculators (if permitted), and other materials.
7. SRC Staff will not answer questions that call for interpretation of the test. If needed, SRC Staff will contact the instructor or hold the test until the student can ask the instructor the question.
8. Students are not permitted to leave the testing area during an exam unless bathroom breaks are permitted by accommodation (per letter) or testing lasts longer than 90 minutes. Doing so will result in the exam being collected and returned to the instructor unfinished.
9. Students suspected of infractions of the Academic Integrity policy will be reported to the instructor, who shall determine what action to take.
10. All exams administered by the SRC shall be picked up by the instructor or a designee, or returned via email if electronic.

11. Students who have difficulty securing tests or testing accommodations from an instructor should meet immediately with the Director of Disability Services or the SRC Manager.

By signing this document I acknowledge receipt I have read and understand the rules regarding test proctoring in the SRC. I agree to abide by these rules and understand that any violation will be reported to the instructor, Academic Affairs, and other college personnel as appropriate.

Print Name: _____

Signature: _____

Date: ____/____/____

SRC Representative: _____

Received: _____

Copy to student: _____

Original on file

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 without the expressed consent of the lecturer/discussion participants or quoted 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)

Please read the following and complete the form below to indicate that you accept the responsibility of receiving notes:

As a student receiving notes, I accept the responsibility to:

1. Arrange the time, location, and method of receiving notes with the Student Resource Center (SRC) Manager
2. Notify the SRC Manager immediately if I drop a class for which I am receiving notes or change my phone number
3. Notify the SRC Manager if I do not receive the notes in a timely fashion or if I am concerned about the quality of the notes

Signature_____ Date_____

Printed name_____ ID_____

Email_____ Cell_____

For _____ (semester/year), I am requesting notes for the following course(s):

Course number/section (i.e., PY130 M2) _____

Professor _____



Note Taker Agreement: Student Providing Notes

You are enrolled in a class in which a student with a documented disability qualifies for the accommodation of copies of class notes. *Thank you for agreeing to be a note taker.* Please read the following and complete the form below to indicate your agreement to fulfill note taker responsibilities:

As a note taker, I accept the responsibility to:

1. Respect the student’s right to privacy by keeping her/his name and all information regarding her/his disability confidential
2. Provide notes to the student for all sessions of the class
3. Provide notes to the students at the arranged location and time, and in the arranged method
4. Notify the Student Resource Center Manager immediately if I drop this course or my phone number changes

Signature_____ Date_____

Printed name_____ ID_____

Email_____ Cell_____

Arrangements for Delivery of Notes

Within 24 hours (or other agreed upon timeframe) of taking the notes, deliver notes in one of the following ways as directed:

1. Delivery to the SRC Manager
2. Alternate delivery directly to student; at student’s request
3. To Disability Services in RCC 114
4. If agreed upon, through the professor

Course number/section (i.e., PY130 M2) _____
Professor _____

Course number/section (i.e., PY130 M2) _____
Professor _____

*This is a voluntary service, and is greatly appreciated by the SRC and Disability Services.

Name:_____ ID:_____ Date:_____

Phone:_____ Email:_____

Steps:

- 1) After registering for next semester's classes go to the bookstore or contact the course instructors to find out what texts will be used.
- 2) Complete this request form and submit to the SRC Manager as far in advance of need as possible. *You may also simply submit the requested information via email to the SRC Manager.*
- 3) Bring your own flash drive, textbook receipts, and textbooks to the SRC Manager to download the texts.

Course Name:_____ Instructor:_____

Title:_____ Edition:_____

Author:_____ ISBN #:_____

Name_____

Email_____ ID#_____

Cell#_____ Home#_____

Campus Address_____

Home Address_____

Item Borrowed	Brand	WC Tag #	Semester(s)	Condition

If the equipment is damaged or not returned to Academic Services by the last day of the semester (_____), I authorize Wilmington College to bill my student account the replacement value of the equipment. I understand a hold will be placed on my account until the equipment is returned or replaced.

Student Signature / Date

Academic Services Representative / Date

Condition of equipment on return (including any components that are missing):

Action taken (if needed), by whom, date_____

All requests should be made to Disability Services 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.

