Accessibility Services Handbook 2022-2023

Office of Student Accessibility Services Handbook

A Guide for Students

ACADEMIC YEAR 2022-2023

Wilmington University Mission Statement

Wilmington University is committed to excellence in teaching, relevancy of its programs and offerings, and individual attention to students. As an institution with inclusive admission policies, it offers affordable and accessible higher education to students of varying ages, interests, and aspirations through both face-to-face and various online formats.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs and certificates, or customized offerings based upon market needs, for a growing and diverse student population. A highly qualified, full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the university's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

Office of Student Accessibility Services Mission Statement

The Office of Student Accessibility Services is committed to providing students with disabilities equal access and opportunities to achieve academic success. We will fulfill our commitment to providing quality service to students in a confidential, welcoming, and respectful environment. In collaboration with faculty and staff, the Office of Student Accessibility Services will ensure that reasonable accommodations are provided to students with disabilities.

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INTRODUCTION

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to accommodate the needs of students with disabilities.

The Office of Student Accessibility Services (OSAS) facilitates equal access to Wilmington University programs and activities for students with documented physical, sensory, learning, or psychological disabilities.

Students must contact and self-identify with the OSAS and provide proper documentation of their disabilities in order to receive available services and/or accommodations.

College is challenging for all students. For those students with physical limitations or learning disabilities, the successful transition to college requires extra preparation and flexibility. Students with special needs should be aware of the available resources and necessary processes to them that may make their transition to college easier.

This handbook includes information about disabilities, tips for success, and resources available on- and off-campus.

WHAT IS A DISABILITY?

A disability is a physical or psychological impairment, which limits an individual from performing certain major life functions such as walking, seeing, hearing, and/or learning. Listed below are the four general disability categories and some examples of each:

1. Learning—This disability may cause difficulty in reading, comprehending, test-taking and processing of academic information.
2. Physical/Mobility/Visual Functional—Individuals are challenged with vision impairments, walking and moving challenges, and medical disabilities (such as cancer, MS, cerebral palsy, etc.).
3. Deaf/Communication Disabilities—A person may be deaf or partially deaf or have speech difficulties that make communication challenging.
4. Psychological Impairment—These individuals are challenged with psychological disabilities (such as bipolar disorder, ADHD, learning disability etc.).

THE LAW AND DISABILITIES

Congress enacted the "Rehabilitation Act of 1973" and the "Americans with Disabilities Act of 1990 (ADA) with Amendments Act of 2008" in order to ensure the rights of individuals with disabilities. These laws require educational institutions to reasonably accommodate a qualified individual with a disability when appropriate documentation is provided.

Section 504 of the Rehabilitation Act of 1973

> Section 504 states: "No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Americans with Disabilities Act of 1990 (ADA) with Amendments Act of 2008

The ADA retains the basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that these statutory terms should be interpreted in several ways. Most significantly, the Act:

Directs Equal Employment Opportunity Commission (EEOC) to revise the portion of its regulations defining the term "substantially limits";

Expands the definition of "major life activities" by including two non-exhaustive lists:

- The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
- The second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions");

States that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;

Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;

Changes the definition of "regarded as" so that it no longer requires a showing that the employer perceived the individual to be substantially limited in a major life activity, and instead says that an applicant or employee is "regarded as" disabled if he or she is subject to an action prohibited by the ADA (e.g., failure to hire or termination) based on an impairment that is not transitory and minor;

Provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation.

Who is protected under the law?

A "person with a handicap" means any "person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

A "qualified person with a handicap" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs or activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities.

How these Laws Apply to Higher Education

The ADA with Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973 were designed to ensure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

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

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

- Making each facility accessible if alternatives are effective
- A fundamental alteration of programs or services
- Undue financial or administrative burden

The University is under no obligation to change academic requirements for programs or majors, which the University "can demonstrate are essential to the program of instruction…or to any direct licensing requirement."

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

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

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

THE DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE

Differences Explained

In high school, a student often has a "504 plan" or Individualized Education Plan (IEP) that suffices for services. Based on this information, the high school offers "modifications" to help the student succeed. The special education student must be regularly tested and/or reevaluated in order to remain in the special education program.

High School	College
• IDEA Law	• Americans with Disabilities Act
• Individualized Education Plan	• Self-Advocate

• School comes to student to provide help	• Requires documentation provided by the student
	  • Less than 3 years old
	  • Includes list of reccomended accomodations

• IEP Team
  • Teachers
  • Parents
  • School Counselors	

When a student goes to college, they are transferring from an environment that is structured to "ensure student success" to one that is designed to "allow equal access." The success of the student is up to the student in the college setting. The college must ensure access, not *success.*

Frequently Asked Questions

Why is there a difference between the services I received before and those received in college?

College accommodations usually differ considerably from high school modifications. Colleges are not required by law to provide modified curriculum, different tests, reduced assignments, or personal assistance of any sort. Accommodations may also vary between colleges. There are many reasons for denial of accommodations received at a previous college or high school:

1. The documentation does not meet the college's guidelines.
2. The documentation does not support the requested accommodation.
3. The accommodation would fundamentally alter the activity, course, or program.
4. The accommodation is in conflict with the academic policies of the college.
5. Providing the accommodation would pose a direct threat to the student or others.
6. Providing the accommodation would constitute an undue financial or administrative burden to the college.

What if I need help with transportation, medical services, psychological services, or personal services?

Colleges are not responsible for providing any services of a personal nature, including transportation.

