

Washington State is a non-smoking, Affirmative Action/ Equal Opportunity institution. No person is excluded from participation or denied benefits of programs and opportunities at Washington State on the basis of race, color, creed, sex, handicap, religion, ancestry, or national origin. All minorities, women, persons with disabilities and veterans are encouraged to apply.

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Washington State Community College ensures that no qualified person shall by reason of disability be denied access to, participation in, or the benefits of any program or activity operated by the College. Each qualified person shall receive appropriate accommodations to ensure equal access to educational opportunities, programs and activities in the most integrated setting appropriate.

This policy is consistent with Section 504 of the Rehabilitation Act of 1973, which states that no recipient of federal financial assistance may discriminate against a qualified handicapped individual solely by reason of handicap. This policy is also consistent with the Americans with Disabilities Act of 1990. The policies that follow are the means by which faculty, staff, and students of Washington State Community College endorse and will apply the conditions of Section 504 and the Americans with Disabilities Act.

For additional information contact the office of disability services located in the Learning Center on the first floor of the Arts & Sciences Center. You may reach the office by phone at 740.374-8716, ext. 2503.

The information in this booklet is available in alternative formats. Contact the office of disability services for additional information or visit Washington State's Web site: [www.wscc.edu](http://www.wscc.edu).



**Washington State**  
COMMUNITY COLLEGE

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## What is a disability?

Washington State adheres to the civil rights definition of a disability. Eligibility for civil rights protection requires the applicant to meet one of the following three criteria:

- have a physical or mental condition that substantially limits one or more major life activities;
- have a record of such a physical or mental condition; and/or
- be regarded as having such an impairment, whether actually having the impairment or not.

Current written documentation that verifies the existence of the disability

must be provided. Verification of the disability should include a diagnosis, a description of the functional limitations that may affect academic performance, a rating of severity and a recommendation for accommodations. The documentation must contain the printed and signed name of a physician, psychologist, rehabilitation counselor or any authority qualified or certified to assess the disability. This person cannot be related to the student.

Detailed documentation guidelines are available from the office of disability services.

## Accessibility and Equal Opportunity

### Facilities

Qualified persons may not be denied the benefits of, or be excluded from participation in, any Washington State program or activity because College facilities are inaccessible to, or unusable by, persons with disabilities.

Students may not be excluded from a specifically requested course offering, program or other activity because it is not offered in an accessible location. Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate.

It is the policy of the College and is required by state and federal laws that internships and field placements as a whole be accessible to students with disabilities. Given the wide range of disabilities and facilities, it is not possible for every site to accommodate every student. *For example, it may*

*not be feasible for an internship site to accommodate students who use wheelchairs because of its location and existing architecture, but this same site could easily accommodate students who are visually or hearing impaired.*

*The “as a whole “ requirement of Section 504 of the Rehabilitation Act means that within a program, students with disabilities have the same opportunities as their non-disabled colleagues. In the previous example, other internship sites that are physically accessible would provide students with comparable educational experiences.*

Remodeling and construction projects must be consistent with the Americans with Disabilities Act Accessibility Guidelines or the Uniform Federal Accessibility Standards, whichever promotes greater accessibility, and with Federal and State codes.

When any Washington State classes,

programs or activities are held in private facilities, thorough efforts shall be made to obtain facilities that are accessible.

### **Recruitment, Admissions and Registration**

The College seeks diversity in its student body that reflects our pluralistic society. Qualified persons may not, on the basis of disability, be denied enrollment or participation in College programs or activities, or be discriminated against in admissions or recruitment.

For purposes of expediting the placement testing process only, students may establish their need for disability-related accommodations through self-reporting. In all other institutional contexts, additional policies and procedures are in place regarding the scope and type of documentation required to establish eligibility for protection. Please see the office of disability services for additional information.

### **Financial Aid**

The College shall not provide less financial assistance to any students based upon disabilities, limit their eligibility for assistance, or otherwise discriminate against them. Based upon requests and supporting information provided by students to financial aid programs, financial aid awards will recognize the particular needs of students with disabilities, including additional costs related to the disability, the possible need for reducing credit loads or extending the time allowed to complete graduation requirements.

### **Advising, Counseling and Placement Services**

Personal, academic, or career counseling, guidance, and placement services shall be available in accessible settings without discrimination on the basis of disability. Qualified students with disabilities shall not be counseled or advised toward more restrictive career objectives than are non-disabled students with similar interests and abilities. This does not preclude providing factual information about licensing and certification requirements that may present obstacles to persons with disabilities in their pursuit of particular careers.

### **Student Employment**

College programs that employ students may not discriminate on the basis of disability.

