

# ACCESSIBILITY SERVICES

Student Handbook

Herkimer College

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## **WELCOME TO HERKIMER COLLEGE ACCESSIBILITY SERVICES OFFICE**

**Phone numbers: Coordinator of Accessibility Services  
315 866-0300 Ext. 8331, ASO 315 866-0300 Ext. 8773.**

**Email: [aso@herkimer.edu](mailto:aso@herkimer.edu), Fax 315 866-6957**

The Accessibility Services Office (ASO) is in room 115 of the Academic Support Center (ASC) which is located on the first floor of the Ronald F. Williams Library Building. The ASO provides accommodations and services for students with disabilities. Tutoring is available through the Academic Support Center.

### **ASO Mission Statement**

The Mission of the Accessibility Services Office at Herkimer College is to help students identify their natural talents and strengths. We support and encourage students to develop self-advocacy skills to overcome barriers.

### **ASO (Accessibility Services Office)**

- Provides a supportive environment for students with disabilities
- Collects and maintains confidential disability-related information
- Determines academic accommodations
- Provides alternative testing accommodations
- Has technology

### **Transition to Postsecondary Education—A Good Website**

Going to college is a major transition and there are many considerations. You may be leaving home for the first time and there are more choices and freedoms but there are also more responsibilities.

A good publication is from the U.S. Department of Education called *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*. It is available at

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

### **Admission to Herkimer College**

Herkimer College does not have an alternative admission process for students with disabilities.

### **Registering with the Accessibility Services Office**

Students should send a copy of their IEP/504 Plan and psychological evaluation, the Exit Summary and/or other pertinent medical information to the ASO. **Please note that an IEP or 504 Plan alone is insufficient documentation at the postsecondary level but may be included as part of a more comprehensive assessment battery.** You must request that your school sends this information; it is not automatically sent to Herkimer College. You may mail, email, or fax your documentation to:

Coordinator of Accessibility Services  
Accessibility Services Office  
Herkimer College  
100 Reservoir Road  
Herkimer, NY 13350

Email: [aso@herkimer.edu](mailto:aso@herkimer.edu)  
FAX 315 866-6957

Please try to request copies of your documentation while you are enrolled in high school; documentation may be difficult to get from your high school in the summer because of staff vacations.

## **LAWS PROTECTING PERSONS WITH DISABILITIES**

### **The Rehabilitation Act of 1973**

Title V of the Rehabilitation Act of 1973 is commonly considered as the first civil rights legislation for persons with disabilities on a national level. Of direct importance to the post-secondary educational community is Subpart E of Section 504 which reads:

No otherwise qualified person with a disability in the United States...shall, solely on the basis of a disability, be denied access to, or the benefit of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

## **The Americans with Disabilities Act**

The Americans with Disabilities Act provides civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals within public accommodations, employment, transportation, state and local government service and communications.

### **Under the Americans with Disabilities Act, an individual with a disability is a person who:**

- Has a physical or mental impairment that substantially limits one or more major life activities
- Has a record of such an impairment
- Is regarded as having such an impairment

### **A physical impairment is defined by the ADA as**

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.

### **A mental impairment is defined by the ADA as**

Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 C.F.R. subsection 35.104(1)(i)(A); 28 C.F.R. subsection 35.104(1)(i)(B)

A record of such impairment protects people who have a history of disability from discrimination, whether or not they currently are substantially limited in a major life activity. It protects people with a history of cancer, heart disease, or other debilitating illness whose illnesses are either cured, controlled, or in remission.

According to the ADA, a “qualified person with a disability” is defined as one who meets the academic and technical standards requisite to admissions or participation in the college’s programs and activities. Qualified persons include, but are not limited to, students with any of the following disabilities:

AIDS	Epilepsy	Mental illness	Orthopedic impairment
Cancer	Hearing impairment	Developmental disab.	Perceptual impairment
Cerebral palsy	Heart disease	Multiple sclerosis	Speech impairment
Diabetes	Learning disabilities	Muscular dystrophy	Substance abuse
	Visual impairment		

**Below are listed some general ADA guidelines for protecting individuals against discrimination based on disability:**

- A qualified individual with a disability must be provided access to programs, activities, and services which are offered to others.
- A qualified person with a disability must have an equal opportunity to participate in or benefit from that which is offered to others.
- Programs, activities, services, and accommodations for persons with disabilities cannot be separate or different from those provided to other individuals, unless necessary to achieve equally effective services.
- Programs, activities, services, and accommodations must be provided to an individual with a disability in the “most integrated setting” appropriate. If you find it necessary to set up separate or different programs, activities or services for persons with disabilities to achieve an equal effect, you must still allow disabled students to participate in existing programs if they are capable and desire to do so.
- Standards, tests, criteria, or methods of administration that have the effect of discriminating on the basis of disability may not be used.
- Eligibility criteria cannot screen out or tend to screen out individuals with a disability unless such criteria can be shown to be necessary for the programs, activities, services or accommodations being offered.

**The Americans with Disabilities Act Amendments Act of 2008**

- States that major life activities include, but are not limited to, “caring for oneself, learning, reading, concentrating, thinking, communicating, and working.”

- Adds a new category of “the operation of a major bodily function,” including but not limited to neurological and brain functions.

