



Student HANDBOOK

*Students
with
Accessibility Needs*



Wayne College
Office of Accessibility
Phone: 330.684.8923
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Student Suicide Attempt or Threat

All threats or attempted suicides will be treated as medical emergencies. The attempt or threat may not appear lethal; however, any attempt or threat will be considered serious and will require action. Immediate safety concerns arise when students disclose immediate threats, plans, or intentions to harm themselves or harm someone else. University faculty or staff will not make an independent determination as to the lethality of the threat or attempt. If you have concerns about the immediate safety of a student whether the student is on the Akron campus or a branch campus, call the University of Akron Campus Police Dispatch immediately at 330-972-2911. Campus Police work collaboratively with local authorities to meet the needs of students experiencing a life-threatening mental health crisis and local authorities will conduct a safety check if the student is not living on campus.

After you have contacted Campus Police, make a referral to the University Care Team <http://www.uakron.edu/care> for further assessment and follow-up with the student. Learn the signs of suicide, how to help someone and about the [Suicide Prevention at the University of Akron](http://www.uakron.edu/suicide-prevention/): <http://www.uakron.edu/suicide-prevention/> .

Know that we are available to help you through this process and address your concerns. For further questions, contact Mr. Gordon Holly, Dean of Student Success 330-684-8740.

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The University of Akron
Wayne College

Accessibility Services
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Student Handbook

Welcome

Accessibility Services would like to welcome you to our office and The University of Akron Wayne College. We strive to provide students with disabilities equal access opportunities and programs geared for academic success at The University of Akron Wayne College. We have developed this handbook to familiarize students with our services and for use as a reference. If you have additional questions, please do not hesitate to contact us for further information. This handbook and other information are available on our [website](#).

Disability Specialist Office Hours

Fall and Spring Semesters	Summer Semester
Monday – Friday 7:30 a.m. to 4:00 p.m.	Monday – Thursday 7:00 a.m. to 5:00 p.m.

On behalf of the Accessibility Services staff, we look forward to hearing from you and hope you find this handbook a supportive guide. We welcome your suggestions on how the manual and our office can best serve you.

Sincerely,

Julie Hartzler
BASW, MS, LSW
Disability Specialist and Service Coordinator
Room B-112
Phone (330) 684-8923 julie21@uakron.edu

Accessibility Services Staff

The Accessibility Services strives to provide students with full access to and participation in the academic environment at The University of Akron Wayne College. We encourage students to contact us to find out more about our programs and services. Appointments with the Disability Specialist and Service Coordinator can be made via phone or by email at julie21@uakron.edu.

Accessibility Services staff includes:

Julie Hartzler, BASW, MS, LSW
julie21@uakron.edu

Disability Specialist & Service Coordinator
330.684.8923

Val Wolf, MA
vwolf@uakron.edu

Program Assistant
330.684.8965

Our Mission

The mission of Accessibility Services is to provide students with full access to and the opportunity for full participation in the academic environment. We are advocates of social justice for students with disabilities and work to end oppression by examining the social, cultural and institutional barriers to inclusion of all students. We embrace the diversity of our student body and celebrate a culturally sensitive and accessible campus through outreach, partnership, and advocacy with many university departments.

Relevant Federal Laws

The following directives from federal laws guide the efforts at The University of Akron Wayne College to provide an accessible experience in higher education.

The Rehabilitation Act of 1973 prohibits discrimination by disability in federally funded programs and activities. The Americans with Disabilities Act (ADA) of 1990, now the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), is a civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, state and local government, public accommodations and services, transportation, and telecommunications. College students with disabilities covered in Title II of the ADA.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act is a national law that protects qualified individuals from discrimination based on their disability.

Title II of The Americans with Disabilities Act

Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities.

Statement of Compliance

Pursuant to the Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA) of 1990, The University of Akron does not discriminate against any student, because of a disability and does not exclude any qualified student with a disability from participation in or from receiving the benefits of the services, programs, or activities of the University.

Policy for Maintenance and Disclosure of Student Records Related to Disability

Accessibility Services maintains records of a student's disability according to the guidelines of the Family Educational Rights and Privacy Act (FERPA). These files are kept by the Disability Specialist Service Coordinator, separately from the student's academic records, which are maintained elsewhere in the institution (Registrar and/or appropriate academic unit). Documents received by the Disability Specialist Service Coordinator that appear to contain information unrelated to the determination and provision of educational accommodations, auxiliary aids and services will return to the provider. Information retained by the Disability Specialist Service Coordinator will be only that which is determined to be related to the disability and provision of academic accommodations.

