



**ACCESSIBILITY SERVICES OFFICE  
Student Handbook**

**June 2019**

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# I. INTRODUCTION

The Accessibility Services Office Student Handbook serves as a guide for students with disabilities regarding process, policy and procedure for SUNY Adirondack. It is imperative that you familiarize yourself with this document to know your rights as a student. The ASO staff is here to assist students in ensure access to their post-secondary education both inside and outside of the classroom.

## II. GENERAL INFORMATION

### A. Mission

The SUNY Adirondack ASO mission is to provide students with disabilities equal educational opportunity by ensuring full access to all programs, activities and facilities of the College. The ASO works in conjunction with faculty and administrative staff to guarantee that:

- a. all qualified students are afforded the same collegiate opportunities available to the general college population,
- b. no student be denied the benefits of any college program or activity, and
- c. no student be subjected to discrimination.

The ASO strives to maintain the quality and integrity of SUNY Adirondack's academic standards and programs while providing accommodations in compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973. As defined under these provisions, a student with a disability is a person who has a physical or mental impairment, a record of such impairment, or is regarded as having such an impairment that significantly impacts one or more major life activity, which may include walking, seeing, hearing, speaking, breathing, learning, concentration or the ability to care for oneself.

### B. Accessibility Services Office (ASO)

1. Location
  - a. Scoville Learning Center Room 238, opposite the entrance to the Auditorium, Room 206.
2. Contact Information
  - a. Phone: 518.743.2282
  - b. Email: [access@sunyacc.edu](mailto:access@sunyacc.edu)
  - c. Fax: 518.743.2241
  - d. <http://www.sunyacc.edu/our-campus/accessibility-services>
3. Staff Information
  - a. Director of Accessibility Services: Mr. Steve Trevlakis
  - b. Coordinator of Accessibility Services: Mrs. Linda Possemato
  - c. Accessibility Assistant: Mr. Ben Haynes
  - d. Secretary II: Mrs. Deanna Campney

## III. RESPONSIBILITY OF POST SECONDARY EDUCATION

### A. Section 504 of the Rehabilitation Act

The first piece of legislation (1973) that protected students with disabilities: *No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.*

### B. Americans with Disabilities Act

One of the most comprehensive pieces of civil rights legislation. The Americans with Disabilities Act defined a disability which is:

1. A physical or mental impairment that substantially limits a major life activity (i.e. seeing, hearing, walking, sleeping, eating, learning, etc.)
2. A person that has a record or history of that impairment
3. A person who is perceived as having such an impairment

### C. Requirements

What Post-Secondary Education Institutions are required to do:

1. Make programs and services accessible
2. Provide accommodations, based on documentation, such as auxiliary aids, note taking assistance or assistive technology to mitigate the impact of a student's disability
3. Provide accommodations to "level the playing field" for students with disabilities
4. Engage in the interactive process with students, faculty and administrators to provide or not provide accommodations in an effective and timely matter

What Post-Secondary Education Institutions are not required to do:

1. Provide specifically requested accommodations as long as the accommodations that are provided are equally effective
2. Identify students with disabilities
3. Provide accommodations that fundamentally alter or substantially lower a course or program or produce an undue or financial burden
4. Provide 1 on 1 tutoring or personal attendants
5. Provide Psychological Assessments or diagnose students with or without disabilities
6. Implement accommodations at the request of parents, guardians, professors or parties other than the student themselves

## IV. STUDENT INFORMATION & RESPONSIBILITIES

### A. Student Forms

Every student registered through ASO must complete an ASO Registration Packet, including a *Registration Form, Release and Collection of Disability Related Information Form* and associated documentation. These forms are available on the college website. Additional forms are required based on student accommodation needs and are located in the ASO.

#### 1. **Accessibility Services Registration form**

This document, available on <http://www.sunyacc.edu/our-campus/accessibility-services> under the **Get Help Registering** link, provides the necessary information for a student to register with the ASO office. The student provides detailed information on their disability information, the academic adjustment information, and delineation of required documentation to support the registration and services request. The documentation may include a recent Individualized Education Program (IEP) or 504 plan, as well as a recent evaluation, typically specified as Psycho-Evaluation Evaluation.

Documentation requirements are shown in Appendix A and Appendix B. The ASO office will utilize the Registration form, the associated documentation and in-person interview with the student to determine the appropriate accommodation(s).

Students are encouraged to register with ASO **at least two weeks in advance** of the start of a semester to ensure adequate time for accommodation request review, academic adjustments and support services that may be needed.

