

# NYACK COLLEGE OFFICE OF DISABILITY SERVICES

## Documentation Required

All documentation must come from a qualified professional. The following list outlines specific disabilities and required documentation:

**Visual Impairment:** A copy of your most recent eye examination, which should include diagnosis and visual acuity, and a copy of your most recent Individualized Education Plan (IEP) if available.

**Mobility Impairment:** Diagnosis of a mobility impairment, description of functional limitations, and a record of medications used, prescribed dosage, and any side effects experienced.

**Hearing Impairment:** A copy of your most recent audiological examination which should include: a diagnosis with etiology, degree, type, and configuration of loss. Provide a copy of a current IEP if available.

**Learning Disability:** Results of your last psycho-educational test battery (no more than 5 years old).

**Chronic Illness:** A letter from your physician stating the diagnosis and impact of the disability on learning, including limitations and medication.

**Attention Deficit Disorder (with or without Hyperactivity):** A copy of a recent diagnostic report which states the DSM diagnosis; symptoms; instruments and procedures used to make the diagnosis; and the dosage, type and frequency of your current medication.

Students with other types of disabilities should consult with the Office of Disability Services to determine the documentation needed. The intent of this office is to ensure that those with legitimate disabilities receive services appropriate for the characteristics of the disability.

**OFFICE OF DISABILITY SERVICES**

**REQUEST FORM FOR LETTER OF ACADEMIC ACCOMMODATION**

Spring      Fall    or    Summer (circle one)      20\_\_\_\_ (fill in year)

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**Please note: Your current class schedule must be submitted to the Office of Disability Services each semester in order for letters to be sent to faculty.**

Student Name \_\_\_\_\_

<u>Course (e.g. SPAN 101-42)</u>	<u>Course Name</u>	<u>Professor Name</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Today's Date** \_\_\_\_\_

**Academic Advisor** \_\_\_\_\_

**Department** \_\_\_\_\_

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Office Use Only:  
Date Completed: \_\_\_\_\_ Date Mailed: \_\_\_\_\_

Database Entry Date: \_\_\_\_\_ Processed by: \_\_\_\_\_

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**OFFICE OF DISABILITY SERVICES**

**STUDENT INFORMATION FORM – SPRING/SUMMER/FALL 20\_\_**

ALL INFORMATION MUST BE PROVIDED BEFORE THIS FORM CAN BE PROCESSED

**Personal Information:**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Birth date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Do you live on-campus? \_\_\_\_\_

**Mailing Information:**

School Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

On Campus: Residence Hall \_\_\_\_\_ Box # \_\_\_\_\_

Off Campus Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**School Information:**

Current Year in School:      First Year      Sophomore      Junior      Senior      Other

Major: \_\_\_\_\_ Second Major/Minor: \_\_\_\_\_

Do you participate in:    Athletics?      Yes      No      C.O.M.P.A.S.S. ?      Yes      No

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**OFFICE OF DISABILITY SERVICES**

**REQUEST FOR SERVICES RELEASE FORM**

Please Complete Either Section A or B - NOT BOTH

**A.**

I, \_\_\_\_\_ (S.S.# \_\_\_\_\_), am requesting permission to use the services available to and provided for students with disabilities at Nyack College/ATS.

- Under the Family Privacy Act, I understand that I have access to my student records. I also understand that without my written permission, the Office of Disability Services cannot release my name or any information relative to my needs to professors, administrators, or other service providers.
- By signing this portion of the release form, I am authorizing the Office of Disability Services to communicate with other offices and personnel that may be involved with my academic and personal adjustments at Nyack College/ATS.
- At this time, I also authorize the Office of Disability Services to compile my demographic information for entry into a secure database. I understand that this information may be used anonymously to evaluate services provided.
- The Office of Disability Services has explained the purposes of this consent form to me and I understand the explanation. I have been given the opportunity to ask whatever questions I may have had and all such questions and inquiries have been answered to my satisfaction.

