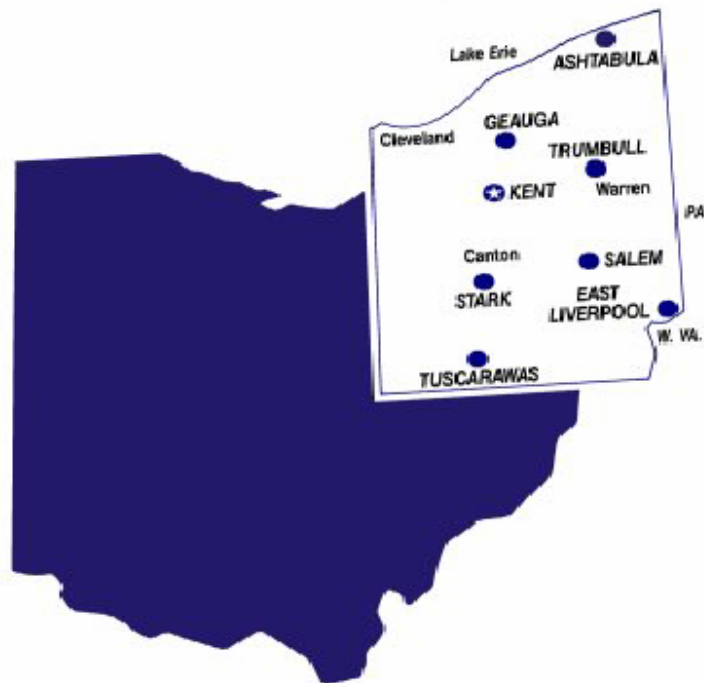


KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Student Handbook



Office of
Student Disability Services

SDS

Issued DATE, 2007, by the office of the
Executive Dean for Regional Campuses in cooperation with
the Regional Campuses Coordinators of Student Disability Services.



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Introduction

The mission of Student Disability Services (SDS) —which is also called Student Accessibility Services (SAS) at the Kent and Stark Campuses — is to provide support services, reasonable accommodations, and auxiliary aids to students with varying degrees and types of documented disabilities. These services are provided in order to maximize student academic potential and minimize physical, attitudinal, policy, informational or programmatic barriers they might encounter at the university. Kent State University Regional Campuses are committed to improving access to all aspects of university life and to providing students with disabilities the same opportunities as their non-disabled peers. Hereafter, Student Disability Services will be referred to as SDS.

To reach this mission, SDS offices at the Regional Campuses have the following goals:

- ▶ To establish a welcoming and respectful environment in the SDS office and at the campus;
- ▶ To strive to meet the needs of students with disabilities;
- ▶ To facilitate improvements in the delivery of academic programs and services to students with disabilities which promote their academic success;
- ▶ To work toward awareness of SDS issues by all members of the university community.

This Handbook has been created to answer common questions about the services available for students with disabilities at the Regional Campuses of Kent State University and to detail the various procedures necessary to obtain them. The coordinator at each Regional Campus can refer a student to the appropriate person or office where SDS services are housed on other Kent State campuses. (See information in section regarding “Services for Transitioning Students.”) It is our hope that the information provided addresses your needs. Should you have a special concern that is not covered in this publication, please contact the SDS Coordinator at your campus for further assistance.

Please note that this handbook is not a contract. Rather, it serves as a guideline, designed to be used by students, faculty, and administration in assessing proper procedures and accommodations. The policies and procedures contained herein may be changed at any time, with or without notice.

Confidentiality

Confidentiality of Student Information

SDS is committed to ensuring that all student information is confidential as required or permitted by law. Students are required to give written permission for the release of **any** confidential information to **anyone**. This release will be in effect during a student's time at the campus which houses the student's documentation, although a student may revoke this permission at any time. A student will be asked to sign a new release if he/she transitions to another campus.

All medical, psychological, and educational documentation is kept in files separate from the academic records and is not readily accessible by any personnel at the institution other than SDS staff.

Release of Information to Faculty and Staff

Faculty and teaching staff have no obligation to provide classroom accommodations unless they receive notification to do so from SDS. (See section titled "Notification of Professors/Letters of Accommodation".) The information released on accommodation letters is limited to **classroom accommodation needs only**. If a student is enrolled in practicum, internship, student teaching, clinical experience, service learning, or other university-sponsored performance-based educational experience, the original accommodation letter may not be appropriate. Students should contact their academic program director for further clarification.

