

Kent State University  
Regional Campus  
Student Accessibility Services  
Student Handbook  
Revised February 28, 2017

## **NOTICE OF NON-DISCRIMINATION**

Kent State University does not discriminate based on disability in its programs and activities.

### **CONTACT INFORMATION FOR DISABILITY COORDINATORS**

Kent State University has designated the following individual to address inquiries regarding the University's non-discrimination policies and to coordinate its efforts to comply with, and carry out its responsibilities under, the laws prohibiting discrimination based on disability (Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act):

#### **Kent State University at Ashtabula**

Carol Jones  
Library, L115C  
Phone: (440) 964-4232  
[cjone154@kent.edu](mailto:cjone154@kent.edu)

#### **Kent State University at Geauga Regional Academic Center**

Ben Morrison  
Library, 120G (Burton)  
Room 133 (Twinsburg)  
Phone: (440) 834-3726  
[bmorri11@kent.edu](mailto:bmorri11@kent.edu)

#### **Kent State University at East Liverpool**

Danielle Baker-Rose  
Columbiana Campuses  
107B, Academic Center  
Phone: (330) 337-4214  
[dbaker13@kent.edu](mailto:dbaker13@kent.edu)

#### **Kent State University**

Julie Di Biasio  
Student Accessibility Services,  
University Library, Suite 100  
Phone: (330) 672-3391  
[jdibiasi@kent.edu](mailto:jdibiasi@kent.edu)

#### **Kent State University at Salem**

Danielle Baker-Rose  
Columbiana Campuses  
107B, Academic Center  
Phone: (330) 337-4214  
[dbaker13@kent.edu](mailto:dbaker13@kent.edu)

#### **Kent State University at Stark**

Amanda Weyant  
11B Campus Center (in the H.W. Hoover  
Foundation Counseling Center)  
Phone: (330) 244-5047  
[starksas@kent.edu](mailto:starksas@kent.edu)

#### **Kent State University at Tuscarawas**

Laurie Donley  
Founders Hall A121  
Phone: (330) 308-7425  
[tuscsas@kent.edu](mailto:tuscsas@kent.edu)

#### **Kent State University at Trumbull**

Elaine Shively  
Learning Center, 205F  
Classroom/Administration Building  
Phone: (330) 675-8932  
[eshively@kent.edu](mailto:eshively@kent.edu)

#### **Kent State University College of Podiatric Medicine**

Teri Novak  
6000 Rockside Woods Blvd  
Student Affairs Hallway  
Phone: 216-916-7499 or 216-916-7489  
[tnovak7@kent.edu](mailto:tnovak7@kent.edu)

## **CONTACT INFORMATION FOR STUDENTS SEEKING ACCOMMODATIONS**

### **Ashtabula Campus**

Library, L115C  
(440) 964-4304

### **Geauga Campus**

#### **Regional Academic Center**

Library, 120G (Burton)  
Room 133 (Twinsburg)  
(440) 834-3726

### **East Liverpool Campus**

107B, Academic Center  
(330) 337-4214

### **Kent Campus**

Student Accessibility Services,  
University Library, Suite 100  
(330) 672-3391

### **Salem Campus**

Academic Center, 107B  
(330) 337-4214

### **Stark Campus**

Campus Center 11B (in the H.  
W. Hoover Foundation Counseling Center)  
(330) 244-5047

### **Tuscarawas Campus**

Founders Hall A121  
(330) 308-7425

### **Trumbull Campus**

Learning Center, 205  
(330) 675-8932

### **College of Podiatric Medicine**

Student Affairs Hallway  
216-916-7499 or 216-916-7489

### **Online Courses**

Students enrolled in on-line courses should contact the SAS officer at the campus listed for the course following the procedures outlined on page 8 titled "Services for Transitioning Students."

