



STUDENT HANDBOOK

Wayne College
Accessibility Services
Office (330) 684-8960
Fax (330) 684-8734

[wayne.uakron.edu/learning-center/
accessibility-services/](http://wayne.uakron.edu/learning-center/accessibility-services/)

The University of Akron Wayne College
Accessibility Services
Smucker Learning Center
1901 Smucker Road
Orrville, Ohio 44667
PHONE (330) 684-8960
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wc-lsca@uakron.edu

Student Handbook

Welcome

Accessibility Services would like to welcome you to our office and to 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 the Smucker Learning Center or Student Services for further information. This handbook and other information are available on our website at <http://wayne.uakron.edu/learning-center/accessibility-services/>.

Disability Specialist Office Hours

Fall and Spring Semesters

Monday - Friday
7:30 a.m. to 4:30 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 handbook and our office can best serve you.

Summer Semester

Monday - Thursday
7:00 a.m. to 5:00 p.m.

Sincerely,

Jane M. Fink, Ph.D.
LSW
PCC-S, NCC, BCD, LISW-S, ACSW, CEDS
Coordinator of Counseling and Accessibility Services
Room A-130
jfink@uakron.edu
Phone (330) 684-8767
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Julie Hartzler, BASW, MS,
Disability Specialist and Service
Coordinator
Room B112
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Phone (330) 684-8923
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Accessibility Services Staff

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 Julie Hartzler can be made by contacting the Smucker Learning Center at **330-684-8960** or by email at **wc-lsca@uakron.edu**.

Accessibility Services staff includes:

Disability Specialist and Service Coordinator **Julie Hartzler** **330-684-8923**
julie21@uakron.edu.

Program Assistant Smucker Learning Center **Stephanie Baker** **330-684-8965**
seb13@uakron.edu

Graduate Assistant **Courtney Crew** **330-684-8760**
wc-adaga@uakron.edu

Supervisor of Accessibility Services **Dr. Jane Fink** **330-684-8767**
jfink@uakron.edu

Our Mission

Accessibility Services and the Smucker Learning Center are committed to:

- providing opportunities for student development and intellectual competence in a learner-centered environment
- fostering universal access for all students to engage in achieving their personal and educational goals through the development of critical thinking skills, self-awareness, and emotional and social growth.

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 on the basis of 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 are 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.

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 Disabilities - disabilities that cause a person to have greater difficulty with certain mental tasks than what would be considered “average.”

Examples:

- Learning disabilities (such as dyslexia)
- Brain injury

Physical Disabilities - disabilities that limit or incapacitate 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, perception of reality, emotions, or judgment which may result in disturbed behavior.

Examples:

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

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 are determined in the initial meeting with the Disability Specialist Service Coordinator. Many accommodations have deadlines in order to have sufficient time to coordinate services. A reasonable good faith effort will be exercised by the in order 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

How to Register with Accessibility Services

Getting Started

- Students are encouraged to register with Accessibility Services **after** they have enrolled at The University of Akron Wayne College.
- Students are encouraged to go on to the Wayne College website and under the Learning Center tab review information under Accessibility Services.

Step One for the Student

All of the necessary forms can be located on the Smucker Learning Center webpage.

1. Go to the Wayne College website wayne.uakron.edu.
 2. Click on the Learning Center tab on the top of the home page.
 3. Click on the Accessibility Services tab on the left side of the page.
 4. Select Prospective Students
- Print and complete a Preliminary Intake History Form.
 - Choose the specific Documentation Form for your type of disability, download, and print.
 - Take the form to your doctor or licensed health care provider or qualified professional and have him/her provide necessary documentation.

Step Two for the Student

Schedule an intake appointment with Dr. Fink, the Disability Specialist Service Coordinator, by stopping in or calling the Smucker Learning Center at (330) 684-8960. The intake appointment is designed to discuss:

1. Services a student is eligible to receive based upon the documentation submitted
 2. Disability-related needs
 3. Preparations for attending college
- Bring the Preliminary Intake Form and documentation supporting your disability to the appointment.
 - Please bring a copy of your class schedule.
 - 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.
 - At this time, the student will be registered with Accessibility Services.

