

Accessibility Services

Student Handbook



Student Services
College Hall
1555 Newark Road, Zanesville, Ohio 43701
740.588.5000

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Welcome

Welcome to Zane State College! We are excited that you have chosen to start or resume your academic career on our campus. We are committed to helping students with disabilities achieve their academic goals. This handbook is designed to assist you while you receive services from Accessibility Services housed in Student Services in College Hall on the Zanesville Campus.

To initiate these specialized services, students need to self-identify and have the proper documentation. The Accessibility Services Academic Advisor will be your liaison with college faculty, advising/registration, the bookstore, and other resources as required. The most appropriate academic assistance in the classroom and/or at the College will be developed to the mutual satisfaction of the student, faculty member, and Accessibility Services.

DETAILS:

Office Hours: Monday through Thursday 8 a.m.-6 p.m. Please check with Student Services for the holiday schedule. Please call us or stop in to make an appointment to see an advisor. We are here to help!

Staff:

-Kevin Hurst: Chief Student Affairs Officer

-Heather Merry: Student Support Services Counselor/Advisor, ADA Compliance Officer

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Access to Education Policy

In 1973, Congress enacted Section 504 of the Rehabilitation Act, which guarantees the rights of all students to equal educational access and prohibits discrimination on the basis of physical or psychological disabilities. It also provides that no individuals with a disability shall be denied benefits of, excluded from participation in, or subjected to discrimination in co-curricular activities because of the absence of auxiliary aids. In 1990, the Americans with Disabilities Act (ADA) guaranteed equal access to employment, public services and transportation, in addition to educational access.

Zane State College prohibits discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age or status as a disabled veteran or veteran of the Vietnam era. ***Student grievances*** or concerns should be resolved according to the procedures set forth in the Student Handbook, except where the student is alleging discriminatory treatment based on disability. Concerns of this nature at Zane State College should be brought to the attention of Accessibility Services staff housed in the Student Success Center at the Zanesville Campus. If after meeting with an Accessibility Services Advisor regarding concerns and unable to resolve, the Accessibility Services Advisor will recommend what further action needs to be taken.

Upon receipt of necessary documentation, appropriate academic assistance and support services are provided based on individual need. With a goal of equal educational access in mind, the Accessibility Services Office creates equal opportunities for and promotes educational experiences, services, and enrichment to persons with disabilities.

Confidentiality Statement- An Accessibility Services Advisor views all materials documenting a student's disability, meets with the student to assess the individual need and finally recommends academic accommodations based on all collected information. Documentation is held confidentially in the One Stop for Student Services as per government legislation. Disability related documentation can only be released if a student signs a release of information. Faculties do not have access to these files according to ADA and FERPA (Buckley Amendment). Faculty need not know the nature of the disability, only that the student has a documented disability and has been approved for specific accommodations.

Applicable Laws

ADA-The Americans with Disabilities Act gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. ADA was first implemented in 1991.

ADAAA- The Americans with Disabilities Act Amendments Act is intended to overturn a series of Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairment is a “disability.” The ADAAA makes significant changes to the ADA’s definition of “disability” that broadens the scope of coverage under both the ADA and Section 504 of the Rehabilitation Act. Effective January 1, 2009.

FERPA (Buckley Amendment) - Family Educational Rights and Privacy Act-A college may not release student education records or personally identifiable information from the records without the student’s prior consent. However a school official with a legitimate educational interest may access student records without student consent. An education record is directly related to the student and is maintained by the college. **FERPA** permits disclosure of education records without student’s written permission for the following reasons: Authorized federal officers, school officials with a legitimate educational interest, other schools to which the student has applied for admission, persons or organizations providing financial aid to the student.

Please bring any *documentation* you have regarding your disability to your appointment in Accessibility Services (IEP, information from your doctor or care provider). Based on your documentation and this meeting with the Accessibility Staff, accommodations will be recommended based on individual need.

Accommodations- If you would like to use recommended accommodations, you must let your professors and Accessibility Services know in order to arrange accommodations.

