Wheaton College is committed to providing reasonable and appropriate accommodations for individuals with disabilities in accordance with the [Americans with Disabilities Act of 1990](http://www.ada.gov/) and [Section 504 of the Rehabilitation Act of 1973](http://www.pacer.org/publications/adaqa/504.asp), in order to provide equal access to programs, services and facilities for students, staff, faculty and visitors.

**ADA Definitions**

A “disability” is (A) a physical or mental impairment that substantially limits one or more major life activities (B) a record of such an impairment (C) being regarded as having such an impairment. ADAAA expanded major life activities to include “major bodily functions"

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major Bodily Functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An individual is “substantially limited” when he/she is unable to perform a major life activity that the average person in the general population can perform or when he/she is significantly restricted as to the condition, manner or duration under which he/she can perform a particular major life activity as compared to the average person in the general population.

An “otherwise qualified student with a disability” is a student with a disability who, with or without reasonable accommodations, meets the essential eligibility requirements for receiving services or participating in programs or activities.

A “reasonable accommodation” is a reasonable modification or adjustment to a class or program, or the provision of auxiliary aids/services that allows a student with a disability equal opportunity to participate in Wheaton College programs and activities.

**Transition from High School to College**

**Applicable Laws**

|  |  |
| --- | --- |
| High School | College |
| I.D.E.A. (Individuals with Disabilities Education Act) | A.D.A (Americans with Disabilities Act of 1990) |
| Section 504, Rehabilitation Act of 1973 | Section 504, Rehabilitation Act of 1973 |
| I.D.E.A. is about SUCCESS | A.D.A is about ACCESS |

**Documentation**

|  |  |
| --- | --- |
| High School | College |
| I.E.P. (Individualized Education Plan and/or 504 Plan). | Where documentation is required, documentation guidelines specify information needed for each category of disability. |
| School provides evaluation at no cost to the student. | Student must get evaluation at own expense. |
| Documentation focuses on eligibility for services based on specific disability categories in I.D.E.A. | Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations. |

**Self-Advocacy**

|  |  |
| --- | --- |
| High School | College |
|  |  |
| Student is identified by school and is supported by parents and teachers. | Student must self-identify to the Academic and Disability Services Office. |
| Primary responsibility for arranging accommodations belongs to the school. | Primary responsibility for self-advocacy and arranging accommodations belongs to the student. |
| Teachers approach student if they believe help is needed. | Professors are usually open and helpful but most expect you to initiate contact if needed. |

**Student Rights and Responsibilities**

Please visit http://www2.ed.gov/about/offices/list/ocr/transition.html for a more comprehensive look at your rights and responsibilities as a student.

Student rights:

Every otherwise qualified student with a disability has the right to:

* Equal access to Wheaton College’s programs, services, activities and facilities.
* Reasonable and appropriate accommodations, academic adjustments and auxiliary aids and services as determined on an individualized case-by-case basis.
* Confidentiality regarding disability-related information, except as permitted by the individual or permitted or required by law.
* Information reasonably available in accessible formats.
* Utilization without retaliation of the grievance procedure if the student believes the college is not providing appropriate accommodations, academic adjustments and auxiliary aids.

Student responsibilities:

Every otherwise qualified student with a disability has the responsibility with or without accommodations to:

* Meet the College’s qualifications including essential academic and code of conduct standards.
* Identify with the Academic and Disability Services Office as a student with a disability and request accommodations as early as possible. Please keep in mind that certain accommodations requests: i.e. in the residence halls and study abroad programs may need additional lead time.
* Provide documentation when requested from a qualified medical or mental health professional.
* Follow up in an appropriate and timely manner with faculty and staff members.

**Requesting Accommodations**

Any student who would like to request an accommodation related to a disability should:

* Complete the appropriate section on the Enrollment Confirmation form if you are in incoming student OR
* Contact the Director of Academic and Disability Services directly at [academic.disability.services@wheaton.edu](mailto:academic.disability.services@wheaton.edu)

Once the initial request for accommodations is made the Academic and Disability Services Office will contact the student for further information and to determine if documentation is needed.