Procedure to Request Release or Review of Student Records Related to Disability

The student should request the release or review of the specific information by filling out the "Request for Release or Review of Information" form available on the website. The student may need to schedule an appointment to meet with the Disability Specialist Service Coordinator to release or review the requested information.

What is a Disability?

The ADA defines "disability" as a physical or mental impairment that **substantially limits** one or more of life's major activities. Types of disabilities include but are not limited to, cognitive, physical, and psychological.

Cognitive Disabilities - disabilities that cause a person to have higher difficulty with specific mental tasks than what would be considered "average."

Examples:

- Learning disabilities (such as dyslexia)
- Brain injury

Physical Disabilities – a disability that limits or hinders the physical function of body parts or the body as a whole.

Examples:

- Vision or hearing impairment
- Mobility issues

Psychological Disabilities - any diagnosable condition that affects thought processes, the perception of reality, emotions, or judgment which may result in disturbed behavior.

Examples:

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Depressive disorder
- Anxiety disorders

What are Accommodations?

An accommodation is a support that is put in place for a course, program, service, job, activity, or facility that is designed to eliminate or minimize disability-related barriers. There are many ways to accommodate a situation or event. Accommodations vary based on individual circumstances and disability-related documentation.

For accommodation to be considered, it must not:

- Compromise the essential requirements of a course, program, job, activity, or facility.
- Cause an undue administrative or financial hardship.
- Compromise safety to you or others.
- Fundamentally alter a course or program.

Reasonable Accommodations and Services

Reasonable academic accommodations and services are determined by using a collaborative process that considers documentation from the diagnosing professional, the Disability Specialist Service Coordinator's perspective, and student input. Accommodations are designed to ensure access to your academic career at The University of Akron Wayne College.

The accommodations and services students are eligible to receive determined in the initial meeting with the Disability Specialist Service Coordinator. Many accommodations have deadlines to have sufficient time to coordinate services. A reasonable good faith effort will be exercised to provide these accommodations, aids, and services for eligible students.

Reasonable accommodations may include but are not limited to:

- Testing Accommodations
- Note Taking
- Alternative Media Format
- Adaptive Technology
- Equipment
- Classroom Accommodation
- Sign Language Interpreters & Transcribers

Suggestions to Prepare for a Meeting with an Academic Advisor

We urge students to think about the following things before meeting with an academic advisor to discuss academic progress and specific schedules each semester.

- What are the specific effects of your disability and how do they impact learning?
- Would it be better to schedule time between classes rather than scheduling “back to back?”
- Do you need to take your classes at a specific time of day because of the effects of medications or other reasons?
- Should you limit the number of “heavy” reading courses that you take at the same time?
- Should you limit the number of math-related courses that you take at the same time?
- Should you limit the number of writing-intensive courses that you take at the same time?
- How might computer and web-based classes impact you?
- How important is the specific location of each of your classes?
- Does the effect of your disability impact whether you should be taking a full or part-time course load?

After you have considered the way each of these issues may impact you, we suggest that you discuss all that is relevant to an academic advisor before scheduling classes.

How to Register with Accessibility Services

Getting Started

Before registering with our office for accessibility services, the student will need to apply for admissions to the University. Our Office of Admissions can help with this process. Once admitted to the University, we encourage all students to register for services three months before starting classes to ensure effective coordination of services. Detailed information and all necessary forms to guide you through this process can be found on Wayne College's Accessibility Services webpage: <http://wayne.uakron.edu/student-services/accessibility-services/index.dot>.

There are three main steps involved in the registration process:

Step One Apply for services through STARS. Complete the [New Student Application](#) to register with the Accessibility Services. The new student application is a brief online questionnaire designed for students to describe the impacts of disability. STARS is the online system that allows students to quickly and easily request and notify faculty of approved accommodations. You can access STARS by going to the Accessibility Services webpage and clicking the STARS logo or type the following URL into your browser: <https://york.accessiblelearning.com/AWayne/>

Step Two Upload all of the following information into STARS:

- Current, disability-related documentation of your disability (ies) completed by a qualified professional. This can also be faxed, mailed or brought in with you for the intake appointment.
- The Accessibility Services will not accept disability-related documentation from treatment professionals who are related, in any way, to the student requesting services.
- Once all documentation materials have been received and reviewed, you will receive an e-mail indicating your next step. Usually, the next step is to attend an intake appointment.

