



# **Student Accessibility Handbook**

## **Specialized Support Services**

Keel Hall, Room 144A

### **Office Hours:**

Monday-Friday  
8:00am – 5:00pm

**\*Early morning or evening hours by appointment only**

North Central State College is committed to equal opportunity for all and does not discriminate on the basis of race, color, religion, sex, gender, national origin, military status, disability, age, genetic information, or sexual orientation.

When requested, Specialized Support Services and North Central State College materials can be provided in an alternate format.

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# North Central State College

## Student Accessibility Handbook

The purpose of this handbook is to provide students, faculty, staff, and others with information regarding the services available to those attending college who have a disability (permanent or temporary) that substantially limits one or more of their major life activities.

The mission of the Specialized Support Services Department is to provide equal access to educational opportunities for all qualified students with disabilities and to ensure that all students can freely and actively participate in all facets of the college.

If you have any questions regarding the Specialized Support Services policies and procedures regarding persons with disabilities, please contact this department:

**Doug Heestand, M.S.W**

Coordinator, Specialized Support Services

419-755-4727

[dheestand@ncstatecollege.edu](mailto:dheestand@ncstatecollege.edu)

***For an Appointment, Please Contact:***

***Doug Heestand, M.S.W***

*Coordinator, Specialized Support Services*

*419-755-4727*

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[disabilityservices@ncstatecollege.edu](mailto:disabilityservices@ncstatecollege.edu)*

# Introduction



**Mission Statement**

**Standards**



## **Mission**

North Central State College exists for the citizens of its service region to attain the knowledge and skills to succeed in their chosen path of learning, work or enrichment, sufficient for the college to justify available resources.

## **Vision**

North Central State College is the leader in affordable quality higher education with programs leading to employment and/or academic transfer and a beacon for achieving greater community prosperity and better quality of life.

## **Strategic Plan**

The strategic plan is the pathway for the achievement of the college's mission of access and success through the alignment of the human, fiscal and physical resources.

## Standards Concerning Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 (“Rehab Act”), the Americans with Disabilities Act of 1990 (“ADA”), the Americans with Disabilities Amendments Act of 2008 (“ADAAA”), and state law, North Central State College is required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs, or activities. This handbook addresses the eligibility of students for academic accommodations in educational programs, services, and activities at the college, as well as the provision of such accommodations to students with various types of disabilities. The following ADA definitions apply to this handbook -

### 1. Definitions

- 1.1 **Qualified Person with a Disability:** someone with a physical, psychological, medical or learning impairment that *substantially limits* one or more *major life activities*. A person is considered to be disabled if he or she has the disability, has a record of the disability, or is regarded as having a disability.
- 1.2 **Substantially Limits:** means unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed. This is in comparison to the average person or most people.
- 1.3 **Major Life Activity:** means functions such as caring for oneself, interacting with others, and performing manual tasks such as walking, talking, seeing, hearing breathing, learning or working to name a few.
- 1.4 **Qualified:** with respect to an individual, is a person who, with or without reasonable accommodation, can meet the essential academic and technical eligibility requirements and standards of behavior and performance required of all students.
- 1.5 **Reasonable Accommodation:** is one that will allow a student with a disability to have an equal opportunity to participate in, and enjoy the benefits of, a service, program or activity of the college without an undue administrative or financial burden to the college. Reasonable accommodation or adjustments may include auxiliary aids or services such as sign language interpreters, Communications Access Real-time Translations (CART) services, and/or testing accommodation, and may also include adjustments to academic requirements, activities, or space. Academic adjustments that lower or substantially alter the essential elements of a program, course or curriculum are not reasonable. Accommodation that poses a direct threat to the health or safety of the student or others is also not considered to be reasonable.

# Section One



**Procedures for Obtaining Services and Accommodations**

**Accommodations and Services**

**Explanation of Accommodations Request Forms and  
Accommodations**

# Procedures for Obtaining Accommodations and Services

## Determining Eligibility for Services and Accommodations

To receive services from Specialized Support Services, follow the process outlined below.

