The Office of Student Accessibility Services
(Formerly Office of Disabilities Services)
Handbook

Academic Support Center
William C. Jason Library, Room 218

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I Legislation

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act was designed to ensure that any program or activity receiving federal financial assistance does not discriminate on the basis of a disability for otherwise qualified persons. A person with a disability is defined as any person who:

- Has a physical or mental impairment that substantially limits one or more major life activities,
- Has record of such an impairment, or
- Being regarded as having such impairment.

Postsecondary programs receiving federal financial assistance have been required to provide accommodations for qualified people with disabilities since this Act.

American with Disabilities Act (ADA) of 1990

The Americans with Disabilities Act of 1990 requires that people with disabilities be provided equal access to public programs and services. According to this law, no otherwise qualified individuals with disabilities shall, solely by reason of their disabilities, be excluded from participation in, be denies the benefits of, or be subjected to discrimination in these programs. The ADA upholds and extends the standards in Section 504 of the Rehabilitation Act to employment practices, communications and all policies, procedures, practices that impact the treatment of students with disabilities.

Americans with Disabilities Amendment Act (ADAAA) of 2008

In 2008 the ADAA was passed. It generally states that employers with 15 or more employees must comply with the federal ADAAA law and state law in regard to the new amendments, and must apply the standard most beneficial to the employee.

The Act retains the ADA’s basic definition of a disability as

1. Having a physical or mental impairment that substantially limits one or more major life activities
2. Having a record of such impairment; or
3. Being regarded as having such impairment

The ADAAA has expanded the definition of ‘major life activities’ to include (the bold items are the newly added activities):

- Caring for oneself
- Performing manual tasks
- Walking
- Standing
- Learning
- Reading
- Concentrating
- Thinking
- Communicating
- Working
- Lifting
- Bending
- Speaking
- Breathing
- Seeing
- Hearing
- Eating
- Sleeping
- Walking
- The operation of a major bodily function
II  Documentation Procedures

The Office of Student Accessibility Services (OSAS) requires current documentation of any and all disabilities for which accommodations are requested. The documentation of disability will be kept confidential and will only be shared with the University personnel involved with the coordination and facilitation of services and accommodations. Insufficient information may jeopardize the accommodation process and the University reserves the right to request additional documentation necessary to create reasonable and appropriate accommodation plan. The documentation needs to be submitted in a timely manner:

The documentation to include:

1) States a specific diagnosis according to the DSM-IV.

2) Describes the presenting problem(s) and developmental history, including relevant educational and medical history.

3) Describes the comprehensive assessments (neuropsychological or psycho-educational evaluations), including evaluation dates used to arrive at the diagnosis.

4) Describes functional limitations resulting from the disability, as supported by the test results.

5) Describes specific recommended accommodations and provides a rationale explaining how these specific accommodations address functional limitations.

6) Establishes the professional credentials of the evaluator, including information about licensure or certification, education or specialization.

7) Accommodations will not be obtained without prior documentation.

   • Note: Specific guidelines may vary depending upon an individual’s disability status and/or extenuating circumstances.

The Student Accessibility Services Coordinator ultimately determines whether the documentation submitted is adequate. Intakes-accommodations-can not be scheduled during final exams due to the availability of staff.

Documentation Procedures for Learning Disabilities

Students requesting reasonable accommodations for a learning disability must have documentation be from a qualified professional within the past three years. The documentation is to include:

- A copy of a comprehensive psycho-educational test battery administered, with a statement of diagnosis, academic limitations resulting from the disability, and type of learning disability (all test scores must include subtest scores);
- a copy of a recent IEP and Multifactoried Evaluation,
- if available, functional limitations, impact of the disability in an academic setting.
Documentations for Physical Disabilities/and Health-Related

Students with a chronic health, physical or mobility related disability must provide documentation verifying such condition by a license health care profession; it must have:

1. History of the disability with a clear diagnosis with signature of the qualifying professional with credentials
2. Is currently or recently associated with the student
3. A description of the current functional limitation presented by the student and impact of the disability in an academic setting
4. Medication, including side effects

A diagnosis must reflect the student’s present level of functioning in the major life activity affected by the disability with recommendations for accommodations. All recommend accommodations must be clearly linked to the diagnosis with an explanation of each.