Step Three Schedule an intake appointment with the Disability Specialist & Service Coordinator by calling 330.684.8923.

The intake appointment is designed to discuss the following:

1. Services a student is eligible to receive based upon the documentation submitted
2. Disability-related needs

3. Preparations for attending college
4. Introduction to the online Accommodation system (STARS)

Students are welcome to bring a support person (parent, guardian, spouse, case manager) to the intake appointment and will be asked to sign a release of information allowing that person to attend the intake appointment. Following the intake appointment, the student will have registered with Accessibility Services.

Requesting Accommodations and Services Each Semester

After you have registered with Accessibility Services and met with the Disability Specialist & Service Coordinator, you will need to request accommodation letters. Request accommodations and services for each semester that you plan to use the accommodations or services.

1. Schedule your classes by meeting with your academic advisor or independently registering online or in person. We suggest you schedule as soon as possible.
2. Check to see if any of your accommodations have request deadlines. Many Accommodations have deadlines to have sufficient time to coordinate your services. For any questions about deadlines, students may contact their disability specialist. Please note that if a deadline is missed, services will not be denied, but accommodations may take significantly longer to implement.
3. Visit the Student Testing and Accommodation Request System (STARS) website: <https://york.accessiblelearning.com/AWayne/Default.aspx>. In the student dashboard section students' classes are listed by semester (spring, summer, and fall) and by year. Please checkmark the courses in which you will be using accommodations.
4. Students must mark the accommodations needed for each class.
5. The office will verify the student's eligibility for the services they are requesting.

Using Accommodations and Services

- Request accommodation letters through the STARS website.
- The accommodation letters will be e-mailed to instructors the week before the semester or upon request once the semester begins. We suggest that students discuss the accommodations they plan on using with each instructor.
- Take steps to implement accommodations and maintain excellent communication with instructors and with the Accessibility Services.

Schedule Changes

- If you change your schedule, it is your responsibility to update your accommodation request in STARS. We are unable to process requests for added classes or schedule changes unless the accommodation request is updated.

If you choose to decline specific accommodations, please inform your instructor. If you have been granted the note-taking accommodation and decide **not** to use this accommodation, please let the Disability Specialist Service Coordinator know as well.

Accommodations and Services

The accommodation letters are compiled by the Disability Specialist Service Coordinator and are the formal description of the services and accommodations students will receive. Students **must** request the letters to instructors if they intend to use the accommodations in classes.

Types of Accommodations

Testing Accommodations There are several necessary accommodations provided by our office regarding tests. They are as follows: extended time, distraction-reduced space, test proctors, use of technology on tests, and a reader or scribe.

Extended Time: Students who qualify for this accommodation will be allowed additional time on in-class tests. The specific amount of extra time depends upon the impact of the disability.

Distraction Reduced Space: Students who qualify for this accommodation will be provided with a place to complete their tests that is distraction reduced. We cannot guarantee isolated space.

Test Proctors: The Office of Learning Support Services is committed to maintaining the highest academic standards possible in the office testing environment. To meet this goal, Learning Support Services utilizes a Test Proctor to monitor tests. If a student uses any unauthorized resources during a test, the Test Proctor will report the situation to the course instructor and Student Judicial Affairs.

Use of Technology: Students who qualify for this accommodation will be allowed to use technological devices on a test (i.e., computers, CCTV, adaptive software) as they relate to their disability. Students will not be able to use their devices when testing.

Reader Services:

- Readers will read test questions.
- Readers can be asked to repeat information, so do not hesitate to ask.

- Readers will only read what is on the printed page and cannot be asked to clarify or reword statements.
- Readers need information from you to be effective. Let the reader know what reading tone, rate, etc. works best.

Scribes:

- Scribes write down the student's answers to test questions.
- Scribes will write down verbatim what has been dictated. The scribe is not responsible for organizing or paraphrasing thoughts into a final draft.
- At any time, students will have the opportunity to review what the scribe has written either by reading or having it read.
- If there are corrections, direct the scribe to make them.

Students have the following options available if they qualify for testing accommodations:

1. Take the test with the class.
2. Take the test with appropriate accommodations, by working with instructors and agreeing on a time and place.
3. Schedule tests with Accessibility Services in the Smucker Learning Center if that is what is decided by the student and their instructor.

