

INFORMATION BOOKLET

DISABILITY SERVICES FOR STUDENTS

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WHAT IS DISABILITY SERVICES FOR STUDENTS?

The Office of Disability Services for Students (DSS) is part of the Dean of Students Office. It was created to assist Rensselaer students with disabilities in achieving full access to the academic programs and extracurricular activities offered on campus.

DSS services for students with documented disabilities may include, but are not limited to, academic modifications, special housing arrangements, exam accommodations, alternate format of printed materials, interpreter services, access to assistive technology, counseling and advocacy. The DSS office also takes part in evaluating and reducing any physical barriers on campus to increase equal access for ALL students obtaining an education at Rensselaer.

*At the Postsecondary level, students with a documented disability are required to self-identify to the DSS office and provide the required documentation in order to receive support services.

WHO CAN BENEFIT?

Any member of the Rensselaer community, or prospective member, can request assistance or information. If you are a **current** Rensselaer student with a permanent or temporary disability, you may find some of the services described in the next section helpful. If you are a **prospective** student thinking about applying to Rensselaer, we encourage you to contact us early to discuss your plans. If you are a member of the **faculty or staff** at Rensselaer and want to know how to assist a student or someone else you know with a disability, contact us for some useful suggestions. (If you are a Rensselaer employee with a disability, assistance can be arranged through Human Resources.)

WHAT SERVICES ARE AVAILABLE?

Since each student is a unique individual, we work one-on-one with you to assess your needs and plan services that will help you achieve your goals at Rensselaer. To be eligible, students must identify themselves to Disability Services for Students and must provide documentation of their needs. Services and accommodations are free of charge and include, but are not limited to, the following:

Notification to Faculty - With the student's participation, each new academic year (i.e., each fall) DSS will prepare a personalized notification memo for each student to share with their instructors, explaining the need for coursework or exam modifications. It is the responsibility of each student to show this memo to their instructors each semester. Students and faculty members work together to make the particular arrangements necessary in each course, with the assistance of DSS if needed.

Test Accommodations - Where appropriate to the student's documented needs, accommodations will be provided in the administration of exams, which may include allowance of extra time, provision of readers or taped exams, use of a separate room, and other modifications as necessary to ensure equal opportunity to demonstrate acquired knowledge. These arrangements will be made directly with the professor and will only involve the DSS office if an issue arises between the student and professor. It should be noted that course goals and standards will remain the same, however, for all students.

Tutoring and Study Skills – Rensselaer's **Advising and Learning Assistance Center (ALAC)** offers a variety of services to all undergraduates including: free, drop-in tutoring several evenings per week targeting primarily freshmen courses, Learning Assistants (trained upper-class students) who live in freshmen residence halls, and individualized professional services specifically for students with disabilities. The professional staff has expertise in learning and neurological disabilities and can offer individual counseling to improve such skills as reading, note taking, test-taking, and time management. One-to-one, course-specific tutoring can also be arranged by request to the professional staff. As mentioned above, LAs are peer mentors who receive training enabling them to help students directly in their residence halls and to assist them in developing more effective learning skills. A portion of their training involves awareness of students with disabilities. Additionally, to assist students in their study efforts, many back tests and quizzes from previous semesters are available, and students can watch sample online lectures in Calculus and Physics. Also available to all students is a campus program called **The Center for Communication Practices**, (formerly *The Writing Center*) where experienced staff and graduate assistants will help students review and revise their research papers, lab reports, essays and resumes.

E-textbooks – New York state law requires textbook publishers to provide electronic/digital versions of their textbooks to students with disabilities. E-text then can be converted to synthesized voice output to assist or speed up reading. Rensselaer offers the hardware and software for students who want to create electronic voice files that can be used on a personal laptop (see also Assistive Equipment below). Students are still required by this law to purchase a hard copy of their textbooks, which also requires that all such requests be made through the DSS Office. If an alternate format is needed, please download the appropriate form from the DSS website (or see page of booklet), complete and submit to the DSS Office *at least 2 weeks* prior to the start of the course.

Assistive Equipment: Audio Books - Where audio formats of books are needed by students whose disability interferes with their reading printed materials, access will be given to the Kurzweil machine located on the lower level of the library. Students may find that they can benefit from using a Kurzweil reading system (particularly for non-technical books) or voice-recognition software for dictating written work. Students can make their own electronic text/voice files for use on their laptops. A workstation, scanner, and specialized software are located in a designated room in the Folsom Library. Interested students should contact DSS for more information.