## Registration and Documentation

1. These guidelines provide students, professional diagnosticians, and college service providers with a common understanding of the components of documentation necessary to validate the existence of a learning disability; its impact on the student's educational performance, and the need for accommodation. The documentation should be comprehensive to prevent delays in eligibility determination and service provision. A school plan such as an Individualized Education Plan (IEP) or a "504 Plan" alone may not be sufficient to support a student's eligibility for accommodations and/or services. While recognized as supporting evidence, at no time will a prescription pad document be acceptable to serve as the sole document for determination purposes. Although the diagnostician may recommend specific accommodations, the determination for providing appropriate and reasonable accommodations and/or academic adjustments rests with the college.
2. Admissions: If a student requires accommodations to participate in the Admissions process, the student may contact the Coordinator of Specialized Support Services to request the needed accommodation.
3. Registration policy for Diagnosed Students: currently enrolled students may apply for accommodations and/or services by submitting documentation to the college's Coordinator of Specialized Support Services at:

**North Central State College  
Doug Heestand  
Specialized Support Services  
2441 Kenwood Circle  
Mansfield, OH 44906**

**FAX: (419) 755-4757**

E-mail: [disabilityservices@ncstatecollege.edu](mailto:disabilityservices@ncstatecollege.edu)

Upon verification of sufficient documentation, students will be notified to make an appointment to meet with the Coordinator of Specialized Support Services for an intake appointment. During this meeting, the Coordinator and student will engage in an interactive process to identify accommodations and/or services. Upon registration completion, students are responsible for requesting accommodations each semester with the Specialized Support Services Office and communicating with faculty regarding

their needs as outlined in the Accommodations Request Form. Students are strongly encouraged to request accommodations prior to the beginning of the semester and are responsible for submitting requests in advance of the need for accommodation. Accommodation requests are not retroactive.

If you do not have documentation but believe you have a disability, please call the Specialized Support Services Office to make an appointment.

4. Documentation Requirements – All Disabilities (except Learning Disabilities): The specific reporting format is left to the professional, but the requested information must be clearly presented, easily discernable, and adhere to the following:
  - a. A qualified professional must conduct the evaluation. The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. It is not considered appropriate for professionals to evaluate members of their own family.
  - b. The documentation must include a clear diagnostic statement that describes how the condition was diagnosed, provide information on the functional impact, and detail the typical progression or prognosis of the condition.
  - c. The documentation must include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. When appropriate to the nature of the disability, having both summary data and specific test scores within the report is essential (ex. for learning disabilities).
  - d. The documentation must be recent (within past 5 years) and age-appropriate so as to determine the need for accommodations and/or services based on the individual's current level of functioning in the educational setting. The diagnostic report should include specific recommendations for accommodations and/or academic adjustments as well as an explanation as to why each accommodation/adjustment is recommended. The evaluators should describe the impact the diagnosed disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

It is the responsibility of the student to obtain his or her documentation and provide it to the Coordinator. If assistance is needed, please contact the Specialized Support Services Office. Any correspondence regarding the adequacy of the submitted documentation will be sent to the student's college email account. It is the student's responsibility to obtain additional information or clarification if requested.

5. Documentation Requirements – Learning Disabilities: This section specifies the procedures to be followed and the information that should be contained in documentation of a student's Learning Disability (LD) and/or AD(H)D report. Learning disability documentation (e.g., psychoeducational report) should adhere to the criteria established by the college for full consideration:
- a. Psychological assessment (minimally, an individual intelligence test such as the Wechsler Adult Intelligence Scale [WAIS], Woodcock Johnson Tests of Cognitive Abilities, or Stanford-Binet Intelligence Scales) with subtest and composite standard scores included.
  - b. Educational assessment (minimally, a test such as the Woodcock-Johnson Tests of Achievement or the Wechsler Individual Achievement Test [WIAT]) with subtest results for reading, writing and math, regardless of student background.)
  - c. If the student also has a dual diagnosis of AD(H)D, additional behavioral measures may be helpful to support the diagnosis.
  - d. The report should include the professional's credentials and contact information, standard scores, composite scores and a summary of the results which supports the clearly stated diagnosis, description of functional limitations impacting learning for each recommended accommodation.
  - e. *Please note*: Screening instruments such as the WASI (Wechsler Abbreviated Scale of Intelligence) or WRAT (Wide Range Achievement Test) and child-normed tests such as the Wechsler Intelligence Scales for Children (WISC) may not be sufficient for full approval, but if available, may assist in providing provisional accommodations. A copy of an IEP or 504 Plan alone is also not sufficient to establish full eligibility unless it includes items a - d above.