Student Responsibility:

- Students need to inform their instructors in advance for each test that they will be using their testing accommodations.
- If testing services are needed through Accessibility Services, students need to contact the office **one week** before the test to make arrangements.
- If a student requests an exam less than **one week before the test**, we will attempt to fulfill the request based on availability. If there is no availability, students are to contact their instructor and discuss possible testing options. Students can talk with their instructor a different test date through the office or make testing arrangements with the instructor directly.
- **Increased Volume Times (Midterm and Finals Weeks)** – Throughout midterm and finals weeks, we receive increased test requests. During these times, it is strongly advised to make exam request weeks in advance due to limited availability. We will honor and schedule applications by the date of the request. There is a distinct possibility that

requests, which are placed four business days in advance, will not be scheduled due to availability.

- **Computer-Based Testing:** Students who are taking exams at Computer Based Testing (CBT) must confirm with the instructor at the beginning of the semester that they will be using their exam accommodations to ensure that this has been communicated with CBT and provide CBT with a copy of their accommodation letter.

Note-taking:

The note-taking accommodation involves a peer note-taking system designed to provide class notes to students with a documented disability. Note-takers are students enrolled in the same class as the student requesting note-taking services. Following course registration, students seeking the note-taking accommodation will utilize the Accessibility Services online accommodation system, [STARS](#), to select the course(s) in which a note-taker is needed. Instructors will then receive two separate emails: one containing a note-taker memo with Guidelines for Securing Note-Takers and the other an accommodation letter. Students are encouraged to ask the instructor to read the notice explaining the note-taker position. A peer interested in the note-taker position can either sign up through STARS or in person by visiting the Accessibility Services located in The Smucker Learning Center. A note-taker applicant will be hired if all the employment criteria are met.

Provided that each student completes his/her responsibilities as noted below, the Accessibility Services will make every attempt to assign a note-taker promptly and within two (2) weeks from approval of the note-taking accommodation. Where note-taker services are approved before the beginning of a semester, all attempts to secure a note-taker will be made within two (2) weeks from the first day of class.

Steps:

1. The student is approved for the note-taker accommodation by the Disability Specialist. To learn more about this process, visit our website [here](#).
2. Students request accommodation letters each semester through STARS. Instructors will receive the Instructor Guidelines for Securing Note-takers. Note-takers are required to obtain and submit to the Accessibility Services a signed copy of the Instructor Verification Form with a set of approved notes attached within two weeks of being hired.
3. The accommodation letters and announcement memos are emailed to instructors. Instructors will read the request aloud to the class. Interested students in the class will register for the note-taking position through STARS. Additionally, as soon as requests for accommodations come into the office, OA staff will work to recruit eligible note-takers in classes before the semester start date by contacting and communicating with students registered for those classes.
4. Note-takers' qualifications will be verified, and the note-taker will be hired after successful

completion of note-taker training and submission of a signed copy of the Instructor Verification form with approved notes attached. The note-taker must complete training and submit the form within two weeks of their note-taking assignment date. If the student requesting note-taking services wishes to remain confidential, notes may be uploaded into the STARS system or picked up in Accessibility Services.

Note-taker No Shows:

1. If a note-taker does not report to class, the eligible student will notify the Disability Specialist.
2. In the absence of the note-taker, the student receiving notes should utilize their tape recorder accommodation. One of the purposes of the tape recorder accommodation is for it to be used as a backup if a note-taker is absent.
3. A tape recorder can be checked out from Accessibility Services at the beginning of the semester and kept for the whole semester. The tape recorder must be returned by the end of the final exam period each semester for maintenance purposes. There is an existing Equipment Loan policy that students follow when checking out equipment from Accessibility Services.
4. If the note-taker is absent for two or more consecutive classes, the student must notify the instructor and the Disability Specialist. The note-taker will be contacted by the Disability Specialist or note-taker coordinator to determine whether a replacement note-taker is needed.
5. In those situations, where an approved note-taker is unable to continue, the following four options will be reviewed with the student and the student's Disability Specialist to determine the appropriate fit for the student's accommodation needs:
 - The student will utilize their tape recorder for the remainder of the semester.
 - Instructors will be asked to provide a comprehensive copy of their notes.
 - A temporary note-taker will be assigned to the class including instructor referrals.
 - A new note-taker will be assigned to the class and be required to complete the hiring process as outlined above.

