STUDENTS WITH SPECIAL NEEDS HANDBOOK

Information & Resources

WILMINGTON
UNIVERSITY

OFFICE OF DISABILITY SERVICES
Division of Student Life Department
2013-2014

TABLE OF CONTENTS

Wilmington University Mission Statement 3
Introduction 3
What is a Disability? 4
The Law & Disabilities 4
Procedure/Guidelines for Receiving Special Accommodations……7
Temporary Accommodations..... 8
Services Available 8
Equipment Loan Policy 9
Notetaker Service 10
Notetaker's Duties and Responsibilities 10
Recording Lectures……11
Reader/Scribe Service 12
Course Substitution 12
Delta Alpha PI……12
Violent & Disruptive Conduct 13
Policies & Procedures for Deaf/Hearing Impaired Students 13
Student Grievance Procedures 14
Ways that you Can Help Yourself 15
Resources..... 19
References 23
Appendices:
Appendix A-Self-Identification Form 24
Appendix B-Equipment Loan Agreement Form 25
Appendix C-Notetaker Verification Form..... 26
Appendix D-W-9 Form 27
Appendix E-Documentation Guidelines 28
Appendix F- Guidelines for Documentation of Physical Disabilities and Health Disorders……...…..31
Appendix G- Guidelines for Documentation of Psychiatric/Psychological Disorders……...…..33
Appendix F-Recording Lectures Agreement Form……...…...35

WILMINGTON UNIVERSITY MISSION STATEMENT

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. 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.

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 Disability Services (ODS) 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 Office of Disability Services and furnish proper documentation of their disabilities in order to receive available services and/or accommodations.

College life is challenging for all students. For those students with physical limitations or learning disabilities, the successful transition to college life requires extra skills and flexibility. Students with special needs should be aware of the resources available to them that may make their transition to college life easier. In addition, they should be aware of the steps they must take to make their college experience more tailored to their special needs at college.

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. There are four general disability categories. Listed below are some examples of common disabilities.

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 bi-polar disorder, ADHD, learning disability etc.).

THE LAW & DISABILITIES

Congress enacted the "Rehabilitation Act of 1973" and the "Americans with Disabilities Act of 1990"(ADA) in order to ensure the rights of those 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."

The ADAA

The ADAA stands for The American with Disabilities Act Amendments of 2008, which retains the ADA's 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 that 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 "handicapped person" 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 handicapped person" 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 Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 were designed to ensure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

In the application of both laws, students with disabilities must be qualified to participate in 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 which the University, programs, or majors "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 to eligible and qualified students appropriate academic adjustments and auxiliary aids necessary to facilitate the students' fullest possible participation in the University's academic programs.

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 Disability Services by completing a self-identification form and furnish documentation verifying the need for assistance. Each student bears the responsibility for contacting the appropriate clinical specialist who has diagnosed their disability and obtain objective data supporting the diagnosis and the need for service released and forwarded to this office. To avoid delays supporting data should be forwarded on a timely basis; **INCOMPLETE FILES WILL NOT BE PROCESSED**.

1. Self-identify to the Office of Disability Services. 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 Disability Services with current documentation (less than three years old) from a licensed psychologist or physician or licensed specialist regarding the disability. Documentation should include a list of recommended accommodations. Documentation submitted 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 proper and sufficient documentation is submitted. Examples of frequently used supporting documentation:
    - Psychological/educational evaluation listing standard scores for cognitive ability, educational achievement levels and personality assessments.
    - Individual 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 or fax to 302-669-6601
    Attn: Disability Services
    320 N DuPont Hwy.
    New Castle, DE 19720

Once accommodations have been approved, and the student enrolls, 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, make sure you introduce yourself to your instructor and discuss your 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 (www.wilmu.edu/ssc)
- 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 below)
- Taking short breaks during classes
- Hand-outs relating to assignment specifics and test preparation

EQUIPMENT LOAN POLICY

Wilmington University (WU) 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 Disability Services to receive special accommodations. WU 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.

NOTETAKER SERVICE

Notetakers are 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 disabled student. If the instructor has difficulty selecting a student, they may ask the class for a volunteer but must make sure the disabled student's name is not revealed. There are three alternatives for the provision of notetaker accommodations. The instructor should meet with the disabled student to discuss the best notetaking method for them.

