

The College of Saint Rose

Services for Students with Disabilities



THE ACADEMIC SUPPORT CENTER

**Saint Joseph's Hall, Second Floor
432 Western Avenue
Albany, NY 12203**

Welcome!

Welcome to Services for Students with Disabilities in the Academic Support Center!

The College of Saint Rose is committed to providing students with disabilities an equal opportunity to participate in all college programs and activities. Through the provision of academic accommodations, environmental modifications and auxiliary aids and services, individuals with disabilities are afforded access and an equal opportunity to succeed. Registration with the office is a voluntary choice. Students are encouraged to meet with the Director to discuss the accommodations and supports that are available to them.

Services offered through our office include alternative testing, assistive technology, e-text, note-takers, self-advocacy training, guidance regarding the social and academic transition to college and referrals to tutoring, writing support, and study skill development.

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Eligibility for Accommodations

Accommodations at Saint Rose are meant to provide students with equal access to the programs and activities of the College. Students will need to submit disability documentation to the Director of Services for Students with Disabilities. The purpose of Saint Rose's documentation requirements is to collect the evidence necessary to determine a student's entitlement to the protections and provisions of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

As endorsed by the Association on Higher Education and Disability (AHEAD), the Director of Services for Students with Disabilities applies the following principles to the process of reviewing documentation, determining eligibility, and identifying potential accommodation(s).

1. All documentation will be reviewed on an individual case-by-case basis.
2. Determination of a disability does not require the use of any specific language
3. Documentation may be augmented through an interview.
4. Determination of accommodation will be an interactive process.
5. Documentation of a specific disability does not translate directly into specific accommodations.
6. Disability documentation will be treated in a confidential manner and shared only on a need-to-know basis.
7. Information on an individual's disability is only one component of providing access

Please refer to page 7 of this handbook or the Disability Resource booklet for specific documentation guidelines.

Policy of Non-Discrimination on the Basis of a Disability

Consistent with federal law, no student with a qualified disability will, on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity operated by the College of Saint Rose.

Confidentiality

Services for Students with Disabilities maintains the confidentiality of all students under the guidelines set forth by the Federal Education Records Privacy Act (FERPA). Information regarding a student's disability will be shared with appropriate Saint Rose faculty and staff on a "need-to-know" basis and as further authorized under the law or with a student's express permission.

Obtaining Services

Students interested in obtaining accommodations at Saint Rose will need to follow a process which includes the steps below.

1. Students will need to submit current documentation to Services for Students with Disabilities in the Academic Support Center. (See pages for documentation guidelines. In some cases the Director will request additional information or clarification of documentation that has been submitted.
2. Once documentation is submitted the Director will perform an initial review and will contact the student to schedule a time to meet. During the first meeting, the Director will discuss the potential accommodations, disability procedures, student responsibilities, and to assist students to complete necessary forms.
Note: Accommodations that are supported by the student's documentation and those which are available at Saint Rose will be recommended (see pages 10 and 11). Other qualified professionals may be contacted to determine appropriate accommodations.
3. At the beginning of the semester, the student will be given his or her accommodation memos to deliver to his or her professors. It is good practice for students to make plans to meet with faculty members during faculty office hours and to discuss his or her accommodations and any concerns he or she may have at that time.

What to bring to the meeting with the Director of Services for Students with Disabilities:

1. Copy of the student's course schedule
2. Any additional or updated documentation
3. Saint Rose ID #
4. Student contact information
5. Funding agency contact information

Student responsibilities:

Students will need to provide the Director of Services for Students with Disabilities their course schedule for each semester that they want to implement accommodations in their classes. Once processed, the Director will provide the student with an accommodation letter for each course. Please note, faculty members are not required to provide a requested accommodation unless they have received an official accommodation letter prepared by Services for Students with Disabilities.

It is important that the student communicates openly and honestly with the Director of Services for Students with Disabilities to ensure that accommodations are appropriate to meet the student's needs. If the student has a complaint or a concern, he or she is encouraged to bring it to the attention of the Director of Services for Students with Disabilities as soon as possible so a reasonable solution can be reached.

The purpose of accommodations is to provide equal academic access to the student. In some cases specific accommodations may result in interfering with the essential nature of a course or program of study. In these cases the Director will work with the student and faculty to identify alternative accommodations

Documentation Guidelines

Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. All documentation must be submitted on the official letterhead of the professional describing the disability. IEP's, 504 Plans, and Summaries of Performance (SOP) from the student's high school are not sufficient documentation to support the need for accommodations at the college level.