#### 2. **Release and Collection of Disability Information form**

This document, included with ASO Registration form, is filled out by the student to give permission to the ASO to 1) collect and verify any provided disability related information and 2) release this information as appropriate to those with a legitimate educational interest. This form must be signed by the student prior to ASO registration.

#### 3. **Lecture Recording Agreement form**

This document allows students with eligible academic adjustments to have the right to record class lectures for their personal study use. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express written consent of the faculty member/lecturer.

#### 4. **Accessibility Services Alternate Format Text Request and Agreement form**

This document allows students to procure a required textbook or article used in a class in a format other than standard print. The formats could include electronic (PDF) and audio books and are generally obtained through Bookshare ([www.bookshare.org/](http://www.bookshare.org/)) or AccessText Network ([www.accesstext.org/](http://www.accesstext.org/)). The ASO cannot guarantee these alternate text requests

are available in every format requested and requests can take **one to two weeks in advance**. ASO may discuss alternative text options with faculty, if formats are not available.

**5. Equipment Loan Contract**

This document allows a student to loan a piece of equipment from the ASO. Types of equipment that can be loaned includes: audio (digital) recorders, Livescribe Smartpen or C-Pen Exam Reader Pen. The functionality of these devices are described in the Assistive Technology section.

**6. Accessibility Services Office Record Release form**

This document is for students who are requesting either 1) a copy of their disability related documentation sent for their personal use and records or 2) giving permission for the ASO to release a copy of their disability related information to a 3<sup>rd</sup> party.

**7. FSA Housing/Dining Accommodation Request form**

This document is for students who are seeking either a housing accommodation to support living on campus or dining accommodation based on dietary needs. This request form includes authorization to receive information from a 3<sup>rd</sup> party, as well as the Director of ASO. Visit <http://www.sunyacc.edu/student-housing/special-housing-consideration> for more information and to download the form.

**8. Assistance/Emotional Support Animal Accommodation Request form**

The document is for students, living in campus housing, who seek to have a support animal reside in their room. There is additional rules and regulation information contained within SUNY Adirondack *Policy 3001 – Assistance/Emotional Support Animals in Residence Hall*. Visit <http://www.sunyacc.edu/student-housing/special-housing-consideration> for more information and to download the form.

**9. Request for Adaptive Mathematical Experience**

This document is for students who either 1) have a documented mathematics disability on file with ASO or 2) do not have a documented mathematics disability on file with ASO but can provide the required documentation of previous attempts of MAT while enrolled at SUNY ADK, supportive services used during MAT enrollment and a faculty letter of recommendation. Course prerequisites must be met prior to filling out this request.

**B. Student Accommodation Process**

**1. Student Registration**

Students must self-identify at post-secondary institutions; college and universities do not have to identify students. Students must schedule a meeting with ASO and bring with them the registration form and associated documentation supporting their accommodation request. The ASO Director will meet with the student, review their requests and determine what the appropriate accommodation are. Students will receive their accommodation letter from ASO email ([access@sunyacc.edu](mailto:access@sunyacc.edu)). The letter received by the student is also the confirmation between both parties on the agreed upon accommodations from the initial meeting.

## 2. Student Implementation of Accommodations

Students will receive an ASO Accommodation letter to their campus email address typically within 3-5 business days after the initial meeting. This letter indicates what accommodations the student is eligible for and next steps for communicating with the faculty. Next steps are:

- Students are responsible for forwarding the ASO email to each instructor for which they will need accommodations
- Student emails shall include the course number and 5 digit CRN.
- Students are encouraged to forward the email immediately
- Students are encouraged to introduce themselves to the faculty

Some students may opt to not forward the letter as they really want to try to attend college without accommodation. However, accommodations do not occur until the faculty has received the email and accommodations are not retroactive.

Students shall provide the faculty **3-4 business days** in order to ensure that accommodations are provided in a timely manner. Students shall adhere to the policies and procedures of the accommodations.

## 3. Cross-Registration Students

Students shall follow the Cross-Registration academic policy listed in the college catalog (<http://catalog.sunyacc.edu/>). Any student wishing to receive accommodations must be registered with the college disability services office where they are taking the cross-registration course (s). Accommodations are not transferable between institutions and the student must adhere to the policies/procedures of each institution's disability services office.

## 4. High School Students

Students enrolled in college in the high school on-campus coursework shall follow the same procedures as credit students.