Documentation for Psychological /Mental health

1. A clear statement of the disability, including the DSM-IV diagnostic and summary of present symptoms
2. Listing of the test(s) utilized and results of neurological test, rating scales or psychological testing
3. Medical information relating to student’s needs, including the impact of medication on the student’s ability to meet the demands of the post secondary environment; recommendations for accommodations, compensatory strategies
4. A description of the current functional limitations presented by the student in an academic environment.

Documentation for Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Students with Attention Deficit Disorder (AD/HD) are required to submit comprehensive documentation that substantiates the AD/HD. This documentation should include evidence of early impairment, evidence of current impairment, relevant testing information, and an interpretive summary based on a comprehensive evaluation. A qualified professional must conduct the evaluation.

Qualified professionals may refer to the Educational Testing Services Guidelines for Attention Deficit Disorder and/or the Association of Higher Education and Disability Guidelines for Learning Disabilities for more specific information regarding the documentation of a disability.

ETS website http://www.ets.org/disabilities/documentation
III Accommodations

Process to Receive Accommodations at Delaware State University

The ADAAA does not require colleges or universities to lower academic standards or fundamentally alter the nature of the programs provided. The following are examples of accommodations which, in appropriate cases, would preserve essential academic programs which minimizing the effect of a documented disability upon a student’s performance. These examples are not intended to be exhausted, or appropriate in all cases, each student’s needs are assessed on a case-by-case basis. Although OSAS assists students with disabilities with many tasks, it is the responsibility of the student to take the initiative and remain actively involved in the accommodation process.

1. Send in appropriate documentation to the Office of Student Accessibility Services (please see Section II Documentation Procedures)

   Delaware State University
   Office of Student Accessibility Services
   William C. Jason Library, Room 218
   1200 N. DuPont Highway
   Dover, Delaware  19901

2. The OSAS Coordinator reviews the documentation to determine acceptance of the documents.

3. Student need to schedule an appointment with the OSAS Coordinator to complete Intake Form and discuss appropriate accommodations(s) within the first two weeks of school.

4. Student will make an appointment with each professor and bring the accommodation letters to the professors and discuss the accommodations with the professor. (Please do not discuss this before or after class). Both the Professor and the student need to sign the letter.

5. Student will bring back signed accommodations letters to the OSAS Coordinator one- two weeks after the letters of accommodations are created.

6. The registration process is finished.

7. This process needs to be completed each semester and accommodation letters will not be given out before the semester begins.

   Intakes can not be schedule during final exams due to the availability of staff.


Time Extensions and Proctoring

Exams

Extended time on exams shall not exceed double time. Double time is defined as not more than twice the amount of time allotted for the original exam.

1. Students will remind the professors(s) at least 2 days before the exam date to deliver their exams to OSAS.
2. Students will complete the test in ONE SITTING.
3. Students will not schedule testing time that will interfere with other classes.
4. Students will eat and take care of all personal needs before and/or after testing time.
5. Students will leave all personal items in the OSAS Coordinator’s office or other designated area(s)
6. Before the OSAS Coordinator administers the test, students will sign their names under the academic honesty and integrity statement on the Test Accommodations: Test Cover Sheet.

Assignments

The OSAS Coordinator will support requests for extension for assignments on a case-by-case basis. The OSAS Coordinator will only support requests made by students with the documented disabilities for who the OSAS Coordinator determine that extended time for assignments are necessary with appropriate accommodation. Students are advised that the ADA is unable to waive penalties given by faculty for late assignments.