Faculty and staff do not have the right to access diagnostic or other information about a student's disability; they need only to know what accommodations are necessary and appropriate to meet a student's disability-related needs. Students who wish SDS to give faculty more specific information must provide written authorization to do so.

Rights and Responsibilities of Students, Faculty, and the University

Students with disabilities who are requesting accommodations at Kent State University Regional Campuses have the **RIGHT** to:

- ▶ **Equal opportunity** to learn through reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- ▶ **Equal access** to programs, courses, services, activities, and facilities offered through the university.
- ▶ **Individual consideration and review** of their requests.
- ▶ **Confidentiality** of information regarding their disability, except as disclosure is necessary to acquire accommodations, and/or required by law, or requested by the student in writing.
- ▶ **Accessible formats** of information if reasonably available.
- ▶ **Appeal decisions** concerning accommodations or access to programs, services, resources, or university sponsored activities. (See Dispute Resolution Procedures.)

Students with disabilities who are requesting accommodations at Kent State University Regional Campuses have the **RESPONSIBILITY** to:

- ▶ **Identify themselves as individuals with disabilities** and seek information, counsel, and assistance as necessary.
- ▶ **Follow published procedures** in a timely manner to obtain reasonable accommodations.
- ▶ **Provide comprehensive and recent documentation** from appropriate licensed professionals that details how their disabilities limit their participation and support each accommodation request.
- ▶ **Engage in an interactive process** with SDS and faculty regarding implementation of accommodations.
- ▶ **Meet with faculty** to share the Letter of Accommodations and to discuss any applicable accommodations students choose to access.
- ▶ **Adhere to the arrangements made with faculty** regarding how and when testing will be conducted and how accommodations will be handled in each specific class.
- ▶ **Meet and maintain essential institutional qualifications and standards** for courses, programs, services, and activities.
- ▶ **Adhere to the student code of conduct** as stated in the Regional Campus Digest of Rules and Regulations.

Faculty have the RIGHT to:

- ▶ **Request a signed agreement** from students to audio tape record lectures.
- ▶ **Expect that students will adhere to the student code of conduct** as printed in the Regional Campuses Digest of Rules and Regulations.
- ▶ **Deny accommodations if a Letter of Accommodation is not presented** by the student.
- ▶ **Deny testing accommodations** if student does not follow reasonable guidelines/arrangements made for test administration.
- ▶ **Question accommodations (through SDS office, NOT the student)** that would jeopardize the academic standards or integrity of the course.

Faculty have the RESPONSIBILITY to:

- ▶ **Share responsibility for student accommodations** with SDS.
- ▶ **Include on the syllabi the approved Regional Campus syllabus statement** regarding students with disabilities.
- ▶ **Refer to SDS** any student who reports having a disability but who does not have a Letter of Accommodation.
- ▶ **Meet privately with each student who requests accommodations** so that the details of accommodations can be discussed.
- ▶ **Provide accommodations indicated** in the Letter of Accommodation.
- ▶ **Provide only accommodations stated in the Letter of Accommodation** and consult with SDS regarding any other accommodations the student might request.
- ▶ **Work with the Testing Center and/or SDS** regarding how exams for students with disabilities will be conducted.
- ▶ **Treat all information** regarding students with disabilities **as confidential** as mandated by federal law.

Kent State University has the RIGHT to:

- ▶ **Identify and establish essential functions, abilities, skills, knowledge, and standards** for courses, programs, and activities, and to evaluate all students on these criteria.
- ▶ **Request and receive current documentation** through SDS that supports the request for accommodations.
- ▶ **Select which accommodations to provide among equally effective accommodations.**
- ▶ **Refuse an unreasonable accommodation request** that imposes a fundamental alteration on a University program or activity.
- ▶ **Deny a request for an accommodation if documentation does not support** the request or if documentation is not provided. Verification by another institution, organization, or individual does NOT guarantee eligibility for accommodations at an individual campus.