### **SAS Campus Websites**

#### **Ashtabula Campus**

<http://www.kent.edu/ashtabula/accessibility-services>

#### **Geauga Campus and Regional Academic Center**

<http://www.kent.edu/geauga/accessibility-services>

#### **East Liverpool Campus**

<http://www.kent.edu/columbiana/sas>

#### **Kent Campus**

<http://www.kent.edu/sas>

#### **Salem Campus**

<http://www.kent.edu/columbiana/sas>

#### **Stark Campus**

<http://www.kent.edu/stark/student-accessibility-services>

#### **Tuscarawas Campus**

<http://www.kent.edu/tusc/student-accessibility-services>

#### **Trumbull Campus**

<http://www.kent.edu/trumbull/student-accessibility-service>

#### **College of Podiatric Medicine**

<http://www.kent.edu/cpm/student-accessibility-services>

## **Introduction**

The mission of Student Accessibility Services (hereinafter referred to as SAS) is to ensure that Kent State University provides qualified students with disabilities appropriate academic adjustments and auxiliary aids (hereinafter referred to as accommodations).

To reach this mission, SAS offices at the Regional Campuses have the following goals:

- ▶ To establish a welcoming and respectful environment in the SAS office and at the campus;
- ▶ To strive to meet the needs of students with disabilities;
- ▶ To facilitate improvements in the delivery of academic programs and services to students with disabilities which promote their academic success;
- ▶ To work toward awareness of accessibility issues by all members of the university community.

This Handbook provides answers to common questions about accommodations and services, and the procedures for obtaining them from KSU. The procedures in this handbook apply to every University program and supersede any conflicting and/or alternative policies and procedures of any University program.

### **Eligibility for Services/ Documentation Requirements:**

#### **Are you a qualified student with a disability eligible for accommodations?**

##### **What does qualified mean?**

A qualified individual is an individual with a disability who meets the academic and technical standards requisite to admission or participation in the University's education program or activities.

##### **What does disability mean?**

An individual has a disability if the individual has a physical or mental impairment that substantially limits one or more of the major life activities; a record of such an impairment; or being regarded as having such an impairment.

##### **What is a physical or mental impairment?**

- Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems including but not limited to: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.

- Mental impairment means any mental or psychological disorder such as developmental/cognitive disabilities, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- Physical or mental impairments include, but are not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

### **What does major life activity mean?**

It means functions including, but not limited to, caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working; and/or major bodily functions including, but not limited to immune system, normal cell growth, endocrine system, etc.

### **What does accommodation mean?**

In the post-secondary educational setting, an accommodation is any modification to the University's academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating against a qualified individual with a disability. An accommodation also means any auxiliary aids that the University must provide to ensure that a qualified individual with a disability is not denied the benefits of the University's program, excluded from participation in the University's program, or subjected to discrimination in the University's program because of the absence of the auxiliary aids.

### **How does a qualified student with a disability request that the University provide the student an accommodation?**

1. The student must contact the appropriate SAS office identified on the NOTICE page of this handbook to make an appointment to speak to a SAS counselor and register for services.
2. Because the University anticipates that it may need additional time to provide certain accommodations, the University encourages students to **register with the SAS office as soon as possible** to ensure timely provision of any SAS-approved accommodations.
3. Once the student registers with the appropriate SAS office, the SAS staff and student engage in an interactive process to determine if the student is eligible for accommodations. At the conclusion of the interactive process, the SAS staff will determine if the student is eligible for accommodations and, if so, the accommodations the University will provide to address the student's individual disability-related needs with respect to the program for which the University is providing the accommodations. The interactive process may require the SAS staff to consult

with appropriate faculty and other program personnel.

4. During the interactive process, the student typically provides the SAS office with supporting documentation as to the existence of a disability and the need for accommodations. The SAS office uses the documentation submitted by the student to establish that the student has a current disability and needs accommodations.

Although the documentation requested by SAS may vary for individual students, SAS typically requests current (within three to five years) documentation from appropriately licensed professionals. Students are responsible for obtaining the necessary documentation and evaluations at their own expense. Accommodations may not be able to be provided until SAS has received the appropriate documentation and the interactive process has been completed.