Furthermore, documentation for extended time on tests and examinations is not sufficient to support a request for extended time on all assignments. The student needs to provide documentation that independently supports his/her need for extended time on all assignments as an academic adjustment. The documentation needs to include:

- Specific discussion of the manifestation of the impairment(s) that create the academic difficulties anticipated with meeting assignment deadlines.
- The type of assignments and/or timeframes that would be problematic.
- Why extended time would be necessary to address the noted academic difficulties.

The student must notify the OSAS Coordinator as least 2 days in advance of a test/quiz. If notification is not received and the student does not remind the professor we cannot accommodate the extra time on the test/quiz.

Readers – Kurzweil 3000 windows based software program offers comprehensive set of tools customize to accommodate diverse learning abilities and include foreign language learning.

Alternate Test Environment – Quiet and reduced distraction environment
Alternate Formatted Material – Students who have documentation may be eligible for this. Students who need taped books need to purchase the textbook (proof of purchase will be required) and contact the publishing company for the taped books or students approved for texts in alternate format may receive texts in audio or electronic format depending on their individual needs.

Students can now set up their own membership on the Learning Ally website:

http://www.learningally.org/

You are responsible for setting up your account and ordering alternate format textbooks.

If your textbook is unavailable through the Learning Ally website, you may bring the hard copy of your textbook to OSAS to be scanned. This process could take several days/weeks depending on the time of the year and availability of staff.

Note Taking

Note taking assistance is an accommodation that is available for students on an individualized basis. Generally, there are two different kinds of note taking assistance: the LiveScribe Smart Pulse Pen or peer note taker (in some cases OSAS might use NCR carbonless paper to take notes). Students requesting note taking assistance must meet with the OSAS Coordinator and provide appropriate documentation to be considered for this accommodation.

The LiveScribe Smart Pulse Pen records what you hear and write so you never miss a word. The OSAS Coordinator has LiveScribe pens that can be loaned out on an individualized basis.

Students who are note takers are recruited within the class itself. The student note taker must be in good standing academically. Note taking accommodations are not to be used as a substitute for attending classes and do not change or lessen the student’s academic responsibilities.

Delivery of Completed Notes

The note takers will bring the completed notes to Room 218 or 214, William C. Jason Library, to be duplicated. Delivery of the notes can be by one of two methods:

- If the student with the disability and note taker have been introduced, the notes will be given directly to the student.
- If the student with the disability wishes to remain anonymous, this will be coordinated by the OSAS Coordinator.

The copies of the notes will be available in the OSAS office for one (1) week after the class. It is the student’s responsibility to come to OSAS and pick up the notes. Notes that remain after one week will be discarded.
Policy for Absences from Class

The note takers are not required to provide notes if the student is absent from class or is consistently tardy (up to 15 minutes after class starts). The note takers will not cover for the student when they are ill or absent. If the student is absent due to illness, the student must provide a valid excuse to the OSAS Coordinator in order to receive notes.

Three or more unexcused absences will result in the suspension or cancellation of the note taking services.

It is the student’s responsibility to notify the OSAS Coordinator if the notes are not received in a timely manner or if any concerns regarding the notes arise.

Student Responsibilities

Arranging Note Taking

1. Request note taking services in the OSAS office immediately after registering for classes or during the first two weeks of the semester (this will be a part of the meeting with the OSAS Coordinator when registering for the accommodations).

2. Inform the OSAS Coordinator immediately of any changes in note taking requests (i.e. withdrawal from course(s) or course section change.)

3. Meet with faculty to request assistance in recruiting note takers, if needed.

4. Consider other options, including approaching instructors regarding their willingness to share copies of course notes and/or using online lecture notes (if available).

Continuing Responsibilities throughout the Semester

1. Notify the note taker when you will not be in class, at least 24 hours in advance when absences are predictable.
   a. Note takers will provide notes for occasional, unanticipated absences; however notes will not be provided for planned or chronic non-disability related absences.
   b. It is the student’s responsibility to regularly attend classes. Frequent non-disability related absences may result in a suspension of services for that course.

