

**NYACK COLLEGE/ATS
OFFICE OF DISABILITY SERVICES**

POLICY STATEMENT

It is the policy and practice of Nyack College/ATS to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at Nyack College/ATS.

Nyack College/ATS is committed to the student as a whole person, and believes that each student has infinite value to God. Nyack College/ATS desires that all students that we serve realize their full potential and recognize the unique value of others. In this spirit, we provide reasonable accommodations to disabled students to help optimize their learning experience, while encouraging them to develop and maintain independence.

All communications between students and the Office of Disability Services staff are confidential, as is any supporting documentation maintained on file.

CONTACTS

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ELIGIBILITY FOR SUPPORT SERVICES

Eligibility for support services at Nyack College/ATS is dependent upon the nature of the particular disability and its impact on learning. Although a student might meet eligibility requirements of vocational rehabilitation, disabled veterans or any other rehabilitation agency, he/she may not meet eligibility at Nyack College/ATS.

Supporting Documentation

Requests for accommodations must be accompanied by current and comprehensive documentation from a qualified practitioner (developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, etc.). The documentation legitimizes a student's request for accommodation and, in general, should include:

- Identification of the nature and extent of the disability.
- Specific information on the functional limitation as related to the academic environment.
- Description of the current course of treatment including medical side effects.
- Prognosis for the disability.
- Recommended reasonable accommodations.
- Standardized testing services.

Generally, an Individualized Education Plan, 504 Plan, or General Education Initiative from a secondary school does not provide thorough information for the documentation of disability and needed accommodations.

Submission of documentation is not the same as the request for services; these are two different steps in the process of determination and provision of appropriate accommodations.

STUDENT RIGHTS AND RESPONSIBILITIES

In addition to notifying and documenting the need for accommodations, students with disabilities also have the following rights and responsibilities:

- Equal access to all programs at each institution.
- Assurance that disability-related records will be used only to determine appropriate services and will be maintained separately from academic records.
- To initiate all requests for services and/or accommodations to the appropriate office at their institutions.
- To give institutions advance notice of needed accommodations.
- To meet with a staff member from the Office of Disability Services for an intake appointment and discussion about the nature and impact of their disabilities

GENERAL ACCOMMODATIONS/SERVICES

Based on documentation and recommendations provided by a qualified professional, accommodations/services provided may include: extended time on tests; a distraction free testing environment; help with getting books in alternative format; note takers or access to class notes; tape-recording of lectures; readers; early class registration.

GRIEVANCE PROCEDURE

The grievance procedure for Nyack College/ATS is available in the current student handbook under Student Rights.

CATEGORIES OF DISABILITIES

Categories of disabilities commonly recognized in postsecondary institutions include:

Attention Deficit/Hyperactivity Disorder (ADHD or ADD): ADHD is a neurologically based medical problem. It is a developmental disability characterized by inattention, impulsivity, and sometimes hyperactivity. Recommended documentation includes:

1. A clear statement of ADD or ADHD with the DSM–IV diagnosis and a description of supporting past and present symptoms.
2. Documentation for eligibility must be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and a student’s specific request for accommodations).
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
4. A narrative summary, including all scores, which supports the diagnosis.
5. A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

The Autism Spectrum (also known as Autism Spectrum Disorders (ASD)) is a range of psychological conditions characterized by widespread abnormalities of social interactions and communication, as well as restricted interests and repetitive behavior. Classifications include: classic autism, Asperger’s Syndrome and Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS). Recommended documentation includes:

1. A clear statement of one of the classifications of ASD with the DSM-IV diagnosis and a description of supporting past and present symptoms.
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis.
3. A statement of the functional impact or limitations of the disorder on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Blind/LowVision: Visual impairments include disorders in the senses of vision acuity, the field of vision, color perception or binocular visual function. Recommended documentation includes:

1. A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student’s functioning (the age of acceptable documentation is

dependent upon the disabling condition, the current status of the student and the student's request for accommodations).

2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
3. Present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program.
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile including functional limitation, the use of corrective lenses and ongoing visual therapy (if appropriate).
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Head Injury/ Traumatic Brain Injury: There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical disabilities including speech impairment. Recommended documentation includes:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
2. Documentation for eligibility must reflect the current impact the head injury has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
4. A summary of present residual symptoms, which meet the criteria for diagnosis.
5. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Deaf/ Impaired Hearing: A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Recommended documentation includes;

1. A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning, (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
3. Medical information relating to the student's needs, the status of the individual's hearing (static or changing) and its impact on the demands of the academic program.
4. A statement regarding the use of hearing aids (if appropriate).
5. A statement of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual and the learning context for which accommodations are being requested.

Physical and Systemic Disorders: A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. There are students with disabilities that originate from a systemic disorder. The degrees to which these disabilities affect students in the academic setting vary widely. At times, it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and concentration. Recommended documentation includes:

1. A clear statement of the medical diagnosis of the orthopedic/mobility disability or systemic illness.
2. Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations and the current status of the student). Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
4. A description of present symptoms that meet the criteria for diagnosis.

5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or which accommodations are being requested.

Psychiatric/Psychological Disorders: Psychiatric/psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders as well as dissociative disorder, post-traumatic stress disorder and depression. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
2. Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and a student specific request for accommodations).
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
4. Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment.
5. A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Specific Learning Disabilities: A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized remembered, and then retrieved or expressed. Recommended documentation includes:

1. Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, mathematics and written language.
2. Documentation for eligibility must reflect the current impact the learning disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual learning deficits, learning

styles and learning differences do not, in and of themselves, constitute a learning disability).

- 4. A narrative summary, including all scores (standard and percentile), which supports the diagnosis.**
- 5. A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment.**