



The Heart of Excellence

Students with Disabilities Handbook

Nazareth College of Rochester

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**NAZARETH COLLEGE
OFFICE FOR STUDENTS WITH DISABILITIES**

Mission Statement

The Office for Students with Disabilities promotes fair and equitable treatment for students with disabilities at Nazareth College. Our mission is to provide reasonable accommodations and services to students with documented disabilities through advocacy, counseling and connecting students with campus and community resources.

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PHILOSOPHY/POLICY STATEMENT

Nazareth College of Rochester is an independent, co-educational, comprehensive liberal arts college founded in 1924. Its mission is to educate its students in the liberal arts and sciences and in professional fields so as to foster in students a commitment to a life informed by intellectual, ethical and aesthetic values; to help them develop skills necessary for the pursuit of a meaningful vocation; and to inspire in them a dedication to the ideal of service in their communities.

Nazareth College strives to provide educational opportunities that are accessible to all qualified students who seek individual development and a strong liberal arts-based career preparation and to provide student support services that will meet students' academic, social, spiritual, psychological, and physical needs. Nazareth College is committed to providing support services and assistance required for equal access for students with disabilities, including reasonable accommodations, modifications, and appropriate services to all students with documented disabilities.

Students

At Nazareth College, we believe that qualified students with disabilities are capable of success in the college mainstream, in their adult lives and in their careers. Hence, starting at the time students with disabilities first elect to disclose their disability, Nazareth College is committed to assisting students in becoming independent learners, capable of self-advocacy, who share responsibility with faculty and staff in making informed decisions regarding curricula choices, using support services and accessing college programs and facilities. While all students at Nazareth College are treated in a non-discriminatory manner, students who elect to share information regarding disabilities are assured of confidentiality and are given individual advisement and services based on specific needs. Students are encouraged to assume the responsibility of sharing information regarding their specific needs directly with faculty or staff and not to rely on others to speak for them.

Faculty and Staff

Faculty and staff at Nazareth College accept and respect the unique learning styles and needs of students with disabilities, making every effort to respond sensitively and confidentially to students with documented disabilities. The college provides individual consultation, small group and departmental training, resource materials, and opportunities for networking with faculty and staff from other colleges and universities. The intended goal is to have staff and faculty provide quality programs and services to enhance the students' cognitive, social, and emotional needs.

Implementation

An interdisciplinary Committee on Students with Disabilities, representing numerous college departments, has been charged with recommending policy to the college administration and faculty and with disseminating information to students, faculty, staff, and to appropriate external constituencies. This committee is committed to maintaining the integrity of Nazareth College's curriculum while serving the needs of students with documented disabilities and assuring that these students receive the same quality education as all students at Nazareth College.

Purpose of Handbook

The information in this handbook has been developed to provide faculty, staff, students, and other interested constituencies with relevant information and a common language concerning the present policies, practices and services designed to meet the needs of students with documented disabilities while maintaining the integrity of a Nazareth College education.

This handbook will be revised and updated periodically. It is meant to be a living document responsive to present and future needs of the Nazareth community.

Nondiscrimination Policy

It is the policy of Nazareth College of Rochester not to discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, marital or veteran status, or disability in the admissions of students to the college; in any of the rights, privileges, programs, and activities generally accorded or made available to students at the college; in the administration of its educational policies, admission policies, scholarship and loan programs administered by the college; or in the employment practices of the college.

Statement on Respect and Diversity

“We, the Nazareth community, embrace both respect for the person and freedom of speech. The college promotes civility and denounces acts of hatred or intolerance. The free exchange of ideas is possible only when concepts, values, viewpoints can be expressed and challenged in a manner that is neither threatening nor demeaning. It is the policy of Nazareth College, in keeping with its efforts to foster a community in which the diversity of all members is respected, not to discriminate on the basis of race, religion, color, sexual orientation, national or ethnic origin, sex, age, marital or veteran status, or disability, carrier status, genetic predisposition or any other protected status. Respect for the dignity of all peoples is an essential part of the college’s tradition and mission, and its vision of the future.”

LEGAL ISSUES REGARDING STUDENTS WITH DISABILITIES

This section highlights the impact of disability law on postsecondary education and examines the responsibility of colleges under the law; several commonly asked questions about legal issues are given.

1) Laws Pertaining to the Education of Students with Disabilities.

- **Rehabilitation Act of 1973 (P.L. 93-112)**

Section 504 of this act states that “no otherwise qualified handicapped individual in the United States... shall solely by reason of his/her handicap, be excluded from participation in or be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Subpart E of Section 504 is applicable to all postsecondary educational programs and activities which receive federal financial assistance.

Simply, Section 504 mandates colleges and universities to be free from discrimination in their admission and treatment of students with disabilities who are otherwise qualified to attend.

- **The Basic Requirement of Section 504 in Postsecondary Education:**

Architectural barriers must be removed where the program is not made accessible by other means. A university, however, is not expected to make all its classroom buildings accessible in order to comply with program accessibility standards. It may have to undertake some alterations, or it may reschedule classes to accessible buildings, or take other steps to open the program to handicapped students.

Tests which a college or university uses or relies upon, including standardized admissions tests, must not discriminate against persons with disabilities. Tests must be selected and administered so that the test results of students with impaired sensory, manual or speaking skills are not distorted unfairly but measure the student's aptitude or achievement level, and not his or her disability.

Colleges and universities must also make reasonable modifications, where necessary, to ensure full educational opportunity for students with disabilities. Such modifications may include the extension of time for completing degree requirements, adaptation of the manner in which specific courses are conducted, and elimination of rules prohibiting persons with disabilities from having tape recorders in class or guide dogs on campus.

Physical education must be provided in a nondiscriminatory manner and students with disabilities cannot be unnecessarily segregated in physical education classes.

Infirmary services must be provided for students with disabilities on a par with those offered others.

- **Education of Handicapped Act of 1975 (P.L. 94-142)**

This law mandates that a free and appropriate public education be provided for all school age children. All children are to receive the special services necessary to meet their individual needs.

- **Americans with Disabilities Act of 1990 (P.L. 101-336)**

This law provides civil rights protection for all people with disabilities in public services, public accommodation, transportation, telecommunication and private employment sectors.

- **Individuals with Disabilities Education Act (I.D.E.A.) of 1990 (PL 101-476)**

I.D.E.A. expands upon PL 94-142, widening the definition of special education to include instruction in all settings.