2. Arrange to collect notes from your note taker (unless you are anonymous to the note taker). Note takers will assume you are absent if you do not collect notes and they have not seen you.

3. If you drop a class or your schedule changes, let the note taker and the ODS Coordinator know immediately.

4. Give the note taker regular, helpful feedback about his/her notes.
Continuing Responsibilities throughout the Semester (cont’d)

5. If the class notes taken by the note taker are not satisfactory, determine the problem (e.g., legibility, organization, completeness) and discuss it with the OSAS Coordinator as well as the note taker. If problems persist, bring them to the attention of the OSAS Coordinator.

6. Notes are for OSAS student’s use only and should not be distributed to others in the class.

7. Retrieval of notes must be on a regular and timely basis. Failure to do so will result in a suspension or cancellation of the note taking accommodation.

Online Notetaker Training
http://pepnet.org/sites/default/files/online_notetaker_training.pdf

Faculty Responsibilities

Faculty may be asked to facilitate provision of the note taking service. This is accomplished in the following ways:

1. Faculty can announce requests for note takers, if necessary. Please, do not reveal the name of the student needing the note taker.

2. Faculty will direct interested note takers to the Office of Student Accessibility Services. Screening out of inappropriate applicants, based on a short perusal of sample notes, is appreciated.

3. If possible, faculty is asked to provide photocopies of their notes until a note taker is secured for the student.

Note Taker Responsibilities

1. Attend all scheduled classes, except in cases of illness and emergencies.
   a. Inform the student when you cannot be in class, at least 24 hours in advance when absences are predictable.
   b. Pre-arrange for a substitute note taker for days when you will be absent. It is recommended that you find someone in the class since s/he will be familiar with the subject matter and available without notice. Make sure that you discuss arrangements for substitute notes with the student for whom you are taking notes.

2. Provide notes for the student for occasional absences. If absences seem excessive, discuss your concerns with the OSAS Coordinator, NOT with the student. If the student drops the course without informing you, you will be paid up to one week beyond the drop date.

Note Taker Responsibilities (cont’d)

4. Get feedback on the notes from the student and the instructor.

5. Give the OSAS Coordinator at least two weeks’ notice if you plan to quit.

Assistance for Students with Temporary Impairments

The OSAS Coordinator may be able to arrange limited assistance for temporary impairments for students at the discretion of the OSAS Coordinator, while not required by the ADA. The OSAS voluntarily provides or arranges such help does not mean the temporarily injured or impaired student qualifies as an individual with a disability under the ADA or this policy. If you have questions about what assistance the University may be able to provide in the event of a temporary impairment, please contact the OSAS Coordinator. The documentation must contain:

- The nature and cause of the condition.
- The current functional impact of the condition.
- The onset and verification of the disabling conditions can not be older than 60 days.
- The expected duration of the condition.
- The prognosis for recovery.

IV Grievance and Appeal Procedures for Student with Disabilities

In accordance with the ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic facilities, Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability need to contact the Office of Student Accessibility Services in room 218 of the William C. Jason Library, 302.857.7304.

Grievance Procedure: A complainant or grievance can be made if a person believes that an action is prohibited by the ADA and/or Section 504 of the Rehabilitation Act of 1973:

1. A student or any other complainant should discuss his/her concern with the ADA/504 Coordinator and attempt to resolve the conflict.

2. If no formal resolution is reached, the Complainant may file a written complaint. The ADA/504 Coordinator will respond to the complaint within fourteen (14) days.

3. If the Complainant is not satisfied with the resolution of the ADA/504 Coordinator, the student has the right to appeal that decision to the Vice President of Student Affairs. The Vice Presidents of Student Affairs will respond to the appeal with fourteen (14) days. This time may be extended when the compliant involves multiple issues.