### **INSTITUTIONAL RIGHTS AND RESPONSIBILITIES**

Herkimer College has the right to:

- Identify and establish the abilities, skills, knowledge and establish essential functions that are fundamental to its academic programs and courses, and to evaluate a student’s performance on this basis. Fundamental programs and course objectives are not subject to accommodation.
- Request and receive, through the ASO Office, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- Deny a request for an accommodation, and/or auxiliary aids and services if the documentation demonstrates that the request is not supported.
- Deny a request for an accommodation and/or auxiliary aids and services if the student does not provide appropriate documentation.
- Select from equally effective academic accommodations and/or auxiliary aids and services.
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids or services if the documentation does not provide a specific diagnosis of a disability.
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids or services if the documentation does not verify the need for requested accommodations, or if the documentation is not provided in a timely manner.
- Refuse an unreasonable academic accommodation, adjustment, and/or auxiliary aid and/or service that will impose a fundamental alteration of a program or activity of the College.

Herkimer College has the responsibility to:

- Ensure that College courses, programs, services, and activities, when viewed in their entirety, are available in the most integrated and appropriate settings.
- Provide information to students with disabilities in accessible formats when requested.
- Evaluate students on their abilities, not their disabilities.
- Provide reasonable, appropriate accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities after a timely request by a student.
- Maintain appropriate confidentiality of records and communication except where disclosure is required by law or is authorized by the student.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Students with disabilities at Herkimer College have the right to:

- An equal opportunity to participate in and benefit from courses, programs, services and activities offered at the College.
- Reasonable and appropriate accommodations and academic adjustments in an effort to diminish the effect of the disability on academic functioning.
- Self-determine who will receive student-released disability-related materials and information within and outside the College.

Students with disabilities at Herkimer College have the responsibility to:

- Meet the qualifications and essential technical, academic and institutional standards of the College
- Self-identify as an individual with a disability, and if requesting accommodations must seek information, counsel, and assistance as necessary in a timely manner
- Provide appropriate documentation to the Coordinator of Accessibility Services in a timely manner from an appropriate professional source that verifies the nature of the disability,

the functional limitations of the disability, and the need for specific accommodations

- Adhere to College procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

### **CONFLICT RESOLUTION**

If a question arises about your disability and an academic adjustment, conflict resolution should first occur with a dialog between the student, the instructor, and the Coordinator of Accessibility Services. If a satisfactory solution cannot be found then the student, the instructor, and the Coordinator of Accessibility Services have a dialog with the Director of the Academic Support Center and the appropriate division Associate Dean for your program of study.

The Provost at Herkimer College, Mr. Michael Oriolo, 315 866-0300 Ext. 8263, is the person responsible for questions, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended) and Section 504 of the Rehabilitation Act of 1973.

### **GUIDELINES**

#### **General Documentation Guidelines**

Appropriate Documentation

- Verifies existence of a disability
- Explains substantial limitation of a major life activity
- Supports requests for academic accommodations

To be eligible for services, students must provide appropriate documentation regarding their disability as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendment Act (ADAAA) of 2008.

Documentation requirements in high school are different from documentation requirements at the postsecondary level. An Individualized Education Plan (IEP) or 504 Plan is not sufficient documentation at the

postsecondary level, but can be included with more comprehensive documentation.

### **Autism Spectrum Disorder**

Qualifications of the Evaluator:

- Must be a licensed psychologist or neuropsychologist, psychiatrist or other qualified physician

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated and signed.

Documentation should include:

- a clear statement of the diagnosis including the DSM-IV code
- a history of and current functional limitations on major life activities which include but are not limited to communication or language skills, social interaction, restricted, repetitive and/or stereotypical patterns of behavior and activities; sensory functioning and sensitivity to environmental conditions and motor planning
- Reports of psychological or neuropsychological testing
- information regarding current medications, dosage, frequencies
- recommendations for reasonable accommodations that might be appropriate at the postsecondary level

### **Attention Deficit/Hyperactivity Disorder Documentation Guidelines**

Qualifications of the Evaluator:

- Must be a professional qualified to conduct assessments and render a diagnosis of ADD/ADHD

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Be current and no more than three years old, using well-known diagnostic criteria
- Include a clear statement of the disability
- Include a description of the current functional limitations in an academic setting
- Include information regarding current medications, dosage, frequencies

- Include recommendations for reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be supported by the diagnosis

### **Blindness and Low Vision Documentation Guidelines**

Ophthalmologists are physicians who diagnose and treat individuals who are blind or experience low vision. Optometrists measure visual acuity and tracking difficulties. All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Provide a clear statement of vision-related disability and supporting numerical description
- Provide medical information relating to the student's needs, the status of the individual's vision (static or changing) and its impact on the individual in the postsecondary environment
- Include recommendations for reasonable accommodations appropriate at the postsecondary level. These recommendations should be supported by the diagnosis.