## 5. Non-Credit Students

Students enrolled in continuing education (CE) courses requesting accommodations shall follow the same procedures as credit students. Since many CE courses are short term in nature, advance registration with ASO staff is recommended. Some accommodations may take a **week or two** to implement. Accommodation notices shall be sent to [conted@sunyacc.edu](mailto:conted@sunyacc.edu) and CE staff will notify the CE instructor.

## 6. International Travel Studies

Any ASO student who has registered for INT coursework should meet with ASO staff to discuss what accommodations may or may not be available. ADA compliance is for United States only and does not include foreign locations.

## 7. Student Clubs/Activities

Students enrolled in clubs or on campus activities that need accommodations shall follow the same registration procedure in order to receive accommodations. Students will provide their accommodation letter to their club advisor or appropriate office that is hosting the

event/trip. It is imperative that this takes place well in advanced in order to place accommodations in an appropriate time frame. Some accommodations make require weeks to prepare for (ex: interpretive services.)

## 8. Plattsburgh Students

Students taking courses with Plattsburgh shall register with ASO in accordance with the joint college contract requirements. Plattsburgh students shall contact ASO for more information.

## C. Policies and Procedures for Accommodations

The policies and procedures listed below are to be adhered to. Following these is essential for not only receiving accommodations but to receive them in a timely manner. The policies and procedures are as follows:

### 1. Testing

It is the student's responsibility to schedule a testing appointment with Accessibility Services either in person or via email. Students shall register in advance, providing a **3 business day** notice, to allow the office to obtain the test and to schedule it in a timely manner. The ASO testing center does not maintain any tests on file and needs to connect with the faculty (full-time or part-time) in advance to obtain the copy of each exam.

A student may choose to remain in class to take their exam without making an appointment, and if they make that choice, they are waiving their use of accommodations for that particular assessment.

### 2. Note Taker

If you have note taker as an accommodation, you will need to schedule an appointment in the beginning of the semester with the Accessibility Services Coordinator to determine which classes you will need it for. Please provide a copy of your syllabus. Failure to do so may result in the delayed procurement of the appropriate accommodation. If no note taker is found, students will be provided with an equally effective accommodation.

- a. **How to Get Notes:** Notes and other educational materials (instructor class notes, PowerPoints, etc.) generally will be available on your Blackboard account. Notes from a person note taker will be shared with you via your Google Drive. Instructions for the drive will be emailed before each semester begins. Should you need help with how to use Google Apps please set up an appointment by email with Information Technology Services at [help@sunyacc.edu](mailto:help@sunyacc.edu). Students unless otherwise specified are not eligible to receive notes if they do not show up for the class.
- b. **Expectations for Student Receiving Notes:**
  - Inform the ASO if you are no longer registered for the class
  - Inform the ASO of the timeliness of notes being provided
  - Inform the ASO of any missing notes

### 3. Note Taking Assistance

Students will need to meet with the Accessibility Services Coordinator before each semester begins to review which classes' students will need their note taker assistance accommodation. If

no class notes by the professor are provided or the notes themselves do not encompass all that will be assessed, students will have the following options to suit their accommodation:

- Livescribe Pen
- Digital Recorder
- Copy of instructor's notes
- Utilization of a laptop
- Recording software on laptop or phone

The notes and lecture materials provided are to supplement not replace a student's attendance or note taking ability.

#### **4. Alternative Text**

Students wishing to utilize this accommodation will need to purchase their books and must take the following steps:

1. Make an appointment with the ASO Coordinator each semester
2. At the meeting, provide a copy of the receipt of purchase for the books you wish to use as an alternative text
3. Sign a copyright form to ensure that the books will be utilized for only your educational purposes.

After the meeting, the Coordinator will request the text from online sources (Bookshare, etc.) and share the text via google drive to the student's email. Receiving of the text may take between **2-7 business days**.

#### **5. Leniency on Attendance**

Students approved for this accommodation will need to schedule a meeting with the Director of Accessibility Services either before or during the first week of the semester. Each class with the accommodation must be handled on a case by case basis and students must bring their syllabi to ASO. Failure to meet with the Director to determine the adjusted attendance policy will result in the student's declination of the adjustment for the class.

#### **6. Extended Time on Assignments**

Students approved for this accommodation will need to schedule a meeting with the Director of Accessibility Services either before or during the first week of the semester. Each class with the accommodation must be handled on a case by case basis and students must bring their syllabi to ASO. Failure to meet with the Director to determine the adjusted assignment policy will result in the student's declination of the adjustment for the class.