Kent State University has the RESPONSIBILITY to:

- ▶ **Provide information to students in accessible formats** upon request.
- ▶ **Provide or arrange reasonable accommodations** in courses, programs, activities, services, and facilities.
- ▶ **Ensure that programs, services, activities and facilities**, when viewed in their entirety, **are available and usable** in the most integrated and appropriate settings.
- ▶ **Inform the university community** about the availability and implementation of services for students with disabilities.
- ▶ **Serve as liaison** with faculty and outside community resources and agencies.
- ▶ **Maintain appropriate confidentiality** of records and communications.

Rights and Responsibilities of Students, Faculty, and the University

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Eligibility for Services/ Documentation Requirements:

Eligibility

To be eligible for services through SDS, a student must:

- ▶ Apply and be accepted to Kent State University;
- ▶ Provide current and comprehensive documentation, as indicated in the “Documentation” section below;
- ▶ Register in person with SDS and schedule an appointment with the SDS coordinator;
- ▶ Schedule a check-in meeting during the first two weeks of each semester enrolled to pick up letters of accommodation and inform the SDS coordinator of any new information that might impact academic progress.

Disability eligibility verification forms for professionals to complete are available from the SDS office. These forms are not necessarily required (a comprehensive report on letterhead that addresses the criteria described in the documentation section of this document is generally adequate), but these can assist the professional in determining what specific information is necessary to verify eligibility for services. Contact SDS for the appropriate eligibility verification form(s).

IMPORTANT POINTS ABOUT ELIGIBILITY: Accommodations could take as long as four to six weeks to arrange, so early registration with SDS is strongly encouraged.

Please note that accommodations CANNOT be provided until the initial intake interview is held, appropriate documentation and signed releases are on file in the Student Disability Services Office, and the documentation has been reviewed. Students transitioning from another campus will need to identify themselves to the SDS Office at each campus where they are enrolled and follow these same procedures. (See Services for Transitioning Students.)

Accommodations can begin only when students present faculty members with their letters of accommodation on appropriate campus letterhead. Please note that accommodations cannot be granted retroactively.

Documentation

To be eligible for services, students must provide documentation that meets the standards for indicating the presence of a disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act. These laws have different implications for postsecondary education. (See Appendix i:Comparisons of IDEA and ADA/504.)

SDS requests current (within three to five years) documentation from appropriately licensed professionals. The student is responsible for the cost of obtaining documentation. If the initial documentation is determined to be inadequate (i.e., does not indicate the extent of the disability or support the accommodation request), the coordinator has the discretion to require additional documentation.

Essential Elements of Quality Disability Documentation

The following seven essential elements of disability documentation are based on best practices recommended by the Association of Higher Education and Disability (AHEAD) which is a nationwide organization of individuals concerned with providing equal opportunity for students with disabilities in higher education. This information is provided to assist the professional in documenting the student's situation.

1. The credentials of the evaluator(s)

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

2. A diagnostic statement identifying the disability

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

3. A description of the diagnostic methodology used

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

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

4. A description of the current functional limitations

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

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts 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 documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability

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

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

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

Documentation of Specific Disabilities

SDS requires specific information regarding disabilities in order to determine eligibility for accommodations. The following information is provided to assist the professional in documenting the student's situation.

LEARNING DISABILITIES

Students with learning disabilities are required to provide the following information to verify eligibility for accommodations:

1. The Summary of Performance (SOP), if available;
2. The most recent Multi-factored Evaluation (MFE) or Evaluation Team Report (ETR) completed by a psychologist or school psychologist. This assessment must indicate that the student has a **DIAGNOSED LEARNING DISABILITY** and has received services for the disability;
3. An Individual Education Plan (IEP) from Grade 12 indicating the student received services for a specific learning disability.

In lieu of high school documentation, students may submit a report based on a comprehensive psychoeducational assessment performed by a private psychologist or school psychologist that indicates the presence of a specific learning disability.

Students with 504 plans, please note that a 504 plan alone is not adequate documentation to qualify for services through SDS.

Minimally, domains addressed must include the following:

A. APTITUDE

A complete aptitude battery is required with all subtests and standard scores. An adult-level battery should be administered, if appropriate. This should include one of the following:

- ▶ Wechsler Adult Intelligence Scale-Version III (WAIS-III) (the preferred instrument).
- ▶ Woodcock-Johnson Psychoeducational Battery-Revised: Test of Cognitive Ability.