PROCEDURE FOR RECEIVING SPECIAL ACCOMMODATIONS

Students with special needs may qualify for accommodations to help compensate for disabilities, which impede their academic progress and lower classroom performance. To receive accommodations a student **MUST** notify the Office of Student Accessibility Services by completing a self-identification form and provide documentation verifying the need for assistance. Each student bears the responsibility for contacting the appropriate clinical specialist who has diagnosed their disability to obtain the objective data supporting the diagnosis and sending the information to ODS. To avoid delays, supporting data should be forwarded on a timely basis; **INCOMPLETE FILES WILL NOT BE PROCESSED.**

The following steps outline the procedure that students with disabilities must complete to receive special accommodations:

1. Self-identify to ODS. Fill out a self-identification form (Appendix A), which includes the permission to notify instructors of accommodations. Students must identify services/accommodations they want implemented on this form.
    - If you would like to request additional accommodations after initial submission of this form, you must submit another self-identification form and request the additional accommodation(s). If additional documentation is needed, you will be notified by the ODS.

2. Provide the Office of Student Accessibility Services with current documentation (less than three years old) from a licensed psychologist, physician, or specialist regarding the disability. Documentation should include a list of recommended accommodations and must meet the criteria outlined in the Documentation Guidelines (Appendix E). Please show this document to the specialist documenting your disability. A brief note/letter that does not incorporate all of the elements in Appendix E is usually not sufficient. This will cause a delay in documenting your disability until sufficient documentation is submitted. Examples of frequently used supporting documentation include:
    - Psychological/educational evaluation listing standard scores for cognitive ability, educational achievement levels, and personality assessments.
    - Individualized Education Plan (IEP) identifying academic strengths and weaknesses, and educational techniques and accommodations used.
    - Summaries of visual and auditory evaluations with evidence to verify the disability.
    - Psychiatric evaluation summaries with current DSM or ICD diagnosis.

3. Submit your completed self-identification form and your documentation to:

    Wilmington University Attn:
    Student Accessibility Services
    320 N DuPont Highway New
    Castle, DE 19720 or fax to
    302.669.6601

Once accommodations have been approved and the student has enrolled, the student's instructor(s) will be able to view their list of approved accommodations for the said course. This process is done automatically unless the student notifies the ODS in writing that they do not want this information released.

NOTE: The first week of class, students should introduce themselves to the instructor(s) and discuss special accommodation(s).

Temporary Accommodations

Services are extended to students with temporary disabilities only for the duration of their functional limitations associated with their disability. The eligibility process is the same as for permanent disability cases.

SERVICES AVAILABLE

Once proper documentation has been provided, students with disabilities may find some of the following resources helpful:

- Variety of academic support services: Visit the Student Success Center online at **wilmu.edu/SSC** for more information.
- Preferential seating in classes
- Tape recording class sessions
- Testing accommodations outside of the classroom
- Extra time for tests and/or in-class assignments
- Use of spell checker/dictionary
- Notetakers/Readers/Scribes/Sign language interpreters
- Use of assistive technology (see equipment loan policy in the "Equipment Loan Policy" section)
- Taking short breaks during classes
- Hand-outs relating to assignment specifics and test preparation

EQUIPMENT LOAN POLICY

Wilmington University provides assistive technology on loan for a temporary period to students with documented disabilities who qualify to receive special accommodations. In order to receive equipment, students must properly register with the Office of Student Accessibility Services to receive special accommodations. WilmU requires students to handle borrowed equipment with care and mandates the return of the equipment upon graduation or withdrawal from the University (whichever comes first).

If the equipment is not returned in a timely manner, returned in damaged condition, or lost, the student's account will show an outstanding balance resulting in the charge for the equipment. Non-payment will result in a hold being placed on the account, which could affect the student's ability to access grades, register and graduate.

Students requesting borrowed equipment must contact the Office of Disability Services and complete the Equipment Loan Agreement Form (Appendix B). By completing this form, the student will agree to and understand the following:

- The borrowed equipment must be returned to the Office of Disability Services on time and in good condition.
- The borrowed equipment must be returned by the last semester you are enrolled as a student at the University.
- You assume financial responsibility for repairing the equipment if it is lost or damaged as a result of neglect or carelessness.
- You assume financial responsibility for battery replacement in battery-operated equipment and you are responsible for security of the equipment during the loan period.
- If the equipment is stolen, you will report to the Office of Disability Services and the Office of University Safety immediately.

NOTE-TAKING SERVICE

Notetakers may be provided as a reasonable accommodation for students with documented disabilities that interfere with the individual's ability to take notes in class. Instructors are asked to select a student in class to serve as a notetaker for the student with a disability. If the instructor has difficulty selecting a student, they may ask the class for a volunteer without revealing the identity of the student with a disability. The instructor should meet with the student with a disability to discuss the best note-taking method for them. There are three alternatives for the provision of notetaker accommodations:

1. The instructor can provide the student with a copy of his/her personal lecture notes.
2. Peer notetaker (carbonless notebook). A student selected in the course will take notes for the student with a disability using a carbonless notebook (provided by ODS). The carbonless notebook paper makes a second copy automatically as the notetaker writes, thereby eliminating the use of a photocopier. Because of the confidentiality of the student's disability, the notetaker will submit a copy of their notes to the instructor at the conclusion of every class. The notetaker will be responsible for keeping the carbonless notebook since the bottom copy of the notes will remain in the notebook as their actual notes for the class.
3. Peer notetaker (photocopying). A student selected in the course will take notes and a photocopy of those notes is given to the student with a disability. The notetaker will need to provide their notes to the instructor at the conclusion of each class. The instructor will make a copy of the notes then return the original notes to the notetaker and the copied notes to the student with a disability.