The Director of Academic and Disability Services will review documentation or pertinent information to determine what reasonable accommodations the student is eligible to receive. The College has the right to refuse an unreasonable accommodation, adjustment, or auxiliary aid or service that imposes an undue burden or a fundamental alteration of a program or activity of the College.

The Director will contact the student following review of documentation in a timely manner (usually within 48-72 hours of receipt). Except in unusual circumstances contact will be made in no more than 3 weeks following receipt of properly submitted documentation. The student will be notified of his/her accommodations plan in writing.

Students may request to change or add to the initial accommodations proposal. Some changes may require additional information and/or documentation from the student.

The student is encouraged to communicate throughout the process and to provide feedback upon receipt of accommodations eligibility notification. This is also a time for the student to express any concerns or requests for revisions/addendums to the accommodations offered.

For academic accommodations, with the permission of the student, a letter outlining accommodations will be sent to each of his/her professors at the beginning of each semester.

In the event that requested accommodations have been denied, the College’s determination letter will inform the individual of the reason(s) and of his or her right to appeal the College’s determination as set forth in the ADS Grievance Policy.

Any concerns regarding the effectiveness of accommodations or if accommodations are not being provided as specified please notify the Director of Academic and Disability Services as soon as possible.

**Documentation Guidelines**

**Physical Disabilities/Chronic Medical Conditions**

Students with physical disabilities who seek accommodation from Wheaton College and are request to provide documentation should present documentation to the Director of Academic and Disability Services for consideration. Documentation should be current within 3 years, but exceptions can be made depending on individual circumstances and the nature of the disability.

Appropriate documentation for physical challenges includes a letter on formal letterhead written by a qualified medical professional (M.D., D.O., P.A., or N.P.) that includes:

1. A current diagnosis
2. Functional limitations due to the disability
3. Previous accommodations
4. Recommendations for current accommodations

For chronic/cyclical/unpredictable medical conditions updated documentation on current level of functioning may be requested beyond receipt of initial documentation but only when necessary to adequately provide specific accommodations (i.e. additional extensions on incomplete requests, high number of absences).

*It is in the student’s best interest to provide recent and appropriate documentation relevant to the student’s learning environment that assesses the* ***current*** *impact of the student’s disability on his/her academic performance.* If the documentation is considered outdated or inadequate in scope or content, it will be necessary to update the evaluation report or request clarification before services can be offered.

**Learning Disabilities**

## Introduction. In order to fully evaluate the student’s request for accommodation, Wheaton College will need adequate documentation of the disability. These guidelines have been developed to assist the diagnosing/treating professional(s) in preparing the documentation needed to evaluate the accommodation request.

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

The Director of Academic and Disability Services will maintain all documentation received in a confidential file, separate from the academic record, and will disclose the documentation only in accordance with the law or with the student’s consent.

1. A single test, an individualized education plan (IEP) or a 504 plan may not be considered sufficient for the purpose of diagnosis in all cases. The student’s documentation should consist of a comprehensive assessment battery that includes the following.

* The Credentials of the Evaluator
* Diagnostic statement identifying the disability
* Description of diagnostic methodology
* A description of current functional limitations
* A description of progression or current stability of the disability.
* A description of current and past accommodations, services and/or medications.
* Specific recommendations for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services.

1. Tests for assessing Specific Learning Disabilities in adolescents and adults are critical to the diagnosis. The list of testing instruments listed below is not intended to be definitive or exhaustive.

* Aptitude: *Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability (Subtests 1-14); Wechsler Adult Intelligence Scale-* Third Edition (*WAIS-III)*; the *Stanford-Binet Intelligence Scale;* Fourth Edition.
* Academic Achievement: *Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement;* the *Nelson-Denny Reading Skills Test; Scholastic Abilities Test for Adults* (SATA); or *Woodcock Reading Mystery Tests-Revised.*
* Information Processing: *Detroit Test of Learning Aptitude – 2* (DTLA-3); Information from subtest on the *WAIS-III,* or the *Woodcock-Johnson Psychoeducational Battery-Revised; Tests of Cognitive Ability; Wechsler Memory Scale-II; Luria-Nebraska Neuropsychological Battery:* or *Halstead-Reitan Neuropsychological Battery.*

Determination of reasonable and appropriate accommodations are made by the Director of Academic and Disability Services based on the clinician’s diagnosis, evaluation of that diagnosis, and the request for services by the student. Accommodations are always individually determined.