B. ACHIEVEMENT

A complete achievement battery is required with all subtests and standard scores. This battery may include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to:

- ▶ Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement.
- ▶ Wechsler Individual Achievement Test (WIAT).
- ▶ Stanford Test of Academic Skill (TASK).
- ▶ Scholastic Abilities Test for Adults (SATA).
- ▶ or, specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised; or the Stanford Diagnostic Mathematics Test.

Note: The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement, and, therefore, is not acceptable if used as the sole measure of achievement.

C. INFORMATION PROCESSING

Specific areas of information processing (i.e. short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning, motor ability) must be assessed. Acceptable instruments include but are not limited to:

- ▶ Detroit Tests of Learning Aptitude-3 (DTLA-3).
- ▶ Information from subtests of the WAIS-III, or the Woodcock-Johnson Tests of Cognitive Ability.
- ▶ Other instruments relevant to the presenting learning problem.

Note: It is not acceptable to administer one test nor is it acceptable to base a diagnosis on only one of several subtests.

VISUAL IMPAIRMENTS

Documentation should minimally include information regarding the student's visual acuity, field restrictions, or other limitations. Recommendations for accommodations and services (particularly adaptive technology needs) are beneficial.

As a guideline, visual impairments are generally characterized by at least one of the following:

- ▶ Visual acuity of 20/70 or less in the better eye after the best possible correction.
- ▶ Peripheral field so constricted that it affects one's ability to function in an educational setting.
- ▶ Progressive loss of vision which may affect one's ability to function in an educational setting.

HEARING IMPAIRMENTS/DEAFNESS

Documentation should minimally include the degree of hearing loss and indicate functional limitations resulting from the disability. It is **STRONGLY** suggested that students who require American Sign Language Interpreters, augmented hearing devices, note takers, or speech to text services register with SDS **no less than two months prior to enrollment**.

As a guideline, hearing impairments are generally recognized if a person experiences a hearing loss of 30 decibels or greater, a pure tone average of 500, 1000, 2000 Hz, ANSI, unaided in the better ear. An audiologist's report that details the student's degree of hearing loss is required.

In the case of audiological processing disorders, documentation of evoked potentials is required.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (AD/HD)

Documentation must include the appropriate diagnosis from the DSM-IV-TR, as well as a report that indicates a rigorous assessment process was used to diagnose the disability in accordance with criteria set by the DSM-IV-TR.

PSYCHIATRIC DISABILITIES

Documentation must include the appropriate DSM-IV-TR diagnosis and severity of the disability, as well as a detailed description of how this disability causes a functional limitation for the student in the college learning environment. If concurrent accommodations are required based on side effects of regulatory medication, these medications and their effects on the student should be noted in the documentation. Documentation regarding psychiatric disability may need to be updated periodically.

PHYSICAL DISABILITIES OR CHRONIC HEALTH DISORDERS

Documentation should minimally indicate a diagnosis, severity, and any functional limitations on physical activity as appropriate, and how the disability might manifest itself in the classroom or educational setting. Recommendations for academic accommodations are beneficial.

Temporary Accommodations and Services

The SDS office can be of assistance to students who have documentation of a temporary disability. Services are provided only for the duration of the functional limitations associated with the temporary disability. The eligibility process is the same for all students with disabilities. Students must supply supporting documentation which will be reviewed in the SDS office. After meeting with a student and reviewing documentation, the coordinator will determine appropriate academic accommodations, depending upon functional limitations in an academic setting. The student will then be responsible for requesting accommodations in a timely manner and for following SDS policies and procedures described in this handbook.

Reasonable Accommodations

“Reasonable accommodation” is a term borrowed from legislation that protects the rights of individuals with disabilities. In the university environment, it refers to any necessary adjustment to a facility, course, program, service, or activity that affords an otherwise qualified student with a disability equal opportunity to attain the same level of performance, benefits, and/or privileges as are available to a student without a disability.

To determine reasonable **classroom accommodations** at Kent State University, SDS will seek information from university staff regarding essential standards for courses, programs, services, activities, and facilities. It is important to note that the university is not obligated to modify or adjust any element of a course, etc., that is deemed essential to the curriculum. Final determination of classroom accommodations is made by SDS.