4. If the Complainant is not satisfied with the decision of the Vice President of Student Affairs, the Complainant my file an appeal with the President of the University. It is within the discretion of the President to hear this appeal. If the President chooses to hear the appeal, the
President may refer the matter to the Administrative Counsel or delegate the review. The President and/or designee will render a decision and communicate the response to the Complainant within twenty-one (21) days of the filing of the appeal.

V Other Academic Resources at Delaware State University

1. **Tutoring Center – Library Room 206; phone 302.857.6389**
   Students may sign up for a personal peer tutor for courses across the curriculum. Tutors will schedule appointments in the library at the convenience of the student.

2. **Drop-In Writing Studio – Library Room 205; phone 302.857.7540**
   Students may drop in for assistance with any writing assignment across the curriculum.

3. **Supplemental Instruction Program (SI) – Library Room 212A; phone 302.857.6387**
   Supplemental instruction offers weekly study sessions to students taking ‘historically’ difficult courses. SI participants meet with their leader and classmates outside of class to discuss challenging concepts and develop study strategies. They develop a better understanding of course content and learn how to effectively test themselves.

4. **Drop-In Computer Lab – Library Room 205 and 206; phone 302.857.6389**
   Students are required to have a current pass code issued by the Academic Computing Office in order to gain access to computers. The Coordinator serves as a resource for technical assistance, information, and study sessions.

5. **Counseling Services – Education Humanities Bldg., Room 123; phone-302.857.7381**

6. **Student Health Services – phone- 302-857-6393**

**Support Services (websites)**

Letter to parents from AHEAD – Association on Higher Education and Disability
http://www.arkahead.org/letterfromjane.htm

Division of Vocational Rehabilitation http://www.delawareworsk.com/dvr/welcome.shtml

ETS website http://www.ets.org/disabilities/documentation

ADAAA information http://www.usdoj.gov/crt/ADAA/ADAAhom1.htm

Children and Adults with ADD (CHADD) http://www.idonline.org/

National Center for Learning Disability (NCLD) http://www.ncld.org

Bookshare http://www.bookshare.org

Accessibility material for individual with visual impairments and learning disabilities http://www.learningally.org/

Job Board for persons with disabilities http://jobs.aapd.com/search.cfm
VI Self Advocacy Skills

Self Advocacy – is an important skill to learn for college. Colleges and Universities are restricted from seeking you out due to privacy laws. You are solely responsible for requesting the services you believe you need. Below are a few suggestions in developing skills at Delaware State University.

1. Know your rights and responsibilities. Educate yourself through the college website and government information.

2. Know yourself and your disability: You need to know exactly what you need and be able to convey that to professors and staff in a way that they will understand.

3. Know where you need to go for assistance – Success is not achieved alone. Seek out the resources on the Campus that will assistance you in becoming successful.

4. Take action – See the Office of Student Accessibility Services Coordinator to discuss your needs and rehearse what you need to say to your professors. An accommodation letter will be provided however it is up to you to discuss the needs stated in the letter with your professors.

5. The student retains the responsibility for mastering the content of her or his courses. Students are also expected to take responsibly for moving toward greater independence and to fully participate in decisions regarding their participation at the University.

Q. What are the legal right and who is responsibly for students with disabilities?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Secondary Section 504/IDEA*</th>
<th>Postsecondary Section 504/ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>School</td>
<td>Student</td>
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<tr>
<td>Assessment</td>
<td>School</td>
<td>Student</td>
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<tr>
<td>Programming</td>
<td>School</td>
<td>Student/College</td>
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<td>Advocacy</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Placement Team</td>
<td>Student</td>
</tr>
<tr>
<td>Transition Planning</td>
<td>Placement Team</td>
<td>Student</td>
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</tbody>
</table>

Source: Brinkerhoff, L.B., Shaw, S. F. & McGuire J.B.