#### **7. Loaned Equipment: Livescribe Pens, Digital Recorders, FM Systems and other devices**

Students that are approved for these pieces of equipment must sign a Loan Equipment contract and a Lecture Recording Agreement form (please see forms under Student Responsibilities) if they choose not to purchase the equipment themselves. It is the student's responsibility to pick up the equipment at the beginning of each Fall/Spring Semester. Contracts are renewed every

year and students are expected to return the device(s) during finals week of the Spring Semester (unless they will need it for their Summer Semester.)

## **8. Priority Registration**

Students approved for this accommodation must submit their next semester's schedule no later than **5 business days** before Priority Registration week. Students shall meet with their assigned advisor to develop their schedule. Once the form is completed, the student will submit to the Director for submission to the Registrar's Office.

- a. During the meeting with their advisor, students are encouraged to discuss ways to optimally develop their schedule in terms of course days and meeting times and to choose course methods of instruction (Face to face or online) which provide the best opportunity for success.

## **9. Furniture**

Students with physical disabilities or ailments that make it difficult for them to sit in traditional classroom desks or those utilizing wheel chairs may request the placement of accommodative furniture in their class rooms. Students should inform the Director of Accessibility Services prior to the start of classes for each semester they are registered for classes, or as soon as possible, and clarify what their needs are. The Director will inform the Director of Facilities and furniture will be placed in appropriate locations. Specialized furniture requests may take up to 10 business days.

## **10. Interpretive Services**

For many students who are deaf or have profound hearing loss, interpreters provide a communication link to interact in classes and make it possible for students to gain access to all other college activities and programs. Students may also be eligible for other accommodations including, but not limited to, note takers, FM systems and transcriptionists. The needs of each student requesting accommodations due to hearing loss will be evaluated on an individual basis and, if appropriate, interpreter services will be offered. In all cases, the wishes and preferences of the student will be strongly considered. Early notice (at least three weeks before the beginning of each semester) is essential for Accessibility Services to coordinate appropriate and meaningful services.

## **11. Reduced Course Load**

Requests for a reduced course load will be evaluated in terms of the impact of the disability and the demands of a proposed course schedule. Students must specifically request a reduced course load no later than the first day of class for each semester. Accessibility Services may notify interested third parties such as private health insurance providers, upon request. In all cases, students must be aware that a reduced course load may affect the amount and application of federal and state financial aid grants, including but not limited to the Excelsior Scholarship. Students playing varsity sports at SUNY Adirondack are subject to the National Junior College Athletic Association (NJCAA) requirements and should consult with the Director of Athletics for these rules and regulations prior to committing to a reduced course load.

## 12. Medical Evacuation and Emergency Medical Lists

Public safety receives an Emergency Evacuation and an Emergency Medical List from the ASO in the beginning of each semester in the event of a building evacuation and/or due to safety and security concerns. The report contains all ASO students requiring physical assistance, with their class schedules and medical notations for safe evacuation.

As per SUNY Adirondack Policy, if a medical issue arises, faculty/staff shall contact 911 or Public Safety at 518.743.7233 (SAFE). Examples of issues that may occur include epileptic seizures, hyperventilation or panic attacks.

### D. Assistive Technology

Per the Assistive Technology Act of 1998, Assistive Technology is defined as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of individuals with disabilities.” Assistive Technology can be in a variety of formats to assist students in achieving their academic success. ASO provides a variety of assistive technology to support student success. A comprehensive, though not exhaustive list, is explained below, with \* denoting those provided by ASO:

#### 1. Organizational Tools

Students may find the use of colored pens, pencils, markers, or highlighters as useful tools to help organize and delineate key academic course information. In addition, they may use color coded folders, dividers, sticky notes or similar to easily organize their school materials. Planners and organizers aid student focus on test, assignment and project due dates. These tools, in solo or in combination, help students with attention disorders to develop a regiment for academic success.

#### 2. Customizable Graph Paper\*

This graph paper, see <https://incompetech.com/graphpaper/>, is available for free download. Graph paper can be used to help line up numbers and symbols in math or science equation problems, and serve as an aid for students with dyscalculia.

#### 3. Sensory Fidgets

Some students with sensory processing dysfunction, anxiety, attention deficit hyperactivity disorder or autism find that fidget toys offer the tactile sensory input and repetitive motor movements that are needed to help them with self-regulation. By using these devices, students are better able to concentrate and keep a sharper focus on the current classroom activities. <https://harkla.co/blogs/special-needs/fidget-toys-adhd-anxiety>

#### 4. Livescribe Smartpen\*

This pen allows students to capture words, diagrams, scribbles, symbols and audio and syncs everything you hear to what has been written. Students using a Livescribe Smartpen will have signed a *Lecture Recoding Agreement* form in place prior to use.

