



Accommodation Services Handbook

The purpose of our Accommodation Services is to provide assistance to students with diagnosed disabilities to maximize their academic potential, and to minimize various physical and attitudinal barriers. Stautzenberger College has created this Accommodation Services Handbook to address common questions regarding the services available to students with disabilities that limit a major life activity and to explain in detail the procedures necessary to secure them. It is our goal that all students be given the opportunity to succeed. The student should note that the College is not required to modify, waive, or make substitutions for coursework or other requirements that would fundamentally alter or compromise the integrity of an academic program. Accommodation Services will gladly discuss your situation with you, and offer advice on how to ensure that your needs are met. If you have a question not addressed in this Handbook, please contact the Dean of Academics.



How to Obtain Accommodations:

There are many challenges that new Stautzenberger College students face, and students with disabilities often have even more to manage. Accommodation Services is available to help you to prioritize and to make sure that you comply with all necessary policies to continue to obtain needed accommodations. Please feel free to make an appointment with the Dean of Academics to discuss your needs.

Following is a summary of services and accommodations that are available to our students with disabilities, and the policies that students must comply with in order to obtain these services.



Rights and Responsibilities¹

Students with disabilities at Stautzenberger College have the right to:

1. Equal opportunity to learn through reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
2. Equal access to programs, courses, services, activities and facilities offered through the College;
3. Confidentiality of information regarding their disability, except as disclosure is necessary to acquire accommodations and/or is required by law; and

¹ Adapted from Kent State University's and the University of South Florida's SAS Handbooks.

4. Accessible formats of information, as is reasonably available.

Students with disabilities at Stautzenberger College have the responsibility to:

1. Satisfy and maintain essential institutional qualifications and standards for courses, programs, services, and activities;
2. Follow all published procedures for securing reasonable accommodations;
3. Provide from a qualified licensed professional with the appropriate area of expertise comprehensive documentation that details the manner in which their disability limits their participation and supports each accommodation request; and
4. Identify themselves as an individual with a disability when an accommodation is needed, and to seek information, counsel and assistance as necessary.

Stautzenberger College has the right to:

1. Identify and establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, activities and facilities, and to evaluate all students (whether disabled or not) on these bases;
2. Request and receive current documentation that supports any request for accommodations;
3. Select among equally effective accommodations which to provide;
4. Refuse an unreasonable accommodation request that fundamentally alters a program or activity of the College; and
5. Deny a request for an accommodation if documentation does not support the request or if documentation is not provided by a student.

Stautzenberger College has the responsibility to:

1. Provide information to students in reasonable, accessible formats upon request;
2. Provide or arrange reasonable accommodations in courses, programs, services, activities and facilities;
3. Ensure that programs, services, activities and facilities, when viewed in their entirety, are available and usable in a reasonable, integrated and appropriate setting under the circumstances; and
4. Maintain appropriate confidentiality of records and communications.



Reasonable Accommodations

The term "reasonable accommodation" has been established and defined by the United States Congress and Courts. It is at heart a balancing act between the needs of students with disabilities, the educational program's purpose, and the financial and physical limits of higher education institutions. It applies to a

request for accommodation, modification or adjustment to a facility, course, program, service or activity that may afford an otherwise qualified student who has a disability with an equal opportunity to attain the same level of performance, benefits and/or privileges as are available to a student who is without a disability.

To determine whether a requested accommodation is reasonable, Accommodation Services will seek information from staff and faculty regarding essential standards for courses, programs, services, activities and facilities. Accommodation Services, spearheaded by the Dean of Academics, makes the ultimate determination of whether a specific request for accommodation will be granted.

Please note: The College is not required to modify any element of a course or program that is deemed essential to the curriculum.

How Reasonable Accommodations Are Decided upon

When deciding whether a requested accommodation is reasonable, Accommodation Services will rely upon the following elements:

1. The appropriate documentation of the disability by a qualified professional and any recommendations made by the diagnosing professional;
2. A student's request for a given accommodation;
3. Barriers that might result from the documented disability in the campus environment;
4. Accommodations that might remove such barriers;
5. Whether a student may obtain access to the course, program, service activity or facility without a given accommodation (that is, whether the student is otherwise qualified for participation in the course or program);
6. The relative cost and burden of providing the accommodation given the size and resources of the College;
7. Whether or not essential elements of the course, program, service, activity or facility are compromised by the requested accommodation; and
8. Whether if, even after the accommodation is given, a student can perform the essential functions of the educational program.

Accommodations are determined on an individual basis based upon the student's unique interaction with the campus environment. Ideally, initial accommodation requests should be made prior to matriculation so that the student has the necessary resources in place prior to attending class. All requests should be made in writing to the Dean of Academics, who will coordinate the College's effort to provide assistance to students with diagnosed disabilities that substantially limit a major life activity.