How do I get help from Accessibility Services? It is important for students and families to understand that in college students are responsible for initiating services by disclosing to the appropriate institutional personnel to begin the process of accessing academic accommodations. Students must follow the college policy in order to obtain services. For help please contact Accessibility Services housed in the One Stop for Student Services in College Hall. Phone: (740) 588-1261. In order to start services, an advisor will evaluate a student’s documentation and recommend accommodations based on their needs as it relates to their disability. **Please bring any documentation (IEP, information from your Doctor or care provider) you have to the introductory meeting with** an Accessibility Services advisor who will speak with you about your disability and its impact in a school setting as well as your strengths and interests. Based on your documentation and this meeting with the Accessibility Advisor, accommodations will be recommended based on individual need. **Please note it may take up to five business days to complete the process.**

Documentation Required

Documentation of Disabilities- Documentation of a student's disability is needed in order to put academic accommodations in place. Appropriate documentation of disability include: *Primary* (a student's self-report), *Secondary* (observation and interaction), and *Tertiary* (information from external parties). A student's academic history including use of academic accommodations will be carefully considered.

To initiate services according to the Zane State College policy, students must self-disclose their disability and provide documentation that provides a current view into the student's level of functioning and describes their disability, in one of the following forms:

- **Visual Disability**
Provide a copy of the most recent eye examination which should include diagnosis and visual acuity.
- **Physical Impairment**
Provide a diagnosis of the physical impairment and description of functional limitations – appropriate accommodations will be based on each individual's case.
- **Hearing Disability**
Provide a copy of the most recent examination which might include a diagnosis with etiology, degree, type, and configuration of loss.
- **Psychological Disability**
Provide a letter from a licensed mental health professional stating the diagnosis and characteristics of the disability.
- **Learning Disability**
Provide the results of the most recent Multi-Factor Evaluation (MFE) battery which includes documentation of the disability and appropriate accommodations or alternate form of educational testing.
- **Chronic Illness**
Provide a letter from the primary care provider stating the diagnosis and impact of the disability, including limitations.
- **Attention Deficit Hyperactivity Disorder**
Provide a copy of the most recent documentation of diagnosis of ADD or ADHD which includes the Diagnostic and Statistical Manual (DSM-IV) diagnosis and symptoms.

Students with other types of disabilities should consult the Accessibility Services Office (housed in the One Stop for Student Services) to determine the type of documentation needed. Students who require services due to a temporary disability must also contact Accessibility Services with proper documentation to obtain temporary accommodations. The intent of Accessibility Services is to ensure that those with identified disabilities receive services appropriate for the characteristics of the disability.

NOTE:

Documentation must be received in our office before accommodations are identified. Exceptions to this policy are on a case-by-case basis.

Accommodations

Academic Accommodations—Academic accommodations are based on a student’s documentation of disability, a student’s self-report, and completing an introduction session with an academic advisor in the One Stop for Student Services. Examples of academic accommodations include: reader, scribe, note taking assistance, Kurzweil, Read & Write Gold, distraction reduced testing area outside of the classroom, testing alone, ASL interpreter (enlarged text), priority registration, extended time on tests (typically time and a half), use of an audio recorder with instructor permission, designated seat in front of classroom, etc.

To Qualify for Services:

Accessibility Services provides assistance and appropriate accommodations for students with all types of disabilities. Students are encouraged to use these services as a support to their own efforts.

It is the student’s responsibility to obtain the required documentation, although Accessibility Services will assist in special circumstances. If you believe you have a learning disability that has not been diagnosed, Accessibility Services can refer you to various testing providers.

Services for Students with Documented Disabilities:

Depending on individual need, students may be eligible for one or more of the following services or accommodations (this list is not exclusive).

Audio recorder – student uses audio recorder during class to record lecture and uses it to help with studying and to prepare for exams. Instructor’s prior approval is required.

Interpreter – a professional interpreter provides sign language to communicate the class lectures to the student.

Note taker – a volunteer student in class will take notes from the lecture. The instructor copies the notes and gives them to the student requesting the accommodation.

Extended testing time – the amount of extra time a student will receive to take his or her exam. The normal accommodation is one and one half times the testing time of the particular class period but double time is available depending on the student’s documentation which will be determined on a case by case basis.

Reader – Read & Write Gold/Kurzweil software is available to read the exam to the student.

Scribe – the student dictates answers to test questions to a person (scribe) who copies the student’s replies onto the exam word for word.

Computer – the student uses a computer to take an exam, or it may be used for in-class assignments.

Alternate Text – students who qualify will receive access to textbook or other class material via electronic or other alternate format.

Other services are available to all students including those with documented disabilities. These include career services, academic advising, and tutoring. Contact Accessibility Services housed in the One Stop for Student Services on the Zanesville Campus for more information.