The note-taking accommodation is individualized to the students' needs. In some cases, copies of professor PowerPoints and notes could be the most appropriate and effective option for the student. However, the note-taker service is the first and preferred option, and other services should only be utilized on a short-term basis or when a student requests explicitly alternative services and such services are appropriate and available.

Student Responsibility

- Request the course(s) needing a note-taker through STARS before the start of classes.
- By the end of the first week of classes, students must determine for which classes a note-taker is still desired. While a student remains eligible for note-takers, many students find that there are some classes they either don't need or want a note-taker. Throughout the process, Accessibility Services will continue to reach out to students to determine continuing need for note-takers. Accessibility Services will reach out to the student at least twice by the end of the first week of the semester if a note-taker has not yet been secured. If the student has not contacted the office by the end of the second week, Accessibility Services will assume that the student is not interested in this accommodation for the semester.
- If students no longer require a note-taker for their services, they must notify Accessibility Services by the second week of the semester. If a note-taker is not required, students must update the accommodation request for each class of STARS.
- A student who wishes to obtain a note-taker beyond the sixth week of the semester is required to meet with his or her disability specialist to review and discuss this request.
- If note-takers upload the notes to STARS, students will need to download notes for use.
- Students must attend class to receive notes for that day unless the student is prevented from attending due to genuine personal or health reasons.

Students receiving notes are responsible for notifying Accessibility Services if the notes they receive are inadequate or not supplied on a regular basis.

- You know your notes are adequate when:
 - They are legible.
 - They include valuable information from lectures.
 - They include information that was written on the board.
 - They include information on homework assignments.

*Students will have the ability to evaluate note-takers through STARS at the semester's end.

Additional Note-taker (NT) Coordinator and Accessibility Services Responsibilities:

- The NT coordinator will email all students who do not have note-takers secured in weeks 1 and 2 of the semester.

- Accessibility Services and the NT coordinator will ensure an adequate number of trained note-takers.
- Note-takers will all undergo mandatory training.
- Accessibility Services has established a pool of trained note-takers through the student employment office which will be utilized to assist in identifying note-takers for unassigned students.
- Accessibility Services staff will begin identifying eligible note-takers much earlier in the process several weeks before the semester begins through earlier access to class rosters.
- Accessibility Services will increase advertisement for eligible note-takers across campus.

***All students must read and accept the STARS Note-taker Contract before becoming a note-taker**

Alternative Media Format

Required course materials (books, course packets, readings) may be prepared in these ways:

1. Scanned into Kurzweil format
2. Scanned into text files for use with a screen reader or magnifier
3. Borrowed from RFBD as Daisy CDs <http://ddtp.cpuc.ca.gov/default1.aspx?id=490>
4. Downloaded in a pdf file from the publisher and burned to a CD.
5. Requested as Braille. Braille requests must be processed in conjunction with the Akron campus Accessibility Services and coordinated through the Wayne College Disability Specialist Service Coordinator.

Student Responsibility:

- Request alternative media accommodation two weeks **before** the start of the semester.
- Purchase all textbooks and provide proof of purchase at the time alternative formats are requested.
- If textbooks are to be scanned, provide textbooks for the process of conversion; If the books are not available through other resources. During this process, the binding will be cut off, and the books will be scanned and converted. A spiral or tape binding will replace

the original binding before it is returned to the student. Students can sell books back to the University Bookstore with spiral or tape binding.

- Books on CDs that are signed out at the beginning of the semester must be returned no later than the last day of classes during the same semester.
- In the case of course handout materials, the student is responsible for contacting Accessibility Services to arrange the scanning of handout materials. We recommend a minimum of two weeks' notice for handout requests.
- All students receiving textbooks in alternative format will be required to attend a meeting with the Disability Specialist to discuss helpful ways to utilize this resource.

Adaptive Technology

The Smucker Learning Center has the following forms of adaptive technology software available:

- JAWS 10 (Job Access with Speech): Screen reader.
- Dragon Naturally Speaking 8: Voice recognition program that "types" what is spoken.
- Zoom Text Extra Level 2: Magnification and screen reading software.
- Read Please PLUS
- Kurzweil 3000: Document reader and study aid.

Equipment

The Smucker Learning Center has equipment that can be loaned out to students if approved for the accommodation.