Once the student has provided appropriate documentation from a professional qualified to diagnose his or her disability, submitted a written request for accommodation to the Dean of Academics, and met with the Dean of Academics to discuss accommodation services and establish an

Accommodation Plan, the Dean of Academics will then invite faculty for courses in which the student is registered to review the accommodation services requested. Faculty members, together with Accommodations Services and the Program Directors have the responsibility to determine whether a given request may interfere substantively with the requirements of a course. If they so determine, the student will be informed in writing and invited to appeal any negative decision on accommodations resulting therefrom.

Notification of Instructors

The provision of accommodation services is a responsibility shared between the faculty, the student and Accommodation Services. Each quarter, the student will meet with the Student Services Officer to review and implement necessary accommodations (if any) for that quarter's classes. During the pre-quarter meeting between the student and the Student Services Officer, Accommodation Services will provide the student with a "Notice of Accommodation Plan." This Notice will confirm that a student has a documented disability and is entitled to specific accommodation services.

The Notice is given to the student to deliver in person to each Instructor so that the Instructor has an opportunity to discuss with the student the requirements of a given course and how best to ensure the accommodations requested may assist the student. At the bottom of each Notice is a signature line for each faculty member to sign and return to the Dean of Academics to confirm receipt of the Notice. There is also an area in which student and Instructor may note any specific concerns about the proposed implementation of the Plan in a given course. This Notice is the only information that Instructors are given about the student. Faculty members do not have access to the underlying diagnostic documentation of a student's disability absent a student's written permission to the contrary.

Please Note: Students may choose which if any accommodations to request for a given course. Faculty members are not permitted to provide classroom accommodations for students who fail to present them with an accommodation letter.



Eligibility

In order to be eligible for services through Stautzenberger College's Accommodation Services, a student must:

1. Provide current and comprehensive documentation by a qualified professional of a disability that limits at least one major life activity, as described below in the section labeled Documentation Requirements;
2. Submit a request in writing to the Dean of Academics for accommodation services;

3. Attend an initial interview with the Dean of Academics in which the materials required under (1) above will be addressed, together with specific accommodation requests and program limitations; and
4. Schedule an appointment with the Student Services Officer prior to the start of each quarter during which that student is enrolled.

Accommodations may take significant time to arrange; please make your request for accommodation as early as possible to ensure that needed support is in place prior to matriculation.

Please Note: Accommodations CANNOT be provided until appropriate documentation as specified in (1) above is on file in the Dean's Office; and the interview specified in (3) above is held.



Documentation Requirements

To be eligible for accommodation services, students must provide documentation that meets the standards for demonstrating a disability, in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973 and related legislation.

Stautzenberger College requires current documentation from appropriate, qualified professionals to support an accommodation request. In order to be considered current, documentation cannot be older than three (3) years.

If the initial documentation is determined to be inadequate because it fails to describe either the nature or the extent of the disability or otherwise support the accommodation request, Stautzenberger College has the discretion to require additional documentation. If the College does require additional documentation, the student will be notified promptly in writing of said request.

Please Note: Students bear the cost of obtaining appropriate, current documentation in compliance with this provision.

Documentation of the disability must state the:

1. Specific diagnosis;
2. Functional limitations (if any) within the academic environment as a result of the disability;
3. The degree to which the identified disability limits the student in comparison to most people;
4. The testing or evaluation procedures that were utilized to assess the level of limitation;
5. A copy of the specific test or evaluation results; and
6. Recommendations for environmental modification, if any.

Please Note: Disability eligibility verification forms are available from the Dean of Academics' office for qualified diagnosticians to complete. While not required, these forms might assist the professional in determining specific information necessary to confirm accommodation services eligibility. To obtain the appropriate forms, simply contact the Dean's office. Should you choose not to use these forms, you may request your qualified professional to provide a comprehensive report on his or her letterhead that addresses the aforementioned criteria.



Requirements for Specific Disabilities

There are certain disabilities for which Accommodation Services requires more specific information in order to determine eligibility for accommodations. These include learning disabilities, visual impairments, hearing impairments and deafness, attention deficit hyperactivity disorder, and psychiatric disabilities. The following information is provided to assist the appropriate professional in properly documenting a student's disability.

Learning Disabilities²

Students with learning disabilities who have been diagnosed in high school within the last three years are required to provide the following information to verify eligibility for accommodations:

1. An Individual Education Plan (IEP) issued within the last three years identifying the student as being served for a specific learning disability; and
2. A Multi-Factored Evaluation (MFE) completed by a psychologist or school psychologist within the last three years. This assessment must indicate that the student has a diagnosed learning disability and was receiving services for the disability while in high school.

If a student does not have the documentation specified in (1) and (2) above, the student may instead submit a report that includes a comprehensive psychoeducational assessment performed by a private psychologist or school psychologist indicating the presence of a specific learning disability.