[\[https://www.livescribe.com/en-us/solutions/students/\]](https://www.livescribe.com/en-us/solutions/students/)

## 5. Audio Recorders\*

These recorders allow students to record classroom lectures or discussion. They can listen to the lecture as many times as needed for comprehension and can pause or slow down the lecture to improve understanding. Students using an audio recorder will have signed a *Lecture Recoding Agreement* form in place prior to use. In addition, audio recorders support students with difficulty translating oral language into written text. Recording ideas early in the thinking process can provide a record for later recall and clarification.

[<https://www.ldatschool.ca/assistive-technology/>]

## 6. C-PEN ExamReader\*

This portable, pocket size device, reads text aloud with a digital voice. This means students who have reading difficulties such as dyslexia can independently take exams knowing that they can read and understand the questions. Students can plug headphones into the device, which supports use within the classroom.

[<http://www.examreader.com/>]

## 7. Alternative Keyboards\*

There are a variety of keyboards available on the marketplace to support students with a dexterity, sight or cognition impairment. They have large print, colored, large and small letters combined, ergonomic design, mouth stick and others.

[[https://www.specialneedscomputers.ca/index.php?l=product\\_list&c=319](https://www.specialneedscomputers.ca/index.php?l=product_list&c=319)]

## 8. DragonNaturallySpeaking Software\*

This is speech recognition software to convert speech to text, and available in PC or MAC versions. Students may talk continuously to Click/move/drag/position the mouse, press keys or key combinations by voice; send emails, dictate wirelessly and complete everyday inputting, document preparation and computer tasks.

[[https://www.nuance.com/content/dam/nuance/en\\_us/collateral/dragon/feature-matrix/fm-dragon-naturally-speaking-en-us.pdf](https://www.nuance.com/content/dam/nuance/en_us/collateral/dragon/feature-matrix/fm-dragon-naturally-speaking-en-us.pdf)]

## 9. Read&Write Gold Software\*

This texthelp™ software provides students with text reading and writing. This software will support students with reading text out loud, understanding unfamiliar words, researching assignments, creating and proofing written work. It has been designed with the Universal Design for Learning (UDL) principles. It works with virtually any kind of educational content – websites, Word files, PDFs, Google docs and more, and runs on all hardware, including PCs, Macs, Chromebooks and tablets. This product is available as a free download to **ALL** SUNY Adirondack students – see SSB > Student > Forms and Downloads. Faculty wishing to have this software available on their office desktop shall submit a SysAid request.

[<https://www.texthelp.com/en-us/products/read-write/read-write-for-education/>]

## 10. Inspiration Software\*

This software supports the visual learner. This type of learner preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices, that people use

to represent what could have been presented in words. This software includes use of graphic organizers, concept mapping, mind mapping, webbing, outlining and plots and graphs to aid in learning topics.

[<http://vark-learn.com/introduction-to-vark/the-vark-modalities/>]

### **11. Alternative Format Text (e-books) \***

A student can request alternative format of a faculty textbook by submitting an *Accessibility Services Alternate Format Text Request and Agreement* form. This provides the student with a pdf version of their purchased text book for the semester they are enrolled. ASO typically goes through Accesstext (<http://accesstext.org/>) or Bookshare ([www.bookshare.org/cms/](http://www.bookshare.org/cms/)) to procure these e-books.

### **12. Whisper Room\***

The college has a distraction reduced testing booth, within the ASO Testing Center. This sound reduction room is available to students using speech to text software while testing.

### **13. Zoom Text\***

Zoom text is a screen magnifier that allows students with visual impairments to see and listen to what is on the computer screen. It is capable of magnifying the computer screen up to 36X as well as having the capabilities to color control the screen/applications.

### **14. JAWS\***

JAWS is a screen reader software program for students who are legally blind or have significant visual impairments.

### **15. ABBYY\***

ABBYY Fine Reader for Windows converts pdf documents into Word Format.

### **16. Miscellaneous**

Other tools that are available to students for purchase include pencil grips (for those who struggle with handwriting, these provide a better surface that is easier to manipulate); calculators for ease of math computations.

## **E. Academic Assistive Support Services**

ASO provides additional assistance to students with disabilities through Coordinator of Accessibility Services appointments, tutoring and connection with community services, as explained below:

### **1. Coordinator of Accessibility Services**

The Coordinator works with students on time management, organizational skills, and assistive technology training.