1. The instructor can provide the student with a copy of his/her personal lectures notes.

2. Peer notetaker (carbonless notebook). A student selected in the course will take notes for the disabled student using a carbonless notebook (provided by the Office of Disability Services). The carbonless notebook paper makes a second copy automatically as the notetaker writes, as a result photocopying is not needed. Because of the confidentiality of the student's disability, the notetaker should submit a copy of their notes to the instructor at the conclusion of every class. At that point, you will need to give the notes to the disabled student. The notetaker will be responsible for keeping the carbonless notebook because 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 disabled student. The notetaker will need to provide their notes to the instructor at the conclusion of each class. The instructor will need to make a copy of the notes then return the original notes to the notetaker and the copied notes to the disabled student.

NOTETAKER'S DUTIES AND RESPONSIBILITIES

1. Notetaker accommodation is a confidential service. If you are aware of the student you are providing notes for, do not disclose to anyone the name of the student or any information about that student.

2. If for some reason you are not able to attend class, you are required to get a substitute notetaker. If you have difficulty doing so, you should inform the instructor so alternative arrangements can be made. Please share the *Notetaker's Duties and Responsibilities* with the substitute to ensure they provide the proper level of notetaking service.

3. Notetakers are expected to take notes that are neat, detailed, and thorough using a dark pen.

4. Stay mentally alert in class! If you miss an important piece of information, the student which you are taking notes for could suffer as a result.

5. Notetakers are not paid for classes missed, where there is a test or when there are no notes to take.

6. You will need to submit your notes at the end of each class to the instructor unless permission has been granted from the disabled student to deal directly with them.

7. In order to ensure payment you must complete a W-9 form (Appendix D) issued to your instructor. Your instructor will complete the *Notetaker Verification Form* (see Appendix C) and both forms will need to be returned at the CONCLUSION of the course to the Office of Disability Services.

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 notetaking services on the *Notetaker Verification Form.* Additional W-9 forms can be found on the University's website at http://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 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 (Appendix F) before the start of the course and prior to recording."

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

- Students will agree to abide by the Policy for Recording Lectures.
- 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 that 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 you must meet with your Academic Advisor to discuss your need for a course substitution and the impact of the substitution.

DELTA ALPHA PI

Wilmington University is the Gamma Alpha Chapter of the Delta Alpha Pi International Honors Society. Delta Alpha Pi was established to distinguish students who have attained superior academic records while managing personal setbacks. The mission of Delta Alpha Pi is to recognize strength, achievement and pride in these students. DAPi 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 Disability Services. To qualify, students must present with a documented disability and work with one of the faculty / advisors in the Office of Disability Services; students must 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.

VIOLENT & 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 & PROCEDURES FOR DEAF/HEARING IMPAIRED STUDENTS

At Wilmington University we strive to offer you 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 Disability Services. Your full cooperation with the following guidelines will be greatly appreciated and will facilitate your needs as 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. Please notify the ODS as soon as you register for courses, at least two weeks prior to the beginning of the course, so it gives the University ample time to arrange for an interpreter(s). All arrangements for interpreting services must be made through the Office of Disability Services.
If you need an interpreter for out of class activities, (field trips, etc.), please notify the Office of Disability Services (ODS) of the need. We will do our best to provide an interpreter. At least two weeks' notice is required.

Guidelines for Students Working With Interpreters
Do not ask interpreters for help with course requirements. The interpreter's job is to sign what the professor and your class members say, and to voice your signing when appropriate. If you need help with course work, ask the professor, or go to the Student Success Center, and request academic support services.

If you wish to speak with your professor after class, first ask the interpreter if he/she can stay. If not, then make an appointment with the professor and request an interpreter from the ODS.

If you have a problem with your interpreter, please do not discuss it with other interpreters or students. Discuss the problem with the interpreter first. If the situation is not resolved, then bring it to the attention of the ODS. This way it will be kept confidential.

PLAN AHEAD. If you are to make an oral presentation in class, it is important that you practice with the interpreter who will be voicing for you. It is YOUR responsibility to bring in your script or typed speech to be photocopied for your interpreter.

Before you make a change in your schedule, (adding or dropping a class), please notify the Office of Disability Services. This way we will know how to appropriately schedule interpreters.

If you plan to be late for class, please notify the ODS so we can instruct the interpreter to wait for you. The interpreters have been instructed to wait 20 minutes. If you do not arrive within the first 20 minutes, the interpreter will notify the ODS of your absence and fill out a "no-show" form that will be placed in your file.

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

- You plan to miss class;
- Room, day, or time of class is changed;
- You are adding or dropping a class;
- You are canceling any other activity for which an Interpreter was requested.