**ADHD**

Wheaton College recommends that the following criteria, consistent with the DSM-V, be met in documenting ADHD in adults.

This documentation allows a student to receive the most appropriate academic accommodations that may be critical for academic success. If the clinician prefers to use this form rather than a narrative report, please indicate each applicable criterion, and attach supporting data (e.g, copies of rating scales).

***The clinician must include his/her qualifications to make this diagnosis on official letterhead along with specific recommendations for academic accommodation which addresses the student’s needs.***

***Documentation guidelines for physical disabilities/chronic medical conditions may be substituted for this form if the evaluator is a medical doctor and not a clinical psychologist or psychiatrist.***

Note: All documentation must include a specific diagnosis of ADHD and provide the evidence used to meet the seven criteria listed below**.**

**It is important for all evaluations to clearly state how ADHD functionally impacts the student’s life across multiple settings and creates a substantial limitation in learning.**

Clear rationale must be provided as to why specific accommodations are needed to mediate the impact of ADD/ADHD.

**STUDENT NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of Assessment**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Developmental history, documented using independent sources, of appropriate symptoms and problem behaviors across multiple settings. [Possible data sources: past evaluations, school records, teacher report]

***Cite evidence obtained and its source:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Documentation of current symptoms that meet diagnostic criteria. [Possible data sources: clinical interview, behavior rating scales]

***Cite evidence obtained and its source:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Documentation of both childhood and current adult behavior on rating scales of ADD/ADHD symptoms that have appropriate age norms. [Possible data sources: norms-based behavior rating scales]

***Cite evidence obtained and its source:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Corroboration of current ADD/ADHD symptoms across multiple settings by two independent observers with knowledge of the student’s functioning. [Possible data sources: parent, spouse, teacher, supervisor, coworker, relative, and/or clinician observation]

***Cite evidence obtained and its source:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Clear evidence and documentation of interference with developmentally appropriate academic social or vocational functioning.

***Cite evidence obtained and its source:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. All other psychiatric or medical disorders which may cause problems with inattention are differentially evaluated, documented, and considered in the differential diagnosis. This is particularly important when mood or anxiety disorders are involved. Other causes of problems with attention and concentration must be considered and discussed (e.g., text anxiety). A positive response to medication is not by itself considered diagnostic.

***Cite evidence obtained and its source:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Assessment on which the documentation is based must have been completed *no more than three years* prior to the student’s application for academic assistance, OR must have been completed as an adult (18 years old or older) and still be considered current.

***Diagnosis:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Current medications:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Signature:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Date:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Psychological and Psychiatric Conditions**

Appropriate documentation for students with psychological or psychiatric disabilities consists of a letter on letterhead from a qualified mental health professional (licensed psychologist, psychiatrist). The letter should include:

1. A current diagnosis
2. Functional limitations due to the disability
3. Previous accommodations
4. Recommendations for current accommodations

Updated documentation on current level of functioning may be requested beyond receipt of initial documentation only when necessary to adequately provide specific accommodations (i.e. additional extensions on incomplete requests, high number of absences).

**Retroactive Accommodations**

It is a student’s right not to disclose if he or she has a disability or utilize accommodations. If a student decides not to disclose a disability, utilize accommodations, give permission for the accommodations letter to be sent or is diagnosed after completing work that does not accurately reflect his/her ability accommodations will not be given retroactively.

The student in this situation is encouraged to take steps to ensure accommodations are in place for future assignments or activities by contacting the Director of the Academic and Disability Services Office to begin the accommodations process or by contacting staff or faculty to initiate the accommodations process when notification of eligibility for accommodations has already been made.

**Attendance and Extensions**

If a student has a chronic documented medical/mental health condition with unpredictable or cyclical acute episodes, modification to the attendance policy and/or extensions on out of class assignments may be appropriate as an accommodation.