Please note: Transfer Students and Graduate Students—Documentation that has been approved at another institution does NOT guarantee the student will receive academic accommodations at the College of Saint Rose.

All documentation must include the following information:

1. The credentials of the person completing the report
2. A statement of diagnosis— how the diagnosis was reached and relevant background and history
3. Description of the diagnosis— assessment measures used, the actual test scores, and interpretation of the test scores
4. Explanation of how the condition impacts a student's learning or impairs his/her functioning in a college environment.
5. Description of the expected progress or stability of the condition
6. Recommendations and suggested academic accommodations

Additional Documentation Guidelines for Specific Disabilities:

Mental Health Disabilities

Due to the ever changing nature and severity of mental health disabilities, periodic updates from current therapists may be requested. This is done to ensure that accommodations being provided are appropriate. Documentation should be **no more than one year old**, and should be updated annually. Documentation should be in the form of a **letter from either a licensed psychologist or psychiatrist** that includes:

- A statement of diagnosis and an assessment of the student's current state of functioning
- Current treatments, including medications and therapy schedule

Medical/Physical Disabilities

Documentation of a medical or chronic disability should be updated in accordance with the nature of the disability and should be **no more than ten years old**. Documentation should be in the form of a **letter from the student's current physician** and should include:

- The diagnosis, how it was reached, and any relevant history about the diagnosis
- A statement of current level of functioning and any ongoing treatment of the condition, including medications and therapy schedule
- **For students with a hearing impairment**, a recent audiogram may be submitted as documentation
- **For students with visual impairments**, a certificate of legal blindness or vision testing may be submitted as documentation

Learning Disabilities

The documentation should be in the form of a **psycho-educational report** from a **licensed psychologist or other professional** qualified to

make such a diagnosis. The report should include:

- Tests administered (these tests should be normed on adults, not on children)
- An assessment of intellectual functioning (IQ)
- Comprehensive academic achievement testing
- A statement of diagnosis of a specific learning disability
- Recommendations for academic accommodations

Attention Deficit Disorder

The documentation should be in the form of a **psycho-educational report** (see guidelines for Learning Disabilities) or a **letter from a licensed psychologist or psychiatrist** that includes:

- The standards used for reaching the ADD diagnosis
- Current treatment/medications, as well as the impact on the student's current level of functioning
- Recommendations for academic accommodations

Autism Spectrum Disorders

The documentation should be in the form of a **report or letter from a physician, licensed psychologist or other professional** qualified to make such a diagnosis and should include:

- A comprehensive diagnostic evaluation, including a developmental history
- Academic achievement testing
- Statement of the student's current level of social/emotional functioning
- Current treatments, supports and medications if applicable
- Recommendations for accommodations

Types of Accommodations

Testing Accommodations

- Extended time is given to students who need more time to process information or because of a mobility impairment that prevents them from completing an exam during class time. Time extensions are based on a faculty member's determination regarding the average of time students generally take to complete a test or quiz.
 - Please note— extended time does not mean extra time on class assignments or take home exams. Extended time is only for class tests. Extended time will not be given for performance testing, such as lab work, group projects and other assessments where time is a factor. Also, extended time will not be granted in field placements to complete the essential elements measured by the experience.
- Testing in a location with minimal distraction is given to students whose documentation indicates a need to take exams in a quiet location. This accommodation is also allowed when a student has to work with a reader/Kurzweil reading program or a scribe to complete an exam.

Alternative Testing Arrangements

Because of the volume of tests that the Academic Support Center proctors, the following procedures must be followed.

- **Exams are taken under alternative testing arrangements in the Academic Support Center.** Students need to arrange a day and time to take the test that is agreeable with their professor and the Academic Support Center staff.
- **The official form requesting testing accommodations must be completed, including the instructor's signature, and returned to the Academic Support Center one week prior to the testing date.** Forms returned late may jeopardize the student's ability to take the exam in the Academic Support Center.

- **Students are not allowed to deliver or return their own exams.** The faculty member should make arrangements with the Director of Services for Students with Disabilities for the delivery and return of the exam.
- **Students must leave all of their personal belongings in the care of the ASC staff member before entering the testing room.** The only materials that a student will be permitted to have in the testing room will be those that the faculty member has designated on the testing form.
- **Students are not allowed to leave the ASC during the administration of an exam.** If a student leaves the ASC during the exam, the exam will be sealed and delivered to the faculty member in the condition that the student left it.
- **It is a violation of the college's policy on academic integrity to cheat on an exam.** If a student is caught cheating on an exam taken in the ASC, the professor will be notified immediately. It is at the professor's discretion of what action will be taken.