When you know you will be absent from class, notify the office immediately. If you are sick and do not know when you will be well enough to return, the office will cancel interpreting service until you are ready to return class.

No-Show Policy

- Interpreters are required to wait 20 minutes for students.
- If you miss a class or appointment without canceling service in advance, the interpreter will not return until you have notified the Office of Disability Services and request 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 Americans with Disabilities Act (ADA) of 1990. 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:

- is based on documented individual need for accommodation;
- allows for the most integrated experience possible;
- does not fundamentally alter the essential requirements or essential nature of a course or program;
- does not pose a threat to personal or public safety;

- does not impose undue financial or administrative burden;
- is not 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:

- The regular Disabilities Services documentation/accommodation process will be followed. If acceptable, the reasonable accommodation is provided. If not, the student or faculty member may request (and consent to, as appropriate) the next recourse:
- An informal "second opinion" is rendered by an ad hoc committee convened by the Vice President of Student Affairs. This ad hoc committee is composed of the following:
    - Chairperson-The Chairperson shall be the Vice President of Student Affairs or his/her designee.
    - Other Voting Members:
        One academic advisor
        One full-time faculty member
        Assistant Vice President of Student Affairs
        Psychologist (outside consultant) or other medical specialist as determined by the chair person.
- 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.

WAYS THAT YOU CAN HELP YOURSELF

General Strategies

- If you know that you have a learning disability, provide the Office of Disability Services with recent documentation about your disability that includes a list of recommended accommodations.
- Learn about Section 504. Be aware of the accommodations and support services Wilmington University offers.
- Increase your knowledge of the nature of learning disabilities, specifically your own.
- Make sure that your commitment to college is deep and genuine; it should be a high priority in your life.

- Take fewer classes each semester and balance easy classes with more difficult ones. Plan for the possibility of more years to finish your degree.
- If you require classroom accommodations of any kind, schedule an appointment with your instructor early in the semester to discuss your needs.
- If you need to tape record lectures, ask the instructor for permission before doing so. Explain why you need to tape the lectures and that the tape will enhance your learning.
- Get your course syllabi and purchase text early, if possible.
- Avoid back-to-back classes and classes with meeting times which exceed your attention and concentration stamina.
- Take notes while tape recording. Indicate questions in margins.
- As soon after class as possible, listen to the tape, rewrite the notes, and highlight main concepts.
- Get a study partner and compare notes.
- Apply the following principles of effective learning when you study.
- Attend all classes. 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 so you can hear and see well and be more easily recognized if you have questions or 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.
- Before beginning an assignment, make sure that you understand it fully. Schedule an appointment with your instructor early on to make sure that you are on the right track.
- Sometimes the hardest part of getting work done and keeping up with a workload is getting started. Make a commitment of 30 minutes and gradually lengthen the study periods.
- Because some college students with learning disabilities have trouble recognizing and correcting spelling errors, it is important to use a spell checker to identify misspelled words. Because some words will not be identified by a spell checker, have someone else proofread your papers and assist you in error identification and correction.
- Meet with instructors frequently, even if it is just to say hello.
- Reach out for assistance early! If you begin to get confused or fall behind, schedule an appointment with your instructor. Do not wait until you are in danger of failing the course.

- Get help from tutors early. Use the free tutoring services available from the Student Success Center (www.wilmu.edu/ssc).
- Deal with writing problems early, as writing demands are heavy.
- Be aware of Drop-Add deadlines. Use them to your advantage.
- Plan down-time daily.
- Become active in student organizations on-campus.
- Find out about support groups for learning disabilities.

Memory Strategies

- Review class notes frequently and regularly throughout the semester.
- To strengthen your visual memory of the material, color code, enlarge, underline, and highlight your notes.
- Copy your notes over again.
- Listen to tape recorded lectures throughout the day.
- Rehearse material to be mastered orally or in writing. Write out notes in full. Read notes silently or aloud. Paraphrase or explain concepts to a friend.
- Review 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

- Find out what format your instructor will use for tests. Ask to see if practice tests are available and take as many as possible.
- If no prior exams or questions are provided, and if essay type exams will be given, try to anticipate the questions that will be asked on the exam. Write out your answers to anticipated questions.
- Take notes during exam reviews. Make a study sheet or index cards from the notes.
- Be sure to go into exams well rested.
- At the beginning of the exam, write down any specific formulas, dates, names or terminology that you have committed to memory, so that you may use the information 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 you have completed the easy ones.
- Pace yourself.
- If you come to a question that you do not understand, paraphrase it for the instructor/ proctor to confirm that you understand it.