If a student is enrolled in practicum, internship, student teaching, clinical experience, service learning, or other performance-based university-sponsored educational experience, the original letter for classroom accommodations may not be appropriate. Prior to these experiences, the student will have a joint meeting with the program director, SDS coordinator, and perhaps a representative of the institution where the student will be placed so that appropriate accommodations can be determined. If this meeting is not held prior to these experiences, accommodations may not be in place and this could jeopardize the student’s ability to meet program requirements. Please note that some accommodations require a great deal of time to research and put into place, so timely attention to this matter is important to a student’s success. It is the student’s responsibility to contact the program director to initiate this meeting.

Reasonable classroom accommodations are determined by considering:

1. Documentation of the disability and recommendations made by the diagnosing Professional;
2. The student’s request for specific accommodations;
3. Barriers resulting from the interaction between the documented disability and the campus environment;
4. Possible accommodations that might remove the barriers;
5. Whether or not the student has access to the course, program, service, activity, or facility without accommodation (i.e., Is the student otherwise qualified for participation?);
6. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

Accommodations are determined on an individual basis, based on the student's unique interaction with the university environment. Initial accommodation requests should be made in the required intake interview, which should occur NO LATER than 4-6 weeks prior to enrollment. Subsequent accommodation requests/changes should be made to the SDS coordinator by making an appointment to discuss individual needs.

To summarize, a student is REQUIRED to do the following to obtain Accommodations.

- ▶ Schedule an intake interview with the SDS coordinator at least 4-6 weeks prior to enrollment.
- ▶ Provide appropriate documentation of the disability.
- ▶ Schedule a "check-in meeting" to pick up the letter(s) of accommodation, once accommodations have been approved. This should be done during the first two weeks of EACH semester.
- ▶ Meet with each professor individually, identify him/herself as a student with a disability, give the professor the letter of accommodation (provided by SDS at the check-in meeting), and discuss how the accommodations can be implemented. This allows the student and faculty a chance to anticipate concerns and to work out the details of accommodations in each class, before the fact.

*Note: Students approved to use auxiliary aids (such as American Sign Language Interpreters, FM Augmented Hearing Devices, speech to text services, books on tape, e-text, Braille, and note takers) **MUST** notify a member of the SDS staff each semester of their need so that these special services can be arranged in a timely manner.*

Course Substitutions:

General Information:

Students with disabilities requesting substitution of course work for Liberal Education Requirements (LER) or foreign language requirements should contact the Assistant Dean in the College of Arts and Sciences located in Bowman Hall, Room 105, phone number (330) 672-2062, for information on the committee review process. For courses that are not part of the LER, the college housing a student's major will be involved in the substitution process.

Although Kent State University does not have a policy that requires students to fail or retake coursework prior to substitutions being granted, evidence must be provided to the review committee that clearly demonstrates how the student's disability specifically affects his/her ability to successfully complete the course. Detailed and additional documentation from appropriate professionals, former teachers, and special education providers most likely will be required. Each case is considered individually.

Some Important Facts to Note:

- ▶ Since Fall 1999, American Sign Language courses have been accepted as a means to fulfill foreign language requirements.
- ▶ Departments are not required to modify, waive, or make substitutions for coursework or other requirements that would fundamentally alter or compromise the integrity of an academic program (i.e., major requirements).
- ▶ If a student had a waiver of foreign language requirements in high school, this does not in any way guarantee that he/she will be granted a substitution at Kent State University.

The SDS Coordinator will gladly discuss your situation with you and offer advice on how to proceed. Please make an appointment to go over your individual situation.

Notification of Professors/ Letters of Accommodation:

During the required check-in meeting in the first two weeks of classes each semester, SDS will provide the student with a “letter of accommodation” verifying that the student has a documented disability. The letter also details any accommodation needs of the student. Copies of the letter are given to the student to hand-deliver to each instructor, in order to enhance communication regarding the student’s disability. This provides an opportunity for the student and instructor to discuss how the accommodations will be implemented. It should be noted that **faculty are under no obligation to provide classroom accommodations for students who fail to present them with a letter of accommodation. It should also be noted that accommodations cannot be provided retroactively.**

The responsibility to provide accommodations is often shared among the faculty, the student, and SDS. The accommodation letter invites faculty to contact SDS with any questions or concerns about implementing the accommodations. It is important to mention that **FACULTY MEMBERS DO NOT HAVE THE RIGHT TO ACCESS DIAGNOSTIC OR OTHER SPECIFIC INFORMATION REGARDING A STUDENT’S DISABILITY.** The SDS Coordinator is extremely cognizant of the need for confidentiality of these materials but will discuss accommodation-related information with faculty if the student has given written permission.