Electronic Text (E-text) and Books on Tape

The e-text policy of Services for Students with Disabilities at the College of Saint Rose is in accordance with New York State laws and the Americans with Disabilities Act:

- To be eligible to receive educational materials in electronic format, students' documentation must meet the criteria outlined under the guidelines of New York State education laws and the Americans with Disabilities Act.
- Students requesting e-text are required to submit a receipt for the purchase or rental of requested materials before the e-text will be released to them.
- Students requesting to receive e-text and books and/or other materials scanned into digital format will be required to sign an agreement stating that they understand that they may not copy, reproduce, alter, distribute, or share the alternatively formatted materials with any other party, nor allow anyone else to do so, and

will be subject to penalty if they violate this agreement.

- Students must return the e-text to Services for Students with Disabilities if they sell the hard copy edition.
- If a publisher prohibits the student from keeping the e-text after the completion of the course, the student will be required to either sign an agreement stating he/she will destroy the copy at the end of the course, or alternatively the student would be given the option to have his or her materials scanned or produced in some other format.
- E-text and scanned materials that are not picked up by students within 45 days from the beginning of the semester will be destroyed
- Students should look on internet sites LearningAlly, Bookshare, and Project Gutenberg to see if their books are available. An increasing number of publishers are using these sites as their preferred method of providing electronic text. Our staff will be happy to assist you in accessing these sites.

→ LearningAlly: <http://www.learningally.org/>

→ Bookshare: <http://www.bookshare.org/>

→ Project Gutenberg: <http://www.gutenberg.org/>

Computer technology

There are specific computer programs available in the Academic Support Center for students with disabilities. **Kurzweil 3000** is a comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder. **Spectrum SVGA Optelec** is a text magnifier for students with visual impairments. **Training in the use of computer technology is available.**

Readers and Scribes

Readers and scribes can be provided for students when taking tests in the Academic Support Center if their documentation supports this need. It is important that students needing readers and/or scribes submit their alternative test request form to the Academic Support Center one week prior to the test date so a reader and/or scribe can be arranged. **The**

Academic Support Center utilizes Kurzweil to read tests to students. To schedule a training session with the Director of Services for Students with Disabilities, call (518) 454-5299.

Service animals

A service animal is defined by the ADA as a dog or miniature horse that is individually trained to do work or perform tasks for an individual with a disability. Examples of such 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, pulling a wheelchair, assisting an individual during a seizure, and providing physical support and assistance with balance and stability to individuals with mobility disabilities. The work or task the animal is trained to provide must be directly related to the person's disability. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Personal Services

Services for Students with Disabilities **does not** provide personal services, such as personal care attendants, etc. If a student requires personal services, the Director of Services for Students with Disabilities may be able to suggest information for avenues for finding personal assistance.

Absences

Attendance is typically an integral part of the course. A faculty member is permitted to consider participation in how students are evaluated. This office cannot recommend that attendance be excused. If a student has a disability that may impact his or her ability to attend class, we recommend that you meet with your instructor to discuss the matter, but please be advised that the faculty member may hold you to the same standards as all other students.

Notetaker Support

Notetakers are provided when it is determined that a student's documentation supports this need. Reasonable efforts will be made to assist the student in finding a notetaker. However, we cannot guarantee that we can always find notetakers. The procedures and policies for notetaking services are as follows:

- Students are responsible for requesting notetaker services from the Director of Services for Students with Disabilities each semester in a timely manner. Students need to provide the Director with an updated schedule prior to the start of the semester. It is the student's responsibility to notify the Director of any schedule changes.
- Students may be asked to participate in finding notetakers.
- Students should understand that locating a notetaker may take a few weeks. Therefore, students are advised to notify the Director of Services for Students with Disabilities prior to the start of the semester which classes they will need notetakers for.
- Students should always be able to function independently in class and be prepared with a contingency plan in case a notetaker cannot be found or the notetaker is absent.
- Contingency plans could include networking with other students to get copies of notes when a notetaker is absent, or taping the class. Be sure to speak with your instructor prior to taping a class, as some instructors may have limitations on tape recording.
- A notetaker is not a substitute for attending class. Students must adhere to the class attendance policy.
- Notetakers only provide notes taken during class lectures. Notetakers do not provide notes from class readings or other class assignments.
- Notetakers are asked to bring their notes to the Academic Support Center within 24 hours of the class meeting so their notes can be photocopied.
- Students must pick up their notes at the Academic Support Center on the 2nd floor of Saint Joseph's Hall. If a student has not picked up his or her notes within 2 weeks, the student must meet with the Director of

Services for Students with Disabilities to discuss his/her notetaking service.