**Reasonable documentation should typically address the following:** Documentation of the disability and recommendations made by the diagnosing professional; the student's request for specific accommodations; the barriers resulting from the interaction between the documented disability and the campus environment; possible accommodations that might remove the barriers; and whether or not the student has access to the course, program, service, activity, or facility without accommodation (i.e., Is the student otherwise qualified for participation?).

5. If SAS determines that the documentation submitted by the student is inadequate to support the disability or the accommodations requested, SAS may require additional documentation. In those cases, SAS will timely notify the student, in writing, of any additional documentation needed.

**Note:** SAS maintains informational sheets regarding documentation typically required for some of the disabilities most commonly addressed in the University setting. Information sheets are available for learning disabilities, visual impairments, psychiatric disabilities, ADD/ADHD, and temporary disabilities. Contact the SAS office if you would like one of the informational sheets.

6. When evaluating an accommodation request, SAS will determine whether the academic requirements related to the request are essential or whether the accommodation would fundamentally alter a course, academic program, or University sponsored performance based experience.

SAS will make its determination regarding fundamental alterations through a deliberative process that ensures that a group of people, including SAS personnel, pertinent faculty, and other relevant personnel engage in a careful, thoughtful deliberation that includes a review of the program, course requirements and available alternative accommodations that would not result in a fundamental alteration.

SAS will fully document any decision denying a requested accommodation as a fundamental alteration and the reasons supporting the decision.

7. If SAS determines that a student is not eligible for accommodations, or the specific accommodations requested, SAS will provide the student timely written notification of the denial and the reasons for the denial. SAS will provide written notification of the grievance

process that the student may use to challenge denial of requests. **Campus specific grievance procedures can be found on the SAS websites listed on page 3.**

SAS will maintain, in the student's confidential file, the date of the request, the nature of the request, supporting documentation for the request, the reason for the denial of the request, and documentation of the interactive process.

8. For those accommodations that SAS approves for the student, the SAS staff will provide the student a letter of accommodation that documents the SAS approved accommodation(s) applicable to the semester for which SAS has approved them.
9. If a student enrolls in a practicum, internship, student teaching, clinical experience, service learning, or other performance-based university-sponsored educational experience, SAS must review the accommodations identified in the letter of accommodation to determine whether they are appropriate and approved for those experiences. Accordingly, the student must contact SAS prior to these experiences to engage in the interactive process detailed above to determine the accommodations that SAS will approve for the experiences. It is the student's responsibility to contact SAS staff as early as possible to initiate the interactive process regarding these experiences.
10. Students must request accommodation letters each semester through SAS Online Services in order to access accommodations. Accommodation letters will be e-mailed to both the student and the student's professor(s) upon their request through SAS Online Services. Professors are not obligated to provide students with classroom accommodations if the student has not provided their accommodation letter. Please note that SAS is not able to require that accommodations be applied retroactively.
11. Instructors and administrators do not have the authority to unilaterally limit or deny a student an SAS approved accommodation. Instructors and administrators do not have the right to access student diagnostic information or other specific information regarding a student's disability.
12. Students are encouraged to contact SAS immediately to resolve any difficulties they may experience in obtaining approved accommodations.
13. If a student does not present an instructor with a letter of accommodation, the instructor is not required to provide the approved accommodations. Similarly, the student should be aware that instructors are not required to provide accommodations that SAS did not list on the letter of accommodation.
14. SAS is not able to approve accommodations retroactively.
15. Students are encouraged to notify SAS immediately if an accommodation is not effective. The SAS staff will work with the student to resolve the problem as promptly as possible through the interactive process.
16. Students are encouraged to notify the SAS office immediately if they are having difficulty in obtaining any agreed-upon accommodations. The SAS office will resolve such issues in as timely a manner as possible.

17. If the student is having difficulty obtaining agreed upon accommodations, the student must contact SAS staff as soon as possible so that it may resolve the issues regarding the provision of the accommodations.
18. Only SAS may authorize approved accommodations; any informal arrangements between faculty and students may be discontinued at any time.