The M.F.E. or psychoeducational assessment for the diagnosis of a specific learning disability must be submitted on the letterhead of the qualified

² These guidelines are based upon those developed by the Association on Higher Education and Disability (AHEAD), a national organization advocating equal opportunity for students with disabilities in higher education and are modeled upon those currently in use at various state universities within the State of Ohio.

professional or school psychologist/district. The assessment must provide clear and specific evidence of a learning disability that substantially impairs at least one major life activity. It is not acceptable to administer one test, nor is it acceptable to base a diagnosis on only one of the several subtests.

Specifically, the assessment must conform to or include the following criteria:

1. Testing must have been conducted within the past three years;
2. Testing must indicate a specific diagnosis from the DSM-IV. Descriptions such as individual "learning styles," "learning differences," or "academic problems" do not by themselves qualify as a learning disability and will not satisfy this requirement;
3. The nature and the severity of the disability must be supported by the psychoeducational assessment;
4. Actual test scores must be provided. The assessment should include standard scores for all normed measures or percentiles. Grade equivalents are insufficient unless standard scores and/or percentiles are also included;
5. Test scores must show evidence of significant discrepancies and intra-individual differences;
6. A qualified professional or diagnostician must conduct the evaluation. The qualified professional or diagnostician must indicate licensure or certification on the assessment.

The assessment must include the following domains:

1. Aptitude: A complete adult-level aptitude battery is required with all subtests and standard scores. This should include one of the following:
 - Wechsler Adult Intelligence Scale-Version III (WAIS-III) (the preferred instrument);
 - Woodcock-Johnson Psychoeducational Battery-Revised: Test of Cognitive Ability; or
 - Stanford-Binet Intelligence Scale: Fourth Edition.
2. Achievement: A complete adult-level achievement battery is required with all subtests and standard scores. This battery may include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to:
 - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - Stanford Test of Academic Skill (TASK)

- Scholastic Abilities Test for Adults (SATA) or,
- Specific achievement tests such as the Test of Written Language-2 (TOWL-2),
- Woodcock Reading Mastery Tests-Revised; or
- the Stanford Diagnostic Mathematics Test

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

3. Information Processing: Specific areas of information processing (such as short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning, motor ability) must be assessed. Acceptable instruments include but are not limited to:
 - Detroit Tests of Learning Aptitude-3 (DTLA-3);
 - Information from subtests of the WAIS-III; or
 - the Woodcock-Johnson Tests of Cognitive Ability; and
 - Other instruments relevant to the presenting learning problem.



Visual Impairments

Appropriate documentation of visual impairment should include, at a minimum, information regarding the student's visual acuity, field restrictions, or other limitations. Given the range of such impairments, recommendations for accommodations and services (particularly adaptive technology needs) are beneficial. Generally, visual impairments manifest by at least one of the following:

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



Hearing Impairments and Deafness

Appropriate documentation must include the degree of hearing loss and indicate functional limitations resulting from the disability. Hearing impairments are generally diagnosed when a person experiences a hearing loss of 30 decibels or greater, a pure tone average of 500, 1000, 2000 Hz, ANSI, unaided in the better ear. An audiologist's report detailing the student's degree of hearing loss must be included in the documentation.



Attention Deficit Hyperactivity Disorder (ADHD)

Appropriate documentation must include the specific DSM-IV diagnosis, as well as a report that indicates that a rigorous assessment process was used to diagnose the disability in accordance with criterion set by the DSM-IV. The documentation must also specify how the disability substantially impairs a major life activity.

**Psychiatric Disabilities**

Appropriate documentation must include the specific DSM-IV diagnosis, as well as a detailed description of how this disability causes a functional limitation for the student in the college learning environment. If concurrent accommodations are required based on side-effects of medication used to treat the disability, these medications and their effects on the student should be noted in the documentation.

**Services:****Academic Support Programs**

Student Services offers all Stautzenberger College students access to our Extra Assistance Program free of charge. Extra Assistance (or Tutoring) is individual time with an Instructor to address any academic questions a student may have about a given course.

**Advising**

The staff of Accommodation Services is available to meet with students to discuss concerns they might have with accommodations, instructors, and campus accessibility. We also highly recommend that students with disabilities take advantage of the academic advising resources of Student Services. Accommodation Services will gladly meet with disabled students after they have first accessed this resource to help them assess the extent to which it met their needs. We strongly encourage students seeking advisement services to call in advance to obtain an appointment.

**Note-taking**

A note-taking service is available for students with documented significant disabilities, such as physical, sensory, or processing deficits. It is important to note that this service is intended to augment the student's class attendance, not to

replace it. Note-takers are other students in the class who are paid \$40 at the end of the semester to make copies of their notes. Note-takers will be asked to ask Reception to copy free of charge the notes immediately following class. Students employing a note-taker must then make arrangements with Reception to collect the copied notes.