Tape Recording Lectures

Eligible students with disabilities may tape record class lectures as an accommodation. Students may choose to purchase and use their own tape recorders or smartpen. A limited number of tape recorders are available for loan from the Director of Disability Services. Eligibility for this accommodation is by a case by case basis. **Students are required to notify and receive approval from their instructor prior to implementing the accommodation.** In order to protect the confidentiality of other students or the intellectual property of faculty, recording of class lectures may, at times, be denied or restricted to particular portions of a class session. In the event faculty deny or restrict the recording of class sessions, alternative accommodations, such as supplemental note taking, will be provided

Interpreter Assignments

All interpreter assignments must be pre-authorized. DSS will contact interpreters. Interpreters will be given necessary information including date, time, location, pay scale, and type of assignment. If there is a request by a student or faculty member to extend the time of the interpreting assignment, the interpreter must contact the Office of Disability Support Services for prior approval. The interpreter should report to every class unless notified by DSS.

Students and interpreters must contact DSS if they will be absent from class. An absence from a class may be considered missing the entire class or missing thirty (30) minutes or more of any class period.

Both students and interpreters must contact the DSS office to inform them of the absence. Communication between the student and interpreter regarding an absence will not be considered valid notification to the College. Additionally, students and interpreters must provide at least 24-hours advance notice of an absence. If a student does not appropriately communicate with the DSS office and misses two (2) classes or misses thirty (30) minutes or more of any class period three (3) times during the semester, the student must meet with DSS office to discuss the situation. The student will be required to sign a contract upon assignment of an interpreter.

Course Substitutions

The goal of providing students with disabilities with equal access to an academic program may entail the provision of course substitutions as long as the substitution does not lower the standards or integrity of the degree program. Course substitutions occur only under extraordinary circumstances and must be reviewed by the Dean of Studies who, if appropriate, will forward a proposal to the Committee on Academic Standing for consideration. Course substitutions will be evaluated on a case-by-case basis and students must follow a separate application process. The Director for Students with Disabilities will help guide students through this process and, if appropriate, serve as an advocate. Students who believe they may be eligible for this accommodation should discuss their circumstances with Director as early in their academic career as possible.

Reduced Course Load

The Director of Disability Services occasionally recommends a reduced course load as an academic accommodation for a student with a disability. Only a small percentage of students with disabilities are recommended for a reduced course load. Unlike part-time status, authorization for a reduced course load permits a student to register for a course load that is less than full-time, while still being considered a full-time student.

Students authorized for a reduced course load are entitled to all services enjoyed by full-time students, and will be considered to be full-time students for purposes of financial assistance and student accounts. While students will only be billed for courses in which they are actually enrolled, all other charges will apply. Students authorized for a reduced course load must be registered for a minimum of six (6) credits and a maximum of eleven (11) credits. Twelve credits is considered by the College to be a full-time course load.

Sample Eligibility Criteria:

- Physical impairments that adversely impact daily functioning
- Need to frequently arrange for on and off-campus service providers (personal care assistants, etc.)
- Inability to attend classes during certain parts of the day due to documented treatments or medical needs (chemotherapy, renal dialysis, etc.)
- Processing impairments that adversely affect academic performance
- Physical impairments that adversely impact daily functioning

Application Process:

- Students seeking the accommodation of a reduced course load must have complied with the accommodation review and approval procedure of Disability Services. Medical documentation of the disabling condition which supports the accommodation of a reduced course load must be provided to Disability Services by the student. If a reduced course load is recommended by Disability Services, then the Registrar of the college must approve the recommendation. The student will be eligible for a reduced course load only after this process is completed.

- Students seeking the accommodation of a reduced course load must notify Disability Services each semester that they intend to utilize the reduced course load accommodation. Such notification must occur prior to the end of the first week of the semester.
- Students that have been approved for the accommodation of a reduced course load need to understand that there are implications of that status for their student account and their financial assistance. Students are advised to discuss any concerns with Financial Aid.

Grievance Procedures

COLLEGE OF SAINT ROSE DISABILITY DISCRIMINATION GRIEVANCE PROCEDURE PURSUANT TO THE REHABILITATION ACT

The College of Saint Rose (“College”) has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging discrimination based on disability. The College encourages any individual who believes that he or she has experienced discrimination to attempt to resolve the issue informally. To this end, the College encourages aggrieved students to bring their concerns to the Assistant Vice President for Student Affairs: Academic and Student Support Services, St. Joseph Hall, 2nd floor, Albany, NY (518) 454-5299.