### **Temporary Accommodations and Services**

The SAS office can be of assistance to students who have documentation of a temporary disability. Services are provided only for the duration of the functional limitations associated with the temporary disability. The eligibility process is the same for all students with disabilities.

### **Services for Transitioning Students**

If you plan to transition to or take classes at another Kent State Campus or sites and require accommodations for your disability, your timely contact with the SAS (or SAS) office at each campus you plan to attend is important if you are to have accommodations in place. This is especially true if you use accommodations such as interpreters, alternative media, note takers, e-text, or residence halls at Kent Campus, etc.

Students transitioning to or attending other campuses or sites **MUST** do the following:

1. Request accommodation letters through SAS Online Services. Requests will be approved by the SAS office at each respective campus.
2. Contact the SAS Coordinator on the campus at which you are taking the course to discuss campus-specific procedures. This process should take approximately 10 to 15 minutes and can be done by phone. It is **your** responsibility to establish this contact.
3. Contact the SAS Coordinator at the respective campus if concerns arise about the implementation of accommodations in any of your courses.

These procedures are designed to help students with disabilities make a smooth transition among campuses throughout the Kent State University system. Please do not hesitate to contact the SAS office if we can assist you in any way!

### **Housing Assistance for Students Transitioning to the Kent Campus**

There are a variety of accessible housing options in the residence halls, including single rooms, roll-in showers, and various bathroom configurations. If special housing is required, please contact an Accessibility Specialist at the Kent campus SAS Office. The Accessibility Specialist will help students work with Residence Services to access housing accommodation needs. Students are *strongly encouraged* to complete this as soon as possible, as there are a limited amount of rooms and bathroom configurations available.

## Personal Care Attendants/Individual Prescribed Devices

Regional Campus Student Accessibility Services do not provide personal care attendants or individually prescribed devices such as wheelchairs, prescription eyeglasses, or hearing aids, etc. nor do they provide services of a personal nature, such as assistance in eating, toileting, or dressing. If students require these services, they need to make their own arrangements.

## Voter Registration

The SAS office can provide information about and assist students with disabilities in the process of registering to vote. Voter registration forms are available upon request in the SAS office at each Regional Campus.

To qualify to vote, you must be:

- ▶ a U.S. citizen;
- ▶ 18 years old on or before the general election day;
- ▶ a resident of Ohio for at least 30 days immediately before the election;
- ▶ registered to vote at least 30 days before election day.

Persons with disabilities may also receive assistance marking their ballots in the voting booth. Ohio law provides that persons who tell an election official at the polling place that they need assistance are entitled to receive assistance marking their ballots.

## Service Animals

Kent State University will permit the use of a service animal by an individual with a disability.

Kent State University will require 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. However, if Kent State University excludes a service animal for these reasons, it will allow the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

- (d) *Animal under handler's control.* 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).
- (e) *Care or supervision.* A public entity is not responsible for the care or supervision of a service animal.
- (f) *Inquiries.* A public entity shall 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. A public entity may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. A public entity shall not

require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquiries about a service animal when it is readily apparent that an 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).

- (g) *Access to areas of a public entity.* Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.
- (h) *Surcharges.* A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

*Service animal* means 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.

### **Communication/Auxiliary Aids**

The SAS office shall take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.

- For purposes of this section, "companion" means a family member, friend, or associate of an individual seeking access to a service, program, or activity of a public entity, who, along with such individual, is an appropriate person with whom the public entity should communicate.

The SAS office shall furnish appropriate auxiliary aids and services where necessary to afford qualified individuals with disabilities, including applicants, participants, companions, and members of the public, an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity of a public entity.

- The type of auxiliary aid or service necessary to ensure effective communication will vary in accordance with the method of communication used by the individual; the nature, length, and complexity of the communication involved; and the context in which the communication is taking place. In determining what types of auxiliary aids and services are necessary, a public entity shall give primary consideration to the requests of individuals with disabilities. In order to be effective, auxiliary aids and services must be provided in accessible formats, in a timely manner, and in such a way as to protect the privacy and independence of the individual with a disability.

A public entity shall not require an individual with a disability to bring another individual to interpret for him or her.