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. You may want to explore such options. In addition, the following strategies may help:

- After preparing as much as possible for an exam or presentation, tell yourself that you will succeed and are well prepared, rather than that you are going to fail.
- Identify a realistic goal and work towards it. When you succeed, identify what helped you to succeed. Building self-confidence is a step-by-step process.
- If you do not achieve your goal on the first attempt, sit down with someone and review your strategies. Identify new strategies that will better prepare you to achieve your final goal.
- Develop a time line to accomplish each goal. Build in extra time for the unexpected. Take a long-range perspective on your life, rather than focusing on just one semester.
- Keep a list of your past successes and accomplishments and read it over frequently.
- Take credit for your 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.
- Identify your strengths and keep expanding the list of what you do well. Identify your talents, develop them and enjoy them.
- Keep 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.
- If you do poorly on a paper or an exam, find out why rather than condemning yourself. Chalk it up to experience. Mistakes are often the best teachers. By analyzing what went wrong, you will be better able to avoid the same mistakes in the future.
- Dress for success. If you are not sure about the appropriate attire for a specific event, check ahead of time with a knowledgeable person.
- Smile. Smiling makes a person appear more self- confident.
- Look at those who have expressed confidence in you, provided you with opportunities, and given you responsibilities in the past. These people know you well, have observed your past performances, and have confidence in you. As you accept new challenges, keep these people and their confidence in you clearly in mind.

RESOURCES

ON-CAMPUS

Office of Disability Services
320 N DuPont Hwy.
Pratt Student Center
New Castle, DE 19720
Phone: (302) 356-6937
Fax: 302-669-6601
Email: disabilityservices@wilmu.edu

Wilmington University Student Handbook
http://wilmu.edu/studentlife/handbook/index.html

Academic Advising
New Castle Campus-Audrey K. Doberstein Admissions Center (DAC), Second Floor
Phone: (302) 356-6711
Website: wilmu.edu/advisement
*If you are attending one of Wilmington University's other sites please contact your site to make an appointment with your advisor.

Burlington County College.....856-222-9311 x2115
Cecil College at Elkton Station……877-967-5464
Cumberland County College 856-691-8600 x551
Dover Air Force Base.....302-674-8726
Dover 302-734-2594
Georgetown 302-856-5780
McGuire-Dix-Lakehurst……...609-723-2790
Middletown 877-967-5464
New Castle 302-356-INFO (4636)
Brandywine……..…….877-967-5464
Rehoboth Beach.....302-227-6295
Salem Community College.....877-967-5464
Wilson Graduate Center 302-655-5400

Student Success Center (SSC)
The Student Success Center is your place to go for all your tutoring and academic support needs. The SCC offers free tutoring for all students (graduate and undergraduate) at all sites. The SSC has drop-in math, statistics, and writing labs located at the New Castle site (DAC 219). By appointment tutoring is offered at most

other sites. In addition, tutoring is available in Finance, Economics, Accounting, PRAXIS, and in Legal Studies.

Online tutoring is available to all students and is accessed through the student's Blackboard site. There are over 18 subjects available in the online tutoring format. In addition, the SSC offers study skills workshops, success seminars, online academic support services, and mentoring programs.

For more specific information, please visit the Student Success Center website at www.wilmu.edu/ssc or call us at 302-356-6995. Students can also email the SSC at ssc@wilmu.edu.

LOCAL/STATE/REGIONAL

ADA Information Center for the Mid-Atlantic
451 Hungerford Drive, Rockville, MD 20850
Phone: (301) 217-0124
Website: adainfo.org
The ADA Information Center has a number of resources about the ADA.

Children and Adults with Attention Deficit Disorder (C.H.A.D.D.)
Newark Chapter (302) 737-5063
Website: chadd.org
C.H.A.D.D. is a national organization that provides support and information for children and adults who have ADD.

Delaware Elwyn, Inc.
321 E. 11th Street, Wilmington, DE 19801
Phone: (302) 658-8860 Fax: (302) 654-5815
Website: elwyn.org
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.

Division for the Visually Impaired
New Castle County
Herman M. Holloway, Sr. Campus
Biggs Building
1901 North DuPont Highway
New Castle, DE 19720
Voice: (302) 255-9800 Fax: (302) 255-4441
TDD: (302) 255-9854
Website: http://www.dhss.delaware.gov/dvi/index.html
Kent and Sussex County Counties

Milford State Service Center Annex
13 SW Front Street
Milford, DE 19963
Voice: (302) 424-7240 Fax: (302) 422-1419
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.