*IDEA= Individuals with Disabilities Educational Act.
VII Helpful Hints and Tips

1. Make an appointment with the OSAS during the first 2 weeks during every semester to discuss your courses and what accommodations will be necessary. Meet with OSAS Coordinator regularly:

   a. It is recommended that all freshmen and students on academic probation see the OSAS Coordinator at least one time per week.

2. Investigate all components of your class: days, times, rooms, buildings and the professors’ names.

3. Get a syllabus of the class. Keep a planner/calendar and record all assignment due dates. Schedule study time for yourself.

4. The content of the course cannot be altered because of your disability. Expect the standards that apply to all students in the course. You will be expected to fulfill all requirements as stated in the syllabus. Be sure to adhere to the class attendance policy unless specific alternate arrangements are made with the professor teaching the course. It is recommended to have this arrangement stated in the Accommodation letter.

5. If you are requesting special test arrangements with OSAS, it is your responsibility to notify the instructor as well as the OSAS before each exam. You are required to give at least a 2 day notice of your exam time and date.

6. Do your best to handle problems independently. If you have questions or concerns, make an appointment to talk with your professor as soon as the issue comes up, DO NOT WAIT! If necessary, speak to the OSAS Coordinator to get suggestions about talking with the professors and advocating for yourself.

7. ALL Students:
   - Attend all class.
   - Read/Learn your textbook before class.
   - Sit in the front of class and participate.
   - Get to know your professor.

VIII Forms

Test Taking Policy for Testing Center
Test Cover Sheet
Release of Equipment Form
Tape Recording Agreement Form
Accommodation Letter -Sample-
Office of Student Accessibility Services (formerly Office of Disabilities Services)  

Test Taking Policy for Testing Center ONLY

I  In order to take your exam in the Testing Center, the following must be on file in the Office of Accessibility Services as least two (2) days before the day of the exam:
- Current documentation stating disability and need for accommodations.
- Complete the Accommodations Letter with specific examination dates/times and signatures of professor and student. Give all Letters to OSAS Coordinator.

II  Student Responsibility:

Prior to the Exam
- Extended time does not mean ‘unlimited time or ‘un-timed’. There is a start time and a stop time. It is time and half or double time depending on duration of the class.
- Notify the Testing Center 2 days prior to the exam. Failing to notify the Testing Center will result in the test being taken in the classroom. NO Exceptions will be made.
- The Testing Cover sheet to MUST accompany the test when it is delivered to the Testing Center with specifics of the test.
- Remind the Professor you are taking the exam in the Testing Center and get the Test Cover Sheet filled out.
- Only the professor authorizes a change in the exam time and day.
- Do not schedule exams that conflict with other classes.
- Arrive at the designated exam time. If students arrive late to the exam they will have less time to complete the exam. The ‘stop’ time will not change.

During the Exam
- Leave all personal items in the Locker of the Testing Center area during the test time. No cell phones, iPhones, mp3, etc…are allowed during testing.
- Eat and take care of other personal needs before or after exam time.
- Leaving during the exam is prohibited.
- Complete the exam in one sitting.
- Do not talk with others students during exam time.

For Final Exam – The Testing Center needs to be notified 3-5 days in advance of finals week that your final will be taken with dates and time. Failure to notify Testing Center by that time, the final will be taken in the class.
- ALL finals exams will be given time and half as the extended time, up to 3 hours.

Academic Dishonesty
If a student is suspected of cheating or found in any violation found in the Student Handbook while taking the exam the following will happen:
- Email the Professor immediately.
- Document and provide evidence of offense to the professor.
- Possible suspension of all testing privileges in Testing Center for the rest of the semester

I, ____________________________________________ understand the Test Taking Policy of the Office of Student Accessibility Services. I understand I must schedule my tests with the Testing Center 2 days in advance. Failure to do so will result in taking the test in the class for that test. I further understand that it is my responsibility to remind my professor that I will be taking the test in the Testing Center and have professor fill out Test Cover Sheet.