### **Support Services**

No qualified student with a documented disability may be denied the benefits of, be excluded from participation in, or be otherwise discriminated against in a College program or activity because of the absence of educational support services. Support services include academic and career advising, counseling, remedial and tutorial programs. Support services also include auxiliary aids and academic adjustments provided to students with disabilities. The accommodations may include, but shall not be limited to:

- Accessible parking;
- Referral to appropriate on- or off-campus resources, services or agencies;
- Reader services;
- Note taker services;

## ***Accessibility and Equal Opportunity***

- Assistance with arranging testing accommodations;
- Interpreter services for the deaf; and
- Arrangements for auxiliary aids, including tape recorders

In order to ensure sufficient time to make provisions for appropriate auxiliary aid, it is the responsibility of the student to request the necessary accommodation or auxiliary aid in a timely manner. Untimely requests may result in delay, substitution, or denial of accommodation.

### **Attendance**

Washington State's attendance regulations state that regular and punctual attendance at all classes is required of each student. (For full regulations see the student handbook) While some students may experience absences from class due to their disability, they remain responsible for fulfilling the essential requirements of the course, including meeting the faculty member's attendance expectations.

In some cases, attendance is fundamental to course objectives. In other instances, faculty may determine that students can master

course content despite some or many absences. Similarly, faculty also determines policies regarding missed assignments, quizzes and exams. Faculty are not required to lower or substantially modify standards for accommodation purposes.

To initiate the process of requesting alteration of class attendance policies, students must register with the office of disability services.

### **Course Substitution**

The College recognizes that some students, as a result of a disability, may be unable to satisfy specific course work requirements for degree completion. Therefore, qualified students with disabilities may request that appropriate course substitutions be considered. The office of disability services will review such requests on a case-by-case basis to determine eligibility and to reasonably accommodate qualified students with alternative course work that will satisfactorily fulfill the appropriate degree requirement. Where appropriate, the office of disability services will refer the question to the student's major department when the issue pertains solely to a requirement within the major.

## Comparison of Disability Services: High School and College

Here is a point-by-point comparison of some services and accommodations and the ways in which they differ between high school and college.

### High School

### College

- Under IDEA, children with disabilities are absolutely entitled to a “Free and Appropriate Public Education.”
  - Section 504 in the public schools includes “Free and Appropriate Public Education” language and accommodations may include a shortening of assignments, or the use of notes on tests, when other students cannot use them.
  - Plans, either the IEP or a 504 Plan, drive all services and accommodations and involve the teachers, counselors, and absolutely require a parent’s signature.
  - “Placement” is determined by the child’s “team” and outlined in the plan and must, by law, be in the least restrictive environment.
  - Students are qualified for public education simply by being of the appropriate age and because they had a disability.
- Equal access to education is the order of the day—no one is entitled to anything, but rather students have civil rights and they must advocate for themselves in order to enjoy those rights.
  - Section 504 is the first civil rights legislation that applied to colleges. It upholds the institution’s right to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus there is no “free” education, and shortening assignments and using notes when other students do not are not considered “reasonable accommodations.”
  - There is no plan and instructors are not contacted unless initiated by the student. In fact, parents may not receive even a student’s grades without the student giving written permission.
  - Placement integration is assumed and is the order of the day. We adjust the environment through accommodations but we don’t deliberate and select the environment for the student in advance.
  - “Otherwise qualified,” in college means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.

## **Comparison of Disability Services: High School and College**

### **High School**

- Everybody knows about a student's placement, and practically everybody signs the plan. Each teacher knows about a student even before he or she enters the classroom, and has a good idea what the student's needs are.
- Public schools, for the most part, are responsible for appropriate assessment of a student's disability.
- Some subjects may have been waived for a student before graduation, if they were specifically related to the student's disability.
- Assessment, physical or other therapy, or personal care is provided by school while in school.
- Students often receive "un-timed tests" if they have a disability.
- Teachers may be expected to learn all they can about the disability of a student in one of their classes.

### **College**

- Office of disability services never contacts a professor without express permission from the student. Thus, the student must initiate all actions regarding accommodation with each professor, for each course, every term. In addition, students have the civil right to refuse accommodations they don't need or want and if they do not request an accommodation it is assumed they do not want it.
- Higher education does not have to assess the student but can expect that the student will provide proof of disability within accepted guidelines.
- Substitutions for specific graduation requirements may be requested by following a rigorous petition process but "waivers" for requirements are never granted.
- Student is responsible for personal services; personal care, medical and related requirements; just as if they would if they were living independently and not attending school.
- "Un-timed tests" are not reasonable but time extensions may be reasonable, typically time-and-a-half, but not more than double time.
- Professors need know only that which applies to the accommodations the student requests.

## ***Coordination of Programs and Services***

### **Coordination of Programs and Services for Students with Disabilities**

The office of disability services is responsible for the coordination of programs and services for qualified applicants for admission and enrolled students with disabilities. Such coordination relates solely to student disability issues.

As needed, the office of disability services staff discusses the student's request for services with the student to determine appropriate accommodations and/or consult with the faculty member or other involved office regarding the request. When there is any question about the appropriateness of a student's requested accommodation, the office of disability services staff member will inform the student of the decision.

### **Record Keeping and Confidentiality**

The office of disability services establishes such record keeping procedures as are necessary to

document institutional responses to requests for accommodation.