The following is not an exhaustive list of our available equipment:

- Digital recorders
- Smart Pens
- E-textbooks

Student Responsibility:

- The student is responsible for requesting equipment if approved for the accommodation.

- The Disability Specialist Service Coordinator will determine the student's eligibility for a specific piece of equipment. We have a limited supply of each type of equipment.
- Equipment will be signed out at the beginning of each semester and returned no later than the last day of class during the same semester. If students do not return the equipment or return the equipment in disrepair, a hold will be put on the student account, and he/she will be unable to register for classes until the equipment is returned or replaced.

Classroom Accommodation

The office works with students with mobility and other health-related issues to ensure accessible classrooms. An Accessibility Services staff member will be available for an individualized walk-through of academic classes upon request by the student.

Student Responsibility:

- Request this accommodation at least **two weeks** before the start of the semester.
- We will make a good faith effort to ensure an accessible environment, but specific accessible classrooms may not be available after the deadline.

Sign Language Interpreters and Transcribers

Sign Language Interpreters and Transcribers are available for academic purposes primarily for students with a hearing loss or those who are deaf.

Student Responsibility:

- Long-term requests for classes must be completed at least one month before the beginning of the semester.
- One day requests must be completed at least five business days before the interpreter/transcriber is needed.
- If a deadline is missed, the Disability Specialist Service Coordinator will attempt to secure interpreters/transcribers, but they may not be available due to short notice or scheduling conflicts.

Attendance and Disability

Students need to be aware that exceptions to attendance policies may not always be possible given the nature of the individual course, curriculum, or program.

Please note:

The Attendance Policy Accommodation **may not** carry over from semester to semester. Students who receive this accommodation may be asked to supply documentation each semester

validating why the Attendance Policy Accommodation needs to be in place. The Disability Specialist may ask the student to supply new, updated information on his/her condition. It is critical that the student with an Attendance Accommodation understand:

- Students are expected to be present at all scheduled class times unless unable to attend due to an exacerbation of the symptoms of their disability.
- All students, including students who have the Attendance Accommodation, must meet the fundamental objectives and essential requirements of the class in order to successfully complete the course.
- Students are expected to inform faculty and other affected parties (i.e., clinical supervisor, field instructor, Disability Specialist, etc.) when they miss class and why.
- In case of an emergency, the student must notify faculty and other affected parties as soon as possible.
- It is the student's responsibility to work with faculty to determine how best to compensate for any missed classes/coursework.
- Students need to observe deadlines for submission of assignments. There may be limits on the amount of time which tasks can be completed. Often this is based on the complexity and type of course.
- We strongly suggest that students meet with their instructors during the first week of the semester to discuss this accommodation
- Students should familiarize themselves with each course attendance policy as stated by the instructor or in the class syllabus.

Discussion points for student, disability specialist, and faculty member

- Is attendance an essential part of the class?
- Would modification of attendance policies be a fundamental alteration of the course or curriculum?
- Are classroom interactions and dialogue between the instructor and students a fundamental element of the course?
- Is there important classroom discussion between students facilitated by the instructor?
- Does student participation constitute a significant component of the learning process for the class?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?

To what degree does a student's failure to attend class constitute a significant loss to the educational experience of the course as a whole?

- Are attendance requirements listed in the course syllabus? What are the classroom practices and policies regarding attendance?
- What method is used to calculate a final grade for the course?
- The Accessibility Services is available for consultation when faculty becomes concerned when the number of absences begins to alter the essential elements of the course fundamentally. The faculty member, Disability Specialist, and student can discuss what options are available to the student at that time.

Roles and Responsibilities in the Accommodation Process

For the accommodation process to proceed smoothly, all parties need to understand their roles and responsibilities.

Students are responsible for:

- Providing the Disability Specialist Service Coordinator with timely and adequate documentation for disability from an appropriate treatment professional.
- Keeping the Disability Specialist Service Coordinator informed and providing updated documentation if the disability changes.
- Requesting accommodations each semester as needed. Some accommodations cannot be efficiently arranged if they are requested on short notice.
- Discussing accommodations with faculty and staff members as needed, especially when delivering accommodation letters. If the student has difficulty addressing their concerns or questions, contact the Disability Specialist Service Coordinator for assistance.
- Notifying the Disability Specialist Service Coordinator if there are any concerns or difficulties with receiving accommodations. Students and the Disability Specialist Service Coordinator will then decide what the next steps should be.
- Coordinating all personal-related services, such as individual therapy or personal care assistance for activities of daily living including, but not limited to toileting, showering, eating, sleeping, walking, dressing, grooming, and personal hygiene. Please see the Personal Care Assistance Policy on page 23.