Services for Transitioning Students

If you plan to transition to or take classes at another of the Kent State Campuses or sites and require accommodations for your disability, your timely contact with the SDS (or SAS) office at each campus you plan to attend is important if you are to have accommodations in place. This is especially true if you use accommodations requiring special arrangements such as interpreters, books on tape, note takers, residence halls at Kent Campus, etc.

Students transitioning to or attending other campuses or sites **MUST** do the following:

1. **Schedule an intake appointment with the SDS office at the campus you will be attending, prior to your enrollment on the campus.** Please consult the website for the campus you will be attending to find the contact information for the SDS office. At the meeting you will register in the SDS office, discuss your individual situation and needs, and make preparations to get your letter of accommodation from that campus. (Faculty members will expect to see your accommodation letter coming from the SDS office on the local *campus/site*.) It is possible to meet after the semester begins, but recognize that **accommodations cannot be provided until this meeting takes place.**
2. Ask your **current** campus disability services coordinator to **send a copy of the documentation of your disability, and the letter of accommodation** to the SDS coordinator at each campus you plan to attend. It is helpful when the SDS representative at each campus receives this information **prior to your meeting.** Although the core of your accommodations will probably remain the same, it is possible that there could be adjustments depending on the procedures, services, and aids available at the campus you plan to attend. **Accommodations cannot be provided until your documentation is on file on the campus.**
3. Students with disabilities requesting housing will be assisted by Student Accessibility Services at the **Kent Campus.** If you are planning to reside on Kent campus, the process will be expedited if you **submit your housing application** one semester before you plan to live on campus.

These procedures are designed to help students with disabilities make a smooth transition among campuses at Kent State University. Please do not hesitate to contact the SDS office if we can assist you in any way!

Personal Care Attendants

Regional Campus Student Disability Services do not provide personal care attendants. If students require this service, they need to make their own arrangements.

Voter Registration

The SDS office can provide information about and assist students with disabilities in the process of registering to vote. Voter registration forms are available upon request in the SDS office at each Regional Campus.

To qualify to vote, you must be:

- ▶ a U.S. citizen;
- ▶ 18 years old on or before the general election day;
- ▶ a resident of Ohio for at least 30 days immediately before the election;
- ▶ registered to vote at least 30 days before election day.

Persons with disabilities may also receive assistance marking their ballots in the voting booth. Ohio law provides that persons who tell an election official at the polling place that they need assistance are entitled to receive assistance marking their ballots.

Service Animals

A service animal is **not** a pet. The ADA defines a service animal as any guide dog, signal dog, or other animal **individually trained** to provide assistance to an individual with a disability. If the animal meets this definition, it is considered a service animal under the ADA, regardless of whether it has been licensed or certified by a state or local government. Training is obtained through an organization recognized by agencies involved in the rehabilitation of persons with disabilities as reputable and competent to provide animals with specialized service training. A service animal may also be trained by the individual with a disability.

Service animals perform some of the functions and tasks that an individual with a disability cannot perform for himself or herself. These include:

- ▶ guide services for the blind;
- ▶ pulling wheelchairs or carrying and picking up things for persons with mobility impairments;
- ▶ assisting persons with mobility impairments with balance;
- ▶ alerting deaf and hard of hearing persons to unheard sounds in the Environment;
- ▶ providing assistance in a medical crisis.

Clear and explicit rationale must exist for the animal's function or service. The SDS office may require additional documentation from an appropriate licensed professional.

A "therapy animal" is **not** a service animal unless it has been individually trained to perform specific disability-related tasks and to meet a student's specific and documented needs. Where service animals provide specific disability-related assistance and have a clear right to enter any facility with the owner, therapy animals perform their tasks by invitation and are not automatically granted right of access.

Service animals are to exhibit appropriate behavior and must not disrupt the overall learning environment. There should be documentation to indicate that the animal is healthy, in order to protect the health and safety of others on campus.

Emergency Plans

If you have concerns about emergency evacuation because of your disability, speak with the SDS coordinator to determine specific procedures to fit your needs.