Student Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Coordinator's Signature: \_\_\_\_\_

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**B.**

I, \_\_\_\_\_ (S.S.# \_\_\_\_\_), understand the explanation of services available for students with disabilities at Nyack College. At this time, I choose **NOT** to request services from this office.

Student's Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Coordinator's Signature: \_\_\_\_\_

## **OFFICE OF DISABILITY SERVICES**

### **SERVICES PROVIDED**

The Office of Disability Services functions to meet the individual needs of students with disabilities. Based on the student's documentation of disability accommodations may include:

- Disability counseling and advocacy
- Help with getting textbooks in alternative format
- Note takers or access to class notes
- Registration and orientation consultation and assistance
- Faculty/staff consultation
- Exam accommodations

# OFFICE OF DISABILITY SERVICES

## POLICIES AND PROCEDURES

### Test Taking

#### Policy on Course Waivers and Substitutions

### **Test Taking Policy**

- Students requesting non-standard test-taking conditions must be registered with the Office of Disability Services and have current and comprehensive supporting documentation on file in the office.
- Students requesting non-standard test-taking conditions must complete and sign a “request for accommodations” sheet every semester. This sheet lists the courses in which the student is enrolled and the names of the professors teaching said courses.
- Students requesting non-standard test-taking conditions must sign a release form every semester, which enables Disabilities Support Services to contact the student’s professors and notify them of the disabling condition and the accommodations needed.
- It is the student’s responsibility to make all arrangements for testing in terms of the following:
  1. Contacting the professor well before the test date to remind him or her of the non-standard conditions.
  2. Arranging for the test’s arrival to the Office of Disability Services.
  3. Contacting the office at least 48 hours before the test time to set up an appointment for test taking.
- The student is expected to take the examination at the same time and on the same date as the rest of the class (night classes do not apply) unless there is a class time conflict. Any date or time change of a scheduled examination requires the approval of the professor. The professor will be notified of any attempt to change a scheduled exam.
- All books, notes, etc. must be deposited outside of the testing room unless the exam explicitly states, “open books and notes.” Any claim of open books/notes by the student will be verified by calling the professor.
- Students are required to arrive on time for any scheduled examination. A delay of more than 15 minutes will be noted on the examination and the professor will be notified.
- Time limits are strictly enforced. Students are required to end the examination if a proctor notifies them that time is up.
- All academic policies are in effect in the office of Disability Services. Any academic dishonesty will be immediately reported to the professor and the test-taking privileges will be revoked.

## OFFICE OF DISABILITY SERVICES

### LAWS AND DISABILITIES

In Title V, Section 504 of the Vocational Rehabilitation Act of 1973 (Public Law 93-112) a disabled person is anyone with a physical or mental disability that substantially impairs restricts one or more of such major life activities as walking, seeing, hearing, speaking, working, or learning. The Americans with Disabilities Act of 1990 (ADA) upholds and extends the standards for compliance with Section 504. This comprehensive civil rights act provides protection for individuals with disabilities. As defined by the ADA, a disabled person is someone who:

- Has a physical or mental impairment
- Has a record of such impairment
- And/or is regarded as having such an impairment

In addition to readily discernible disabilities, such as persons who are blind, deaf, or use a wheelchair, the definition includes people with invisible disabilities. These include psychological disorders, learning disabilities, and chronic illnesses.

Under ADA, all institutions of higher education (either public or private) must comply with government policies, procedures, and employment practices that impact the treatment of students. Under Section 504 of the Rehabilitation Act of 1973, institutions must make appropriate and reasonable adjustments for students with disabilities to ensure accessibility to academic activities (courses and examinations) and nonacademic activities (admissions, admission to programs, academic adjustments, housing, financial assistance, physical education, athletics, and counseling).

In order to be granted protection under Section 504 and ADA, students must self-identify to the university or college, provide current and comprehensive documentation concerning the nature and extent of the disability, and articulate their needs to the disability service provider on campus.