The Disability Specialist Service Coordinator is responsible for:

- Reviewing and explaining what documentation is needed to determine eligibility for services.

- Determining eligibility for individualized academic accommodations based on documentation.
- Discussing with students how their disability impacts them at the University, and informing the student when additional documentation is needed.
- Helping to identify reasonable accommodations.
- Maintaining student files in a confidential manner.
- Writing individualized letters to faculty or staff members, identifying reasonable accommodations and why they are needed. Letters will detail who is responsible for specific parts of providing accommodations and what to do if there are any concerns.
- Releasing disability-related information on a need-to-know basis to other University faculty and staff members.

Faculty and staff are responsible for:

- Understanding accommodations recommended by the Disability Specialist Service Coordinator and contacting Julie Hartzler if they think additional accommodations are needed.
- Contacting the Disability Specialist Service Coordinator or the student if there are concerns or questions about accommodations and how they will be provided.
- Knowing the essential elements of a course or program.

Forms

The following forms can be accessed and printed from our website at <http://wayne.uakron.edu/student-services/accessibility-services/> or by meeting with the Disability Specialist Service Coordinator.

Documentation Forms:

- ADHD Disability Documentation
- Cognitive LD Disability Documentation
- Physical Disability Documentation
- Psychological Disability Documentation
- Physical Disability Documentation for Seizure Epilepsy Conditions
- Temporary Medical Disability Documentation

- Asperger's Disability Documentation
- Hearing Impairment Disability Documentation
- Frequently Asked Questions for Prospective Students

Provisional Supports Policy

Accessibility Services at The University of Akron Wayne College provides academic accommodations to students with a disability that reflects a **substantial limitation to a major life activity, e.g., learning**. To ensure the provision of reasonable and appropriate accommodations, the Disability Specialist Service Coordinator requires current and comprehensive documentation of the disability from the appropriate diagnosing professional. Documentation for a disability must adhere to the specific guidelines, which are available upon request. Occasionally, there may be individual cases that warrant **provisional supports for one semester**. These supports allow for appropriate time, which is defined as one academic semester or the Summer Sessions, for the student to obtain complete documentation to determine eligibility for services. The following are possible reasons provisional supports may be considered:

1. Incomplete documentation

When incomplete documentation is submitted to the Disability Specialist Service Coordinator at the beginning of a semester, provisional supports may be issued for that semester only. Incomplete documentation is defined as documentation that does not have all required information indicated on the “Documentation Guidelines” form. The student has the remainder of the semester to provide the missing information from the appropriate professional, which will complete the documentation. Upon receipt of complete documentation by the Disability Specialist Service Coordinator, eligibility for services is determined on a case by case basis.

2. Not meeting current eligibility criteria

When the Disability Specialist Service Coordinator reviews the documentation of a student currently receiving accommodations and determines that it does not meet current eligibility criteria, the student is informed that to continue services beyond the immediate semester, a new assessment or further documentation must be submitted to determine eligibility for future services through Accessibility Services. Provisional supports will be provided for the remainder of the semester in which the inadequate or outdated documentation was identified.

3. Request for additional accommodation(s)

Upon request for additional accommodation, the Disability Specialist Service Coordinator and the student must discuss if the accommodation is reasonable and if the current documentation supports the new accommodation. If further documentation is needed to support the request for additional accommodation(s), provisional support may be issued for the current semester until the Disability Specialist Service Coordinator receives complete documentation. When the complete documentation has been received and reviewed, the provisional support will be evaluated for approval as additional accommodation. The Disability Specialist Service

Coordinator may determine that provisional support(s) are not appropriate and no changes will be made without supporting documentation.

It is the sole discretion of the Disability Specialist Service Coordinator to decide who is eligible for provisional supports. Please note that supports, even provisional ones, will not be provided in the absence of documentation.

The University of Akron offers extensive testing services as part of the functions of the Counseling & Testing Center. Learning Disorder/ADHD Assessments are available for some learning problems students' experience. Call The Counseling & Testing Center at (330) 972-7082 and make an appointment with one of the psychologists to get started if you need testing.