This law stipulates that all students with disabilities must receive any related services necessary to ensure that they benefit from their educational experience as well as an individualized education transition plan.

These laws impact postsecondary education mandating that colleges and universities:

- 1) be free from discrimination in admissions and treatment of otherwise qualified students with disabilities and
- 2) provide "reasonable accommodations" and modifications to meet the individual needs of students with disabilities.

2) Legal Definitions ¹

- **Person with Disability:** A person with disability is anyone who (1) has a physical or mental impairment that substantially limits one or more of such person's major life activities, (2) has a record of such impairment (documentation), (3) is regarded as having such an impairment.
- **“Otherwise Qualified”:** Colleges are not required to ignore a student's disabilities when deciding whether to admit him or her. Rather, Section 504 prohibits universities from making assumptions based on stereotypes of individuals with disabilities when making admissions decisions. An “otherwise qualified” person is one who meets the academic and technical standards requisite to admission and participation in the institution's programs and activities. The “otherwise qualified” person is able to meet the requirements of the program.
- **Reasonable Accommodations:** Reasonable accommodations are determined by the review and analysis of facts, on a case by case basis, stated in the student's documentation. There is no global definition of the term. Reasonable accommodations may include the use of certain types of adaptive equipment, support staff, test modifications, and making facilities readily accessible.

The aim of such reasonable accommodations is the maximum participation of the student in the academic and social community of the college.

¹ Definitions partially excerpted from *Lex Collegii*, Vol. 17, No. 1, 1993

There are several reasons why an accommodation may not be made.

- 1) An educational institution may reject a proposed accommodation that eliminates a course requirement that is reasonably necessary to the course of study. Thus, an educational institution does not have to lower or change admissions or program standards.
- 2) If the cost of the proposed accommodation makes it “unreasonable” the college may refuse that accommodation.

There has been substantial litigation over the meaning of “reasonable accommodation”. This litigation has provided direction to colleges that are deciding what types of accommodations are reasonable.

3) How does the law impact the classroom?

For college students with disabilities, academic adjustments may be needed to ensure maximum participation. These adjustments may include adaptation of the manner in which specific courses are conducted, the use of auxiliary equipment and support staff. Some students need support services or programs that can provide them with a greater likelihood to meet the demands of a post secondary institution.

Students with documented disabilities may request modifications in the classroom. Some examples of reasonable accommodations that faculty may implement, depending upon the needs of a student, include the following:

Permitting tests and examinations to be held in a separate location.
Permitting extended time for tests and examinations.
(1½ time permitted unless otherwise documented).
Permitting tests and examinations to be done on a word processor.
Permitting basic calculators and desk dictionaries during tests and examinations.
Allowing readers, notetakers on an as needed basis.
Using alternative teaching methods, taking into account the nature of the learner.
Utilizing alternative evaluation methods.

4) Commonly Asked Questions 2

- **Are Students with Attention Deficit Disorders Covered Under Section 504?**

Yes. The Department of Education issued a memorandum on September 16, 1991, clarifying its policy regarding treatment of individuals with attention deficit disorders. The memorandum stated that individuals whose disabilities “...substantially limit a major life activity (e.g. learning)...” must be provided appropriate educational support and service under Section 504.

² The questions and answers are modified from Subpart E: *The Impact of Section 504 on Postsecondary Education*, published by The Association of Higher Education and Disability (AHEAD), Columbus, Ohio

- **What Are the Rules Regarding Confidentiality of Disability-Related Information?**

In framing Section 504, Congress failed to specify detailed rules related to the confidentiality of disability-related information. It is the policy of the Department of Education (upheld and clarified in a number of court cases and Office of Civil Rights findings) that the rules of confidentiality detailed in other sections of the Rehabilitation Act of 1973 shall be the standard for compliance under Section 504.

Any information regarding disability gained from medical examinations or from other sources shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. In other words, faculty and staff shall have access to disability-related information only in-so-far as it impacts on their functioning or involvement with the individual. Disability-related information is to be treated as medical information and is not subject to the Family Educational Rights and Privacy Act of 1974 (the so-called “Buckley amendment”). For example, faculty and staff members do not have a right or a need to access diagnostic or other confidential information regarding a student’s disability. They only need to know what accommodations are necessary/appropriate to meet the student’s disability-related needs, and **then** only with permission of the student. Issues of confidentiality are particularly important for students with chronic health impairments (such as epilepsy, diabetes, or AIDS) and students with psychiatric disabilities who may wish to access their right to accommodation while minimizing the risk of stigma associated with those disabilities.

Disability-related information should be kept in separate files with access limited to appropriate personnel. Documentation of disability should be held by a single source within the institution in order to protect the confidentiality of persons with disabilities by assuring such limited access.

- **What Does Section 504 Say About Substitutions and Waivers of Requirements?**

There is no mention of waivers of courses or course requirements in Section 504. In fact, most service providers do not discuss waivers except in very rare circumstances. While Section 504 does allow for the possibility of waivers in its mandate to make appropriate modifications to policies and procedures, discussion of the waiving of requirements may be seen as “watering down the curriculum,” thus undermining the emphasis on equal treatment that underlies the regulations. While there may be rare instances in which a waiver of a requirement is determined to be the appropriate accommodation, it is typically not the accommodation of choice in promoting equal access to educational opportunities. In some instances, however, waiver may be an appropriate accommodation to consider if other attempted accommodations have proven to be inappropriate or ineffective.

Section 504 **does** specifically mention “substitution of specific courses required for completion of degree requirements” as an appropriate modification to be considered in providing academic adjustment. Substitutions are not required if the course content is essential to the area of study and if making a substitution would require a “substantial change in an essential element of the curriculum”. Section 504 does not require that the institution make substitutions in course requirements on request, only that it be willing to consider substitution as a possible form of academic adjustment on a case-by-case basis. Nazareth College does not acknowledge New York State Education Department foreign language or math waivers. Please see the college catalog for further details.

- **May a Student With a Disability Use a Recording Device in Class?**

Yes, if it has been deemed by appropriate professionals to be the most appropriate accommodation for the student’s disability in providing meaningful access to the educational experience. Recording devices are one of the accommodations specifically mentioned in Section 504 as a means of assuring full participation in educational programs or activities. If faculty members object to the use of a recording device, it is typically because they maintain that the use of this device in some way infringes on their academic freedom and their right to privacy of the information discussed in the classroom. The faculty member’s right to privacy does not override the student’s right to accommodation. In many instances, the right to privacy may be accomplished through the adoption of a contract between the faculty member and the student that details the specific, limited use of the tapes and makes arrangements for their disposal when this function has been fulfilled.