## OFFICE OF DISABILITY SERVICES

### CLASSIFICATIONS OF DISABILITIES

#### Physical Disabilities

Physical disabilities include visual, hearing and mobility impairments as well as speech impairments and Acquired Brain Injury. It can also include chronic medical illnesses such as multiple sclerosis, epilepsy, diabetes and cancer.

#### Visual Disabilities

##### **Visual Impairment**

Definition: Persons who have visual impairments have a best-corrected visual acuity of 20/70 or less in their better eye, or may experience difficulty with optic muscle control.

Characteristics: Limited ability to visually absorb their environment; field of vision or muscle convergence may be affected; possible color blindness; migraine headaches and/or debilitating fatigue after lengthy periods of reading.

##### **Legal Blindness**

Definition: Persons who are legally blind have a corrected vision in the better eye of 20/200 or less, or a field of vision that is restricted to 5 degrees or less at 20 feet.

Characteristics: May not “appear” to have a visual disability, but will need accommodations in order to read printed materials and/or function within a new environment.

##### **Blindness**

Definition: Persons who are blind experience a complete lack of vision, though they may have some perception of light and colors. They often depend on other senses, such as hearing and touch, to gather information.

Characteristics: Individuals who are blind do not always have the experience of sight from their past to assist in the recollection of data, so it is not appropriate to assume that someone who is blind is familiar with objects in the class room or a new environment. They may use canes and/or seeing-eye dogs in order to navigate their environment.

#### Auditory Disabilities

##### **Hearing Loss**

Definition: A person may have various degrees (mild, moderate, severe) of hearing loss that are documented by an audiologist.

Characteristics: A person with hearing loss may need to sit in the front of the class in order to hear the lecture, but the impairment may not affect the ability of the student to communicate effectively. He or she may need to be able to see the instructor's face in order to read his/her lips. Also, the student may request that the faculty member wear an FM system that amplifies the instructor's voice directly into the hearing aid of the student.

## **Deafness**

Definition: A person who is deaf has a profound hearing loss that cannot be significantly amplified with assistive listening devices.

Characteristics: A person who is deaf will need to sit in the front of the classroom with the instructor's face and mouth in plain view. The individual may read lips and thus relies on facial expression to understand what is said. Or, he or she may use a sign language interpreter.

## **Mobility Impairments**

Definition: A person with mobility impairment has a physical condition that limits his or her ability to navigate the environment.

Characteristics: A person with mobility impairment may use a wheelchair, assistive walking device, or other prosthesis in order to navigate and manage the environment. The individual may need a special desk or table in lieu of the traditional classroom desk.

## **Acquired Brain Injury (ABI)**

Definition: ABI is an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychological, and sensory/perceptual abilities. Injury can result from two types of trauma: 1) external events, such as closed head trauma or missile penetrating the brain; or, 2) internal events, such as strokes, tumors, ingestion of toxic substances, hypoxia (lack of oxygen to the brain), or infections of the brain. Evaluations must be ongoing, since recovery from brain injury usually continues for many months, even years.

Characteristics: There is great variation in the possible effects of a brain injury and most individuals will exhibit some, but not all of them. However, most injuries result in impairment in the following functions: memory deficits, inability to store information for immediate recall; great distractibility; difficulty with attention and concentration; need for increased time to process information; impeded reaction time, speed of response, and quickness of data integration; difficulty with comprehension of written or spoken material; tendency to interrupt, talk out of turn, dominate discussions, speak too loudly or rudely, or stand too close to the listener; difficulties with spatial reasoning—may have difficulty navigating the campus without getting lost; reduced ability to categorize, sequence, prioritize, abstract, and generalize information; difficulty with goal setting and planning; inflexibility; resistance to accepting assistance; increased need to take frequent breaks to rest.

## **Learning Disabilities**

Definition: “Learning Disability” is a general term that refers to a heterogeneous group of disorders which are manifested by significant difficulties in language acquisition and use in two or more of the following areas: listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span.