A public entity shall not rely on an adult accompanying an individual with a disability to interpret or facilitate communication except—

- In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or
- Where the individual with a disability specifically requests that the accompanying adult interpret or facilitate communication, the accompanying adult agrees to provide such assistance, and reliance on that adult for such assistance is appropriate under the circumstances.
- SAS shall not rely on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available.

*Video remote interpreting (VRI) services.* The SAS office will provide qualified interpreters via VRI services and shall ensure that it provides—

- Real-time, full-motion video and audio over a dedicated high-speed, wide-bandwidth video connection or wireless connection that delivers high-quality video images that do not produce lags, choppy, blurry, or grainy images, or irregular pauses in communication;
- A sharply delineated image that is large enough to display the interpreter's face, arms, hands, and fingers, and the participating individual's face, arms, hands, and fingers, regardless of his or her body position;
- A clear, audible transmission of voices; and
- Adequate training to users of the technology and other involved individuals so that they may quickly and efficiently set up and operate the VRI.

### **Emergency Plans**

If you have concerns about emergency evacuation because of your disability, speak with the SAS Coordinator to determine specific procedures to fit your needs.

### **Dispute Resolutions Procedures**

The University and SAS office support students in their right to file a complaint when they believe they have been denied equal access to university programs, services, resources, or other university-based activities.

### **Disability-related Complaints**

(Policy register-3342-3-01.3, and 3342-6-02)

It is Kent State University's policy that no qualified student with a disability is denied or excluded from the benefits of, participation in, or otherwise subjected to discrimination by any university program or activity. If students believe they have been discriminated against because of a disability, they have the right to seek review of their concerns. Specifically, they have the option of pursuing an informal complaint with the campus SAS Coordinator and/or Affirmative Action Facilitator. (Contact the campus Dean's Office for the name of this person.) It is also possible to file a formal complaint with the office of Equal Opportunity and Affirmative Action at the Kent Campus. Whenever possible, it is suggested that students

first consider the informal process at the campus level, where many complaints can be resolved. If students choose to pursue the informal process, they may later pursue a formal complaint if not satisfied with the results of the informal process. To see the complete policy, visit: <http://www.kent.edu/policyreg/>

### **Informal Resolution Procedures**

Informal resolution is not required; students may start directly with a formal resolution.

In this process, students first discuss their concerns with the campus SAS Coordinator. The Coordinator then attempts to mediate and help parties come to a satisfactory resolution. Students will be asked to play an active role in resolving their concern while working with the campus SAS Coordinator. In some cases, the Coordinator might encourage students to work with the campus Affirmative Action Facilitator, who may be able to help re- solve the situation.

Students also have the right to appeal an eligibility or accommodation determination made by SAS. To file an appeal, students should first contact the SAS Coordinator. The Coordinator will meet with students to discuss the issue before making a determination. Students may also contact the campus Affirmative Action Facilitator.

### **Formal Resolution Procedures**

(Policy Register 3342-5- 16.1, and 3342-3-01.3)

If students wish to pursue a formal complaint and/or if the attempt at informal resolution was unsuccessful, students may work with the SAS Coordinator and/or the campus Affirmative Action Facilitator who can assist them with the formal process. Students may also choose to contact Equal Opportunity and Affirmative Action at the Kent Campus. This office is located in Terrace Annex, and the phone number is (330) 672-2038. To view the entire policy, visit <http://www.kent.edu/policyreg/>.

### **Academic or Other Complaints**

Academic or other complaints not related to disability should be addressed to the Student Academic Complaint Officer at the campus. Another avenue available for students is the university Ombuds, located in the Enrollment Management and Student Affairs Division in Room 250 of the Kent Student Center, phone number (330) 672-9494. Students may also contact Equal Opportunity and Affirmative Action located at the Kent Campus in Terrace Annex at (330) 672-2038.

### **Student Code of Conduct**

Students with disabilities must adhere to the University's code of conduct for students, which can be found at <http://www.kent.edu/emsa/studentconduct/index.cfm>.