Student’s Signature: ___________________________ Date: ________________
Test Cover Sheet for Taking Test- Testing Center (Thomasson Bldg)
From Office Student Accessibility Services (formerly Office of Disabilities Services)

Needed for all tests and/or quizzes
Testing hours are from 8:30am- must start test by 4:00 on Tuesday through Thursday

(Professor fills out below)-2 day notice must be given to the Testing Center for ALL tests

Class: _______________________________ Professor: ____________________________ Ext: _____
Test Date: ______________________ Scheduled start time of test: _______________
Alternate Test Time/Date (if applicable-Instructor’s permission required):_______________

Student Name: ________________________________________________________________

********Total amount of time student has to complete the Test: __________ hours/minutes*******

Standard Test Procedures (Professor only, please check):

Closed Book  Y □ N □ Calculator  Y □ N □ Notes Y □ N □
Open Book  Y □ N □ 3 X 5 with Notes  Y □ N □ Dictionary Y □ N □
Other  Y □ N □ 8 ½ x 11 sheet with notes Y □ N □

Test Delivery (Professor only, please check)
□ Hand delivered by professor or staff member from dept. - need to sign in test at Testing Center
□ Confidential email to BOTH jwhitaker@desu.edu Mr. James Whitaker and Mr. James Perrine
   jperrine@desu.edu
□ Confidential fax of test (857) 302-6142

Test Return (Professor only, please check)
□ Professor pick up from Testing Office -in sealed envelope
□ Test to be delivered through interoffice mail
□ Student taking test will deliver the test back to professor in a sealed/stamped envelope

Additional Notes from Professor
____________________________________________________________

Signature of Student/Professor: by signing this form you have been given the above instructions and agree to it.

Student: ________________________________ Professor’s: ________________________________
Date: __________________ Date: ______________
Proctor’s Name: ______________________________

(Questions about accommodations contact Roberta C. Durrington rdurrington@desu.edu or 857.7304)
Test Cover Sheet for Taking Tests - Library
From Office Student Accessibility Services (formerly Office of Disabilities Services)

Needed for all tests and/or quizzes
Testing hours are from 8:30am to 4:30 Monday thru Friday (test need to finish by 4:30)

(Professor fills out below)- 2 day notice must be given to the Library for ALL tests

Class: ___________________________ Professor: ___________________ Ext: ____
Test Date: _____________________ Scheduled start time of test: ________________
Alternate Test Time/Date (if applicable-Instructor’s permission required): ________________

Student Name:
________________________________________________________________________
________________________________________________________________________

☐ Time and Half ☐ Double Time ☐ Enlarged Test ☐ Enlarged Test on Computer

Standard Test Procedures (Professor only, please check):
Closed Book Y ☐ N ☐ Calculator Y ☐ N ☐ Notes Y ☐ N ☐
Open Book Y ☐ N ☐ 3 X 5 with Notes Y ☐ N ☐ Dictionary Y ☐ N ☐
Other Y ☐ N ☐ 8 ½ x 11 sheet with notes Y ☐ N ☐

________________________________________________________________________
________________________________________________________________________

Test Delivery (Professor only, please check)
☐ Hand delivered by professor or staff member from dept.
☐ Confidential email to Roberta C. Durrington rdurrington@desu.edu
☐ Confidential fax of test (857) x7637

Test Return (Professor only, please check)
☐ Professor pick up from Testing Office -in sealed envelope
☐ Student taking test will deliver the test back to professor in a sealed/signed envelope

Additional Notes from Professor
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Student/Professor: by signing this form you have been given the above instructions and agree to it.

Student: ___________________________ Professor’s: ___________________________
Date: _______________ Date: _______________
Proctor’s Name: ___________________________

(Questions about accommodations contact Roberta C. Durrington rdurrington@desu.edu or 857.7304)
I, ____________________________, hereby certify that I have checked out the following equipment from Office of Student Accessibility Services. If equipment is lost or damaged, I will take responsibly to replace it and there will a HOLD put on my account.