Occasionally, faculty members object to the use of a recording device in classes that involve a great deal of self-disclosure from students as a part of the classroom interaction, fearing that recording class dynamics will inhibit other students from freely sharing. Since the recording device typically is used to replace or supplement a student’s notetaking abilities, if these open discussions are not appropriate subject matter for **any** student to be taking notes on, it is expected that the student with a disability will turn off the recording device during these discussions.

- **Does the Institution Have to Provide Auxiliary Aids and Services for a Non-degree Student?**

Yes. Students with disabilities who are auditing classes or who otherwise are not working for a degree must be provided with auxiliary aids and services to the same extent as students who are enrolled in a degree-granting program. Such students are deemed eligible for these services because they are involved in a program or activity sponsored by the federally-assisted institution. The law does not limit coverage to degree-granting programs.

- **Is the institution required to provide testing to students who need to be evaluated?**

No, Nazareth does not provide evaluative testing. However, information on local service providers is available through the Office for Students with Disabilities.

- **Is the institution required to provide personal care assistance?**

No, the student is responsible to arrange for any personal care or assistance which is needed. Nazareth students are not hired by the College to provide personal assistance for another student.

- **Does the institution provide or arrange for transportation for community based course requirements?**

No, Nazareth does not provide transportation for students with disabilities to field practice internships, student teaching assignments, service learning, or volunteer activities.

College security is not responsible for transporting students between buildings or from the residence halls to classroom buildings.

Campus safety does however have an accessible shuttle van that is equipped with an ADA compliant rear wheelchair lift and side running board. The van runs the same shuttle route as other campus shuttle vans. Riders can board the shuttle at any designated shuttle stop.

- **Can a student with a disability use a Segway Human Transporter on campus?**

All Segway HTs to be operated on campus must be registered with the Campus Safety Department. Guidelines for Segway usage on campus are available through the Campus Safety Department and the Office for Students with Disabilities. Only students with disabilities for whom a Segway HT is a reasonable accommodation are permitted to use Segway HTs on campus.

POST SECONDARY INSTITUTION AND STUDENT RESPONSIBILITY

High schools and colleges are governed by very different laws pertaining to education and individuals with disabilities. High school students with disabilities have a **right to an education**. In general this means that the support and services a student receives in high school are more intensive and crafted specifically for need of the student.

Students with disabilities entering college have a **right to access educational opportunities** offered at a college. In general this means that the students are responsible for ensuring their educational success through self disclosure, providing appropriate documentation for accommodations and self advocacy. Typically the services offered at colleges are **less intensive** than those offered in high school. The responsibilities of high schools, colleges and students with disabilities are listed below.

HIGH SCHOOL RESPONSIBILITIES

- Identify students with disabilities.
- Provide assessments to determine disabilities.
- Develop Individual Education Plan (IEP)
- Meet with parents, student and teachers to evaluate IEP and ensure implementation.
- Accountable for student success.
- Responsible for providing auxiliary aids such as computers, resource room, personal aids etc.
- Students are not expelled for disability related conduct.

COLLEGE AND UNIVERSITY RESPONSIBILITIES

- Inform students of their rights and responsibilities as a student with a disability.
- Provide reasonable accommodations to services and programs that are offered to all students.
- Accept appropriate documentation of a disability from a qualified professional.
- Provide reasonable accommodations as recommended by appropriate documentation.

COLLEGES ARE **NOT** RESPONSIBLE FOR:

- Providing assessments to determine disability or eligibility for accommodations.
- Providing access or admissions to programs or activities to students who are not otherwise qualified with or without accommodations.
- Reducing or altering essential requirements of a course or program.
- Providing personal aids.
- Accepting an IEP or providing accommodations based solely on an IEP.
- Student academic success.
- Providing retroactive accommodations or accommodations to students who have not disclosed their disability and provided appropriate documentation.

STUDENTS ARE RESPONSIBLE FOR:

- Meeting the academic, technical, and institutional standards and qualifications of the college or university.
- Disclosing their disability to the appropriate staff or faculty member in a timely fashion.
- Delivering letter of accommodation to their professors and academic advisors.
- Providing Office for Students with Disabilities with appropriate documentation of a disability.
- Contacting the Office for Students with Disabilities regarding requests for services, auxiliary aids, testing accommodations etc.
- Adhering to the college's code of conduct.

ADMISSIONS PROCEDURES

For admission to the college as a **freshman**, the minimum qualifications for consideration ordinarily include: a college preparatory program of study, four years of English, four years of Social Studies, three years of Science (two laboratory), three years of Mathematics, and three years of Foreign Language. SAT or ACT scores, rank in class appropriate with strength of high school program of study, and letters of recommendation are considered. SAT or ACT results may be submitted from a nonstandard test administration (i.e. untimed testing or testing in a separate location).

For admission to the college as a **transfer student**, the minimum qualifications for consideration ordinarily include a cumulative Grade Point Average (GPA) of 2.5 or better in a related program of study. Candidates for education certification and physical therapy must have a 2.75 or higher Grade Point Average.

For admission to **graduate study programs**, the minimum qualifications for consideration ordinarily include a cumulative undergraduate Grade Point Average (GPA) of 2.7 or better in a baccalaureate degree program and professional letters of recommendation.

Meeting the minimal qualifications does not guarantee admission to any of the college's programs. Admission is competitive and will depend upon the strength of the applicant pool and available spaces.

Students with disabilities who **elect** to disclose information regarding a documented disability during the admissions process are responsible for providing:

- A) written documentation of the disability by a recognized authority. Recognized authorities include physicians, psychologists, or educators trained to administer educational or psychoeducational tests and evaluate their results for the diagnosis of a disability. (Supportive diagnostic reports should be included.)
- B) a completed and signed release of information form which gives the admissions office permission to release this information to appropriate offices responsible for working with the student. (See appendices 1 and 2 for sample release form.)

Information should only come after an offer of admission has been made.

If a student with a disability elects **NOT** to disclose information to the admissions committee, but sends confidential documentation of disability to the Office of Student with Disabilities, that information will not be disclosed to the admissions committee.