Temporary Medical Conditions

Temporary medical conditions may include but are not limited to, injured limbs, surgeries, and short-term illness. These terms may require temporary, short-term accommodations. While the University is not obligated to provide students with temporary medical conditions an accommodation, as a courtesy and where feasible, Accessibility Services will attempt to provide services to students who experience temporary illness or injury that will allow the student to access the physical campus and the educational curriculum.

Personal Care Assistance Policy

The University of Akron does not provide services related to personal care assistance. It is the responsibility of the student to provide for the cost and coordination of personal care assistance while attending and in residence at the University.

Students are required to ensure that the appropriate amount of personal care is in place while attending The University of Akron. The University of Akron, Accessibility Services (OA), may assist only in helping to advertise for personal care attendants if requested by the student. Please note that it is inappropriate to ask The University of Akron personnel to provide any level of personal care assistance related to any activity of daily living including, but not limited to toileting, showering, eating, sleeping, walking, dressing, grooming, transfer in and out of a wheelchair and personal hygiene.

As a student utilizing personal care assistance, these are your responsibilities:

- Direct the activities of the personal care attendant(s) (PCA) while at UA. The PCA is not permitted to do academic work for a student and students will be held accountable via the Student Code of Conduct if they receive inappropriate academic assistance from a PCA. Discuss any academic needs with a disability specialist in the OA.
- Have a backup plan or alternative plan of action should the regular PCA(s) not be available to work on a particular day or in a particular class.
- Follow the UA's policies and abide by the OA Student Handbook and the UA code of conduct.

A PCA is expected to:

- Follow all applicable UA policies, rules, regulations and procedures.
- Assist the student before and after class but wait outside the classroom (unless PCA services are medically indicated inside the classroom).
- Allow the student to take responsibility for his or her progress and behavior.
- Refrain from contact with or asking questions of faculty, staff or others on behalf of the student.
- Refrain from intervening in conversations between the student and faculty, staff or other students.
- Refrain from discussing any confidential information about the student with faculty, staff or students.

Dispute Resolution Procedures

If a student wants to appeal a decision regarding *eligibility for services* or *determination of reasonable accommodations* based on the Disability Specialist Service Coordinator's review of the documentation, the following procedure has been established.

Step 1: Request an appointment to meet with the Disability Specialist, Julie Hartzler, who reviewed the documentation and made the original determination. If the concern cannot be resolved at this level, initiate Step #2.

Step 2: Request an appointment to meet with Dr. Jane Fink who is the immediate supervisor of the Disability Specialist. If, after this meeting the situation is not rectified to the student's satisfaction, initiate Step #3.

Step 3: Request a review by the Accommodations Review Committee of the accommodations determined by the disability specialist and the accommodations requested by the student. The Committee consists of the following people:

- Disability Specialist who recommended the original accommodation(s)
- Assistant Dean Student Success, Gordon Holly

If after this meeting the situation is not rectified to the student's satisfaction, initiate Step #4.

Step 4: Request an appointment with the Executive Director of the Regional Campuses. Their decision is final.

To initiate a review by the Accommodations Review Committee, the student must complete the Dispute Resolution Procedure for Determination of Reasonable Accommodation Appeal form and return it to Accessibility Services.

Determination of Reasonable Accommodations Appeal Form

Name: _____ Student ID: _____

Address: _____ City: _____ State: _____ Zip: _____

Email Address: _____ Phone Number: _____

Currently Approved Accommodation(s): _____

Course or Courses for which accommodation is being appealed: (include course number and instructor name)

What accommodations are you requesting? _____

Why do you believe your requested accommodations are appropriate? (Use additional paper if needed)

Describe any information that would support your request. (Use additional paper if needed)

Would you be interested in a 30 minute meeting with an Office of Accessibility representative? Circle Yes or No

If you are interested in a meeting, you will be contacted to schedule this meeting in receipt of your appeal form. Please be sure your contact information is complete and indicate where you can be reached by phone, TTY or e-mail between 8:00 a.m. and 4:00 p.m. Monday through Friday.

Looking Ahead

The Accessibility Services staff is here to help you in any way we can. Please contact Julie Hartzler, Disability Specialist Service Coordinator, in the Smucker Learning Center with any questions or concerns. We wish you success in your academic career and hope you are satisfied with your experience with Accessibility Services.