Students who are eligible for this service are given the choice of either: (1) identifying a potential note-taker on their own in class, or (2) asking Accommodation Services to send a request to the Instructor asking him or her to announce in class that a student needs a note-taker. In the latter case, interested students will be asked to report to Accommodation Services to formalize the arrangement. Note-takers are assigned on a first-come, first-served basis.

All note-takers must complete employment paperwork at the Accommodation Services Office in order to be paid. Concerns regarding the quality of notes or the timeliness of delivery should be directed to Accommodation Services immediately.



Parking

All students who park on campus must obtain a parking permit from Student Services, including those with State of Ohio handicap placards. Students wishing to use the designated Handicap Parking spots must have the appropriate state issued placard. If a student does not have such a placard, but wishes to temporarily use the Handicap Parking, the student must have his or her physician write a letter on letterhead that indicates (1) the nature of the student's disability and/or injury, and (2) the length of time the student will need special parking. This eligibility form should be returned to Student Services.



Test Accommodations

Accommodation Services can arrange for proctoring, reasonable extended time, and alternative administration of examinations. Provision of the exam to Accommodation Services is equally the responsibility of the student, the Instructor and Accommodation Services staff. Specific guidelines have been established to ensure a consistent and expedient process. They are as follows:

The student is responsible for contacting the Student Services Officer at least three days in advance to schedule a test. The student is also responsible for reminding the faculty member at least two class meetings in advance that the student will be taking the exam through Accommodation Services. Every effort will be made to arrange test proctoring on the same day and time as the test is regularly scheduled. Each student should be aware, however, that appointment times depend upon the availability of proctors.

All students utilizing the test proctoring service will be expected to take their tests at the same time as other class members. Students must schedule their exams Monday through Friday to begin between 9:00 a.m. and 6:00 p.m. Any student wishing to take a test at a time and/or date other than as regularly scheduled must obtain written permission in advance both from the Instructor and Accommodation Services. New testing arrangements will be confirmed in writing.

If the student fails to complete the exam at the scheduled time and/or secure permission to take it at another time, the test will be returned to the Instructor, and the student will receive a score of "0" on the exam.

Please Note: Because of scheduling conflicts, Accommodation Services staff may need to schedule a student's appointment at a different date and/or time than the regularly scheduled exam. If this situation arises, the staff will notify the faculty member directly.

The Instructor is responsible for delivering the exam to Accommodation Services prior to the scheduled test time. The Instructor must provide written permission attached to the test if he or she intends to allow the student to use notes, textbooks, calculators, or other materials during the test (if applicable). At the time the Instructor delivers the exam to Accommodation Services, the Instructor may arrange the method by which the completed exam will be returned to the Instructor.

If a student has content-specific questions about the exam during proctoring, every effort will be made to contact the Instructor. If we are unable to reach her/him, we will instruct the student to provide a written explanation of her/his question, to be attached to the exam.

Once a student begins a proctored exam, the student is not permitted to leave the office for any reason. If, in accordance with the student's Accommodation Plan, the student needs to take frequent breaks, the exam will be broken up into smaller sections. Each section will be independently administered and the student will be permitted to take a break after she or he hands in the individual sections to the proctor. The student will not, however, be permitted to return to a section she or he has completed.

In the event of cheating or plagiarism, the proctor will end the exam immediately, and return the exam to the Instructor with a written description of what occurred. The student will then be subject to disciplinary action in the same way that any student taking the exam within the classroom environment would be.



Grievance Procedures

The Student Services Officer encourages students to contact him directly to help with conflicts that might arise in classroom or other College settings. Generally, the student will be asked to play an active role in resolving the conflict while working with the Accommodations Services staff member. In appropriate cases, the staff member may encourage the student to file a complaint with the Office of the Vice President at 8001 Katherine Boulevard, Brecksville, Ohio 44141.

Other avenues that are available for a student in a conflict situation include contacting the Program Director or Student Services.

Accommodation Services Decisions

A student has the right to appeal an eligibility or accommodation determination made by a member of the staff of Accommodation Services.

To do so, the student should first contact the Dean of Academics in writing detailing the nature of the complaint. The Dean will set a hearing with the student to discuss the issue before making a determination. All determinations will be made in writing.

A student may choose to by-pass the Dean if the student so chooses, or appeal a decision made by the Dean, by filing a written complaint with the Office of the Vice President, Stautzenberger College, 8001 Katherine Boulevard, Brecksville, Ohio 44141. A student may also choose to contact the United States Department of Education, Office for Civil Rights, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611.



I, _____ (please print), hereby acknowledge receipt of
Stautzenberger College's Accommodation Services Handbook.

Student's Signature

Date