This accommodation does not allow a student to skip class or receive extensions when it is unwarranted; instead, it is a process that is designed to meet the medical or disability needs of the individual while still allowing the essential requirements of the course to be met.

Attendance/extension accommodations need to be established whenever possible in advance with the Academic and Disability Services Office. The Academic and Disability Services Office will notify faculty members that the student has a chronic medical condition that may impact attendance/work completion. Attendance/extension accommodations are not required to be given retroactively but may be considered on a case by case basis.

Once notification is sent, students must at their own initiation:

• communicate with the professor in a timely fashion when an absence occurs or when an extension is being requested,

• discuss the situation if absences/extensions become excessive,

• discuss how the student will make up work missed while absent.

Generally, when a modification to the attendance policy is requested as an accommodation, we are asking professors to adjust the attendance policy for the individual to allow 2 to 3 absences over the allowed absences stated in the faculty member’s attendance policy, however this may vary.

**Confidentiality**

All documentation and information pertaining to a student’s disability is confidential and will not be released without the consent of the student, unless required by law.

**Service and Assistance Animal Policy**

Wheaton College is committed to providing reasonable accommodations and to making reasonable modifications to its policies, practices, or procedures as required by law to afford people with disabilities an equal opportunity to access programs, services and activities. The Academic and Disability Services (ADS) Office is responsible for the approval of Service and Assistance Animals.

1. **Definitions**

***Service Animals***

Service Animals are animals that are individually trained to perform tasks for individuals with disabilities. Examples of such tasks include guiding people who are blind, alerting people who are deaf, pulling wheelchairs for those with limited mobility, and alerting and protecting a person who is having a seizure. Animals other than dogs or, in some cases, miniature horses, are not Service Animals. The work or task that a Service Animal has been trained to provide must be directly related to the person’s disability.

***Assistance Animals***

Assistance Animals are animals that provide emotional or other support that decreases one or more identified symptoms or effects of a person’s disability. Unlike Service Animals, Assistance Animals are not required to be trained to perform work or tasks, nor do they accompany a person with a disability at all times.

***Pets***

A “pet” is an animal kept for ordinary use or companionship. Service and Assistance Animals, as defined above, are not considered pets. Pets are prohibited indoors and in university housing with the exception of aquatic species that live under water in standard size aquariums. For more information, please refer to the *Animals/Pets in Campus Housing policy* in the Student Handbook.

***Approved Animal***

An Approved Animal is a Service or Assistance Animal that has been approved by ADS as a reasonable accommodation under this Policy.

***Owner***

An Owner is an individual with a disability who has requested an accommodation and has received approval to bring the approved animal on college property.

1. **Access to Campus for Service and Assistance Animals**

In order for an individual to qualify for having a Service Animal on campus: 1) s/he must have a disability as defined by the ADA, and 2) the accompanying animal must be trained to do work or specific tasks for the qualified individual. Service Animals are permitted to accompany people with disabilities to public areas of campus and owners are not required to provide certification that the animal has been trained or licensed or make a formal request for an accommodation. Faculty or staff members with questions may contact ADS at [academic.disability.services@wheaton.edu](mailto:academic.disability.services@wheaton.edu) or 630-752-5022.

Service Animals are permitted to accompany individuals with disabilities in all public areas of campus, but may be prohibited in certain locations due to health and safety restrictions (e.g., where the animal may be in danger, or where its use may compromise research). Restricted areas may include, but are not limited to, custodial closets, boiler rooms, facility equipment rooms, research laboratories, classrooms with research/demonstration animals, areas where protective clothing is necessary, wood and metal shops, rooms with heavy machinery, and areas outlined in state law as being inaccessible to animals. Service Animals may be granted access to restricted areas on a case-by-case basis by gaining approval from ADS and the appropriate department representative.

In contrast, Assistance Animals are only permitted in and around the Owner’s campus housing as set forth below. Owners may request approval from the ADS Office to have the Assistance Animal accompany them to other campus areas. Such requests will be considered on a case-by-case basis consistent with applicable laws.