### **Hearing Impairment Documentation Guidelines**

Qualifications of the Evaluator:

- Must be a professional qualified to diagnose hearing impairments

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Include a diagnosis (i.e., deafness or hearing loss)
- Include a current audiogram that reflects on the impact of the hearing loss or deafness
- Include medical information pertaining to the status of the student's hearing (static or changing)
- Include recommendations for reasonable accommodations needed at the postsecondary level. These recommendations should be supported by the diagnosis

### **Head Injury/Traumatic Brain Injury Documentation Guidelines**

Qualifications of the Evaluator:

- Must be a professional qualified to make a diagnosis including: physicians; neurologists, neuropsychologists, psychiatrists, and licensed, clinical rehabilitation and school psychologists

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Include a clear statement of the head injury or traumatic brain injury
- Address the current impact the head injury or traumatic brain injury has on the student's functioning
- Include a statement relating to the impact of medication on the student's ability to function in the postsecondary environment
- Include suggestions of reasonable accommodations appropriate at the postsecondary level. Recommendations should be supported by the diagnosis.

### **Learning Disability Documentation Guidelines**

An IEP or 504 Plan is insufficient documentation, but may be included as part of a more comprehensive assessment battery.

Qualifications of the Evaluator:

- Must be a licensed/certified medical doctor, psychologist, or other qualified diagnostician

Assessment reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Be current and no more than three years old
- Substantiate the need for services based on the student's current level of functioning in an educational setting
- There should be a specific diagnosis. Individual "learning styles, learning differences" and "test anxiety" in and of themselves do not constitute a learning disability.
- Contain a summary of assessment procedures, evaluation instruments used in making the diagnosis, and a summary of evaluation results

- Include recommendations for reasonable accommodations appropriate at the postsecondary level. Recommendations should be supported by the diagnosis.

### **Medical Disability Documentation Guidelines**

To qualify for services, the student with a disability must provide documentation of a disability from an appropriate evaluator.

Qualifications of the Evaluator:

- Must be a professional qualified to diagnose a disability

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Be current
- Include a clear statement of diagnosis, and if there are substantial limitations on one or more major life activities
- Include a date of diagnosis (Is the condition static or changing)
- Include a statement relating to the impact of medication on the student's ability to function in the postsecondary environment
- Include a statement of impact and limitations of the disability in an academic setting
- Include recommendations for reasonable accommodations appropriate at the postsecondary level (Recommendations should be supported by the diagnosis)

### **Psychological Disabilities Documentation Guidelines**

Qualifications of the Evaluator:

- Must be a professional qualified to diagnose and treat mental disorders (i.e., physician, psychologist)

All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed.

Documentation should:

- Include a specific diagnosis
- Describe the current functional limitations in an academic environment

- Include a statement relating to the impact of medication on the student's ability to function in the postsecondary environment.

### **Physical and Systemic Disorders Documentation Guidelines**

Qualifications of the Evaluator:

- Must be a licensed medical doctor

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

Documentation should:

- Include a medical diagnosis of the orthopedic/mobility disability or systemic illness
- Describe the severity of the symptoms
- Include a statement of impact and limitations of the disability in an academic setting

**Temporary Conditions** may occur after surgery or as the result of a broken limb. Students are encouraged to speak with their instructors to explore options. Many instructors already provide online notes. If a scribe is needed for tests, please contact this office.

**Veterans** - an injured veteran may be a person with a disability under Section 504 and the ADA and the ADAAA. Examples of conditions include:

- Blindness or low vision (See Blindness and Low Vision Documentation Guidelines)
- Hearing impairments (See Hearing Impairment Documentation Guidelines)
- Mobility impairments (See Physical and Systemic Disorders)
- Traumatic brain injury (See Head Injury/Traumatic Brain Injury Documentation Guidelines)
- Post-traumatic stress disorder (See Psychological Disabilities Documentation Guidelines)

## **PROCEDURES**

### **Eligibility for Services**

A student is eligible for accommodations if he/she:

- Is otherwise qualified for the program
- Has self-disclosed a disability to Herkimer College through the ASO Office, and
- Has provided appropriate documentation pertaining to the disability (see documentation guidelines) in a timely manner, and
- Requires accommodations and has requested accommodations in a timely manner through the ASO Office

Please note that the student with a disability must meet with the Coordinator of Accessibility Services either in person, by phone, or virtually to discuss accommodations and develop an Accommodation Letter. The Accommodation Letter is then emailed to the instructor after being approved by the student. Accommodations are not retroactive. The Coordinator of Accessibility Services may request additional documentation to determine eligibility for disability services.

Some accommodations take a certain amount of time to arrange. Students are urged to discuss accommodative services well in advance of the start of a semester.

Please note that documentation required at Herkimer College may not be sufficient at other schools or testing agencies.

### **Registering with ASO (New Students)**

Students with documented disabilities who are requesting accommodative services should provide documentation of a disability that is current (no more than three years old) to the Coordinator of Accessibility Services, or the Coordinator's designee.

The documentation:

- Must be prepared by a licensed, qualified professional, such as a medical doctor or psychologist

All reports need to be on letterhead, must include the name and title of the practitioner, and must be typed, dated, and signed.

- Should include a diagnosis, effects of the disability on major life activities, and recommendations for appropriate academic adjustments
- Include a statement relating to the impact of medication on the student's ability to function in the postsecondary environment
- Must clearly support requested accommodations

The student must meet with the Coordinator of Accessibility Services in person, by phone, or virtually to discuss:

- Documentation
- Strengths and weaknesses
- Services available
- ASO procedures
- Academic and career goals
- A release of information form
- Voter Registration

The student should be able to describe:

- His/her disability and accommodations needed
- Preferred learning style

The student and the Coordinator of Accessibility Services develop:

- The Accommodation Letter that with student approval is given to/emailed to the instructors
- A plan of action for the semester

The student needs to make and keep several appointments with the Coordinator of Accessibility Services during the semester and maintain contact with ASO to ensure that accommodations are appropriate.