Step Three for the Student

- During the first week of school, pick up accommodation letters from the Smucker Learning Center front desk and review them.
- Complete an Accommodations Contract and provide your Zip Card, so the front desk staff can make a copy. We will keep a copy of your Zip Card in your ADA record.
- Give the accommodation letters to instructors during the first week of the semester. We encourage students to discuss the accommodations they plan on using with each instructor either before or after class or at a time convenient to the student and instructor.
- Take steps to implement accommodations and maintain good communication with instructors and with the Disability Specialist Service Coordinator.
 - ❖ If you choose not to use certain accommodations, please inform your instructor. If you have been granted the note-taking accommodation and choose not to use this accommodation, please let the Disability Specialist Service Coordinator know, as well.

Requesting Accommodations and Services Each Semester

By law, after students have registered with Accessibility Services and met with the Disability Specialist Service Coordinator, students will need to request accommodation letters and services for **each** semester that they plan to use them. You have the right to use your accommodations for all of your classes or only the classes you choose. Please review your accommodations letter with your instructors within one week of receiving the accommodations at a time that is convenient for both the student and the instructor.

- Your accommodations do not continue from one semester to the next. **Two weeks before the beginning of each semester**, complete the [Accommodation Request Form](#) online. To access the request form:
 1. Go to the Wayne College website wayne.uakron.edu
 2. Click on the [Learning Center](#) tab on the top of the home page
 3. Click on the [Accessibility Services](#) tab on the left side of the page
 4. Simply click on the red [Request Accommodations](#) button on the right side of the page
 5. Also, please complete a [Contact Info Form](#) under the [Current Students](#) tab any time your contact information changes and return it to the Smucker Learning Center.
- ❖ The office will review the accommodations you have requested. If you are requesting changes from the previous semester, you should schedule an appointment with the Disability Specialist Service Coordinator. Additional documentation is required when asking for a change in accommodations.
- ❖ [Schedule Changes](#): If a student changes his/her schedule, it is his/her responsibility to notify us of the change. We are unable to process requests for added classes or schedule changes unless we are notified. Failure to notify us may result in a delay in receiving your accommodation letters.

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** give the letters to instructors if they intend to use the accommodations in class. These letters activate the student's accommodations.

Types of Accommodations

Testing Accommodations

There are several basic 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 additional 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. In order to meet this goal, Learning Support Services utilizes a Test Proctor to monitor tests. If a student utilizes 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 own personal 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 between 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** prior to the test to make arrangements.
- If a student requests a test 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 discuss 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 a test request weeks in advance due to limited availability. We will honor and schedule requests by the date of the request. There is a distinct possibility that requests which are placed 4 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

Note takers are students who are enrolled in the same class as the student. Students requesting note takers must present the note taker memo and accommodation letter to the instructor. The note taker memo explains to the instructor the process of identifying eligible note takers. It also includes an anonymous announcement for the instructor to read to the class to recruit a note taker and will accompany the approved student's letter of accommodation. Students should ask the instructor to read the memo explaining the note taker position. When a potential note taker from the class contacts the Smucker Learning Center, she/he will be hired as the note taker if the employment criteria are met.

Steps:

1. Students receive the note taker accommodation approved by the Disability Specialist Service Coordinator. Students will sign a "Release for Release of Contact Information to Note Takers" form.
2. Request accommodation letters each semester. With the accommodation letters, students will also receive the Instructor Guidelines for Securing Note takers.
3. Take the letters and memos to instructors. Instructors will read the request aloud. Interested students in the class will go to the instructor, express their interest, and receive instructions to contact the Smucker Learning Center.
4. Potential note taker will go to the Smucker Learning Center and provide his/her information.

5. Note taker's qualifications will be verified by both the instructor and the Disability Specialist Service Coordinator and the note taker will be hired.
6. If hired, the note taker will be given the student's contact information in order to arrange the delivery of notes. The note taker will sign a confidentiality agreement; however, he/she will **NOT** be informed as to why the student needing a note taker is receiving the accommodation.
 - ❖ If the instructor **does not** read the note taking announcement during the first week of class, please remind them to do so in a timely manner. If the issue is not resolved by the second week of the semester, please contact the Disability Specialist Service Coordinator. The Disability Specialist will email the class requesting those interested in being hired as a note taker contact the Smucker Learning Center to start the hiring process.

No Shows:

1. If a note taker does not report to class, the student will notify the instructor and the Disability Specialist Service Coordinator.
2. Students must attend class to receive notes for that day. If there are any attendance issues, please contact Dr. Fink, the Disability Specialist Service Coordinator.