### **2. Tutoring**

In addition to the tutoring available to all students, the ASO helps facilitate tutoring for students that are supported by outside agencies that have approved tutoring for students.

### **3. Community Services**

ASO staff are connected with many area services to enlist additional support for students.

These agencies include:

- a. AIM Services, Inc.
- b. Commission for the Blind
- c. Community, Work and Independence, Inc. (CWI)
- d. Disability Rights New York (DRNY)
- e. Literacy New York Greater Capital Region
- f. NYSED Adult Career and Continuing Education Services, Vocational Rehabilitation – (ACCES-VR) - <http://www.acces.nysed.gov/vr>
- g. Southern Adirondack Independent Living (SAIL)
- h. United States Committee for Refugees and Immigrants (USCRI)

### **F. Appeal of Accommodation Decisions**

Any student wishing to appeal a decision made by ASO shall follow the steps outlined in Appendix C.

## Appendix A – ASO Documentation Requirements

1. Recent High School Graduate, receiving accommodations in high school

As a recent graduate, with accommodations, the student may be familiar with the term IEP or 504 plan. The student can request their high school send the IEP (or 504 plan) and most recent evaluation (typically called a Psycho-Educational Evaluation). This evaluation will include:

1. actual scores from tests that are statistically reliable and valid and standardized for use with an adult population,
2. a narrative of student performance on the evaluation, and
3. the evaluator's name, title, professional credentials, and dates of the testing.

2. Any student who does not meet Item 1 Description

If the student is not a recent graduate and/or did not receive services in high school, documentation shall be submitted in accordance with the following criteria:

1. be current and relevant and written by a qualified professional (\*who is not related to the student);
2. include a clear diagnostic statement (can include DSM5 Axes) with a description of the duration and severity of condition and the current impact of (or limitation imposed by) the disability within the college setting;
3. include a statement regarding treatments or services used to minimize the impact of a disabling condition;
4. list currently prescribed medications if the side effects of such medications create barriers to learning;
5. include recommendations for academic adjustments that are validated by current documentation; and
6. be typed on letterhead that includes the professional's name, professional credentials, contact information (address and telephone number), and dates of evaluation;

\*\*\*\*\*

Students shall submit the required documentation directly to the ASO in the following ways:

(Preferred )Scan to E-mail	<a href="mailto:access@sunyacc.edu">access@sunyacc.edu</a>
Fax	518.743.2241
Mail	SUNY Adirondack Attention: Director of Accessibility Services 640 Bay Rd Queensbury, NY 12804

## Appendix B – Documentation

### 1. Learning Disabilities

Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Diagnosis of learning disabilities must be based on analysis of the individual's strengths as well as weaknesses. Minimally, domains to be addressed are not limited to but must include:

Aptitude. The Wechsler Adult Intelligence Scale 3<sup>rd</sup> Edition-1997 (WAIS III) with supplementary index scales is the preferred instrument. The Wechsler Adult Intelligence Scale Revised (WAIS-R) with subtest scores; the Woodcock-Johnson Psychoeducational Battery Revised Tests of Cognitive Ability; or the Stanford-Binet Intelligence Scale: Fourth Edition is acceptable.

Achievement. Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (STAK); Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Test of Written Language-2 (TOWL-2), however, Wide Range Achievement Test-Revised (WRAT-R or WRAT-III) is not a comprehensive measure of achievement and therefore is not suitable.

Information Processing. Specific areas of information processing (e.g., short and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Information from subtests on the WAIS III; WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability as well as other instruments relevant to the particular learning problem(s) being assessed may be administered.

Testing must be valid. Although validity not currency is paramount, valid documentation is generally considered to be no more than three to five years old from the request for accommodation. In some instances, students may be required to update an evaluation during their education at SUNY Adirondack.

1. There must be clear and specific evidence and identification of a learning disability. Individual “learning styles” and “learning differences” in and of themselves do not constitute the existence of a learning disability.
2. Actual test scores must be provided. Standard scores and/or percentiles are acceptable. If grade equivalents are given, standard scores and/or percentiles must accompany them.
3. Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialist, and educational therapists are typically involved in the process of assessment. Experience in working with an adolescent and adult population is essential.
4. Tests used to document eligibility must be statistically reliable and valid and standardized for use with an adult population.
5. Diagnostic reports (psychological evaluations) must include the names, titles, and professional credentials of the evaluators as well as the date(s) of testing. All reports must be typed.