**Please Note:** The ASO Office reserves the right to change appointment times due to staffing issues/meetings.

**Disclosure of a Disability:**

- Is voluntary, however, if a student is seeking academic accommodations, he/she must self-identify as having a disability, provide appropriate documentation in a timely manner, and request accommodations in a timely manner

If you choose not to self-disclose:

- If you self-accommodate, you are responsible for your own performance

**Registering with ASO (Returning Students)**

Returning students must meet with the Coordinator of Accessibility Services at the beginning of each semester either in person, virtually, to develop the Accommodation Letter for that semester. This can be done in person, by phone, or virtually. The student should contact individual instructors to discuss the course syllabus, and their accommodations.

**Other Things to Keep in Mind—Non-Traditional Students**

Non-traditional students may have one or more of these characteristics. They are twenty-four years old or older, have delayed enrollment into postsecondary education, work full time, attend college part-time, are single parents, etc.

- If you are requesting accommodations, you must meet with the Coordinator of Accessibility Services either in person, by phone, or virtually.
- Bring, fax, email or mail any documentation supporting a disability – IEP or 504 Plan, Exit Summary, psychoeducational evaluation, or medical documentation
- The IEP/504 Plan are insufficient documentation at the postsecondary level, but may be included as part of a more comprehensive report

**Distance Learners**

If you are requesting accommodations, you must meet or contact the Coordinator of Accessibility Services in a timely manner and provide an IEP or 504 Plan, psychoeducational evaluation, an exit summary, or medical

documentation in a timely manner. The documentation can be emailed, faxed, or mailed.

The most frequently requested accommodation utilized by on-campus students with disabilities is extended time for testing. Extended time is generally time and a half. If an exam is scheduled for one hour in the classroom, time and a half would allow the student with a disability an hour and a half.

Extended time is usually “built into” tests online.

## **ACCOMMODATIONS**

### **General Information**

Accommodations are appropriate academic adjustments that are based on your disability. They are designed to lessen the impact of the disability and ensure access to the educational program for those otherwise qualified to meet the standards of the College. Accommodations are individual and made on a case-by case, course-by-course basis. Students with disabilities are expected to maintain the same academic standards as other students. Accommodations are intended to ensure equal access, but do not guarantee student success.

### **Examples of Possible Accommodations**

Possible accommodations include, but are not limited to:

**Assistive Technology** is available in the Accessibility Services Office. Herkimer College is a Microsoft campus. We utilize the Accessibility Options contained within Microsoft products. Reading pens are also available.

**Extended time** for tests may be appropriate for students with multiple cognitive and/or physical disabilities. The general standard for extended time is time and a half or 50% more time than tests given to nondisabled students in the classroom. Extended time does not mean unlimited time. Distance learners please note that most tests are open for long periods of time and extended time is generally built in.

**Note taker or copy of notes** may be appropriate for students with certain learning disabilities, students with attention deficits, students with hearing impairments, etc. Many courses are available with online notes.

**Separate location** provides a distraction-reduced area in which to take tests.

**Tests read** may be appropriate for students with certain learning disabilities. A human reader may be available, and reading pens are available.

### **To Initiate Accommodations**

It is the student's responsibility to:

- Self-disclose a disability to the Coordinator of Accessibility Services
- Meet with the Coordinator of Accessibility Services either in person, virtually, or by phone.
- Submit appropriate documentation in a timely manner to the Coordinator of Accessibility Services
- Request and discuss accommodations with the Coordinator of Accessibility Services in a timely manner and collaborate with the Coordinator to develop an Accommodation Letter
- Meet with his/her instructors, either in person, or virtually.
- Follow procedures as described in this handbook

### **If an Accommodation is Not Working or No Longer Needed**

It is the student's responsibility to notify the Coordinator of Accessibility Services, or her designee, in the ASO Office to make an appointment either in person, virtually, or by phone to discuss these issues.

## **REQUESTING ACCOMMODATIONS**

### **Alternative Testing Procedures**

Once the student has met with the ASO Coordinator, developed the Accommodation Letter with the Coordinator and the instructor has received the Accommodation Letter, he/she is eligible to take tests and quizzes in the Accessibility Services Office.

Students on campus should call or email ASO to make arrangements for any tests taken with accommodations.

**Coordinator's phone number 315 866-0300 Ext. 8331,**

**ASO phone number 315 866 0300 Ext. 8773**

**Email [aso@herkimer.edu](mailto:aso@herkimer.edu)**

### **Scheduling Tests**

Students must schedule their on-campus tests/quizzes at least 4 working days in advance of the test/quiz. If you are taking an online class or a testing remotely, the test date should be on your syllabus. For students testing on campus, if your test is on:

- Monday you must sign up by the previous Tuesday
- Tuesday you must sign up by the previous Wednesday
- Wednesday you must sign up by the previous Thursday
- Students must begin the test at the scheduled time

### **Scheduling Finals**

On-campus finals must be scheduled at least 10 days in advance of the test date. This extra time is needed to schedule extra proctors and extra rooms. You are responsible for knowing the date of the final. If the date of a test changes for any reason or if you become exempt from a final that you have scheduled, you must notify the ASO immediately.