DOCUMENTATION EVALUATION

Learning Disabilities

Students with learning disabilities who need accommodations for academic coursework must submit current documentation to The Office for Students with Disabilities. If documentation is submitted by the student to the Admissions Office during the admissions process, the student signs a release of confidential information form which is forwarded to the Office for Students with Disabilities. This documentation should ordinarily be no more than three years old and should include complete educational and psychological testing, as well as summary information. The documentation is then reviewed and recommendations concerning accommodations are made. These recommendations are shared with the student and with other appropriate staff/faculty at Nazareth College.

Physical Disabilities

Students with physical disabilities who need accommodations for academic coursework must submit current documentation to The Office for Students with Disabilities. If documentation is submitted by the student to the Admissions Office during the admissions process, the student signs a release of confidential information form which is forwarded to The Office for Students with Disabilities. This documentation should ordinarily be no more than three years old and should include complete medical data, as well as summary information. The documentation is then reviewed and recommendations concerning accommodations are made. These recommendations are shared with the student and with other appropriate staff/faculty at Nazareth College.

Medical Disabilities

Students with medical disabilities who need accommodations for academic coursework must submit current documentation to the Office for Students with Disabilities. If documentation is submitted voluntarily by the student to the Admissions Office during the admissions process, the student signs a release of confidential information form which is forwarded to the Office for Students with Disabilities. This documentation should ordinarily be no more than three years old and should include complete medical data, as well as summary information. The documentation is then reviewed and recommendations concerning accommodations are made. These recommendations are shared with the student and with other appropriate staff/faculty at Nazareth College.

Hearing Disabilities

Students with hearing disabilities who need accommodations for academic coursework must submit documentation to The Office for Students with Disabilities. The documentation is then reviewed and recommendations concerning accommodations are made. An interdisciplinary review team, including members from the Speech-Language Pathology Department, is available for consultation and implementation of needed accommodations.

A Telecommunication Device (TTY) is available for use in the Shults Community Center, North Entrance, near the Information Desk and in the Communication Sciences and Disorders Department, Carroll Hall. A community based relay service is available by calling 1-800-421-1220. All arrangements for interpreters for the deaf must be scheduled through the Office for Students with Disabilities. If a student who uses the services of a deaf interpreter misses 2 or more classes without notifying the interpreter of cancellation may be in jeopardy of losing interpreting services. The student can not be guaranteed that an interpreter will be available and must meet with the Director of the Office for Students with Disabilities to reinstate services.

Blindness/Visually Impaired

Students who are blind or visually impaired who need accommodations for academic coursework must submit current documentation to the Office for Students with Disabilities. If documentation is submitted voluntarily by the student to the Admissions Office during the admissions process, the student signs a release of confidential information form which is forwarded to The Office for Students with Disabilities. This documentation should preferably be no more than three years old and should include complete medical data, as well as summary information. The documentation is then reviewed and recommendations concerning accommodations are made. These recommendations are shared with the student and with other appropriate staff/faculty at Nazareth College.

Please see appendix 3 for Documentation Guidelines and substantiation of mental health disabilities.

ACADEMIC SUPPORT SERVICES

Academic Advisement

Every student at Nazareth College is assigned an academic advisor for assistance with all academic concerns and program selection. Students with disabilities are encouraged to confidentially disclose information about their disabilities to their advisors so that their advisors may assist with implementation of appropriate accommodations. As with all students, advisors will consider students' academic strengths and weaknesses when making suggestions concerning academic programs and courses. Final selections of academic programs remain the student's choice.

Writing Center

The Writing Center's primary mission is student-fueled development of critical thinking and writing skills via informed and frank peer evaluation.

Focusing on students—their attitudes about writing, their writing processes, their learning styles — Writing Center sessions provide individualized academic support. Students at all levels and at any stage of the writing process may obtain assistance with assignments from courses across the disciplines. During a thirty minute session, trained Writing Center staff listen to student writers and introduce appropriate writing strategies to help the writer discover the next step in the writing process.

Services are available Monday through Saturday during published hours in room 495 of the Golisano Academic Center. Students are encouraged to make appointments in advance. Services are free of charge for all Nazareth students. For further details including hours consult the Writing Center's website at: <http://www.naz.edu/dept/writingcenter/>

Math Center

The **Herbert Elliott Math Center** offers all students the opportunity to improve math skills whether or not they are registered for math courses. Assistance with assignments for math courses and with other kinds of mathematical problems is available from the Director of the Math Center and/or from student tutors. The Math Center, located in Smyth Hall, room 362, is open Monday through Friday at published hours. No appointment is necessary.

Science Center

The **Science Center**, in Smyth Hall, room 303 provides tutoring for students taking courses in Biology, Chemistry, Physics, and General Science. The Center is open afternoons and evenings throughout the week at published hours. Assistance is available for lecture and laboratory courses in areas such as report preparation, test taking in the sciences, calculations and remedial work. For information, contact the faculty supervisor.

Speech and Hearing Clinic

The **Speech and Hearing Clinic** offers free diagnostic and therapy services to students of Nazareth College. Included are a wide range of traditional communication support services in the areas of Speech production, receptive and expressive language, voice, fluency, auditory processing, and hearing.

- Students with speech production concerns may have articulation problems or may be interested in accent/regionalism reduction.
- Language problems may create difficulty with vocabulary or with following directions. Language services are also available as a support service for those for who English is a second language.
- Difficulties with voice include harsh or hoarse voice, weak voice, and loudness and pitch control problems. The clinic can also provide singers, actors, and teachers with vocal hygiene instruction in order to prevent vocal misuse/abuse problems from developing.
- Speech fluency problems cover a broad range of difficulties from stuttering to rate, rhythm, and over-use of vocal fillers during public speaking.
- Auditory processing problems are general listening difficulties not related to hearing loss. These include difficulty understanding speech in the presence of background noise, difficulty following conversations, difficulty following lecture-style material, and problems with reading and spelling. The Speech and Hearing Clinic offers Central Auditory Processing Disorder evaluations.
- Students with known or suspected hearing problems can obtain basic diagnostic and support services at the clinic (and/or referral to local providers for hearing aid services, if needed).

The Speech and Hearing Clinic is located in Carroll Hall. Services are provided on an appointment basis. Services are free to Nazareth students on appointment basis. To schedule and appointment please call 389-2772.