Dispute Resolutions Procedures

The University and SDS office support students in their right to file a complaint when they believe they have been denied equal access to university programs, services, resources, or other university-based activities.

DISABILITY-RELATED COMPLAINTS

It is Kent State University's policy that no qualified student with a disability is denied or excluded from the benefits of, participation in, or otherwise subjected to discrimination by any university program or activity. If students believe they have been discriminated against because of a disability, they have the right to seek review of their concerns. Specifically, they have the option of pursuing an informal complaint with the campus SDS Coordinator and/or Affirmative Action Facilitator. (Contact the campus Dean's Office for the name of this person.) It is also possible to file a formal complaint with the office of Equal Opportunity and Affirmative Action at the Kent Campus. Whenever possible, it is suggested that students first consider the informal process at the campus level, where many complaints can be resolved. If students choose to pursue the informal process, they may later pursue a formal complaint if not satisfied with the results of the informal process.

Informal Resolution Procedures

In this process, students first discuss their concerns with the campus SDS Coordinator. The Coordinator then attempts to mediate and help parties come to a satisfactory resolution. Students will be asked to play an active role in resolving their concern while working with the campus SDS Coordinator. In some cases, the Coordinator might encourage students to work with the campus Affirmative Action Facilitator, who may be able to help resolve the situation.

Students also have the right to appeal an eligibility or accommodation determination made by SDS. To file an appeal, students should first contact the SDS Coordinator. The Coordinator will meet with students to discuss the issue before making a determination. Students may also contact the campus Affirmative Action Facilitator.



Formal Resolution Procedures

If students wish to pursue a formal complaint and/or if the attempt at informal resolution was unsuccessful, students may work with the SDS Coordinator and/or the campus Affirmative Action Facilitator who can assist them with the formal process. Students may also choose to contact Equal Opportunity and Affirmative Action at the Kent Campus. This office is located in Terrace Annex, and the phone number is (330) 672-2038.

ACADEMIC OR OTHER COMPLAINTS

Academic or other complaints not related to disability should be addressed to the Student Academic Complaint Officer at the campus. There is a specific policy regarding the Student Complaint Process listed in the Regional Campuses Digest of Rules and Regulations which is posted on the Regional Campuses link at www.kent.edu. (Click on Regional Campuses/Regional Campuses Home, Regional Campus Administration, Resources of Students, Digest of Rules and Regulations, to get this information.) Another avenue available for students is the university Ombuds, located in the Enrollment Management and Student Affairs Division in Room 250 of the Kent Student Center, phone number (330) 672-9494. Students may also contact Equal Opportunity and Affirmative Action located at the Kent Campus in Terrace Annex at (330) 672-2038.



Appendix

COMPARISONS OF IDEA 2004 and ADA/504

Prepared by Student Disability Services
Kent State University Regional Campuses

	IDEA 2004 (Birth to age 21)	ADA and Section 504 of the Rehabilitation Act (Postsecondary Level)
What are the rights guaranteed by law?	<ul style="list-style-type: none"> • Free Appropriate Public Education (FAPE) • Special education and related services for those classified via Child Study Teams (CST) 	<ul style="list-style-type: none"> • Access as an otherwise qualified individual • Reasonable accommodations
Who is covered?	<ul style="list-style-type: none"> • Students birth through age 21 or graduation from high school, whichever comes first, who are CST classified 	<ul style="list-style-type: none"> • Students who are “otherwise qualified” • Students currently abusing substances are not protected under this law.
How are students identified and determined eligible?	<ul style="list-style-type: none"> • The Local Education Agency (LEA) is responsible for the identification, evaluation, and cost to determine eligibility. 	<ul style="list-style-type: none"> • The student must self identify and provide recent, appropriate documentation. • The student bears the cost of the evaluation, if recent documentation does not already exist.
How are services determined?	<ul style="list-style-type: none"> • Students must be in need of special education and related services to qualify for services. • Using the results of evaluation, services are individually determined through the IEP process. • IDEA is about success, and modifications to programs and curriculum may be made to encourage success. 	<ul style="list-style-type: none"> • Using documentation provided and after discussion with the student, reasonable accommodations are determined. • Academic adjustments that equalize opportunity for participation are required. • ADA/504 is about access, and accommodations are made for students who are “otherwise qualified”. Fundamental modifications of programs and curriculum are not required.