## **Accommodations Request Form**

Accommodations Request Forms inform your instructors of the accommodations you are eligible to receive. You are responsible to pick these up each semester from the office of Specialized Services and deliver them to your instructors. It is recommended that you discuss these accommodations with your instructor.

If you are taking online classes, please contact the office of Specialized Support Services so we can email your accommodations form to you. This form will need to be forwarded to your instructor.

## **Common Academic Accommodations and Services**

Some examples of common academic accommodations and services include, but are not limited to:

## **Accommodations:**

- Exam accommodations
- Note-taking assistance
- Recording of lectures
- Interpreters and captioning
- Adaptive equipment and software
- Alternate format for textbooks
- Enlarged materials
- Reader or scribe for exams, quizzes or tests

## **Services:**

- Discussion of disability-based needs
- Admissions and Financial Aid assistance
- Assistance with scheduling classes
- First year academic advising
- Consultation with faculty members
- Referral for diagnostic testing
- Coordination of community services

## **Descriptions of Possible Accommodations**

### **Exam Accommodations**

**Extended Test Time:** You are eligible to have 50% more time to take your test(s) unless otherwise indicated.

**Distraction-Reduced Area for Testing:** You are eligible to take tests in a distraction-reduced environment. You will be testing in the office of Specialized Support Services unless otherwise indicated.

**Testing Procedures:** To ensure available space, you must contact the office of Specialized Support Services to schedule your test at least three days prior to your exam.

The office of Specialized Support Services proctors exams according to faculty instructions. If you fail to show up or are late, the office of Specialized Support Services will not administer the exam without written or verbal permission from the instructor. It is your responsibility to contact your instructor to reschedule the exams when necessary. The office of Specialized Support Services will only reschedule exams based on the instructor's written or verbal directions.

If you are ill, you must call the instructor before the scheduled time of the exam to seek permission to reschedule the missed exam(s). We must have permission from the instructor to reschedule the exam.

### **Note-Taking Assistance**

You are eligible to have a student note-taker in your class. Please see the office of Specialized Support Services for the necessary note-taker forms.

### **Recording of Lectures**

You will be asked to sign an agreement based on the North Central State policy for recording lectures.

### **Interpreters and Captioning**

You may be asked to provide updated information from your doctor or audiologist. Requests for services should be submitted thirty days prior to the start of the semester. You will be asked to read and sign the Guidelines for Students Using Interpreting or Captioning Form.

You may also request interpreters or captionists for other College activities, such as tutoring, meetings with teachers or counselors/advisors and special programs. You should provide a three-day notice when requesting services for these events when possible.

### **Adaptive Equipment and Software**

You may be eligible to use specialized equipment or software to assist you in your classes. The Coordinator of Specialized Support Services will determine and explain if this is an accommodation for you. Requests should be submitted in advance of the start of the semester. Equipment is checked out and must be returned every semester. You will be asked to read and sign a Borrower's Form if you are using North Central State College equipment.

### **Enlarged Materials**

It may take several days to complete your request for enlarged materials. Please make your requests to the office of Specialized Support Services as soon as possible.

### **Alternate Format for Textbooks**

You may request your textbook in PDF or other electronic format. Requests may take up to 2-3 weeks to process through the publisher. You are required to purchase the textbook and will be asked to provide your receipt of purchase.

## **Readers (Read & Write) and/or Scribes for Exams**

You will be testing in the office of Specialized Support Services if you are using these accommodations. You must schedule scribes in advanced.

### **Read & Write 11**

This software is available free for all students and can be accessed through your MyNC account in your Students Menu. Please contact the IT Service Desk if you have any questions at 419-755-4734.

## **Personal Care Attendants**

Personal Care Attendants, also called aides, are the responsibility of the individual with a disability. PCAs may attend classes and all college functions with the individual for whom they work. The college is not responsible for the hiring, firing, or management of PCAs. In the same manner, the college is not financially responsible for PCAs.

## **Service Animal Guidelines**

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of North Central State College where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

College staff may ask an individual with a disability to remove a service animal from the premises if the animal is out of control and the animal's handler does not take effective action to control it, or the animal is not housebroken.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a

harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means). College staff are not responsible for any aspects of caring for a service animal.