1. **Service and Assistance Animals in Campus Housing**

Before a Service or Assistance Animal can move into campus housing with a person with a disability, a request must be submitted to Wheaton’s ADS Office and approval must be granted (Requests should be made at least 30 days prior to move-in whenever possible as late requests may impact the timeliness of the approval process). As provided in the *Animals/Pets in Campus Housing* *Policy*, the fine for an unauthorized animal in campus housing is $50 per day.

If the disability is not obvious, the ADS Office may require documentation from a licensed physician or mental health provider (must be a non-family member) including but not limited to a qualified psychiatrist, social worker or other mental health professional, to provide sufficient information for Wheaton to determine:

* That the individual qualifies as a person with a disability (i.e. has a physical or mental impairment that substantially limits one or more major life activities); and
* That the Service or Assistance Animal is necessary to afford the person with a disability an equal opportunity to use and enjoy campus housing (i.e. that the animal would provide emotional support or other assistance that would alleviate one or more symptoms or effects of the disability).

***Special Rules for Assistance Animals***

Assistance Animals are not allowed to accompany persons with disabilities in all public areas of Wheaton campus as a Service Animal is allowed to do, but an Assistance Animal may reside in campus housing, including accompanying such individual in all public or common areas of campus housing, when it may be necessary to afford the person with a disability an equal opportunity to use and enjoy campus housing.

1. **Service and Assistance Animal Approval Process**

Student requests for Service and Assistance Animals must be made to the Director of ADS by sending an e-mail to [academic.disability.services@wheaton.edu](mailto:academic.disability.services@wheaton.edu) or calling 630-752-5022. Documentation may be requested as outlined in this Policy.

A staff member in the ADS Office has discretion to speak directly with the roommates or students in neighboring rooms prior to the approval of a Service or Assistance Animal to determine if allergies, phobias, or other health concerns are present. No information regarding the diagnosis or nature of the disability will be shared. If approval is granted to have a Service or Assistance Animal, the ADS Office has discretion to speak directly with the roommates or students in neighboring rooms after approval to ensure the arrangement is effective and not disruptive to the living and learning experiences of others.

If a student wishes to seek review of a determination made under this Policy, please see our ADS Grievance Policy.

1. **Care and Control**

The Owner is responsible for the cost, care, and supervision of Service and Assistance Animals. Wheaton College is not responsible for the care or supervision of Service or Assistance Animals. Roommates and student neighbors are not responsible for the care or supervision of Service or Assistance Animals.

Owners who are accompanied by Assistance Animals must comply with the same college rules regarding noise, safety, disruption, and cleanliness as people without disabilities.

The following guidelines for Service and Assistance Animals are intended to ensure that the animal does not engage in behavior that would be disruptive or a direct threat to the health and safety of others. If the animal’s behavior is disruptive, aggressive, or destructive, the handler will be held responsible and may be asked to remove the animal from campus.

Guidelines for Service and Assistance Animals on campus:

* Animals must be controlled by Owner at all times.
  + Animals who are in public spaces on campus must be on a leash at all times unless a leash would negatively impact the ability of the animal to complete the task/service for which it is being utilized.
  + Animals in common areas of campus residences may be required to be on a leash, harness, or in a carrier.
  + Animals may not disrupt the environment by barking, meowing, scratching, screeching, or growling.
  + Arrangements must be made to remove the animal from campus during breaks and any other time when the Owner is off-campus overnight.
* Animals must be in good health.
* Animals must be properly vaccinated; vaccinations must be current. Documentation may be required.
* Animals must be maintained in a manner that takes into consideration the health and hygiene of the animal and those who come in contact with the animal.
* To the greatest extent possible, the animal should be unobtrusive to other students and the learning environment.
* Wheaton will not require any deposits, surcharges, or fees for Service or Assistance Animals. However, an Owner may be charged for damage caused by a Service or Assistance Animal to the same extent that Wheaton would normally charge a person for the damage they cause or if the room requires additional cleaning beyond standard yearly institutional cleaning procedures. Examples of reasons for additional cleaning may include but are not limited to: residue of animal waste on the floor, urine or animal smell in the apartment, and excessive fur/animal hair within the apartment.
* The Owner is responsible for complying with the DuPage County/City of Wheaton dog control and licensing laws or any other applicable laws pertaining to animal licensing, vaccination, identification, or animal rights and owner responsibilities.
* Relief Guidelines
  + Service and Assistance Animals must be housebroken before arriving on campus.
  + The Owner is responsible for cleaning up all animal waste and disposing of that waste immediately in outdoor dumpsters. Animal waste is not to be disposed of indoors.