### **Learning Disabilities...continued**

Problems with organizational and management skills, social perceptions, and interpersonal interactions may exist with learning disabilities, but do not by themselves constitute a learning disability.

#### Characteristics:

Learning disabilities are exhibited in varying degrees of severity across one or more academic areas. They are mainly observed as processing disorders, which means there is a difficulty in receiving or expressing language either orally, in written form, or through body language. The following table illustrates some learning disabilities and their manifestations.

#### **Reading**

- Inadequate word attack skills
- Confusion of similar words
- Difficulties with phonetic skills
- Slow reading rate and/or difficulty in modifying reading rate in accordance with level of difficulty
- Problems understanding what is read
- Difficulty identifying main ideas and details
- Difficulty integrating new vocabulary

#### **Written Language**

- Poor penmanship
- Slow written production
- Difficulty with sentence structure or poor grammar
- Difficulty copying from a blackboard or book
- Difficulty with learning rules of grammar
- Compositions lacking in organization and development of ideas
- Frequent spelling errors
- Poor proofreading and revising skills

#### **Math**

- Incomplete mastery of basic facts
- Difficulty recalling sequence of math operations and processes
- Misunderstanding of math vocabulary
- Confusion or reversal of numbers and operational symbols
- Difficulty reading or understanding word problems
- Inaccurate copying of problems
- Problems with time, money and measurement

#### **Receptive and Expressive Oral Language**

- Difficulty expressing ideas or thoughts aloud

- Problems describing events or stories in proper order
- Mispronunciation of words
- Difficulty remembering specific words
- Poor ability to remember or understand spoken instructions
- Inability to concentrate and pay attention in class

Academic accommodations for learning disabilities are determined by the documentation provided.

## **Attention Deficit (Hyperactivity) Disorder**

**Definition:** Attention Deficit (Hyperactivity) Disorder is a neurological condition that affects both learning and behavior. AD/HD is the result of a chronic disturbance in the areas of the brain that regulate attention, impulse control, and the executive functions that control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. The diagnosis of ADD is always a medical one, and must rule out causation from other mental disorders. The most effective management of ADD often includes a combination of drug therapy (e.g. Ritalin) and cognitive behavioral therapy (self-instruction, relaxation).

The table below illustrates some of the characteristics of students with AD(H)D:

### **Primary:**

- Attention deficits (distractibility; inconsistency in focus)
- Impulsivity
- Over activity

### **Secondary:**

- Low frustration tolerance
- Sleep problems
- Personality disorders
- Disorganization in time and place
- Poor self esteem
- Moodiness and depression

### **Academically related conditions:**

- Specific learning problems
- Poor time management skills
- Difficulty in being prepared for class and keeping appointments, getting to class on time
- Reading comprehension difficulties
- Difficulty with math problems requiring changes in action, operation, and order
- Inability to listen selectively during lectures, resulting in problems with note taking
- Lack of organization in work, especially written work and essay questions
- Limited elaboration skills, both speaking and writing problems

### **Problem solving skills:**

- Ability to “hyper focus” for intense periods of time
- Ability to tolerate chaos and rapidly rearrange ideas and environments
- Excellent skills for developing multiple approaches to tasks

## **Autism Spectrum**

Definition: 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:

Characteristics

## **Medical and Temporary Disabilities**

Definition: Any chronic illness is covered under the Americans with Disabilities Act when it substantially impairs or restricts one or more of the major life activities such as walking, seeing, hearing, speaking, working, or learning. Chronic illnesses may include epilepsy, multiple sclerosis, muscular dystrophy, AIDS, cancer, diabetes, and cardiac disease, to name a few.

Characteristics:

- Fluctuations in academic performance
- Variable emotional states
- Inconsistent energy levels
- Physical limitations
- Sporadic class attendance

Students may sometimes encounter temporary disabilities that may substantially limit their ability to perform. Examples of such disabilities include broken wrists, arms, backs, etc. Students may be able to receive accommodations temporarily if they provide documentation of the disability and the documentation lists functional limitations and impact on learning.