College staff will not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. Staff may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. North Central State College will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, staff will not make these inquiries about a service animal when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

### **Internships, Fieldwork, and Other Non-Classroom Learning Experiences**

Students engaging in internships, fieldwork, student teaching, clinical, or other off-campus learning experiences (hereafter referred to as "fieldwork") may choose to disclose or not disclose a disability to their assigned fieldwork site. Students are free to discuss their options and the possible consequences and benefits of disclosure vs. non-disclosure with the college's Specialized Support Services Office as they make their decision.

Students should NEVER disclose a disability to a fieldwork placement site without first discussing their needs with both the Specialized Support Services Office and the college's field placement coordinator for their program.

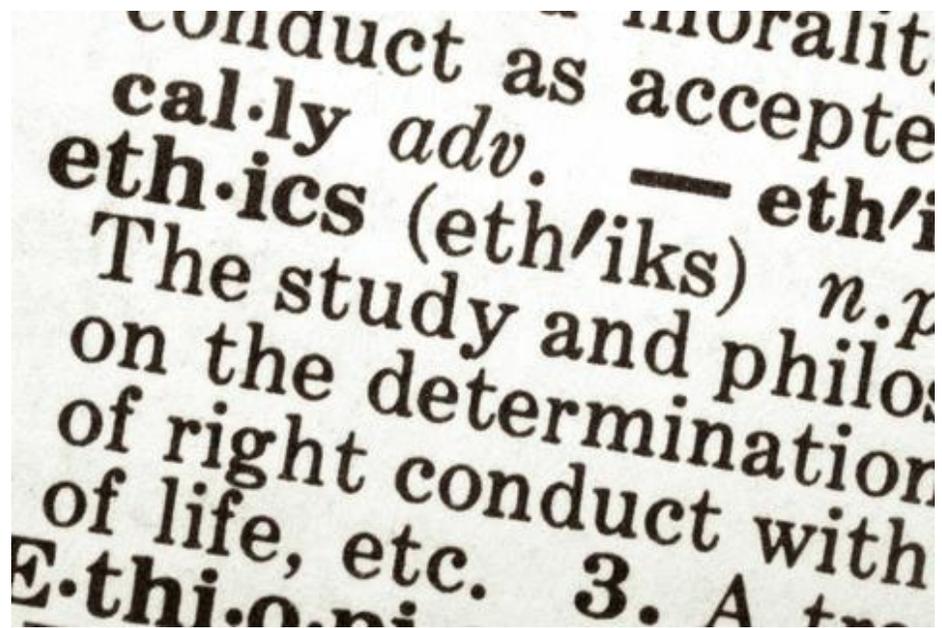
Requests for fieldwork accommodations must be made at least 1 semester in advance of the fieldwork experience. Any delay in making requests for accommodations may delay the start of the experience or necessitate postponement until a future semester. Students participating in fieldwork who will be requesting accommodations must make that request through the Specialized Support Services Office. The Specialized Support Services Office will work with the field placement coordinator responsible for the student's program to discuss appropriate accommodations. This will begin an interactive process that will include the student, the field placement office, the Specialized Support Services Office, and the field placement site representative. Accommodations will be individualized to the student's needs as they relate to the requirements of the academic program and the placement site.

College, in conjunction with the fieldwork site, is required to make reasonable accommodations for participating students with disabilities. Neither the college nor the facility is required to make changes or adjustments that would fundamentally alter either the nature of, or the essential elements of, the program or any related course.

## **Parking**

College provides accessible parking in a variety of locations across campus. State of Ohio-issued hangtags with the appropriate designation should be clearly displayed. Persons with disabilities are responsible for the payment of all applicable parking fees and other parking charges.

# Section Two



**Rights and Responsibilities**

**Confidentiality**

**Dispute Resolution Process**

## **STUDENT Rights and Responsibilities:**

1. Each student must meet the qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities.
2. Each student is responsible for making timely and complete disclosures and specific requests regarding accommodations to meet his or her particular needs so as to provide an appropriate response. Requests for accommodations should be made at least eight weeks prior to the date needed to avoid delays, which could affect participation in a program, service, or activity.
3. Each student seeking accommodations based on a disability must submit current documentation prepared by a qualified professional verifying the student's disability and any limitations. Students submitting incomplete information may be asked to provide additional verifying documentation. Students may be required to participate in additional evaluations needed to determine eligibility for an accommodation or what constitutes an appropriate accommodation.
4. Students with disabilities must abide by the college's Code of Student Conduct in the same manner as all students.
5. In the event of a dispute about whether a student is eligible for an academic accommodation or about the provision of an accommodation by the college, the student should follow the grievance procedures set forth in this handbook. Students may also file a charge of discrimination with the U.S. Department of Education's Office for Civil Rights.