Tutoring

The **Peer Tutoring Program** is coordinated through the Academic Advisement Center. Any undergraduate student who needs academic assistance in a course may submit an application for tutoring. All students are charged a modest fee per hour for tutoring. Fee waivers are granted to students who demonstrate substantial financial need. Students requesting tutoring must obtain the instructor's recommendation. No new requests for tutoring will be accepted two weeks prior to final exams. Tutors are paid at the hourly work study rate and are required to have an overall GPA of 3.0 or higher, a minimum B+ average in the course to be tutored and the recommendation of the course instructor or another departmental faculty member. Once the tutor and student have been matched, it is their mutual responsibility to arrange meeting times and places. Tutoring normally takes place for 1 to 3 hours per week. Sessions continue for an average of 2 to 3 weeks or as long as necessary, but not exceeding 30 hours of tutoring time per semester. It is also necessary that the student demonstrate a satisfactory effort to benefit from the tutoring sessions.

Readers

Students with documented disabilities may be provided with a person to read tests or exams, as necessary. Such services should be requested well in advance of the exam for which a reader will be needed to ensure the availability of readers.

A text reading program (JAWS) is available in the Library Media Center. Please see Media Center under Library Services.

Note-takers

Students with documented disabilities who need notetakers are encouraged to discuss with their instructors various options for receiving notes and to select the most appropriate one. Students may arrange for volunteer a peer note-taker by confidentially approaching classmates. Also a student may request that the instructor seek out a volunteer from the class to act as a note-taker. If the student makes this request it is the **instructor's responsibility** to locate a student from the class to act as the volunteer peer note-taker. Students may obtain college-provided two-part sensitized notepaper so the volunteer peer notetakers can give the student a set of notes after each class. This paper is available from The Office for Students with Disabilities. Students using the services of note-takers must still attend all classes and be fully prepared to participate in all class activities.

Books on Tape/Alternative Format

Students with disabilities who need books on tape must apply to the New York State Library for the Blind and Visually Handicapped and also to Recording for the Blind and Dyslexic. Applications for both organizations are available from The Office for Students with Disabilities. There is a modest fee for services from Recording for the Blind. It is the students' responsibility to request these services as early as possible so texts may be available to the students.

Variable speed cassette players are available in the Wilmot Library. In addition, please refer to the Computer Services section of the handbook. Students may contact publishers to inquire about alternative format for books i.e. PDF or e-text. If the publishers request, verification of disability can be obtained through the Office of Students with Disabilities.

CAMPUS MINISTRY

Nazareth College has long recognized the importance of spiritual growth in the development of the whole person. The mission of Campus Ministry is to foster such by:

- *promoting and encouraging the spiritual growth of all members of the College through opportunities for reflection, prayer, worship, and study*
- *nurturing a sense of community that respects and honors diversity*
- *working for social justice and encouraging generous service to those in need*
- *being present and available to listen, console, and challenge with love*

Spirituality Programs

The Campus Ministry staff works closely with students, faculty and staff to provide ministry for individuals from a wide range of faiths and traditions. The student leadership of Campus Ministry allows for a large number of students to be involved in programs and leadership positions. Weekly opportunities for worship and meditation include: Catholic Mass, Protestant Worship and Zen Meditation. Nazareth's Hillel community gathers Jewish students, faculty and staff on campus. A new Muslim Student Association provides support for Muslim students. In addition, the Campus Ministry staff assists students from any tradition to make local connections with places of worship. Staff and student leaders plan many spiritual and religious programs, such as retreats, a men's group, music groups, a sacred dance group and many other programs that encourage spiritual growth.

Community Service Programs

Campus Ministry offers a great variety of community service opportunities throughout the academic year, as well as alternative 'Breaks for Service' when school is not in session. Two of the most popular programs - Partners for Learning and Partners for Serving - engage Nazareth students as mentors and tutors in Rochester city school and community service agencies. Students who serve in these programs are compensated through federal work study and college employment.

Campus Ministry offices are located on the first floor of the Golisano Academic Center.

A Universal Prayer Room, located in the Shults Center, offers quiet prayer space to individuals from all faiths.

For more information, visit our Web Page:

http://www.naz.edu/dept/campus_ministry/index.html

The members of the Campus Ministry Staff are more than happy to make necessary accommodations for students with disabilities. We invite and encourage full participation in our programs. For assistance or more information, contact the Campus Ministry offices at 389-2303.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) at Nazareth College offers adaptive technologies, both hardware and software, to persons with special needs. Computer labs and a specialized workstation give persons with disabilities access to these computer resources.

Computer Labs

Nazareth College houses several general computer labs on campus as well as a facility that houses special equipment and software specifically designed to assist individuals with special needs (more details are provided below). The PC and Macintosh computer labs contain a variety of software, including applications for word processing, spreadsheets, presentation, and access to electronic mail and the Internet. Individuals are advised to check with the User Support Center in Smyth 85 for details on use of the labs.

Computer lab hours are posted outside each lab door and on the web site at <http://www.naz.edu/its>. User guides and handouts on the use of the labs are available outside of Smyth 85.

Computer Assistance

Computer Lab Assistants are available during posted lab hours to help answer questions about various computer related technologies including hardware and software. Lab Assistants are on duty in Smyth 85.

For specialized needs, consultations may be arranged through The Office for Students with Disabilities.

Computer Access for Persons with Special Needs

The information below gives an overview of the various technologies available for students with special needs.

- **Access for Persons with Visual Impairment:** For persons with low vision or blindness, computer magnification and voice input/output systems are available on the Adaptive Technology Workstation located in the Rochester Gas and Electric Assistive Technology Suite in the lower level of the Library. Please refer to the “Adaptive Technology Workstation” section below for details.
- **Access for Persons with Mobility Impairment:** All computer labs on campus are wheelchair accessible. In particular, the 24-hour lab (Smyth 142) is accessible through the electronic doors across from the Lorette Wilmot Library.
- **Access for Persons with Learning Disabilities:** Computer spell checkers and tutorial software are useful to some students with learning disabilities. The standard word processors available in all computer labs contain these tools. The Adaptive Technology Workstation located in the Rochester Gas and Electric Assistive Technology Suite in the lower level of the Library also has several applications that may assist students with learning disabilities. Please refer to the “Adaptive Technology Workstation” section below for details.