### **In the Test Room**

- Cell phones, backpacks, coats, etc. are not allowed in the test rooms.
- It is your responsibility to notify the test proctor before a test begins if a test has to be divided. For example, if you have a test at 8:00 AM and a class at 9:15 AM and you think your test won't be finished by 9:15 AM, you must notify your proctor, and the test will be divided. You are obligated to complete any portion of the test that you have seen before you leave the room for your next class. You are also obligated to finish the test later that day or finish it as soon as possible the next day.
- If you are sick on the day of the test, you must notify your instructor and then notify the ASO. Please be aware that your

instructor may have a no makeup policy for exams. Check your course syllabus. Tests that are not administered on the scheduled date are immediately returned to the instructor.

- If the date of your test is changed, you must notify the ASO to reschedule it. Tests that are not administered on the scheduled date are immediately returned to the professor.
- The ASO reserves the right to change test times due to staffing issues/meetings.

### **Academic Honesty**

Test rooms in the ASO are monitored by proctor and camera. Cheating is a violation of the Student Code of Conduct. Penalties for cheating are at the discretion of the instructor and may include failing the test or failing the course. See “Academic Honesty”. Website:

<https://www.herkimer.edu/experience/student-handbook/>

### **Interpretive Services**

Prior to the semester, students with hearing impairments are strongly encouraged to contact ACCES-VR or any other sponsoring agency as far in advance as possible to initiate services. It is imperative that documentation regarding a hearing impairment be sent to the College at least six weeks in advance of the semester to ensure that the documentation can be reviewed and to ensure that appropriate services can be arranged.

Students with hearing impairments who are requesting interpretive services must meet with the Coordinator of Accessibility Services or the Coordinator’s designee at least six weeks prior to the start of the semester. The student must also submit a written request for an interpreter at least six weeks prior to the beginning of a semester.

During the semester, if a student does not show up for class, the interpreter will leave the class 15 minutes after the start of the class. The student must notify the ASO if:

- She/he is going to be absent from a class
- A class is cancelled
- She/he has difficulty understanding the interpreter

### **Note Taker/Copy of Notes**

A note taker or copy of notes is an accommodation that may be appropriate for students with hearing impairments, certain learning disabilities, and certain physical disabilities. The student and the Coordinator of Accessibility Services will discuss this accommodation.

- Students are asked to attend at least one class to determine the need for a note taker or copy of notes. Some classes are hands-on, or notes may be available online or on PowerPoint. Attending at least the first class session will allow the student to determine his/her actual needs.
- Students are asked to identify a peer who could serve as a note taker. However, students with a disability are not required to disclose a disability and may choose not to ask a prospective note taker for assistance.
- If the student with a disability cannot identify a peer for the purpose of note taking, the Coordinator of Accessibility Services will ask the instructor for his/her input regarding a note taker.
- Students are expected to attend class regularly. Students are also expected to take their own notes, as they are able, and the note taker's notes supplement the notes of the student with a disability.

### **FREQUENTLY ASKED QUESTIONS**

#### **I Have Personal Concerns. Is There a Counseling Center at the College?**

- The Counseling Center, located in CA 130, provides confidential and free services to HC students. Services include Individual Counseling, Community Referrals and Group Support. These groups offer students a chance to meet with others who share their concerns. Groups that have been offered include Health & Wellness and Parent Support Groups. The Counseling Center also offers Mental Health and Wellness, Suicide Prevention and Alcohol Intervention Trainings for students.

The Center is open from Monday – Friday 8:30 AM to 4:30 PM.

Phone 315-574-4034

Email: [counseling@herkimer.edu](mailto:counseling@herkimer.edu)

### **Who Do I Contact If I Have Concerns About My Disability and Living on Campus?**

- When applying for on-campus housing, there is a Residence Life and Housing Contract Form. Near the end of the form there is a question that asks: “Do you have any medical conditions that would necessitate special housing arrangements?” This is followed by: “If yes, documentation from a licensed medical professional is required and must be sent with this contract.” Residence Life and Housing phone number: 315 574-4016.

### **What Do I Do If I Have an Evening Class and I Need Alternative Testing Accommodations?**

- If a student has evening classes and is requesting alternative testing accommodations when the ASO is not open, the instructor determines whether the student will take the test earlier during the day of the test, or the next day. For example, if a class is at 6:00 PM on a Monday, the instructor may make the decision that you take the test at 2:00 PM on Monday, or the instructor may make the decision that you take the test on Tuesday.
- Please make these testing arrangements as early as possible because the ASO staff needs time to communicate with your instructor.

### **What Support Services Are Available for Distance Learners?**

- First, you must provide appropriate documentation pertaining to a disability to the ASO. This needs to be done in a timely manner.
- Online tutoring is available through the Academic Support Center.

- Online tests usually have time extensions built into them. For example, you may have twenty-four hours to complete a test. Each instructor will give these details in their course syllabus. Please read the syllabus carefully and thoroughly. Ask your instructor to clarify or explain the syllabus if necessary.

### **How Do I Request a Tutor?**

- Tutorial services are available to all Herkimer students through the Academic Support Center, located on the first level of the Ronald F. Williams Library Building. Online tutoring is also available in addition to the traditional face to face tutoring. Stop by in person or call 315 866-0300 Ext. 8275 for information.