## COMPARISONS OF IDEA 2004 and ADA/504

Prepared by Student Accessibility  
Services  
Kent State University Regional  
Campuses

	IDEA 2004 (Birth to age 21)	ADA and Section 504 of the Rehabilitation Act (Postsecondary Level)
What are the rights guaranteed by law?	<ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)</li> <li>• Special education and</li> </ul>	<ul style="list-style-type: none"> <li>• Access as an otherwise qualified individual</li> <li>• Reasonable accommodations</li> </ul>
Who is covered?	<ul style="list-style-type: none"> <li>• Students birth through age 21 or graduation from high school, whichever comes first, who are CST classified</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are “otherwise qualified”</li> <li>• Students currently abusing substances are not protected under this law.</li> </ul>
How are students identified and determined eligible?	<ul style="list-style-type: none"> <li>• The Local Education Agency (LEA) is responsible for the identification, evaluation, and cost to determine eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must self-identify and provide recent, appropriate documentation.</li> <li>• The student bears the cost of the evaluation, if recent documentation does not already exist.</li> </ul>
How are services determined?	<ul style="list-style-type: none"> <li>• Students must be in need of special education and related services to qualify for services.</li> <li>• Using the results of evaluation, services are individually determined through the IEP process.</li> <li>• IDEA is about success, and modifications to programs and curriculum may be made to encourage success.</li> </ul>	<ul style="list-style-type: none"> <li>• Using documentation provided and after discussion with the student, reasonable accommodations are determined.</li> <li>• Academic adjustments that equalize opportunity for participation are required.</li> <li>• ADA/504 is about access, and accommodations are made for students who are “otherwise qualified”. Fundamental modifications of programs and curriculum are not required.</li> </ul>

	IDEA 2004 (Birth to age 21)	ADA and Section 504 of the Rehabilitation Act (Postsecondary Level)
Are personal services provided at the university?	<ul style="list-style-type: none"> <li>Students in special education are provided a variety of personal services if indicated in the IEP, e.g., personal care attendants, special transportation, tutors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Personal care attendants are not provided by the university and the student would need to arrange/pay for these services on their own.</li> <li>Regional Campuses do not provide transportation for any student.</li> <li>Tutors available for all students are also available to students with disabilities</li> </ul>
What is the role of the parent?	<ul style="list-style-type: none"> <li>Parents must be included in the decision-making process until a student reaches his/her 18<sup>th</sup> birth day or later if parents have legal custody of an adult child.</li> <li>Parents have access to student records.</li> </ul>	<ul style="list-style-type: none"> <li>College students 18 or older are adults. Parental consultation is permitted only when authorized by student in writing (see FERPA and HIPPA websites).</li> <li>Parents do not have access to records without student written consent.</li> </ul>
What is the role of the student?	<ul style="list-style-type: none"> <li>Teachers, counselors, and/or parents identify students who may need special education services.</li> <li>Teachers, counselors, and parents monitor services.</li> </ul>	<ul style="list-style-type: none"> <li>Students must self-identify and request accommodations.</li> <li>Students are responsible for informing SAS if there are problems with their accommodations and services.</li> </ul>
What is the appeals process?	<ul style="list-style-type: none"> <li>Parents have due process rights under IDEA and individual state law</li> </ul>	<ul style="list-style-type: none"> <li>College students may use the college informal and formal complaint processes as stated in the SAS handbook. Complaints may also be filed through the Office of Civil Rights (OCR) which is part of the United States Department of Education (USDOE).</li> </ul>
What types of accommodations require a student to use the services of the SAS office at Kent State University?		<ul style="list-style-type: none"> <li>Accommodations needed to provide access on campus</li> <li>Academic accommodations</li> <li>Accommodations for temporary medical conditions</li> <li>Handicapped or medical parking</li> </ul>

Adapted in part from Seton Hall University 5/06

**Note:** All students enrolled in postsecondary courses, regardless of age, are covered by ADA and Section 504 of the Rehabilitation Act. IDEA 2004 does not apply in postsecondary institution.