Adaptive Technology Workstation

Nazareth College has a specialized Adaptive Technology PC Workstation located in the Rochester Gas and Electric Assistive Technology Suite in the lower level of the Library. This equipment addresses a variety of disabilities including physical impairments, carpal tunnel syndrome, learning disabilities, mobility impairments, and visual or hearing impairments. The following list briefly describes the hardware and software available and the solutions it offers:

- **Adaptive Technology Workstation Hardware** The computer is a Dell Pentium 4 1.7 ghz, with 384 RAM, CD-ROM, 17" monitor, HP ScanJet 5550c scanner, and HP LaserJet III laser printer. And Juliet Pro Braille printer.
- **Dragon Naturally Speaking** is a voice recognition application. This system is used for word processing and other types of computer applications to provide access for those unable to navigate a computer keyboard efficiently, such as those who have vision impairments, carpal tunnel syndrome, or learning disabilities.
- **Duxbury** is a Braille translation program, which translates electronic documents into Braille documents.
- **JAWS** is a computer screen-reader application designed for people with visual impairments. JAWS reads back text from the computer screen at a comfortable rate making it easier for individuals to navigate the computer.
- **INSPIRATION** integrates diagramming and outlining tools to help individuals organize ideas and information. This application may assist individuals with learning disabilities.

Students, faculty and staff are encouraged to use a tape player if they would like to record sessions heard by the computer's voice output system.

For further information and training on the Adaptive Technology Workstation, please contact the Office for Students with Disabilities.

COUNSELING SERVICES

Personal Counseling

Confidential, personal counseling is available to all Nazareth students taking courses for credit. Individual, relationship, and group counseling are available as are a variety of workshops and programs, at no cost. Counseling Services is staffed by professional therapists, including a substance abuse specialist.

Some students seek counseling in search of a better understanding of themselves, looking at their identity, goals, attitudes, and values. Others come with concerns about anxiety, stress, depression, procrastination, perfectionism, self-confidence, relationships, family problems, eating disorders, self-esteem, disabilities, learning styles, rape, sexual abuse, substance abuse, sexuality, thoughts of suicide, grief, homesickness, and many other issues.

Counseling Services is open weekdays and some evenings during the Fall and Spring semesters. There is 24-hour availability for emergencies. For more information or to schedule an appointment please call 389-2887. Location: Carroll Hall 101. You may also access our web page through the Nazareth web site.

CAREER COUNSELING SERVICES

The Career Services Office at Nazareth College assists students and alumni with career decision making, job search, and graduate school admission/selection processes. Career Planning Services available include individual career counseling, workshops on graduate school choice, and use of the **DISCOVER** Internet based career guidance program.

DISCOVER's database of careers includes information about the physical requirements of each occupation. This information can be useful to students with physical disabilities in making realistic career choices.

Career Services also maintains a Resource Area which includes a variety of printed materials on careers in different fields, graduate school directories and testing information, as well as employer directories and literature. Job search services available include:

- workshops on resume writing, interviewing, and job search strategies;
- the Career Services Website (http://www.naz.edu/dept/career_services/) which includes individual vacancy listings, links to local businesses, school districts, and non-profit agencies and much more;
- a credential service for maintaining letters of recommendation;
- an On-Campus Recruiting Program that brings 25-30 employers to campus for employment interviewing each year;
- participation in special recruitment programs, such as Teacher Recruitment Day, that provide additional opportunities for students to meet with employers;
- individual job search consultation as needed.

All services of the office are made available to students with disabilities with reasonable accommodations being made when necessary. In addition, it is the policy of the Career Services Office only to render assistance to employers that do not discriminate against students on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, marital or veteran status, or disability. Any concern about an employer's hiring practices should be expressed in writing to the Director of the Career Services Office.

The Career Services Office is located on the first floor of the Otto A. Shults Center. All facilities are accessible to students with disabilities. Office hours are 8:30-4:30 Monday through Friday with extended hours Tuesday, Wednesday, and Thursday evenings until 7 p.m. when classes are in session. Special publications for students with disabilities are available in Career Services including the following:

Job Strategies for People with Disabilities, Job Hunting Tips for the So-Called Handicapped, the periodicals: ***Careers & the Disabled, Equal Opportunity***; and the vacancy newsletter: ***Affirmative Action Register***. For additional information or to schedule an appointment, please contact Career Services at ext. 2878

COMMUNITY SERVICES

A variety of community service organizations interface with Nazareth College students, faculty, and staff with a common goal of delivery of services and support. Examples of such organizations are: Rochester Center for Independent Living, (RCIL); Vocational and Educational Services for Individuals with Disabilities, (VESID); Learning Disabilities Association, (LDA); Greater Rochester Attention Deficit Disorders Association, (GRADDA); Rochester Area Advocacy Consortium for College Students with Disabilities; Advocacy Center; and the Association for the Blind and Visually Impaired (ABVI).

See Appendix 3

HEALTH SERVICES

Our staff provides primary health care for all registered undergraduates who have submitted the health history and immunization form and paid the health fee. All enrolled graduate students may opt to pay for and use these services. Care is provided by a nurse practitioner and registered nurse in collaboration with a physician consultant who is on site several hours a week. Women's health services are available by appointment. Limited psychiatric appointments are available after referral from counseling services.

Health Services is open from 9:00 a.m. - 5:00 p.m. Monday through Friday during the academic year. Summer hours vary. Students should contact their RA or Campus Safety for care options when the health service is closed. Each student is responsible for fees incurred for medical care received in the community.

Each student should be covered by health insurance. A sickness/accident policy is available for student purchase.

Health Services does not provide personal care assistance. Please call 585 389-2500 for additional information.

LIBRARY SERVICES

Accessibility

The Library is accessible by ramp and equipped with automatic doors. Tunnel elevator access is also available through the Late Night Study Lounge (lobby of the library). All levels of the library are accessible by elevator.

Circulation Department

The Circulation Department, located near the library entrance, is responsible for book circulation, holds, recalls and general library inquiries. This is also where online searches and interlibrary loans can be picked up.

Reference Department

The Reference Department, located in the Main Floor Reading Room is responsible for assisting and instructing library users in making the best use of the library's resources. Reference services include:

- Assistance locating a book in the library's collection, the Rochester area or finding alternate sources;
- Assistance with specific research questions and the use of library databases and Internet;
- Online searching that provides the library user with a computer-generated bibliography of references to articles on research topics (bibliographies can be printed in large print upon request);
- Library instruction and tours;
- Individual consultations (an appointment with a Reference Librarian can be scheduled in person, by phone or email).

For more information, call ext. 2137 or email: refdesk@naz.edu.