1. **Conflicting or Competing Accommodations**

If another student, staff, or faculty member has a severe allergy around animal dander or a phobia to the type of animal being approved, the final determination will be considered on a case-by-case basis and attempts will be made to accommodate the needs of both individuals to the fullest extent possible.

1. **Responsibilities of the Campus Community**

* Must allow Service animals to accompany their Owners at all times and everywhere on campus where the general public are allowed.
  + As noted above, the appropriate way to ascertain that an animal is a Service Animal is to ask (only if it is not apparent) if the animal is required because of a disability and what tasks it has been trained to perform. Specific questions about the individual’s disability should not be asked.
  + Contact ADS if any questions or concerns arise relating to Service or Assistance Animals.
  + Contact ADS Office if students/faculty/staff have any additional questions regarding visitors to campus who have animals.
  + Report any animals who misbehave or any Owners (or other individuals) who mistreat Service or Assistance Animals to the Wheaton Public Safety at 630-752-5911 or 911 from campus phones.

1. **Appeal Process**

If an individual believes that a request for a reasonable accommodation related to the use of a Service or Assistance Animal on campus has been wrongfully denied, the individual can refer to the ADS Grievance Policy for procedures to appeal the decision.

**Disability Services Committee**

The Disability Services Committee at Wheaton College meets regularly to assess broader accessibility needs on campus and to advocate for structural, equipment and programming changes to meet those needs.

The Disability Services Committee includes members from the Student Development Office, Housing, Counseling Center, Facilities Management Department, Public Safety, Admissions Office, Registrar’s Office, Student Health Services and Faculty. Each of these members has specific responsibilities according to the mission of his or her department.

**Faculty and Staff Accommodations**

The ADA Coordinator for staff and faculty is the Director of Human Resources. If you are a faculty or staff member who needs to request an accommodation, please contact the HR Director at [hr@wheaton.edu](mailto:hr@wheaton.edu).

1. **ADS Grievance Policy**

Wheaton College is fully committed to complying with the requirements of the Americans with Disabilities Act of 1990 and Americans with Disabilities Amendment Act of 2008 (ADA and ADAAA) as well as Section 504 of the Rehabilitation Act of 1973, ensuring that all qualified students with disabilities have access to Wheaton’s programs, activities, and services and are provided reasonable accommodations, auxiliary aids and services to ensure access.

Wheaton students who believe they have been denied access to reasonable accommodations that are required by law or that the approved accommodations have not been implemented appropriately may invoke the Disability Services grievance procedure.  If students believe they have been discriminated against on the basis of a disability they should refer to the College’s policy on discrimination, harassment, and assault found [here](https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-care-director/sexual-misconduct-response-and-prevention/).

The grievance procedure is not intended to supersede other university policies and procedures, which may exist for addressing alleged violations of ADA and/or Section 504, and other issues of concern for which separate university policies and procedures exist, such as grade appeals.

## Formal Grievance Procedure

If a student who has followed the appropriate process for requesting accommodations believes a reasonable accommodation was wrongfully denied or not implemented appropriately, the student should provide relevant information in writing and send the appeal to [student.development@wheaton.edu](mailto:student.development@wheaton.edu) to be reviewed by the Dean of Student Care and Graduate Student Life within 30 business days of the decision or incident.

The student’s formal grievance should clearly state:

* The reason and rationale for the grievance
* The specific facts and/or policies supporting the student’s position
* The resolution desired by the student

The Dean of Student Care and Graduate Student Life will review the appeal and related materials and render a decision.  The student will be informed of the outcome.

If the student disagrees with the decision made by the Dean of Student Care and Graduate Student Life, the student can send a written appeal and related materials to the Vice President of Student Development within ten (10) business days of receiving the decision rendered by the Dean of Student Care and Graduate Student Life.  The decision of the VP for Student Development will be final.