## **COLLEGE/DEPARTMENT/FACULTY Rights and Responsibilities:**

1. College, departments of the college, and faculty will not discriminate in the recruitment, admission, educational process, or treatment of students with disabilities.
2. College requires all faculty and staff to read all communications from Specialized Support Services and to comply with all requested accommodations as written. If the request for accommodations is unclear, appears to fundamentally alter the requirements of the course, or appears to be unreasonable, faculty and staff are expected to contact the Specialized Support Services Office immediately. If a student requests accommodations and the faculty/staff member has not been notified of the student's need for accommodation, then the faculty/staff member should refer the student to Specialized Support Services.
3. College faculty and staff will not counsel or advise qualified students with disabilities toward more restrictive career and/or academic objectives than non-disabled individuals with similar interests. This prohibition does not preclude providing factual information

about licensing and certification requirements that may present obstacles to students with disabilities in their pursuit of particular careers.

4. College requires faculty to include information on the course syllabus and to make an announcement, at the beginning of the semester, inviting students with disabilities to schedule an appointment to discuss academic accommodations.
5. College will provide students with disabilities with access to college notices that is comparable to that provided to other students concerning all academic requirements.

## **Confidentiality**

The office of Specialized Support Services ensures that all student information pertaining to a disability is confidential as required by law. Any disability documentation obtained by the office of Specialized Support Services is used to verify that a student has a qualified disability and may require accommodations. The following are guidelines used by the office of Specialized Support Services regarding disability documentation:

1. All documentation for students at North Central State College is kept in the Specialized Support Services file room in secured file cabinets.
2. The documentation for each student is kept in a separate file.
3. Since the accommodation process can involve many people, disability information may be released to college faculty and staff on a need-to-know basis, and is limited to the amount of information necessary to accommodate the student or to keep necessary records. College faculty and staff are informed that this information is confidential and should not be shared with others.
4. Documentation and information may be released when a student has signed a "Release of Information" form giving written permission, or without student permission in the event of a medical emergency, an official court or order, or in the event the student's behavior endangers the health and safety of the student or others.
5. A student has the right to review the contents of his or her own file.

## **Verification to Instructors**

Your instructors will not need to see your documentation or know specifics about your disability; however, they will not provide accommodations without your Accommodations Request Form.

## DISPUTE RESOLUTION PROCESS

It is the intent of the college and the office of Specialized Support Services to resolve all discriminatory conflicts of students with disabilities who believe their rights have been violated. In this effort, the office of Specialized Support Services will work cooperatively with students, staff, faculty, and administration to resolve issues and promote the rights of students with disabilities. The general student grievance procedures, including the college's policy prohibiting harassment and discrimination, are available to students with disabilities.

Moreover, complaints and third-party reports of discrimination should be made to the Title IX Coordinator (EO). The EO staff members are trained to help you find the resources you might need, to explain all reporting options, and to respond appropriately to conduct of concern. All instances of retaliation should be reported and will be addressed in the same manner. The contact information for the EO is listed below.

**Title IX Coordinator (EO)**  
North Central State College  
Fallerius Technical Building  
Room 158  
2441 Kenwood Circle  
Mansfield, OH 44906  
419-755-4538

**Section 504 – Coordinator of Specialized Support Services**  
Doug Heestand  
419-755-4727  
[dheestand@ncstatecollege.edu](mailto:dheestand@ncstatecollege.edu)

At any point, a student has a right to contact the Office of Civil Rights:

Office for Civil Rights  
Cleveland Office  
U.S. Department of Education  
1350 Euclid Ave, Suite 325  
Telephone: (216) 522-4970  
FAX: (216) 522-2573  
TDD: 1 (800) 877-8339  
Email: [OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov)  
Web: <http://www.ed.gov/ocr>

The dignity of all parties involved will be held in the highest regard at all times. All parties involved will receive prompt and considerate action, consistent with the best interest of all parties involved and the college.