6. Written summary of, or background information about the student's educational, medical, and family histories that relate to the learning disability must be included.
7. A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level may be discussed. Include information about the specific conditions under which the accommodation was used. (e.g., standardized testing, final exams) and whether or not it benefited the student. If no accommodations have been previously provided, a detailed explanation as to why none has been used and the rationale for the student currently needing accommodation(s) must be provided.

## 2. Psychological, Medical, and Physical Disabilities

Comprehensive and detailed information documenting a psychological, medical or physical disability and the need for services must be certified by a licensed physician, psychologist, psychiatrist, social worker, neurologist, speech pathologist or other appropriate professionals. SUNY Adirondack reserves the right to determine the nature and extent of accommodations, thus additional documentation may be requested to assist in identifying appropriate accommodations. Documentation should include:

1. A clear diagnostic (DSM V) statement including a description of the duration and severity of condition.
2. A summary of the current impact of (or limitation imposed by) the disability on a major life activity and how the impact may manifest within the college setting.
3. A summary of diagnostic methodology or assessment procedures used to make the diagnosis.
4. A statement regarding symptoms, symptomatic fluctuations, ongoing treatments and prognosis.
5. Currently prescribed medications if the side effects of such medications create barriers to learning.
6. Suggested accommodations linked to the above information that may reduce barriers presented by the condition.
7. The name, title, address and phone number of certifying professional(s) including date of diagnosis and/or evaluation.

## 3. Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)

A qualified professional must conduct evaluations. Attention Deficit/Hyperactivity Disorder is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the differential diagnosis of ADHD and are experienced with an adolescent and adult ADHD population. Recommended practitioners may include licensed clinical or educational psychologists, psychiatrists, neurologist, developmental pediatricians, family physicians, or a combination of such professionals. Further assessment by an appropriate professional may be required if co-existing learning disabilities are indicated.

Documentation should be current. Preferably this means that a diagnostic evaluation has been completed within the last three years. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodation.)

Documentation should be comprehensive. A clear statement of ADD/ADHD according to the Diagnostic and Disability Statistical Manual of Mental Disorders, 5<sup>th</sup> edition (DSM-V) diagnosis, a description of present symptoms and, if pertinent, past symptoms must be detailed. The diagnostician should use direct language in the diagnosis of ADD/ADHD, avoiding the use of such terms as “suggests”, “is indicative of”, or “attention problems.” Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations often do not fit the prescribed diagnostic criteria for ADHD.

A narrative summary must be presented, which includes: Assessment procedures and evaluation instruments, including all test scores and sub-scores used to make the diagnosis.

1. The functional limitations and impairments related to the diagnosis and medical treatment of the condition, including medication (if prescribed, include dosages and schedules of medication) which affect the student’s current level of functioning in the postsecondary environment;
2. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

If requested accommodations are not clearly identified in the diagnostic report, the Director of Accessibility Services will seek clarification, and if necessary, more information. The Director will make the final determination of whether appropriate accommodations are warranted and can be provided to the individual.

#### 4. Deaf, Hearing Impaired, and Hard of Hearing

Students requesting accommodations on the basis of deafness or profound hearing loss must provide documentation that is not older than three (3) years from the time of admission consisting of:

1. A current diagnosis of hearing impairment including severity of hearing loss. Current usually means within the last five years.
2. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
4. A historical summary of previous accommodations applied in academic settings and their effectiveness on the student’s learning.

#### 5. Other

SUNY Adirondack recognizes there are a variety of conditions which may result in the need for accommodative services that are not included in the categories outlined above such as traumatic brain injury, chronic physical conditions, developmental disorders, Autistic spectrum disorders, etc. In all cases, however, the student must submit documentation provided by a qualified clinician identifying the disabling condition and outlining the impact the condition has on a major life activity. Students are welcome to contact Accessibility Services to discuss specific questions or concerns not addressed or clarified in the above policy.

## Appendix C – Process for Student Appeal of ASO Decision

Students with disabilities at SUNY Adirondack have the right to fair and equal access in their educational setting. Part of that equal access may at times include filing a grievance. A grievance is a grounds for complaint where a student has an opportunity to state that something unfair or unjust has happened to them based on their disability. The grievance procedure is to deliver swift and impartial conclusions of complaints claiming any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). If at any time a student feels that they have been discriminated against based on their disability, they have the right and responsibility to file a grievance. A student can make this grievance either formally or informally.