Appendix

(continued)	IDEA 2004 (Birth to age 21)	ADA and Section 504 of the Rehabilitation Act (Postsecondary Level)
Are personal services provided at the university?	<ul style="list-style-type: none"> Students in special education are provided a variety of personal services if indicated in the IEP, e.g., personal care attendants, special transportation, tutors, etc. 	<ul style="list-style-type: none"> Personal care attendants are not provided by the university and the student would need to arrange/pay for these services on their own. Regional Campuses do not provide transportation for any student. Tutors available for all students are also available to students with disabilities.
What is the role of the parent?	<ul style="list-style-type: none"> Parents must be included in the decision-making process until a student reaches his/her 18th birth day or later if parents have legal custody of an adult child. Parents have access to student records. 	<ul style="list-style-type: none"> College students 18 or older are adults. Parental consultation is permitted only when authorized by student in writing (see FERPA and HIPPA websites). Parents do not have access to records without student written consent.
What is the role of the student?	<ul style="list-style-type: none"> Teachers, counselors, and/or parents identify students who may need special education services. Teachers, counselors, and parents monitor services. 	<ul style="list-style-type: none"> Students must self-identify and request accommodations. Students are responsible for informing SDS if there are problems with their accommodations and services.
What is the appeals process?	<ul style="list-style-type: none"> Parents have due process rights under IDEA and individual state law 	<ul style="list-style-type: none"> College students may use the college informal and formal complaint processes as stated in the SDS handbook. Complaints may also be filed through the Office of Civil Rights (OCR) which is part of the United States Department of Education (USDOE).
What types of accommodations require a student to use the services of the SDS office at Kent State University?		<ul style="list-style-type: none"> Accommodations needed to provide access on campus Academic accommodations Accommodations for temporary medical conditions Handicapped or medical parking

Adapted in part from Seton Hall University 5/06

Note: All students enrolled in postsecondary courses, regardless of age, are covered by ADA and Section 504 of the Rehabilitation Act. IDEA 2004 does not apply in postsecondary institutions.

Specific Campus Information

Assistive Technology - To assist sight-impaired students, several areas of campus have ZOOM TEXT installed on computers. Specific computers are identifiable by signage attached to the computer screens in Founders Hall A200, The Cyber Café (second floor), the library, The Writing Lab (A110) where COMPASSS Assessment is given, Founders Hall A106, and the first floor computer lab located in room ST119 of the SATC building. Other assistive technologies such as, JAWS Screen Reader, and large screen monitors are located in the Continuing Studies wing of the SATC building.

Furniture Adaptations - Students who have need for special classroom furniture, or furniture adaptations are required to contact the SDS Office at least four (4) weeks prior to the start of a semester in order for necessary arrangements to be made.

Parking Services - Parking for students and visitors who have a state issued placard are located near the entrance to the Science and Advanced Technology Center (SATC) as well as two areas near Founders Hall. In parking lot 'A' there are four (4) spaces on either side of the main entrance of the SATC building, and eight (8) spaces along the east-side of the lot near Founders Hall. Additionally, there are four (4) spaces between the gymnasium and the lower level parking garage of Founders Hall. These spaces can be accessed by turning left on the first driveway off the main campus entrance.

Priority Registration - Registration for courses during the pre-registration period for an upcoming semester is available to eligible students. This process enables students to choose class times and locations best suited for their needs.

TTY / Ohio Relay Service - The TTY for the sight-impaired is located at the front desk of the library located in Founders Hall near the main entrance. The TTY phone number is: (330) 339-7888. The Ohio Relay Service provides free public service to assist callers who must call or be called via a text telephone device when equipment is not available at one end. Dial **1-800-750-0750**, and a specially trained operator will relay the conversation between the two callers, ensuring complete privacy as mandated by law. Local calls are free but standard long distance charges will apply.

Testing Services - The Office of Student Disability Services provides proctoring and reasonable extended time and alternative administration for course examinations through the Office of Academic Services. Students who have an "entitled to a quiet place other than the classroom" accommodation on their faculty letters are permitted to take their exams in the Make-up Center. It is expected that students utilizing this services will take their exam as close to the same day and time that their classmates are testing. Incidents of improper test-taking, as defined by the University Policy of Student Cheating and Plagiarism will be handled as if they occurred in the classroom.