### **What Do I Do If I Think I Have a Disability?**

- Make an appointment with the Coordinator of Services for Students with Disabilities at 315 866-0300 Ext. 8331. Colleges are not required to provide diagnostic testing but can provide information on obtaining an evaluation from a professional. You can also email: [aso@herkimer.edu](mailto:aso@herkimer.edu)

### **What Do I Do If My Documentation is More Than Three Years Old?**

- Contact ACCES-VR, Adult Career and Continuing Education Services – Vocational Rehabilitation
- Contact the Coordinator of Accessibility Services at Herkimer College

### **Am I required to Use Accommodative Services?**

- No, you do not have to use services at the post-secondary level if you choose. However, if you are requesting an academic adjustment or accommodation, you must disclose a disability in a timely manner to the Coordinator of Accessibility Services and follow ASO procedures. The ASO Office is dedicated to making sure that you have the best opportunity to achieve success in your academic life, but you will need to be an active partner in the journey. The choice to utilize services - or not - is yours and yours alone.

### **What is a Syllabus?**

- A syllabus is a document that each instructor will hand out during the first week of class. It is very important that you read, understand, keep the syllabus, and refer to it during the semester. Please be sure to schedule an appointment with your instructor if you need information explained or clarified.
- A syllabus may contain a calendar of events including due dates for assignments, tests, etc. (Dates may be subject to change, not all tests, quizzes may be included)
- A syllabus describes the course content, the grading policy, and contains classroom rules.
- A syllabus lists the instructor's office hours and contact information.

### **What is ACCES-VR**

ACCES-VR, Adult Career and Continuing Education Services – Vocational Rehabilitation is an office within the New York State Education Department that serves individuals with disabilities. Certain services may be available if you are determined to be eligible. These services take time to initiate so check with ACCES-VR well in advance of each semester. Visit ACCESS-VR's site at: <http://www.acces.nysed.gov/vr/>

### **What is CBVH?**

Those who are legally blind are served by the New York State Commission for the Blind and Visually Handicapped (CBVH). The CBVH provides vocational rehabilitation and other services to legally blind New York State residents. Go to:

<https://nyconnects.ny.gov/providers/commission-for-the-blind-and-visually-handicapped>

## **CAMPUS RESOURCES**

### **Academic Success Coach**

The ASO employs an Academic Success Coach. This individual monitors the progress of all ASO students on a regular basis in an effort to help each student improve their academic performance. All communications with students and subsequent performance plans/recommendations are

provided with each students' agreement/approval. The Academic Success Coach for the Accessibility Services Office is:

Keith Heinrich. He can be reached at 315 866-0300 ext. 8777

**Tutoring Services (ASC)** (open to all HCCC students free of charge)

- The ASC offers tutorial services for approximately 100 different courses plus learning strategies, and assistance in areas such as note taking and time management.
- Computers are available for word processing and research.
- Full and part-time tutors, one on one and group tutoring, as well as online tutoring are available.
- To make an appointment or receive more information about tutoring services, call 315 866-0300 Ext 8275 or email the Academic Support Center: [academicsupport@herkimer.edu](mailto:academicsupport@herkimer.edu)

**HC Campus Safety**

**315 866-0300 Ext. 8616 for non-emergency calls. Email:**

**[safety@herkimer.edu](mailto:safety@herkimer.edu)**

**DIAL 911 for emergencies on or off campus**

**Off Campus Phone Campus Safety (non-emergency) 315 574-4020**

**HC Counseling Center**

Classroom Administration Building (CA) 130

315 866-0300 Ext. 8284 or

315 574-4034

Website:

<https://www.herkimer.edu/experience/personal-counseling>

## **HC Residence Life & Housing**

Phone 315 574-4016

Fax 315 867-2224

Email: [reslifehousing@herkimer.edu](mailto:reslifehousing@herkimer.edu)

[Residence Life & Housing | Herkimer College](#)

## **HC Library**

- There are books to borrow, online reference databases, and personnel to help you access information.

Ronald F. Williams Library Building

Circulation Desk 315 574-4007

Reference Desk 315 866-0300 Ext. 8272, text 315 836-3796

Reference Desk, toll-free, 1-844-GO4-HERK Ext. 8272

Email: [library@herkimer.edu](mailto:library@herkimer.edu)

Website:

<http://www.herkimer.edu/connect/library/>

## **ADDITIONAL TOPICS, INFORMATION**

### **Attendance**

It is expected that students with or without disabilities consider their academic responsibilities and attend class regularly. Attendance is likely to be fundamental to course objectives. Please refer to your class syllabus and the HC Student Code of Conduct. Each course is unique in its expectations; read the syllabus for each course carefully and thoroughly.

### **Campus Safety**

Campus Safety is responsible for ensuring the safety of HC's students, faculty, staff, and visitors. In case of a weather emergency or other emergency, those who may have special needs are requested to contact Tim Rogers, Director of Campus Safety, to discuss these needs before any emergency may exist. The Director of Campus Safety 315 866-0300 Ext. 8336 or 315 574-4009. Mr. Rogers email: [rogerstd@herkimer.edu](mailto:rogerstd@herkimer.edu)

The phone number for the Safety office is 315 866-0300 Ext. 8497 or 315 574-4020. To email the Safety Office: [safety@herkimer.edu](mailto:safety@herkimer.edu)

### **College ID**

A current HC ID must be carried at all times while the student is on campus. Not carrying the ID is a violation of the Student Code of Conduct.