If the grievant remains dissatisfied with the resolution of his/her concerns or wishes to forego informal resolution, the grievant may elect to file a formal complaint pursuant to this procedure. Any student who wishes to file a formal complaint alleging discrimination based on disability may do so by submitting it to Rita McLaughlin, Assistant Vice President for Student Affairs, Events and Athletic Center 420 Western Ave., Room 210 (disability-related assistance will be provided upon request):

- A complaint must be submitted in writing, be signed, contain the name and address of the complainant, and a description of the allegation(s) of discrimination. The complainant must set forth specific facts in support of the allegation(s).
- A complaint must be filed within 120 calendar days of the alleged discrimination.
- An investigation, as may be appropriate, shall be conducted by the Assistant Vice President (or his/her designee) following receipt of a discrimination complaint. This procedure affords the complainant and the person(s) against whom the allegation(s) of discrimination have been made an opportunity to submit information and documentation regarding the complaint allegations.

- The investigation will be completed with written results of the investigation issued and a copy forwarded to all parties within 45 working days from receipt of the complaint. If the investigator determines that any of the allegations raised by the complaint warrant a remedy, the investigator will set forth what actions the College must take in order to address the substantiated concern(s).
- The complainant or the affected department/unit may request reconsideration of the investigator's findings and/or resolution by filing a written request with the Vice President of Student Affairs, 432 Western Ave., Albany, NY 12203 (Office location: Events and Athletic Center, 420 Western Ave., Room 210) Albany, NY (518) 454-5170.
- The party seeking reconsideration must set forth with particularity the irregularities of the investigator's determination such as inaccurate findings of fact or incorrect conclusions of law, the correction of which would likely change the outcome of the determination of an investigation. The request for reconsideration must either be postmarked or received within 14 calendar days of the date of the determination. The Vice President of Student Affairs (or his/her designee) will accept or deny reconsideration and issue a final written determination to the complainant and the affected department/unit within 15 working days of the Office of the Vice President's receipt of the request.
- Although the College will make reasonable efforts to comply with these timelines, circumstances such as school breaks, witness unavailability and other factors may justify an extension to a time reasonable.
- The College prohibits retaliation against any person who files a complaint of alleged discrimination, participates in an investigation, or opposes a discriminatory employment or education practice or policy.

Disability Services Calendar

Incoming Freshmen, Transfer and Graduate Students:

Fall Semester (1 year prior to entering Saint Rose): Students should contact the Services for Students with Disabilities office to request information. Students should check that their documentation is up-to-date in accordance with documentation guidelines on pages 8 and 9.

Mid-to-late Spring (1 semester prior to entering Saint Rose): Submit updated documentation and contact information to Services for Students with Disabilities. It is the student's responsibility to submit appropriate documentation to support his/her need for accommodations. Documentation accepted at another institution of higher education does NOT guarantee the student will receive academic accommodations at Saint Rose.

All Students:

June—August (before entering Saint Rose): The Director of Services for Students with Disabilities will review the documentation which has been submitted and determine if the documentation meets the criteria outline on pages 8 and 9. Recommended accommodations will be determined based upon the submitted documentation. Students are strongly encouraged to meet with the Director of Services for Students with Disabilities during the orientation process.

August—September (at Saint Rose): The Director of Services for Students with Disabilities will meet with students to notify them of their recommended accommodations, discuss their responsibilities, and to provide them with their recommended accommodations memos they will deliver to their professors.

Students needing notetakers, alternatively formatted materials, and students with physical access needs:

Contact the Director of Services for Students with Disabilities **6 weeks prior to the start of each semester** to make arrangements at (518) 337-2335.

The services outlined below are available to all College of Saint Rose students and do not require registration with Disability Services.

Tutoring

Tutoring is available in five content areas: Accounting/Business, Computer Information Systems, Math, Natural Sciences, and Spanish. Tutors are on duty various times throughout the week. Students can visit whenever the lab is open—no appointment is necessary.

Study Clusters

Study clusters are tutor-led study groups for a specific course at Saint Rose. Study clusters typically meet once a week in the Learning Center.

Academic Workshops

Academic Workshops are scheduled periodically during the academic year on various topics.

Writing Center

The Writing Center is staffed by graduate students. Tutors will work with students at any stage of the writing process. Appointments are necessary because the tutoring is individual in nature. The Writing Center is open at various hours throughout the week, including night and weekend hours.

Math Placement Test

Students who have not passed the math placement test can come to Academic Support Center to re-take the exam and also to set up a plan for remediation of weak math skills.

Meet our staff!

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