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Approximant Value</th>
<th>Date to be Returned</th>
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Student’s Name             Date             D#

Witness Signature             Date

For OSAS USE

Date Equipment was returned:____________________
Condition of Equipment:____________________
Rv’d By:________________

Office of Student Accessibility Services - Release of Equipment Form

I, ____________________________, hereby certify that I have checked out the following equipment from Office of Student Accessibility Services. If equipment is lost or damaged, I will take responsibly to replace it and there will a HOLD put on my account.

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Approximant Value</th>
<th>Date to be Returned</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Student’s Name             Date             D#

Witness Signature             Date

For OSAS USE

Date Equipment was returned:____________________
Condition of Equipment:____________________
Rv’d By:________________
Office of Student Accessibility Services

**Tape Recording Agreement Form**

Students with disabilities who are unable to take or read notes have the right to tape record class lectures with professors’ approval for their personal study only. Lectures taped for this purpose may not be shared with other people without the consent of the lecturer.

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

I have read and understand the above policy on tape-recorded lectures at Delaware State University and I pledge to abide by the above policy with regard to any lectures I tape while enrolled at the University.

_____________________________________
Student’s Name (printed)

_____________________________________
Student’s Signature

_____________________________________
Date

_____________________________________
Staff Signature
To: Professor
From: Roberta C. Durrington, MA
        Student Accessibility Services Coordinator
Re: Provisions of Accessibility Support Services
Date:

is enrolled in your course is a Student registered with the Office of Student Accessibility Services. Due to a documented disability, this student requires support services while attending our university. According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Delaware State University is required to provide reasonable accommodations or auxiliary aids that will allow for effective teaching and learning, in order to make the student’s college experience a successful one. The following adjustments will afford this student equal access to our programs. Your compliance is greatly appreciated.

Please do not discuss accommodations with the student in front of the class. The student has been instructed to see you privately during an office hour to develop this plan.

Classroom and Supportive Accommodations  Testing Accommodations
___Tape Recorder  ___Extended Time for Tests-Quizzes
___Large Print Handouts  ___Double time

___Alternative Test Environment – Quiet/Reduced Distraction
___Large Print Tests
___Reader

Ownership for the disability rests with the student, not the University. **It is the student’s responsibility to discuss this matter with his or her instructor.** This document is intended to support that discussion. The University can in no way guarantee success, but we can work together to help make it possible.

If you have questions please contact me at rdurrington@desu.edu or 302.857.7304.
Alternate testing location for all tests/quizzes that need extended time and/or alternate location accommodations will be in Testing Center:

- From this day forward, ALL test/quizzes will be taken in the Testing Center in the Thomasson Bldg. @ DSU (with the exception for students who need scribes/readers for their tests)
- The Testing Hours will be Tuesday through Thursday 8:30am and the last test needs to start at 4pm.
- If a student has a class on Monday or Friday or in the evening and there is a scheduled test, the test needs to be schedule during the Testing Centers hours listed above.
- The student was instructed to discuss this with the Professor during initial meeting for the semester.
- The student was instructed to remind the Testing Center 2 days before a test needs to be taken in the Testing Center.
- If a student does not notify the Testing Center s/he will be require to take the test in class. There are no drop-ins there.
- ALL tests MUST have a Test Cover Sheet filled out by the Professor, and then the Testing Center knows what testing procedures to deliver during the test. (Test Cover Sheet attached – please make copies).
- Please discuss an alternate testing time and indicate the agreed upon time on the Plan of Action section below for all classes on Monday and Friday and in the evenings.
- Please if any questions contact: Roberta C. Durrington rdurrington@desu.edu or 302.857.7304

Part II: Plan of Action Summary. (Developed by Professor and student)
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Please sign below and have the student return second page to the Office of Student Accessibility Services as soon as possible. Please make a copy for your records.

Signature of Faculty: __________________________ Signature of Student: __________________________

Date of Meeting: __________________________