Division of Vocational Rehabilitation Department of Labor
4425 North Market Street, P.O. Box 9969, Wilmington, DE 19802
Phone: (302) 761-8300; (302) 761-8336 (TTY)
Website: delawareworks.com/DVR
The Division of Vocational Rehabilitation seeks to empower individuals with disabilities. They provide employment, government programs, an information network, and educational and financial assistance.

State Council for Persons with Disabilities
Margaret M. O'Neill Building
122 William Penn St., Dover, DE 19901
Phone: (302) 739-3613 Fax: (302) 739-6704
Website: http://scpd.delaware.gov/
The State Council for Persons with Disabilities provides information/network, advocacy/government programs for persons with disabilities.

Statewide Coalition for ADA (SCADA)
700 A River Rd., Wilmington, DE 19809
Phone: (302) 764-8713
SCADA's mission is to educate the entire community of its rights and responsibilities in complying with the Americans with Disabilities Act.

NATIONAL

Association for Higher Education and Disability (AHEAD)
107 Commerce Center Drive, Suite 204, Huntersville, NC 28078
Phone: (704) 947-7779Fax: (704) 948-7779
Website: www.AHEAD.org
AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education.

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

International Dyslexia Association (IDA)
40 York Rd., 4th Floor, Baltimore, MD 21204
Phone: (410) 296-0232 voice; (800) ABCD-123 for messages
Fax: (410) 321-5069
Website: interdys.org
The IDA is an international, non-profit organization dedicated to the study and treatment of learning disabilities and dyslexia.

Job Accommodations Network (J.A.N.)
PO Box 6080, Morgantown, WV 26506-6080
Phone: 1-800-526-7234 Fax: (304) 293-5407
Website: jan.wvu.edu
JAN has information about accommodating persons with disabilities.

Learning Disabilities Association of America (LDA)
4156 Library Road, Pittsburgh, PA 15234-1349
Phone: (412) 341-1515 voice
Fax: (412) 344-0224
Website: ldanatl.org
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.

National Rehabilitation Information Center
8201 Corporate Drive, Suite 600, Landover, MD 20785
Phone: 1-800-346-2742 Fax: (301) 459-4263
Website: naric.com
The NARIC maintains a research library on rehabilitation and disability issues.

REFERENCES

American Council on Education. *Section 504: The Law and Its Impact on Postsecondary Education.* 2000: American Council on Education.

Association on Higher Education and Disabilities. (2004). *AHEAD best practices disability documentation in higher education.* Retrieved from http://www.ahead.org/resources/bestpracticesdoc.htm

Delaware Health and Social Services. Guide to Services for People with Disabilities. 1996: Delaware Health and Social Services.

Gartland, D. & Strosnider, R. (2007, Fall). The documentation disconnect for students with learning disabilities: Improving access to postsecondary disability services. *Learning Disability Quarterly, 30,* 265-274.

Nashua Community College. Retrieved from http://www.nashua.ccsnh.edu/disabilities_support.html

Roesle, Jo. ADA Information Center for the Mid-Atlantic.

Ryan, Dan and Maureen McCarthy. *A Disability Services Guide to the ADA and Disability Issues*. 1994: National Association of Student Personnel Administrators.

Serpico, Joan. Coordinator of Disability Services. Caldwell College, Caldwell, NJ.

Texas Tech University. (n.d.). Student Disability Services. Retrieved from www.depts.ttu.edu/students/sds/mainoffice.asp

University of Pennsylvania. (n.d.). Office of Student Disabilities Services. Retrieved from http://www.vpul.upenn.edu/lrc/sds/student_grievance.html

Vogel, Susan A. Ph.D. *College Students with Learning Disabilities: A Handbook*. 1993: Northern Illinois University.

Widener University. (2003-2007). *Procedures for requesting accommodations.* Retrieved from http://www.widener.edu/disabilitiesserv/accommodations.asp

APPENDIX A

WILMINGTON UNIVERSITY

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 & 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:
I,_____, grant the Office of Disability Services (ODS) permission to notify my instructors at Wilmington University of the special needs recommended in the report(s) documenting my disabilities. Also, I grant the ODS 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.

_____ _____
Signature of Student Date

_____ _____
Signature of Parent/Guardian (if under 18) Date

APPENDIX B

WILMINGTON UNIVERSITY

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 Disability Services to receive special accommodations. WU 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 inability to access of 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 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.