Testing Procedures – Zanesville Campus

In order to accommodate students who need extended time and/or a quiet room for testing, please follow the testing procedures outlined below:

All make-up testing services are being provided through **The Learning Center** which is open Monday – Thursday, 8 a.m. – 5 p.m. You may arrange to take a test in the evening, Monday – Thursday, 5 – 7 p.m. To do so, you must make an appointment 24 hours in advance by calling (740) 588-1323. No one will be available to proctor your test if you have not made an advance appointment.

Tests are available when arrangements have been made with an instructor.

Test proctoring is available by appointment for distance learning students from other institutions.

For additional testing procedures, please go to Z-Online, Student Resources.

NOTE:

Students who require the additional assistance of a reader, scribe or distraction-reduced room need to request this service 24 hours in advance prior to testing by calling The Learning Center at (740) 588-1323.

Testing Procedures – Cambridge Campus

In order to accommodate students who need extended time and/or a quiet room for testing, please follow the testing procedures outlined below:

All make-up testing services are being provided through **The Academic Services Office, Room 621 in The EPIC Center**. Hours of operation are Monday – Thursday, 8 a.m. – 6 p.m. You will need to make an appointment prior to testing. The availability of a test proctor will not be guaranteed if you do not have an appointment.

Tests are available when arrangements have been made with an instructor.

Test proctoring is available by appointment for distance learning students from other institutions.

For additional testing procedures, please go to Z-Online, Student Resources.

NOTE:

Students who require the additional assistance of a reader, scribe or distraction-reduced room need to request this service 24 hours in advance prior to testing by calling The Learning Center at (740) 588-1323.

Note Taking Accommodations

Accessibility Services utilizes two basic processes in order to recruit notetakers. Please review them to determine which system will work best for you:

1. Accessibility Services encourages students to recruit their own notetakers. Why?

It gives students control over who they want to select for the job. This way the student can choose someone who appears to be a reliable student. When Accessibility Services recruits note takers, we normally select the individual who volunteers first. This may or may not be the best person for the job.

Students can have immediate access to notes.

The one drawback to recruiting your own notetaker is that it requires you to “self-identify”. This can be an awkward experience for those who aren’t comfortable revealing their disability. However, if you anticipate needing accommodations in an employment setting, we encourage you to practice asking for them now.

2. If you are uncomfortable recruiting your own note taker, Accessibility Services will assist you with finding one. Typically, Accessibility Services will ask your instructor for a volunteer note taker in your class. The instructor will make a copy of the notes at the end of each class session and give them to the student requesting the accommodation.

Although having Accessibility Services recruit your note taker allows you to keep your disability anonymous to other students, it eliminates your ability to select the individual of your choice. Additionally, because of limited staffing, we may not be able to locate a notetaker until the second week of classes.

There are some additional factors to take into consideration, regardless of whether you “self-recruit” or have Accessibility Services recruit your note taker:

****It is expected that students requesting notetaking services attend class and make a reasonable attempt to take their own notes.** Students who do not attend class on a regular basis will not receive the notes.

If you begin a class without notetaking services and later decide that you need this accommodation, a note taker can be recruited at any point in the term. In the same regard, if you begin a class with notetaking services and later decide that you do not need this accommodation, let us know that you want to discontinue the service.

If your note taker is not fulfilling their obligations, let us know and we’ll assist you with locating another individual.

If you have any questions or concerns, please bring them to our attention.

Special Services

Students who require the use of special services such as a sign-language interpreter, or alternate text must contact Accessibility Services no later than four (4) weeks prior to the start of the term. This will ensure ample time to arrange for these service providers.

Alternate Text/Readers

If your accommodations include alternate forms of textbooks/materials, Accessibility Services has established the following procedures:

- If alternative text has been identified as an accommodation, **you must ask for this service** in advance (4 weeks) of the upcoming term. The ordering process is time consuming and costly and we want to ensure that students who qualify for this service are in fact, utilizing the service. Students may only require alternate materials for certain classes.
- **Contact Accessibility Services at least four (4) weeks in advance to see if it is possible to obtain digital copies of textbooks.**
- Digital textbooks can be scanned in Read & Write Gold software and used as text to speech.
- If an alternate form of a textbook is not available commercially, we will let you know. We will look at the required readings and arrange for them to be converted to an electronic or audio format.