Reserve/Interlibrary Loan/Serials Department (RILS)

The Reserve/Interlibrary Loan/Serials Department, located on the lower level, is responsible for the periodicals, ERIC documents, Interlibrary Loans and the Reserve Desk. RILS services include:

- A retrieval service form Closed Stacks of all periodicals (journals, magazines and newspapers in loose, bound or Reference Desk **microform formats**) and **ERIC documents. (Please note: the most current issue of each current subscription is shelved in open stacks.);**
- Interlibrary Loan services for requesting books and articles from other institutions. This service is available only to currently registered Nazareth students and currently employed Nazareth College Faculty and Staff, and Nazareth Alum (Alum pay \$7.50 per request fee);

- Reserve Desk services where print material placed on reserve for a specific class can be checked out and used in accordance to the specified loan guidelines;
- Assistance using photocopiers (color and black & white) and microform copiers (all photocopiers have enlarging capabilities and a large magnification lens is available for the microfilm printers).

For more information regarding RILS Services, call ext. 2184 or 2185.

Media Center

The Media Center, located on the lower level, is responsible for the media collection, media rooms and equipment, production services and a video editing lab. Media Center services include:

- Assistance locating media materials, reserving media classrooms, signing out other media rooms, and operation of media equipment;
- Campus-wide delivery, set up and technical support of media equipment;
- A wide range of production services such as color printing/copying, lamination, poster printing, audio/video support and videoconferencing;
- Individual consultation or group workshops in all areas of media services.

Assistive equipment available at the Media Center includes:

- Closed Circuit Television (CCTV) magnification system;
- Variable-speed and four-track cassette players;
- Magnifier lamp on a moveable stand;
- Closed captioning decoder;
- FM hearing assistance system.

For more information about Media Services, call ext. 2131.

The library has a policy of quality service. All library users are encouraged to seek assistance to enhance their use of library resources. Special requests are encouraged to be shared with the appropriate staff.

RESIDENTIAL LIFE

The Department of Residential Life works with each individual to provide the necessary services according to the Americans with Disabilities Act of 1991. The goal is to assist students with disabilities in making successful adjustments to our facilities. Hence, it is preferable that students who require, or wish to receive, special accommodations begin planning early. Students are urged to request information during the application process. With early notification, every reasonable effort is made to have required services in place when the academic year begins. Students should initiate the formal request as soon as the enrollment deposit has been sent. If the request is received in time, we do our best to honor roommate preferences or make assignments to single rooms. The Department of Residential Life and Health Services work together to assist students who make special housing requests. The college physician reviews all requests for special accommodations. The Director of Health Services can provide more information on such requests.

Accommodations for Students with Hearing Impairments

Students with hearing impairments can generally be assigned to any residence hall; strobe lights are provided in the room to notify of fire alarm activation. In some areas, these devices are portable and can be moved to various locations. In new construction, strobe lights are a part of the permanent amenities in certain rooms.

Accommodations for Students using Wheel Chairs

Most first floor rooms are wheel chair accessible; therefore, students are assigned to first floor rooms. Students are generally assigned to spaces in Lourdes, George or O'Connor Halls. O'Connor is co-ed and consists of four-person suites. The first floor of Lourdes is all male and is comprised of single and double rooms. George has an elevator and consists of single and double rooms. The bathrooms in these areas have been adapted to allow wheel chair accessibility. Upper-class students in wheel chairs may also be assigned to the apartments.

Accommodations for Students with Limited Mobility

Students who have limited mobility can also be assigned to Kearney Hall. Kearney is the largest residence hall on campus and houses predominantly first and second year students in traditional double rooms. Juniors and seniors typically are assigned to singles in that area. A student assigned to the first floor will have access to the kitchen, trash, and laundry room without having to navigate any steps. A study and TV lounges are located on the first floor as well; however, the student would have to navigate three steps to gain access to the area. In recent years, several students with limited mobility have opted to live in George Hall because of the proximity to the Golisano Academic Center if most of their classes are in this building.

Residential Life

The main office of Residential Life is located on the ground floor of Kearney Hall. It is accessible by using the path near the Kearney bus loop opposite Parking Lot K. Residential Life staff members will be happy to meet any residents requiring services at a suitable accessible location.

The Department of Residential Life is committed to working with students on issues of accommodation and accessibility. We encourage students to speak with the Area Director as the first recourse for handling difficulties, offering suggestions or seeking information.

Examples of services arranged through Residential Life include, but are not limited to:

- Room assignments (e.g. Assignment of quiet hall for students with attention deficit disorders);
- Appropriate equipment (e.g. Strobe lights for hearing impaired).

There are additional charges for aides who reside with a student with a disability and require extra space in the residence halls.

SERVICE ANIMALS

In compliance with the Americans with Disabilities Act Nazareth College permits service animals on campus. According to the Americans with Disabilities Act a service animal is *“any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.”*

Students with service animals must register the animal with the Office for Students with Disabilities and the Department of Campus Safety and Security. The student must provide the offices with current vaccinations. Any certificates, license or other training documentation should be provided as well.

SECURITY AND SAFETY

The Department of Security & Safety, located on the lower level of the Otto Shults Community Center, provides many services to help maintain a safe environment on campus for students, faculty, and staff. The department is open twenty-four hours a day, seven days a week.

Parking

Persons with disabilities who have either a Monroe County or New York State tag permitting them to park in areas so designated as handicapped parking should register their vehicle with the Department of Security and also inform the security staff of their special parking needs. All special tags must be clearly displayed.

Persons with a temporary disability, with a written request from their physician, may secure a temporary tag from security which will allow them to park in handicapped designated parking.

Special Needs of Persons with Disabilities

Students, faculty, or staff with disabilities whose disabilities may require special services from security are encouraged to make these special needs known to security staff. In addition, students, faculty, or staff are also encouraged to consider using the Security Escort Alarm system. Further information on this may be obtained from security.

The Department of Safety & Security staff is willing to assist students, faculty, or staff with disabilities in any reasonable manner. The staff may be contacted on campus at ext. 2850 or via the outside direct line at 385-4108.

SPECIFIC COURSE ACCOMMODATIONS

Once a student with a documented disability has signed a Release of Confidential Information Form (see Appendix 1) and the documentation has been received and reviewed by college professionals, the student is informed of the modifications approved. Since no students are alike in their needs, the specific course accommodations needed for one student may be totally unique. Some students may only need specific assistance in one course; others may need accommodations in several courses.