### **College Work Study**

Different work study positions entail different skill sets. Students with disabilities are encouraged to talk to the Coordinator of Accessibility Services regarding the possible impact of a disability in a work study setting, preferably before a job placement is confirmed.

### **Cell Phones**

- Are not to be used in the Academic Support Center, including any part of the ASO suite
- Will be collected by the test proctor prior to testing, for the duration of any test administered in the ASO
- Are generally not to be used in classrooms and are not to ring in the classroom. Please check your class syllabus for possible further information from your instructor regarding his/her cell phone policy

Conversations, ringing phones and the action of text messaging distract those with and without disabilities. Please be courteous. For further information on College cell phone policy, consult the *HC Student Handbook*.

### **Documentation and Confidentiality**

Documentation regarding a disability is treated as medical information. It is securely kept in locked files in the Accessibility Services Office. The documentation is not a part of the student's permanent record.

### **Documentation and Transferring to Another Institution**

Students should keep a copy of their disability documentation for their own files. When transferring to another institution, the student must sign a release form and provide the Accessibility Services Office with the name of

the institution they're transferring to, the person who will receive the documentation, and the fax number of the institution they are transferring to. Some institutions prefer that documentation is received from an educational institution and not directly from the student.

### **Disorderly Conduct**

Engaging in disorderly conduct, obscene, or abusive conduct is a violation of the Student Code of Conduct. See *Student Handbook, Code of Conduct*. Website: <https://www.herkimer.edu/experience/student-handbook/>

### **Diversity**

There are students with many different disabilities on campus and there are students from many different parts of New York, the US, and the world. Please be respectful of diversity, such as race, age, national origin, disability, etc. Remember that many disabilities, such as learning disabilities, are hidden.

### **Note Taking Skills**

Make an appointment with a tutor in the Academic Support Center; also see "Useful Websites" below.

### **Parents**

Students at the postsecondary level are considered to be adults and are learning how to be independent for the next stage in their lives. The parental role changes to become more of a mentor or guide for their student. See a website on PACER's National Parent Center on Transition and Employment: <https://www.pacer.org/>

### **Personal Aides and Services**

Personal aides and services, such as help with bathing, or a reader for personal use, are not provided by postsecondary institutions. If a provision for an aide is made through ACCES-VR, etc. the Accessibility Services Office must be notified prior to each semester. It is very important that the student, the aide, and the Coordinator of Accessibility Services or the Coordinator's designee meet in the ASO before the start of the semester.

### **Self-Advocacy**

Students at the postsecondary level are considered to be adults. You will need to be able to advocate for yourself. You need to:

- Understand your disability
- Keep copies of your disability-related documentation
- Understand your disability-related documentation
- Be able to explain what accommodations have worked for you in the past
- Know what learning style(s) work for you
- Initiate and keep appointments with campus counselors, ASO personnel, instructors, etc.
- Meet with the Coordinator of Accessibility Services if your accommodations need adjusting

### **Service Animals**

Students who will be living at campus housing and who anticipate having a service animal on campus should contact the Coordinator of Accessibility Services at least one month in advance of moving into campus housing.

#### **How a “Service Animal” is defined by the ADA.**

- “Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.
- Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service Animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability.
- Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.”  
[https://www.ada.gov/service\\_animals\\_2010.htm](https://www.ada.gov/service_animals_2010.htm)  
**(Underscore after service and after animal)**

## Service Animals on Herkimer College Campus

- **Students with Service Animals are not required to register with the Accessibility Services Office. However, it is requested. The service animal and the student handler are expected to adhere to the rights and responsibilities listed below.**
- **A service animal must be trained. It is not required to be licensed/certified by a state or local government or particular training program.**
- **A Service Animal is not legally required to have a special collar/harness, documentation of training, or tags that identify it as a Service Animal.**
- **Visitors who have service animals are permitted access, under the ADA. The visitor does not have to formally notify the campus of the service animal's presence. The visitor and the service animal are expected to adhere to the rights and responsibilities listed below.**
- **Having allergies to and a fear of dogs are not valid reasons for denying access to a Service Animal.**
- **If the presence of a Service Animal is causing an access issue with a student with a disability or another resident, the handler must work with the ASO, Residence Life and Housing and other College offices to address access concerns which will allow both students to be appropriately accommodated.**
- **A Service Animal is permitted where the Service Animal's handler is permitted, with several exceptions. Service Animals are prohibited from mechanical rooms/custodial closets/ boiler rooms, food preparation areas, research labs, and areas where there is a danger to the Service Animal, or the animal is prohibited by law.**

### Animal under handler's control

- **"Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls."**

### Care or supervision of a service animal

- The college is not responsible for the care or supervision of a service animal.

### **Surcharges**

- If a public accommodation normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

### **Service Animal Etiquette**

- Speak to the person first.
- Do not touch the animal without receiving permission first.
- Do not harass or startle a service animal.
- Do not feed a service animal.
- Do not attempt to separate the handler from the service animal.