Assistive Technology Resources

Zane State College offers a variety of assistive technology resources for students on campus. Technology is accessed from Accessibility Services in the One Stop for Student Services and The Learning Center. Products available include:

- Kurzweil 3000 – a reading, writing, and study skills solution for struggling students. It allows students to scan material and then access through text to speech. Improves reading fluency. Big focus on study skills. Includes highlighting features, opportunity to extract notes into a separate document, MP3 capability, word prediction, spelling/homophone assistance.
- Read and Write Gold Software - is an easy to use toolbar which sits discreetly on top of any open Windows application. Users are given the opportunity to work in an inclusive manner with their peers by offering additional support when reading or composing text by providing text-to-speech facilities throughout the software program; making it an ideal solution for literacy difficulties, people who have dyslexia or for those learning English as a second language.

Class Attendance and Expectations

Due to the nature of some disabilities, students may need flexibility in regards to class attendance requirements or policies. Based on documentation of a student's disability and the requirements for reasonable classroom accommodations, the following information clarifies the accommodation and implementation procedures related to disability related absences for a student.

Student Responsibilities

- All students, regardless of disability status, are responsible for fulfilling the essential requirements of a course. This includes meeting class attendance expectations, being punctual, and knowing and understanding the specific policies in regards to attendance and the make-up of any assignments, tests, etc. according to the course syllabus.
- Any student who may have a disability which may affect their ability to attend class regularly should register with Accessibility Services to request flexibility with class attendance policies.
- Students who are given the accommodation for flexibility with class attendance are strongly encouraged to discuss this accommodation with each instructor at the start of the term.
- It is the student's responsibility to notify instructors about their inability to attend a class period(s). In extreme situations, Accessibility Services can help to facilitate this contact.
- In order to have the absence documented as an accommodation, the student will provide a written statement (or medical documentation) that describes the disability related reason for the absence and this documentation will be placed in the student's file in Accessibility Services.
- Students are responsible for making up any missed assignments and/or examinations. Every effort will be made to keep the student on task and maintain due dates and testing schedules.
- Students should not be penalized for documented absences related to a disability. Flexibility may be required in the acceptance of late assignments or tests.
- If the number of absences becomes significant and/or compromises attendance and participation requirements, the student and instructor need to meet and discuss whether or not it would be in the best interest of the student to withdraw from the course.

Faculty Responsibilities

- Instructors are strongly encouraged to state class attendance policies (if applicable) on the course syllabus.
- Instructors are responsible for determining policies regarding make-up work and missed quizzes and exams. This information should also be posted on the course syllabus.
- Instructors should not lower academic standards or fundamentally alter their course for academic adjustment purposes.

- Instructors have the ultimate decision in determining if class attendance and class participation are integral components of the learning process for the courses they teach. To avoid discrimination on the basis of a disability or claims of differential treatment, instructors should use the following questions developed by the Office of Civil Rights (OCR) as a guide when determining why attendance is or is not an essential aspect of a course:
 - Is there classroom interaction between the instructor and students and among students?
 - Do student contributions constitute a significant component of the learning process?
 - Does the fundamental nature of the course rely upon student participation as an essential method for learning?
 - To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
 - What does the course description and syllabus say?
 - What method is used to calculate the final grade?
 - What are the classroom practices and policies regarding attendance? Is the attendance policy equally applied? Has the policy been modified for others or any exceptions made to the policy for non-disabled students?
- Instructors should notify Accessibility Services with any concerns.

Accessibility Services Responsibilities

- Accessibility Services will review documentation and discuss any request by the student for flexibility with class attendance.
- Accessibility Services will indicate flexibility with class attendance on the student's accommodation form. This will assist the student in initiating a conversation with each instructor.
- Accessibility Services will not excuse the student or determine class attendance policies.
- Accessibility Services will not normally inform the student's instructor(s) of an absence.
- Accessibility Services will work with the student if necessary to obtain access to material covered in class during a disability-related absence.

**Accessibility Services
Check List**

- ____ Met with Accessibility Advisor for an Introductory Appointment
- ____ Brought in all required documentation for my disability.
- ____ Received my memo listing the accommodations I may use at Zane State College.
- ____ Received the Accessibility Student Handbook which explains my responsibilities to receive the accommodations.
- ____ Learned how to use Read & Write Gold if I have a reading accommodation.
- ____ Downloaded Read & Write Gold on my personal computer if I have a reading accommodation.
- ____ Visited The Learning Center to see where I take tests.
- ____ Talked with my instructors about the accommodations I want to use.
- ____ Requested alternate text or interpreting services four weeks in advance if needed.
- ____ Scheduled with The Learning Center at least 24 hours in advance for the following accommodations:
 - Testing in distraction reduced environment
 - Use of a scribe
 - Use of a reader