### Informal Grievance Procedure:

If a student feels that they have been discriminated against based on their disability they may wish to follow an informal procedure. Please note that a student may request the assistance of a member of Accessibility Services Office at any given point. The informal process may be as follows:

1. Schedule a meeting with the faculty member or staff member to express your concerns and what outcomes you would like to take place and come to an agreement. If this meeting is not satisfactory to you, please see step 2.
2. Schedule a meeting with the Division Chair of the Department or Supervisor of the staff member to express your concerns and what outcomes you would like to take place and come to an agreement. If this meeting is not satisfactory to you, please see step 3.
3. Scheduling a meeting with the Section 504 Coordinator to share your steps taken to date, the staff you have met with and any evidence important to your situation. If possible, arrive at a satisfactory solution.

### Formal Grievance Procedure:

If a student has gone through an informal process and is not satisfied with the resolution, they may file a formal grievance. Students **do not** have to go through an informal grievance procedure in order to file a formal grievance. The procedure is as follows:

1. Students must submit a *Formal Grievance Request of Accessibility Services* form to the Section 504 Coordinator within 90 calendar days of the alleged discrimination. The form must be filled out completely and signed. This form is available on the college website at <http://www.sunyacc.edu/accessibility-grievance-procedure>.
2. A review of the grievance by the Section 504 Coordinator may include, but is not limited to, interviews, collecting evidence and meeting with other students and staff to determine whether the grievance is valid.
3. After a review of the grievance, a formal letter with a decision will be sent to the student no later than 30 calendar days after the grievance has been filed.

### Appeal Process of a Formal Grievance:

A student or staff member may petition the decision of the Section 504 Coordinator by writing to the Vice President of Academic Affairs within 30 calendar days of getting the Section 504 Coordinator's grievance response. The Vice President of Academic Affairs will produce a written decision in response to the appeal no later than 30 calendar days after its filing.

## College Contact Information

### Section 504 Coordinator:

Diane Wildey  
Dean for Academic Initiatives  
[wildeyd@sunyacc.edu](mailto:wildeyd@sunyacc.edu)  
518.743.2337

Dr. John Jablonski  
Vice President for Academic Affairs  
[jablonskij@sunyacc.edu](mailto:jablonskij@sunyacc.edu)  
518.743.2236

Mindy Wilson  
Associate Vice President of HR/Payroll/AAO  
[wilsonm@sunyacc.edu](mailto:wilsonm@sunyacc.edu)  
518.743.2252

### **Examples of Denied Accommodations:**

Per the institution, accommodation requests may be denied based on the following three reasons:

1. The accommodation substantially lowers course content.  
*A student is requesting a course substitution for math when enrolled in an engineering program.*
2. The accommodation fundamentally alters the nature of the course.  
*A student is requesting leniency in attendance when enrolled in a course that requires students to work in groups during class.*
3. The accommodation is an administrative or financial burden.  
*A student is requesting testing accommodations but shows up to the testing center to take the exam without scheduling an appointment for their exam in advance.*

All denied accommodations will include an interactive process that may include knowledgeable faculty, administrators, staff and medical providers to ascertain whether or not an accommodation alters the nature of the course/class/environment. Students will be incorporated and informed of decisions related to their accommodations.

## Appendix D – Service Animal Guidance

A service animal is any dog (of any breed) that is trained to perform tasks in aiding an individual with a disability. The tasks can be physical, sensory, psychiatric or other. Service animals are trained to guide, pull, retrieve, provide warnings or support behavioral challenges.

Service animals are not emotional support animals, animals that provide protection or puppies. Per the ADA, the animal is a Service Dog, if the tasks that they perform are *directly related to and mitigate* their disabled handler's disabilities. If there is an issue with the animal the student must be afforded the services of the institution without the animal present. However, the presence of the animal cannot fundamentally alter the nature of the instruction or program.

### Frequently Asked Questions

1. Is the College required to allow service animals on campus?
  - a. Yes, because under Title II of the ADA we are a state/public entity. They must be vaccinated in accordance with town/county rules. The ADA does not cover service animals in-training, but New York State does.
  - b. A miniature horse can serve as a service animal provided it is housebroken, under owner control, and does not require the college to modify building, grounds or inhibit safety requirements.
2. What questions are permissible to ask if someone brings a service animal to campus?
  - a. Is this animal required due to a disability?
  - b. What tasks has this animal been trained to do?
3. What actions can be asked of the handler?
  - a. Ask the handler to quiet the animal if barking or similar interrupts instruction
  - b. Ask the handler to remove the animal if it is out of control or showing aggressive behavior that is a threat to others
  - c. Ask the handler to remove the animal if it is not house broken
  - d. Ensure that the animal is leashed, unless the task requires the animal to be unleashed