Student Responsibility:

- We will make a good faith effort to find note takers in a timely manner. However, this depends on how early in the semester the student requests accommodations and how quickly a note taker is identified.
- If eligible students no longer wish to receive the note taker accommodation, they must notify the Disability Specialist Service Coordinator as early as possible.
- A student who wishes to obtain a note taker beyond the sixth week of the semester is required to meet with the Disability Specialist Service Coordinator to review and discuss this request.
- Contact the Disability Specialist Service Coordinator if there are any concerns regarding your 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 RFBID as Daisy CDs
4. Downloaded in a pdf file from the publisher and burned to acd.
5. Requested as Braille. Braille requests must be processed in conjunction with the Akron campus Office of Accessibility and coordinated through the Wayne College Disability Specialist Service Coordinator.

Student Responsibility:

- Request alternative media accommodation **prior** to 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 for 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 one week notice for handout requests.
- All students receiving textbooks in alternative format will be required to attend a short meeting with a 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.
- ZoomText Xtra Level 2: Magnification and screen reading software.
- ReadPleasePLUS
- 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
- Pocket Talkers
- Books on CD

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** prior to 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 prior to 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.

Roles and Responsibilities in the Accommodation Process

In order 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 a 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 effectively 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 13.

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 Dr. Fink 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.

Maintenance and Disclosure of Records of DisabilityPolicy 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 records are maintained 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). Records received by the Disability Specialist Service Coordinator that appear to contain information unrelated to the determination and provision of academic accommodations, auxiliary aids and services will be returned 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.

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 certain 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 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 are relevant with an academic advisor prior to scheduling classes.

Forms

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

Prospective Students

- 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
- Preliminary Intake History Form
- Test Taking Reservation Form
- Contact Info Form
- Frequently Asked Questions for Prospective Students

Current Students

- Contact Info Form
- Test Reservation Form
- Alternative Text Information and Contract
- Note Taker Application
- Request for Release of Info

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 an 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), a 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 an 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.

Temporary Medical Conditions

Temporary medical conditions may include but are not limited to, injured limbs, surgeries, and short-term illness. These conditions 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

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 the Disability Specialist Service Coordinator in Accessibility Services.

- Have a back-up 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 Accessibility Services Student Handbook and the UA code of conduct.
- Pay for and coordinate all PCA services.
- Ensure that PCA's are aware of the PCA expectations in the Accessibility Services Student Handbook.

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/ her own progress/ 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.

1. Request an appointment to meet with the Disability Specialist Service Coordinator. If the concern cannot be resolved at this level, initiate Step 2.

2. Request an appointment to meet with the Interim Dean. If after this meeting, the situation is not rectified to the student's satisfaction, initiate Step 3.
3. Request an appointment with the Dean. The decision of the Dean is final.

Looking Ahead...

The Accessibility Services staff is here to help you in any way we can. Please contact Jane Fink, Disability Specialist Service Coordinator, the Graduate Assistant, or the Program Assistant 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.

Differences Between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
IDEA (Individuals with Disabilities Education Act)	Title II of the ADA/ADAAA (Americans with Disabilities Act of 1990/Amendments Act of 2008)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
IEP (Individualized Education Plan and/or 504 Plan)	High School IEP and 504 plan are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
School conducts evaluations at prescribed intervals	Students generally not required to be re-tested after initial documentation approval unless additional accommodations warrant more documentation
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	Documentation must provide testing results and information on specific functional limitations to demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified and supported by parents and teachers	Student must self-identify to Accessibility Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
School must develop formal plan and it is school's responsibility to track student	Student must ask for and "qualify" for services EACH semester and is responsible for much of the accommodation process (i.e. notifying office of test dates, etc.)
Teachers approach the student if they believe the student needs assistance	Professors are usually open and helpful, but most expect the student to initiate contact if assistance is needed

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parents do not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum or alter assignment deadlines
Use multi-sensory approach	Tend to rely on lecture. May or may not use multi-sensory approach.
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
IEP or 504 Plan may include modifications to test format	Test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind students of assignments and due dates	Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students, when assignments are due, and how students will be graded
Grades may be modified	Grades reflect the work submitted

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring DOES NOT fall under Accessibility Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Students' time and assignments are often structured by others	Students manage their own time and complete assignments independently
Students may study out of class as little as 0 to 2 hours per week, and this may be mostly last-minute test preparation	Students need to study at least 2 to 3 hours outside of class for each hour of class