Notetaker's Duties And Responsibilities

The following list outlines the duties and responsibilities of the appointed notetaker:

1. The notetaker accommodation is a confidential service. They will not disclose the name of the student or any information about that student to anyone if they become aware of the student receiving the notes.
2. If a notetaker is not able to attend class, they are required to get a substitute notetaker. If the original notetaker has difficulty doing so, they will inform the instructor so alternative arrangements can be made. The notetaker will share the *Notetaker's Duties and Responsibilities* with the substitute to ensure the proper level of note-taking service is provided.
3. Notetakers are expected to take notes that are neat, detailed, and thorough using a dark pen.
4. Notetakers must stay mentally alert in class. If an important piece of information is missed, the student receiving the notes could suffer as a result.
5. Notetakers are not paid for classes missed, classes where there is a test, or classes where there are no notes to take.
6. Notetakers will submit notes at the end of each class to the instructor unless permission has been granted from the student with a disability to deal with them directly.
7. Notetakers must complete a W-9 form (Appendix D) issued to the instructor in order to ensure payment. The instructor will complete the *Notetaker Verification Form* (see Appendix C). Both forms will be returned at the CONCLUSION of the course to ODS.
8. Substitute notetakers will also be compensated and will need to complete a W-9 form to ensure payment. Instructors should indicate which dates the substitute provided note-taking services on the *Notetaker Verification Form*. Additional W-9 forms can be found on the University's website at: **wilmu.edu/studentlife/disabilityservices/w9form.pdf**

RECORDING LECTURES

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

Policy for Recording Lectures

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

Conditions of Agreement

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

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

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

READER/SCRIBE SERVICE

Individuals who are assisting students when taking exams in either a reader or scribe capacity are prohibited from helping students with answers to their exams. A reader is instructed to only read verbatim what is on the exam. The scribe is responsible for writing the student's answers verbatim on the exam.

COURSE SUBSTITUTION

In order to substitute a course, students must meet with their Academic Advisor to discuss the need for a course substitution and the impact of the substitution.

DELTA ALPHA PI

Wilmington University charters the Gamma Alpha Chapter of the Delta Alpha Pi (DAP) International Honors Society for Students with Disabilities. DAP was established to distinguish students who have attained superior academic records while managing personal setbacks. The mission of DAP is to recognize strength, achievement and pride in these students. DAP also sponsors activities and service projects throughout the academic year.

- Membership is open to both undergraduate and graduate students by invitation of the Office of Student Accessibility Services. To qualify, students must present a documented disability, work with one of the faculty/advisors in OSAS, and demonstrate an interest in disability issues. Undergraduate students must have completed a minimum of 24 credits and earned an overall Quality Point Average of 3.10. Graduate students must have completed a minimum of 18 credits and earned an overall Quality Point Average of 3.30.
- All students who meet the approved criteria are invited to become members of this honor society without regard to gender, race, color, ethnicity, religion, national origin, age, type of disability, or sexual orientation.

PERSONAL ATTENDANT POLICY

Wilmington University understands that Personal Care Attendants (PAs) may be necessary to address the personal needs of a student with a disability in order for that student to fully participate at the University. Students who require personal care attendant services who wish to have the same independent experience as all other college students are encouraged to hire an impartial PA who is not a family member or close friend.

An otherwise qualified student who requires personal attendant services must make arrangements for his/her own personal attendant service. The University does not assume coordination or financial responsibilities for personal attendants.

A two-week notification is required to the Office of Student Accessibility Services (OSAS) if an attendant will need to accompany a student to class. This will enable ODS to include this accommodation on the accommodation memo/letter.

- Secure a PA prior to attending class or college-related activity.
- Ensure that each PA registers with OSAS and signs the PA Agreement Form each academic year.
- Communicate with instructors and other students; the student may not ask the PA for help with course requirements.
- Ensure that if personnel changes occur during the semester, he/she and the new PA register with OSAS and sign a new PA Agreement Form.
- Have a back-up plan or alternative plan of action should the regular PA not be available.
- Follow the University's policies and abide by the Student Handbook.
- Pay for all PA services.

A PA is expected to:

- Follow all applicable University policies, rules, regulations, and procedures.
- Allow the student to take responsibility for his/her own academic progress or behavior.
- Refrain from contact with or asking questions of faculty, staff, or others on behalf of the student.
- Refrain from intervening in conversations between the student and faculty, staff or other students.
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Demonstrate appropriate classroom behavior. Abide by Wilmington University's Student Code of Conduct: https://www.wilmu.edu/studentlife/studconduct.aspx
- Abide by all University parking regulations.
- Not give any unauthorized assistance to any other student.
- Not provide reading/scribing assistance in a testing situation; the student is responsible for scheduling this accommodation through the OSAS. (The PA can be present during a test, if documentation supports this request, but the OSAS proctor must be present to administer the test).
- Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

Personal attendants must submit a copy of a criminal background check. If the PA is working through an agency, have the agency send a recent (no more than 60 days old) copy of the criminal background check to the Office of Student Accessibility Services at least 7 days before class starts.

Any PA who fails to abide by the above policies and procedures and/or those outlined on the Personal Attendant Agreement may be subject to removal from the University, loss of all privileges and/or any other action the University considers appropriate in the event the University determines that the PA has acted in a manner inconsistent with University policies and/or these procedures.

The student and attendant will sign the Personal Attendant Agreement form. Copies of the signed form will be provided for the student, attendant, instructor, and the Office of Student Accessibility Services (OSAS). (Appendix K)

VIOLENT AND DISRUPTIVE CONDUCT

Students with disabilities are held to the same standards for appropriate behavior as outlined in the Wilmington University Code of Conduct located in the Student Handbook.