I have read and understand the conditions to 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:

APPENDIX C

Notetaker Verification Form

Class:	**Instructor:**
Student requesting notetaker:	***Notetaker's Name:**
Specify the format of the course. Please circle. Semester Block Modular Hybrid	
Below fill out the dates that the student used the notetaker.	
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:

The notetaker must complete a W-9 form and return it to the instructor before the completion of the course. Please return both forms (W-9 and the Notetaker Verification Form) to the Office of Disability Services at the COMPLETION of the course to ensure payment.

* If for some reason the assigned notetaker is not able to attend a class, they are required to get a substitute notetaker. 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 notetaking services on the *Notetaker Verification Form.*

Signature of Instructor:_____Date:_____

NOTE Payment Scale:
Semester Class: (14 classes) - $5.00 per class for a total of $70 for the course

Block Class: (7 classes) - $10.00 per class for a total of $70 for the course

Modular (2 weekends)- 2 options:
(1) $35.00 per weekend for a total of $70 for the course, or
(2) $5.00 for Friday night, $15.00 for Saturday, and $15.00 for Sunday for a total of $70.00 for the course.

Hybrid Class:
5 hour class- $10.00 per class
2.5 hour class-$5.00 per class

Office of Disability Services
320 N DuPont Highway, New Castle, DE 19720
302-356-6937 Fax 302-669-6601
www.wilmu.edu/studentlife/disabilityservices

Form **W-9**
(Rev. January 2003)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give form to the requester. Do not send to the IRS.

Print or type
See **Specific Instructions** on page 2.

Name

Business name, if different from above

Check appropriate box: ☐ Individual/ Sole proprietor ☐ Corporation ☐ Partnership ☐ Other ▶ ☐ Exempt from backup withholding

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Part I **Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). **However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3.** For other entities, it is your employer identification number (EIN). If you do not have a number, see **How to get a TIN** on page 3.

Note: *If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.*

Social security number
| | | – | | – | | | | |

or

Employer identification number
| | – | | | | | | | |

Part II **Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), **and**
2. I am not subject to backup withholding because: **(a)** I am exempt from backup withholding, or **(b)** I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or **(c)** the IRS has notified me that I am no longer subject to backup withholding, **and**
3. I am a U.S. person (including a U.S. resident alien).

Certification instructions. You must cross out item **2** above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item **2** does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 4.)

Sign Here Signature of U.S. person ▶ Date ▶

Purpose of Form

A person who is required to file an information return with the IRS, must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

U.S. person. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee.

Note: *If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.*

Foreign person. If you are a foreign person, use the appropriate Form W-8 (see **Pub. 515,** Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.

2. The treaty article addressing the income.

3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.

4. The type and amount of income that qualifies for the exemption from tax.

5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Cat. No. 10231X Form **W-9** (Rev. 1-2003)

WILMINGTON UNIVERSITY

APPENDIX E

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 through 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 individuals 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 post-secondary institution has no obligation to provide or adopt recommendation 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.

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 <u>must be signed by the evaluators and their titles and qualifications stated.</u>

8. High school IEP's or 504 plans *alone* are NOT sufficient to support university accommodations.

APPENDIX F

WILMINGTON UNIVERSITY

GUILDELINES FOR DOCUMENTATION OF PHYSICAL DISABILITIES AND HEALTH DISORDERS
(including deaf/impaired hearing, blind/low vision, ADD/ADHD, chronic illness and head injury)

The following information will assist the ODS 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 accommodation 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:

_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____

Additional Information/Comments:

_____
_____
_____
_____
_____

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

GUILDELINES FOR DOCUMENTATION OF PSYCHIATRIC/PSYCHOLOGICAL DISORDERS

The following information will assist the ODS 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.
A diagnosis by a licensed metal health professional (including licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists and neurologists). 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 disability, including the DSM-IV diagnosis, date of last appointment and a summary of present symptoms:

_____
_____
_____
_____
_____

2. Describe the current impact of the psychiatric/psychological disability has on the student's functioning and the **limitations of the disability on learning** or other major life activities:

_____
_____
_____
_____
_____

3. Please provide medical information relating to the student's needs, including current medication/dosages and the impact of medication on the student's ability to meet the demands of the postsecondary environment:

_____
_____
_____
_____
_____

Additional Information/Comments:

_____
_____
_____
_____
_____

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

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 that 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.”

Office of Disability Services
320 N DuPont Hwy.
New Castle, DE 19720
Phone: (302) 356-6937 Fax: 302-669-6601
www.wilmu.edu/studentlife/disabilityservices