For example, a student with a severe visual impairment may simply need to have the print on examinations enlarged, whereas students with a specific learning disability may need to have a word processor with spell checker available for examinations.

Course Accommodations Most Often Used

Students with documented disabilities may request modifications in the classroom that allow for their maximum participation. Examples of reasonable and timely accommodations that faculty may implement include the following:

- Permitting examinations to be held in a separate location, or done on a word processor;
- Allowing extra time (not unlimited) for the completion of the examinations. Using alternative methods to demonstrate course mastery; extended time for tests and exams is ordinarily time and $\frac{1}{2}$ unless otherwise specified in documentation;
- Permitting basic four function calculator and standard desk dictionaries during examinations;
- Utilizing computer software programs to assist in test-taking and study skills development;
- Providing specifically trained peer tutors for content courses;
- Providing readers, scribes, or note-takers on an as needed basis.

In order to obtain any of the above accommodations, documentation from a clinical or educational psychologist, psychiatrist, certified therapist or treating physician must clearly demonstrate, through individual diagnostic testing and evaluation the need for such accommodations. **No accommodations will be given without appropriate documentation.**

Faculty members with questions about program modifications and accommodations for students with disabilities can receive information and support from the Office for Students with Disabilities.

RELEASE OF CONFIDENTIAL INFORMATION

I, _____, do hereby voluntarily release the following records:
(check all that apply)

_____ educational _____ psychological _____ medical

to Nazareth College of Rochester. I further request that these records be reviewed by appropriate Nazareth College staff and that due to my documented disability, the following modifications be considered:

I understand that while accommodations may be granted, course requirements must be fulfilled.

I understand that pertinent information from these records will be shared with appropriate advisors, instructors, and college administrators.

I recognize that the information disclosed may contain information that is protected by federal or state law, and I specifically consent to disclosure of such information.

Note: It is the student's responsibility to request of the agency that records be sent to Nazareth College and to provide a copy of this release to the agency.

Student's Signature _____ Date _____

c: College
Student
Agency sending records:

Send confidential records to: The Office for Students with Disabilities
Nazareth College of Rochester
4245 East Avenue, Rochester, NY 14618-3790

COMMUNITY SERVICES

Learning Disabilities Association of the Genesee Valley, Inc.

(LDA) www.ldagvi.org
259 Monroe Avenue
Rochester, NY 14607
Phone: 263-3323

Vocational Educational Services for Individuals with Disabilities

(VESID) www.vesid.nysed.gov
109 S. Union Street
Rochester, NY 14607
Phone: 238-2900
Hearing Impaired/TTY Device: 325-6278

Greater Rochester Attention Deficit Disorder Association

(GRADDA) www.gradda.home.isp-direct.com
275 Pinnacle Road
Rochester, NY 14623
Phone: 251-2322

Regional Center for Independent Living

(RCIL) www.rcil.org
1641 East Avenue
Rochester, NY 14620
Phone: 585-442-6470

Association for the Blind and Visually Impaired

(ABVI) www.abvi-goodwill.org
422 South Clinton Avenue
Rochester, NY 14620
(585) 232-1111

Advocacy Center

www.advocacycenter.com
590 South Ave
Rochester, NY 14620
585-546-1700

New York State Office of Children and Family Services

Commission for the Blind and Visually Handicapped
259 Monroe Avenue
Rochester, NY 14607-3687
585-238-8111

Lift Line-Rochester Genesee Regional Transportation Authority

www.rgrta.com
1372 E. Main St.
Rochester, NY 14609
585-654-0200

Guidelines for Documentation or Disabilities for Adults and Adolescents Nazareth College of Rochester Office for Students with Disabilities

Nazareth College's Guidelines for Documentation of Disabilities are adopted from AHEAD (Association of Higher Education and Disability) "Best Practices Disability Documentation in Higher Education." 2006.

The following *guidelines for documentation* are offered to students and prospective students to facilitate the process by which persons with disabilities are given reasonable accommodations at Nazareth College.

1. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities and making recommendation for appropriate accommodations must be qualified to do so.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, should be clearly stated in the documentation. A clear link between the professional making the diagnosis and the disability is strongly encouraged (e.g. and orthopedic limitation might be documented by a physician, but not a licensed psychologist.). The professional diagnosing a disability should have no personal relationship with the student.

2. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life and current level of functioning in the post-secondary education setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment. Prescription pad notes are **not** acceptable documentation. In some instances documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. *Documentation should ordinarily be no more than 3 years old.* Quality documentation includes a clear statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.

Any request for changes in accommodations may warrant additional documentation.

All documentation should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. It is helpful when documentation provides information on expected changes on the functional impact on a disability over time.

3. Substantiation of the Learning Disability Assessment

Minimally, the domains to be addressed must include the following:

1. Aptitude

A complete intellectual assessment with all subtests and standard scores reported.

2. Academic Achievement

A comprehensive academic achievement assessment is essential. The assessment should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension) mathematics, and oral and written language.

3. Information Processing

Specific areas of information processing (e.g., short-and long-term memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed

Specific Diagnosis

Individual “learning styles,” “learning differences,” “academic problems”: and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional or motivational problems that may be interfering with learning but do not constitute a learning disability.

Test Scores

Standard scores and/or percentiles should be provided for all normed measures. The data should logically reflect a substantial limitation to learning for which the student is requesting accommodation.

4. Substantiation of a Mental Health Impairment

Documentation of an Emotional or Psychological Disability should include:

- A current DSM-IV diagnosis from an appropriate licensed professional. This would include a description of the specific symptoms associated with the diagnosis and any other conditions or dual diagnoses that may accompany the primary diagnosis.
- Result of any psychological and/or neuropsychiatric testing
- A summary of all prior diagnoses and treatment from the treating professionals
- An educational history describing how the disability and its symptoms have affected the student’s academic performance and quality of life.
- A current treatment plan from a licensed mental health professional. This would include any prescribed medications, intensity and duration of counseling or psychotherapy, indications for adjunctive therapies (support groups, health regimes).

5. Documentation for Other Disabilities

DEAFNESS AND/OR HARD OF HEARING:

An audiogram from a certified audiologist indicating air and bone conduction thresholds.

VISUAL IMPAIRMENTS :

A medical eye report from a certified ophthalmologist.

MOBILITY AND OTHER HEALTH IMPAIRMENTS :

A statement of disability including any recommended accommodations signed by a treating physician.

6. Confidentiality

Nazareth College has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

Revised February, 2006