POLICIES AND PROCEDURES FOR DEAF/HEARING IMPAIRED STUDENTS

At Wilmington University we strive to offer the best interpreting services possible. It is hoped that these guidelines will benefit students, faculty, and interpreters to the fullest. Faculty and staff may request an interpreter for office hours, meetings, and other University-related events by contacting the Office of Student Accessibility Services. Full cooperation with the following guidelines will be greatly appreciated to facilitate the needs of deaf or hearing-impaired students. These policies and procedures may be subject to change.

Requesting an Interpreter

Students CANNOT select interpreters. You may request a particular interpreter but, there is **NO GUARANTEE** that your request will be granted.

Once approval of special accommodations has been granted, students may request interpreting services. ODS should be notified as soon as the student with a disability has registered for courses. A minimum of two weeks prior to the start of the course is required to give the University time to arrange for an interpreter(s). All arrangements for interpreting services must be made through the OSAS.

If an interpreter is needed for out of class activities, (field trips, etc.), OSAS should be notified of the need. We will do our best to provide an interpreter. A minimum of two weeks' notice is also required.

Guidelines for Students Working With Interpreters

Interpreters should not be asked for help with course requirements. The interpreter's job is to sign what the professor and your class members say, and to voice the student with a disability's signing when appropriate. If help is needed with course work, the professor, Student Success Center, or academic support services willbe able to provide guidance.

To speak with a professor after class, the interpreter should be asked first if he/she could stay. If not, then an appointment should be made with the professor and an interpreter should be requested from the OSAS.

If there is a problem with an interpreter, the problem should not be discussed with other interpreters or students. The problem should be discussed with the interpreter first. If the situation is not resolved, it should be brought to the attention of the ODS for confidentiality.

If an oral presentation is required in class, it is important to plan ahead and practice with the interpreter who will be voicing the presentation. It is the student with a disability's responsibility to bring a script or typed speech to be photocopied for the interpreter.

ODS should be notified before a change (adding or dropping a class) in the student with a disability's schedule is made. This way OSAS will know how to appropriately schedule interpreters.

If the student with a disability will be late for class, OSAS should be notified so the interpreter can be instructed to wait. The interpreters have automatically been instructed to wait 20 minutes. If student with a disability does not arrive within the first 20 minutes, the interpreter will notify the OSAS of the absence and fill out a "no-show" form that will be placed in the student's file.

It is the student's responsibility to notify the Office of Student Accessibility Services to cancel interpreter service 48 hours in advance when:

- Classes will be missed;
- Room, day, or time of class is changed;
- Classes are added or dropped;
- Any other activity for which an interpreter was requested is canceled.

ODS should be notified immediately if a student with a disability knows they will be absent from class. If a student with a disability is sick and does not know when they will be well enough to return, OSAS will cancel interpreting service until the student is ready to return class.

No-Show Policy

- Interpreters are required to wait 20 minutes for students.
- If a class/appointment is missed without canceling the service in advance, the interpreter will not return until a student with a disability has notified OSAS and requested service be resumed.

STUDENT GRIEVANCE PROCEDURES

Wilmington University is committed to making all of its educational opportunities accessible to students with disabilities in compliance with federal, state, and local laws, including the Rehabilitation Act of 1973 and the ADA. Reasonable accommodations are provided on an individual, case-by-case basis. Six criteria are used to determine whether a requested accommodation is reasonable. The accommodation requested should:

- Be based on documented individual need for accommodation;
- Allow for the most integrated experience possible;
- Not fundamentally alter the essential requirements or essential nature of a course or program;
- Not pose a threat to personal or public safety;
- Not impose undue financial or administrative burden; and
- Not be of a personal nature (e.g., paying for an attendant).

In most instances, the reasonable accommodation provided is acceptable to both the student and faculty member. However, if that is not the case, a grievance procedure will be followed:

- If a student initiates this process, the Assistant Vice President of Student Affairs renders an informal "second opinion."
- A written appeal of the provided accommodations along with any documentation that can support the request should be submitted to the Assistant Vice President of Student Affairs.
- An ad-hoc committee is then convened by the Assistant Vice President of Student Affairs. This ad-hoc committee is composed of the following:
    - Chairperson – Assistant Vice President of Student Affairs or his/her designee
    - Other voting members:
        - One Academic Advisor
        - One full-time faculty member
        - Psychologist (outside consultant)
- A decision will be made and communicated to the student within 10 business days.

If a faculty member initiates this process, the Office of the Vice President of Academic Affairs is also consulted. Usually a resolution can be found through this informal review of the reasonable accommodation. If acceptable, the reasonable accommodation is provided. If not, the student or faculty member may request (and consent to as appropriate) the next recourse:

- A written appeal of the decision may be made to a panel consisting of three designated members of the Cabinet, or other University officials as deemed necessary. The panel will review the appeal and respond to the student within 10 business days of the request.

WAYS THAT STUDENTS CAN HELP THEMSELVES

General Strategies

To prepare for taking courses at WilmU, it is recommended that students with a disability should:

1. Provide OSAS with recent documentation about the disability and include a list of recommended accommodations.
2. Learn about Section 504. Be aware of the accommodations and support services Wilmington University offers.
3. Become knowledgeable on the nature of their learning disabilities.
4. Take fewer classes each semester and balance easy classes with more difficult ones.
5. Plan for the possibility of more years to finish their degree.
6. Schedule an appointment with their instructor early in the semester to discuss needs if classroom accommodations will be required.
7. Ask the instructor for permission to tape record lectures before doing so and explain why the tapes are needed to enhance learning.
8. Get the course syllabus and purchase text early, if possible.
9. Avoid back-to-back classes and classes with meeting times which exceed attention and concentration stamina.
10. Take notes while tape recording and indicate questions in margins.
11. Listen to the tape, rewrite the notes, and highlight main concepts as soon after the recorded lesson as possible.
12. Get a study partner and compare notes.