### **Difference between a pet and a service animal**

- A service animal, unlike a pet, is trained to perform specialized tasks at specific times

### **Emotional Support Animal**

An Emotional Support Animal (ESA) is not a pet. It is an animal that provides emotional support which alleviates one or more identified symptoms or effects of a person's disability and/or provides emotional support to persons with disabilities who have a disability-related need for support. There must be an identifiable and medically indicated relationship between the individual's disability and the emotional support the animal provides. Unlike a Service Animal, an ESA may not accompany a person with a disability at all times. The law permitting ESAs applies only for access to Foundation owned housing, meaning an individual's assigned room/living space. ESAs are not permitted in other areas of the College.

### **Process**

All individuals requesting Emotional Support Animals must submit appropriate documentation of their disability and recommended accommodations to the Coordinator of Accessibility Services Office (ASO)

located in the Academic Support Center on the second floor of the Library Building.

Phone 315 866-0300 Ext. 8331

Fax 315 866-6957

Email [aso@herkimer.edu](mailto:aso@herkimer.edu)

### **Additional Requirements for Emotional Support Animals**

A student seeking to bring an ESA into Foundation housing must provide the following information:

Letter and contact information of the physician/doctor or other qualified professional (psychiatrist, social worker or licensed mental health professional who is treating the student that states the need for the ESA. This documentation should be on professional letterhead, signed by the treating professional and dated within the last six months. The letter should also note what type of animal is recommended. Forms are available through Residence Life & Housing.

### **Special Seating**

Special seating is available for students with physical impairments, mobility impairments, etc. Chairs with arms, chairs without arms, and desks are available. Please contact the Coordinator of Accessibility Services to discuss your needs.

### **Time Management**

Make an appointment with the study strategies tutor in the Academic Support Center. Also, see “Useful Websites” below for some useful tips and strategies.

### **Transferring to Another Institution**

Be sure to make an appointment with the Coordinator of Accessibility Services to sign a release to send your disability-related information to the next institution.

### **Voter Registration**

Voter registration is available through the ASO or you can visit the SBOE voter registration website. Information about the National Voter Registration act can be found at:

[www.elections.ny.gov/NVRA.html](http://www.elections.ny.gov/NVRA.html)

- Register to vote
- Voter registration deadlines
- Absentee voting, download ballots in English and Spanish
- Military and overseas federal voting
- County boards of elections, etc.

### **THINGS I WISH SOMEONE HAD TOLD ME ABOUT COLLEGE...**

- Know yourself. You probably know what your disability is, be able to explain it and know what modifications have worked for you in the past.
- Know your abilities. Concentrate on your strengths.
- Go to the Accessibility Services Office early in the semester to arrange for appropriate accommodations.
- Use campus resources such as the Academic Support Center, your advisor or the Counseling Center. These services are included in your tuition and there are no extra fees to pay.
- Read the class syllabus, keep the syllabus, and refer to the syllabus. Ask your instructor if you have questions about the syllabus.
- Go to class.
- Make friends on campus. Socialize. There are lots of programs, activities, and movies available to you.
- Study. College is your job. If you already have a job, then you will have to find a balance between work and college.
- Know who your advisor is and get to know him/her.
- Know the names of your instructors and refer to the class syllabus for office hours.
- Work hard now. It will pay off later.

### **THINGS I WISH SOMEONE HAD TOLD ME ABOUT LIFE AFTER COLLEGE...**

- If you have never had a job, volunteer so that you can start a work record. Check with Career Services at HC for job and volunteer fairs on campus.

- Talk to your guidance counselor, family, friends, etc. about the work world network.
- Talk with your instructors about their work experiences.
- If you are going to transfer to another college, see the Transfer Counselor early.

### **DURING THE TRANSITION**

#### **From High School to College, You Should:**

- Attend IEP (Individualized Education Program) meetings.
- Discuss and understand your psychoeducational evaluation with your high school psychologist, special education teacher and parents.
- Be able to describe your disability and be able to talk about accommodations you have received in the past and accommodations that you may need in the future.
- Take high school courses such as math during your senior year to keep the material fresh in your mind.
- Attend College Nights.
- Tour campuses and meet with disability services providers.

#### **Are your independent living skills adequate for living away from home?**

- Can you manage your own medications?
- Can you manage your money?
- Can you handle a bank account, cook, and do laundry?

#### **From HC to Another College, You Should:**

- Make an appointment with Transfer Services in the HC Counseling Center well in advance of transferring,
- Sign a release in the Accessibility Services Office so that your documentation can be sent to your next college.
- Maintain contact with ACCES-VR or any other sponsoring agency.

#### **From HC To a Career, You Should:**

- Work with Career Services in RMCC 302 well in advance of graduating.

- Maintain contact with ACCES-VR or any other sponsoring agency.

### **USEFUL WEBSITES**

#### **ACCES-VR**

[www.acces.nysed.gov/vr](http://www.acces.nysed.gov/vr)

- Transition from high school to college
- Adult vocational rehabilitation services index

#### **Guide to Grammar and Writing**

<http://guidetogrammar.org/grammar/>

#### **Learning Disabilities**

<https://www.ldonline.org>

- The leading website on learning disabilities, disorders, and differences.

[www.washington.edu/doit/Brochures/Academics/survival.html](http://www.washington.edu/doit/Brochures/Academics/survival.html)

- Tips to succeed in college
- College preparation resources for students
- College preparation resources for parents and mentor