Date request is being submitted:_____

Name of person making request:_____

Phone:_____ Email: _____

Date(s) service is needed:_____

Which service are your requesting? Interpreting C-Print Captioning

Start time:_____ End time:_____

Location (Building and Room #):_____

Reason for service: Class Exam
 Meeting Activity
 Tutor Other:_____

Please submit this form to the Director of Disability Services , Robinson Communications Center 114B, accessibility@wilmington.edu .

ALL CANCELATIONS SHOULD BE MADE 24 HOURS PRIOR TO TIME AND DATE NEEDED.

FAQs

Frequently Asked Questions about Services for Students with Disabilities

Disability Services is provided through the Academic Services Office, a component of the Student Resource Center. Please contact the Director of Disability Services at (937) 481-2444 or accessibility@wilmington.edu for additional information.

Does Wilmington College provide services for students with disabilities?

Yes. Accommodations are provided to students with documented disabilities to ensure equal access to educational programs and services in compliance with the *Americans with Disabilities Act Amendments Act (2008)* and *Section 504 of the Rehabilitation Act of 1973*. Accommodations are determined on an individual basis, using disability documentation and consultation with the student.

Is there a separate admissions procedure for students with disabilities?

No. 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.

Should I send my disability documentation to the Admissions Office?

No. Students who want to use Disability Services at Wilmington College should submit documentation directly to Disability Services, 1870 Quaker Way – #1283, Wilmington, Ohio 45177 or accessibility@wilmington.edu.

What documentation is required to receive Disability Services?

The Disability Verification form accompanied by current disability documentation from a licensed professional is required. Please refer to “Five Essential Elements of Quality Disability Documentation” in the Forms section or contact Disability Services at accessibility@wilmington.edu or (937) 481-2444 for more information about documentation guidelines.

When should I give my documentation to Disability Services?

In order to ensure that accommodation requests can be met, first-year students are encouraged to submit documentation during their senior year of high school or during the summer before college starts. However, *a student may meet with the Director of Disability Services and submit documentation at any time in their college career.*

What happens after my disability documentation is approved?

If you haven't already done so, you would meet with the Director of Disability Services to make accommodation requests and discuss accommodation procedures. The Director of Disability

Services then writes and provides to you your accommodation letters and reviews them and how to access accommodations.

Are tutoring services available?

Yes. Tutoring is free for all Wilmington College students. Writing and math tutors are available for all students through the Student Resource Center. Individual tutors for most other subjects are also available. Wilmington College also provides Supplemental Instruction (SI), which is group tutoring for specific courses. Request a tutor or inquire about SI's at the Student Resource Center.

Is there a fee for Disability Services?

No. The provision of appropriate accommodations is mandatory under the *Americans with Disabilities Act Amendments Act (2008)* and for private institutions that receive federal financial assistance under *Section 504 of the Rehabilitation Act of 1973*.

What kind of accommodations will I be eligible for?

Appropriate accommodations are determined on an individual basis, using disability documentation and consultation with the student. Accommodations for which students frequently qualify include extended time for test taking, testing in a quiet location, electronic recording of lectures, note taker, reader or scribe tests, and print material in electronic format. Other accommodations are designed according to student needs.

Is there financial aid or scholarships specifically for students with disabilities?

The purpose of federal financial aid is to help students and families meet educational expenses that cannot be met through their own resources. The results of the Free Application for Federal Student Aid (FAFSA) along with the cost of education will determine whether or not a student has financial need. Costs related to disabling conditions may affect your financial need, but having a disability does not qualify a student automatically for financial aid. All students are eligible to be considered for Wilmington College scholarships. Agencies such as the Bureau for Vocational Rehabilitation do provide financial assistance to students with disabilities who meet their qualification guidelines. Visit <http://www.ood.ohio.gov/Core-Services/BVR> or the comparable agency in your home state for additional information.

Does Disability Services Provide Testing to Diagnose Disabilities?

Disability Services provides advocacy services and ensures appropriate academic adjustments and other accommodations for students with documented disabilities. Disability Services does not conduct or pay for evaluations to document suspected disabilities; however, names of local professionals can be provided.

Sources

The WC Disability Services Handbook is adapted from:

Disability Services Handbook, Antioch College, 2000

Disability Services Handbook, Cedarville University, 2008

Disability Services Handbook, Disability Services Committee, Greater Cincinnati Consortium of Colleges and Universities (GCCCCU), 2008

Disability Services Handbook, Office for Institutional Equity, Ohio University, 2008