It is recommended that the following principles are applied when studying:

- Attend all classes since hearing the lecture may be a critical factor in learning new material.
- Preview new material and review the previous lecture before each class.
- Set up a study schedule that changes little from week to week.
- Study in a quiet, distraction-free setting.
- Sit toward the front of the class to hear and see well in addition to being easily recognized if there are questions or they want to participate in the discussion.
- Review notes as soon after class as possible. Keep a glossary of important terms, list key concepts, major events, contributors and their theories, or formulas.
- Keep a master calendar. Make sure it is large enough to enter assignments, social events, and appointments.
- Work backwards from due date on long-range assignments. Build in extra time.
- Make sure they understand an assignment fully before beginning it. Schedule an appointment with the instructor early for further comprehension if needed.
- Commit to 30 minutes of focusing fully on work and gradually lengthen the study periods.
- Use a spell checker to identify misspelled words. Since a spell checker does not identify some words, have someone else proofread papers and assist in error identification and correction.
- Meet with instructors frequently, even if it is just to say "hello."
- Reach out for assistance and help from tutors early. Use the free tutoring services available from the Student Success Center (**wilmu.edu/SSC**).

- Deal with writing problems early, since writing demands may be heavy in some courses.
- Be aware of Drop-Add deadlines to use them as an advantage.
- Plan downtime daily.
- Become active in student organizations on campus.
- Find out about support groups for learning disabilities.

Memory Strategies

To strengthen memory and improve recollection of material, it is recommended that students with a disability should:

- Review class notes frequently and regularly throughout the semester.
- Enlarge, color code, underline, or highlight notes to strengthen visual memory of the material.
- Copy notes over again.
- Listen to tape-recorded lectures throughout the day.
- Rehearse material to be mastered orally or in writing. Read notes silently or aloud. Paraphrase or explain concepts to a friend.
- Review notes frequently and commit material to memory using strategies that aid recall such as listing, categorizing, imaging, re-visualizing, alphabetizing, devising, acronyms, and associations.

Test-Taking Strategies

To enhance test-taking skills, it is recommended that students with a disability should:

- Find out what format the instructor will use for tests and ask to see if practice tests are available.
- Anticipate the questions that will be asked on the exam. If essay type exams will be given, try to write out answers to anticipated questions.
- Take notes during exam reviews. Make a study sheet or index cards from the notes.
- Go into exams well rested.
- Write any specific formulas, dates, names or terminology that are committed to memory at the beginning of the exam, so the information may be used later in the exam.
- Read directions very carefully and follow them precisely.
- Answer the easiest questions first and go back to the difficult questions after the easy ones are completed.
- Pace exam completion.
- Paraphrase the questions difficult to understand for the instructor/proctor to confirm comprehension.

Self-Confidence Building Strategies

Building self-confidence is not an easy task. Many people benefit from the assistance of a counselor, psychologist, therapist or support group. Students may want to explore such options. In addition, students may seek help by using the following strategies:

- Telling themselves that they will succeed after preparing for an exam or presentation.
- Identifying a realistic goal and work towards it. Once success has been achieved, identify what helped.
- Reflecting with someone to review strategies if goals are first not achieved and possibly identifying new strategies for success.
- Developing a time line to accomplish each goal, building in extra time for the unexpected. Take a long-range perspective on life, rather than focusing on just one semester.
- Keeping a list of past successes and accomplishments and read it over frequently.
- Taking credit for achievements. Learn to accept compliments with a "thank you." A compliment is like a gift. When you reject a compliment, you are rejecting not only the compliment, but the person giving it.
- Identifying strengths and talents and continuing to expand and develop them.
- Keeping "letdowns" in perspective. One "D" in a class does not mean that you will fail the class. One "D" in a course does not mean that you will be dismissed from the University.
- Finding out the cause of a poor grade rather than blaming themselves. Mistakes can be the best teachers.
- Dressing for success. If unsure about the appropriate attire for an event, check ahead of time with a knowledgeable person.
- Smiling makes a person appear more self-confident.
- Looking at those individuals who have expressed confidence in them, provided them with opportunities, and given them responsibilities in the past.

RESOURCES

Office of Student Accessibility Services

320 N. DuPont Highway
Pratt Student Center
New Castle, DE 19720

Phone: **302.356.6937**
Fax: **302.669.6601**
Email: **AccessibilityServices@wilmu.edu**

Academic Advising

New Castle Campus
Audrey K. Doberstein Admissions Center (DAC),Second Floor

Phone: **302.356.6711**

Website: **wilmu.edu/Advising**

**If you are attending one of Wilmington University's other sites please contact your site to make an appointment with your advisor.*

Brandywine	**302.356.6902**
Camden County College	**856.842.5274**
Rowan College South Jersey, Cumberland Campus	**856.691.8600 x1551**
Dover	**302.734.2594**
Dover Air Force Base	**302.674.8726**
Georgetown	**302.856.5780**
Joint Base McGuire-Dix-Lakehurst	**609.723.2790**
Mercer County Community College	**609.245.2383**
New Castle Campus	**302.356.6902**
Rowan College at Burlington County	**856.291.7394**
Rowan College South Jersey, Gloucester Campus	**856.464.5231**
Salem Community College	**877.967.5464**
Wilson Graduate Center	**302.655.5400**

Student Success Center (SSC)

The Student Success Center (SSC) offers a wide range of academic support services—*in person and online*—which are free and available to all WilmU students.

Professional tutors who know WilmU courses are available to help students at many of the university locations. Drop-ins are always welcome as appointments with tutors are often not needed.

Online resources and tutoring services are also available to you 24/7 for help with coursework.