Disability documentation is considered confidential information and does not become part of a student's permanent record. Disability information is housed in the office of disability services. Copies of disability documentation can be provided only with a written release signed and dated by the student.

Students who request services acknowledge that some level of disclosure to select faculty may be necessary to provide requested accommodation(s). Students are under no obligation to disclose a disability unless an accommodation is requested. Likewise, faculty and staff have no authority to see disability documentation without a legitimate, educational need to know.

Disability documentation is destroyed five years after the last recorded date of enrollment.

## ***Responsibilities of Students with Disabilities***

### **Documentation of Disability**

All students seeking assistance from the office of disability services must disclose the presence of a specific disability to the office. Before receiving requested accommodations, the student will be required to submit medical or other diagnostic documentation of disability and/or limitations. In cases where existing documentation is incomplete, students may be required to participate in additional evaluation of limitations as needed. For specific guidelines for

documentation of a disability, please contact the office of disability services.

### **Requesting Accommodations**

Students must register with the office of disability services to receive accommodations and/or services. You may make an appointment in the Learning Center in the Arts & Sciences Center or by calling 740.374.8716, ext. 830.

Students must request accommodations each quarter.

## ***Responsibilities of Students with Disabilities***

### **Grievances**

Questions or concerns related to policies and procedures not resolved with the office of disability services shall first be discussed informally with the director of Opportunity Programs and then be subject to informal consultation with the dean of enrollment management. The student may then formally present matters not resolved informally to the director of human resources. The director of human resources serves as the Section 504 (disability) coordinator for civil rights compliance at Washington State Community College. The office of human resources handles all student grievances with regard to Section 504 regulations which incorporate appropriate due process standards and provides for prompt resolution of complaints filed on the basis of disability. Formal appeals include a

written statement regarding the nature of the complaint, results of the informal meetings, and requested resolution. All formal appeals will be promptly investigated and a decision will be rendered within 30 working days of receipt.

All materials related to individual cases shall be held and maintained in confidence. These materials shall not be maintained any longer than three years after the file date of the formal grievance.

### **Application for Readmission**

Students with documented disabilities who have been dismissed from Washington State Community College must follow the appeals process as outlined in the student handbook.

## ***Guidelines for Documentation***

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 both require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities. The first step in this process is to request and review documentation of the individual's disability from an appropriate practitioner. Documentation must be current in order to be useful in making accommodation decisions; typically, this would mean that such documentation is not more than three years old. Washington State reserves the right to request further assessment of a student who provides out-of-date or incomplete documentation. All assessment is done at the expense of the student.

Documentation will be used by the intervention specialist to evaluate requests for accommodation or auxiliary aids. The evaluation process includes a review of the documentation itself and the fundamental goals and essential standards of the program, course, service, or benefit in question. The evaluation process will generate a list of potentially reasonable accommodations that will be reviewed based on potential effectiveness, preferences of the requester, maximum level of integration, and the potential for undue financial or administrative burden.

Documentation should be printed on the practitioner's letterhead and must include:

## Guidelines for Documentation

1. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis. The diagnostic systems used by the Department of Education, the State Department of Rehabilitative Services or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

should be included. This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.
2. A description of the diagnostic criteria and/or diagnostic test used. This description should include the specific results of diagnostic procedures and tests utilized and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; the mean, standard deviation, and the standard error of measurement are required.

6. The credentials of the diagnosing professional. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be 6. The credentials of the diagnosing professional. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.
3. A description of the current functional impact of the disability. The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures.

Based on the context of the diagnostic evaluation, recommendations for specific accommodations, adaptive devices, and/or assistive services that may improve the functional impact of the disability and provide fuller access should be described. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.
4. Treatments, medications, assistive devices/services currently prescribed or in use. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodation and/or auxiliary aids. Where such recommendations are consistent with the programs, services, and benefits offered by the College they will be given consideration. When recommendations go beyond services and benefits that can be provided by the College they may be used to suggest potential referrals to area service providers beyond the College.
5. A description of the expected progression or stability of the impact of the disability over time

## **Guidelines for Testing Accommodations**

In order to arrange for testing accommodations (i.e. reader, extended time, scribe), you must:

- Provide the intervention specialist with a copy of your class schedule and a list of instructors so they can be notified that you will receive accommodations.
- Discuss the accommodations needed to take your tests with the instructor. You should do this as early in the quarter as possible.

Some instructors may prefer to handle the entire testing procedure themselves, without assistance from our office. In this case, the instructor will work with you to determine a time and place for you to take the test.

If the instructor prefers that the intervention specialist proctor your test, you must:

- a) Contact the intervention specialist as soon as you know the date and time of the test, at least two (2) days in advance, so that we can assign staff to provide your accommodations. Request forms are available at the office of disability services.
- b) Staff will administer the test in the Learning Center or in an empty classroom.

The office of disability services hires and schedules staff to provide testing accommodations. The student's tutor, family members, friends, or the student's personal aide are not permitted to proctor your tests.