Learn more about all of our in-person and online options: **wilmu.edu/SSC**
Contact us: (302) 356-6995 or ssc@wilmu.edu

LOCAL/STATE/REGIONAL

ADA Information Center for the Mid-Atlantic

The ADA Information Center has a number of resources about the ADA.

401 N. Washington St #450,
Rockville, MD 20850

Phone: **301.217.0124**
Website: **adainfo.org**

Children and Adults with Attention Deficit Disorder (CHADD)

CHADD is a national organization that provides support and information for children and adults who have ADD.

Website: **chadd.org**

Delaware Elwyn, Inc.

Delaware Elwyn, Inc. has a mission to increase the self-sufficiency and productivity of people with disabilities and other disadvantages, subsequently increasing their ability to participate in, and contribute to the community.

321 E. 11th Street,
Wilmington, DE 19801

Phone: **302.658.8860**
Fax: **302.654.5815**
Website: **elwyn.org**

Division for the Visually Impaired

In order to promote health and wellbeing, the Division for the Visually Impaired strives to reduce or eliminate all barriers to lifelong personal independence produced by the sensory disability of vision loss.

New Castle County

Herman M. Holloway, Sr. Campus
Biggs Building
1901 North DuPont Highway, New Castle, DE 19720

Phone: **302.255.9800**; **302.255.9854** *(TTY)*
Fax: **302.255.4441**
Website: **dhss.delaware.gov/dvi/index.html**

Kent and Sussex County Counties

Milford State Service Center Annex
13 SW Front Street, Milford, DE 19963

Phone: **302.424.7240**
Fax: **302.422.1419**

Division of Vocational Rehabilitation Department of Labor

The Division of Vocational Rehabilitation seeks to empower individuals with disabilities. They provide employment, government programs, an information network, and educational and financial assistance.

4425 North Market Street, P.O. Box 9969,
Wilmington, DE 19802

Phone: **302.761.8300**; **302.761.8336** *(TTY)*
Website: **dvr.delawareworks.com**

State Council for Persons with Disabilities

The State Council for Persons with Disabilities provides information/network, advocacy/government programs for persons with disabilities.

122 William Penn Street, Dover, DE 19901

Margaret M. O'Neill Building

Phone: **302.739.3620**
Fax: **302.739.6704**
Website: **scpd.delaware.gov**

NATIONAL

Association for Higher Education and Disability (AHEAD)

AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education.

107 Commerce Center Drive, Suite 204,
Huntersville, NC 28078

Phone: **704.947.7779**
Fax: **704.948.7779**
Website: **ahead.org**

HEATH Resource Center

HEATH is a clearinghouse of information on topics related to postsecondary education and disabilities.

2134 G Street N.W.,
Washington, DC 20052-0001

Phone: **202.973.0904; 1.800.54.HEATH** *(Voice/TTY)*
Fax: **202.994.3365**
Website: **heath.gwu.edu**

International Dyslexia Association (IDA)

The IDA is an international, non-profit organization dedicated to the study and treatment of learning disabilities and dyslexia.

40 York Rd., 4th Floor,
Baltimore, MD 21204

Phone: **2 410.296.0232; 800.ABCD-123** *(for messages)*
Fax: **410.321.5069**
Website: **interdys.org**

Job Accommodations Network (JAN)

JAN has information about accommodating persons with disabilities.

PO Box 6080,
Morgantown, WV 26506-6080

Phone: **1.800.526.7234**
Fax: **304.293.5407**
Website: **askjan.org**

Learning Disabilities Association of America (LDA)

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disability and inform them of their rights.

4156 Library Road,
Pittsburgh, PA 15234-1349

Phone: **412.341.1515**
Fax: **412.344.0224**
Website: **idaamerica.org**

National Rehabilitation Information Center (NARIC)

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

8400 Corporate Drive, Suite 500,
Landover, MD 20785

Phone: **1.800.346.2742**
Fax: **301.459.426**

Website: **naric.com**

REFERENCES

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2. Association on Higher Education and Disabilities. (2004). AHEAD best practices disability documentation in higher education. Retrieved from **ahead.org/sigs/community-colleges/best-practices**
3. Delaware Health and Social Services. Guide to Services for People with Disabilities. 1996: Delaware Health and Social Services.
4. Gartland, D. and Strosnider, R. (2007, Fall). The documentation disconnect for students with learning disabilities: Improving access to postsecondary disability services. Learning Disability Quarterly, 30, 265-274.
5. Nashua Community College. Retrieved from **nashuacc.edu/student-services/academic-success-center/disability-services**
6. Roesle, Jo. ADA Information Center for the Mid-Atlantic.
7. Ryan, Dan and Maureen McCarthy. A Disability Services Guide to the ADA and Disability Issues. 1994: National Association of Student Personnel Administrators.
8. Serpico, Joan. Coordinator of Disability Services. Caldwell College, Caldwell, NJ.
9. Texas Tech University. (n.d.). Student Disability Services. Retrieved from **depts.ttu.edu/sds/**
10. University of Pennsylvania. (n.d.). Office of Student Disabilities Services. Retrieved from **vpul.upenn.edu/lrc/sds/**
11. Vogel, Susan A. Ph.D. College Students with Learning Disabilities: A Handbook. 1993: Northern Illinois University.
12. Widener University. (2003-2007). Procedures for requesting accommodations. Retrieved from **widener.edu/academics/support/disabilities/request.aspx**

Self-Identification Form

Name:_____ Student ID #:_____

Date of Birth:_____

Please check student status. Undergraduate ☐ Graduate ☐ Transfer Student? Yes ☐ No ☐

Major:_____

What will be your primary site of attendance:_____

Home Mailing Address:_____

City:_____ State:_____ Zip:_____

Home Phone:_____ Alternative:_____

Email:_____

Emergency Contact Information:

Name:_____ Relationship:_____

Main Phone #:_____ Alternative #:_____

Diagnosis and Description of Disability:_____

Accommodations Requested:_____

_____

_____

**If you would like to request additional accommodations after initial submission of this form, you must submit another self-identification form.*

Permission of Notification and Notice of HIPAA:

I,_____, grant the Office of Student Accessibility Services (OSAS) permission to notify my instructors at Wilmington University of the special needs recommended in the report(s) documenting my disabilities. Also, I grant the OSAS permission to share my file with other departments as needed to ensure academic success.

When we deem it necessary, we will contact your instructors to monitor your academic progress.

I understand that I may revoke this authorization at any time by providing the OSAS with written notice that I am revoking this authorization. I understand, however, that I may not revoke any action that Wilmington University has taken in reliance upon this authorization prior to the date I revoke this authorization. I also understand that the federal Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require me to be an active participant in the interactive process and to provide Wilmington University with my medical information that is necessary to determine what reasonable accommodation is appropriate for me. If I fail to cooperate in theinteractive process or fail to provide the necessary medical information, I understand that the OSAS may not provide an accommodation.

_____ _____

Signature of Student Date

_____ _____

Signature of Parent/Guardian (if under 18) Date

APPENDIX B—

Documentation Guidelines

The following guidelines from the Association on Higher Education and Disabilities provide the components of documentation necessary to establish eligibility for services and receiving appropriate accommodations.

Credentials of the Evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly qualified 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). All reports must have the name and signature of the evaluator and their title.

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 and/or prognosis of the condition. While complete multiaxial information and codes from the current Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are required in providing this information, a full clinical description will convey the necessary information.

Description of the Diagnostic Method Used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates administered, as well as a clinical narrative, observations, 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.

Description of the Current Functional Limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most instances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying will be considered. Likewise, changing conditions and/or changes in how the conditions impact the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that the documentation is not time-bound. The need for recent documentation depends on the facts and circumstances of the individual condition(s). Wilmington University recognizes that in some cases an updated letter from a qualified professional may simply address why prior documentation that has been submitted continues to be relevant. Re-testing that is not medically necessary can be waived.

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 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 exacerbation and recommended timelines for re-evaluations are helpful.

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

Recommendations for Accommodations, Adaptive Devices, Assistive Services, Compensatory Strategies and/or Collateral Support Services

Recommendations from professionals with a history of working with the individual provide valuable information for the review and the planning process. It is important that recommended accommodations and strategies are logically related to the functional limitations. If relationships are not obvious, a clear relationship will be needed for deciding on an accommodation. While the postsecondary 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 University 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.

APPENDIX C—

Documentation Guidelines for Learning Disabilities

In addition to the above guidelines, documentation of a learning disability will require a current Psycho-educational evaluation (dated within three years if completed before the student was 18 or within 5 years if completed after the student was 18), administered by someone licensed or certified to do so and containing the following information:

1. A Summary of Performance (SOP) referenced in IDEA 2004 and including the below-mentioned documentation could be sufficient.
2. A measure of aptitude (such as the current form of the Weschler Adult Intelligence Scale (WAIS)).
3. A measure of achievement (such as the Woodcock-Johnson).
4. Other relevant standardized measures of achievement to support specific areas of disability.
5. Actual test scores and written interpretation of the results (see above guidelines for content).
6. Clear, specific evidence and identification of the specific learning disability or disabilities.
7. All reports must be signed by the evaluators and their titles and qualifications stated.
8. High school IEPs or 504 plans *alone* are NOT sufficient to support university accommodations.

Guidelines for Documentation of Physical/Psychiatric/Psychological Disorders

(including deaf/impaired hearing, blind/low vision, ADD/ADHD, chronic illness and head injury)

The following information will assist the OSAS staff in collaborating with the student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for accommodations under the Americans with Disabilities Act.

This documentation requires the expertise of a physician or other medical professional with experience and expertise in the area for which accommodations are being requested. This professional must be an impartial individual who is not a family member of the student.

Following FERPA, information submitted will become an educational record and can be released to the student named below upon his/her request.

Name of Student:_____ Date of Birth:_____

1. Please provide a clear statement of the medical diagnosis of the disability or illness:

_____

_____

_____

_____

2. Describe present symptoms that meet the criteria for diagnosis and attach supporting test results (Attach current audiogram for deaf/hearing impairment or visual acuity measurements for blind/low vision. For head/brain injury and learning disabilities, attach summary of cognitive and achievement measures utilized and results including standardized test scores used for diagnosis):

3. Describe the current impact that the disability or illness has on the student's functioning in major life activities and the degree to which it impacts the individual in learning:

_____

_____

_____

_____

Continued on back of page

Guidelines for Documentation of Physical Disabilities and Health Disorders–Page 2

4. List current medications and dosages and include the impact of medication on the student's ability to meet the demands of the postsecondary environment:

Recommendations for Accommodations in the Classroom:

Signature of Medical Professional

Date

Please PRINT name of professional and credentials:

Address:

Phone:

NOTE: Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

WILMINGTON UNIVERSITY
320 N DuPont Highway • New Castle, DE 19720
Phone: 302.356.6937 • Fax: 302.669.6601
wilmu.edu/Accessibility

Equipment Loan Agreement Form

Wilmington University provides assistive technology on loan for a temporary period to students with documented disabilities who qualify to receive special accommodations. In order to receive equipment, students must properly register with the Office of Student Accessibility Services to receive special accommodations. WilmU requires students to handle borrowed equipment with care and mandates the return of the equipment upon graduation or withdrawal from the University (whichever comes first).

If the equipment is not returned in a timely manner, returned in damaged condition, or lost, the student's account will show an outstanding balance resulting in the charge for the equipment. Non-payment will result in a hold being placed on the account, which could affect the student's ability to access grades, register and graduate.

Name:_____ Student ID #:_____

Address:_____

City:_____ State:_____ Zip:_____

Home Phone #:_____ Alternative #:_____

Email:_____

Please check student status. ☐ Undergraduate ☐ Graduate

Site of Attendance:_____

Type of Disability/Special Need:_____

Type of Equipment requested:_____

Time period you will borrow the equipment:_____

By completing this form, you agree to and understand the following:

- The borrowed equipment must be returned to the Office of Student Accessibility Services on time and in good condition.
- The borrowed equipment must be returned by the last semester you are enrolled as a student at the University.
- You assume financial responsibility for repairing the equipment if it is lost or damaged as a result of neglect or carelessness.
- You assume financial responsibility for battery replacement in battery-operated equipment and you are responsible for security of the equipment during the loan period.
- If the equipment is stolen, you will report to the Office of Student Accessibility Services and University Safety immediately.

I have read and understand the conditions of borrowing equipment from Wilmington University.

_____ _____

Signature of Student Date

_____ _____

Signature of Parent/Guardian (if under 18) Date

Completion by the Office of Disability Services only:	
Type of equipment issued:	Equipment tag #:
Date issued:	Deadline to return equipment:

Recording Lectures Agreement Form

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

Policy for Recording Lectures

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

Conditions of Agreement

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

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

I have read and understand the above policy on recording lectures at Wilmington University, and I agree to abide by this policy with regards to any lectures I record. The Student Code of Conduct will cover any violations of this agreement.

_____ _____

Student Name (Please Print) **Student Signature**

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

_____ _____

Faculty Name (Please Print) **Faculty Signature**

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

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Authorization for Release of Medical Information and Records ADA/Section 504 Accommodation Request

I hereby authorize Wilmington University, or its agents, to contact the physician(s) listed below to request and obtain all medical information related to the current health condition(s) for which I am requesting a reasonable accommodation(s). I understand that communication with the physician(s) named below will not include personal disclosures that do not pertain to my disability or need for accommodations.

I hereby request and authorize:

_____

Name of professional or institution

_____ _____ _____ _____

Street City State Zip

_____

Name of professional or institution

_____ _____ _____ _____

Street City State Zip

to release my personal health information or records to Wilmington University, Office of Student Accessibility Services, 320 N. DuPont Hwy, New Castle, DE 19720, and to answer questions from that office (orally or in writing), for the purpose of documenting the existence of a disability, my ability to perform the essential requirements of programs and activities at Wilmington University, and the need for particular accommodations.

This authorization expires upon termination of my student status with Wilmington University, or when I request in writing that it be withdrawn. I acknowledge that I have received a written copy of this authorization. I understand all of the notices set forth above.

_____ _____

Student Name Date

WILMINGTON UNIVERSITY

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Phone: 302.356.6937 • Fax: 302.669.6601
wilmu.edu/Accessibility

Personal Attendant Policy

Wilmington University understands that Personal Care Attendants (PAs) may be necessary to address the personal needs of a student with a disability in order for that student to fully participate at the University. Students who require personal care attendant services who wish to have the same independent experience as all other college students are encouraged to hire an impartial PA who is not a family member or close friend.

An otherwise qualified student who requires personal attendant services must make arrangements for his/her own personal attendant service. The University does not assume coordination or financial responsibilities for personal attendants.

A two-week notification is required to the Office of Student Accessibility Services (OSAS) if an attendant will need to accompany a student to class. This will enable ODS to include this accommodation on the accommodation memo/letter.

It is the student's responsibility to:

- Secure a PA prior to attending class or college-related activity.
- Ensure that each PA registers with ODS and signs the PA Agreement Form each academic year.
- Communicate with instructors and other students; the student may not ask the PA for help with course requirements.
- Ensure that if personnel changes occur during the semester, he/she and the new PA register with ODS and sign a new PA Agreement Form.
- Have a back-up plan or alternative plan of action should the regular PA not be available.
- Follow the University's policies and abide by the Student Handbook.
- Pay for all PA services.

A PA is expected to:

- Follow all applicable University policies, rules, regulations, and procedures.
- Allow the student to take responsibility for his/her own academic progress or behavior.
- Refrain from contact with or asking questions of faculty, staff, or others on behalf of the student.
- Refrain from intervening in conversations between the student and faculty, staff or other students.
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Demonstrate appropriate classroom behavior.
- Abide by Wilmington University's Student Code of Conduct
- Abide by all University parking regulations.
- Not give any unauthorized assistance to any other student.
- Not provide reading/scribing assistance in a testing situation; the student is responsible for scheduling this accommodation through the OSAS. (The PA can be present during a test, if documentation supports this request, but the OSAS proctor must be present to administer the test.) Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

Continued on back of page

Personal attendants must submit a copy of a criminal background check. If the PA is working through an agency, have the agency send a recent (no more than 60 days old) copy of the criminal background check to the Office of Disability Services at least 7 days before class starts.

Any PA who fails to abide by the above policies and procedures and/or those outlined on the Personal Attendant Agreement may be subject to removal from the University, loss of all privileges and/or any other action the University considers appropriate in the event the University determines that the PA has acted in a manner inconsistent with University policies and/or these procedures.

The student and attendant will sign the Personal Attendant Agreement form on the applicable line below. Copies of the signed form will be provided for the student, attendant, instructor, and the Office of Student Accessibility Services (OSAS).

I understand and agree to the terms as outlined above.

Student Printed Name	Date
Student Signature	Date
Attendant Printed Name	Date
Attendant Signature	Date
Office of Student Accessibility Services	Date

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