Note taking - Rensselaer uses a variety of procedures to provide note taking assistance to students with a demonstrated need. Several options may be available, including online notes and notes provided by the professor or teaching assistant, through volunteer students, or by tape/digital-recording of lectures. Disability Services will assist students in evaluating and implementing these options. Students who request note taking assistance will be encouraged to work with Rensselaer's Advising & Learning Assistance Center (ALAC) to determine if their own skills might be improved. Rensselaer will provide paid note takers to students with disabilities only when no effective alternative is available.

Counseling Services - Students experiencing the ordinary stresses of college life, as well as more serious personal problems or concerns related to their disability, can receive free counseling services through Rensselaer's Counseling Center, located in the Student Health Center. Community resources, ranging from self-help organizations to nonprofit agencies to private practitioners, are also available at the student's expense, and may be located through the Counseling Center or Disability Services.

Campus Housing - Special arrangements for campus housing may be provided, based on individual need, if requested in advance through Disability Services. A form on page 17 of packet will need to be filled out and submitted as directed.

WHAT IF I NEED SOMETHING NOT LISTED?

You may inquire about services without obligation. We will work with on-campus resources or organizations in the local community to arrange the assistance you require, based on your individual needs, to participate fully at Rensselaer. **You must request services** in order to receive assistance from Disability Services for Students. However, you are under no obligation to use services and you may cancel services at any time. We believe you should take an active role in shaping and managing the services you use.

IS RENSSELAER'S CAMPUS ACCESSIBLE?

While Rensselaer appears at first glance to be a difficult campus for persons with mobility limitations, in fact, significant progress has been achieved in the removal of architectural barriers. For example, several dormitories have been modified to provide a choice of living arrangements. Most academic buildings are accessible and most have automatic door openers. (To ensure that classroom locations are accessible and convenient, prior arrangements can be made for classroom scheduling before each semester.) Students with vision loss will find that most elevators have tactile markings. Parking spaces are reserved and marked for drivers with disabilities in campus parking areas. Individual campus tours focusing on access needs can be arranged by contacting Disability Services for Students.

IDENTIFICATION PROCESS

Students are urged to identify themselves early, and are responsible for making their needs known to Disability Services by contacting the Assistant Dean of Students for Disability Services by phone 518.276.8197, or email dss@rpi.edu, to arrange a meeting and discuss the DSS registration process.

General - All incoming first-year students receive an Enrollment Guide, which includes information about Rensselaer's services for students with disabilities. They are asked to identify voluntarily any special needs they may have by contacting Disability Services for Students. Documentation of their disability will be requested. Transfer students, graduate students, and international students are also asked to identify their needs. Additional opportunities to self-identify are offered on the Student Orientation Registration form and the Residence Life & Dining Service form. An informational meeting about Disability Services is held for parents and students at every Student Orientation session each year.

Other - Some students undoubtedly attend Rensselaer without making it known that they have a disability, while others may not be aware of it themselves. Depending on the nature and severity of their disability and the coping strategies they may have devised, their academic performance could range from excellent to failing. In some instances, students who are aware of their disability do not self-identify because they do not believe they will require services, or because they are concerned about discrimination. Rensselaer assures nondiscrimination and encourages all students who know they have a disability to identify themselves, even if they are unsure whether they will need any accommodations. Early planning will help students anticipate and prevent problems. Additionally, students are assured that no services or accommodations will be provided without their full consent and participation.

Some students may suspect that they have a learning disability or ADHD but have never been evaluated and, consequently, have no records or documentation. These students may be referred to outside resources for an assessment, at the student's expense, and services may be provided on a provisional basis pending the outcome of their assessment. Rensselaer does not offer diagnostic evaluations on campus but can provide referral information.

DOCUMENTATION

All students with diagnosed disabilities who request services must provide documentation of their disability. Students with learning or neurological disabilities are required to provide documentation, often referred to as a psycho-educational or neurological assessment (pages 9-13), from a qualified professional, which verifies their diagnosis and supports their request for academic accommodations. Individuals with sensory, physical, psychological or other health impairments are required to have a licensed professional fill out the form provided on pages 14-15 or provide written documentation in the form of a medical report or a letter detailing the disability and the recommended educational accommodations, including any tests conducted with results that support the diagnosis. *While helpful as additional documentation, a "504 Plan" or "IEP" often does not always include a psychological educational assessment and therefore will not be accepted on its own.* Depending on their request for accommodations, some students may be required to submit additional relevant information. Rensselaer recommends that documentation be prepared in accordance with the standards outlined in the following pages.

Students are encouraged to complete a full assessment prior to attending Rensselaer, preferably in the senior year of high school. It is strongly recommended that individuals who are 17 years of age or older be tested using diagnostic instruments normed for adults. Parents may wish to request this assessment as part of the student's "transition planning" in their senior year. For students entering directly from high school, we cannot accept an assessment that is more than three years old. All documentation will be reviewed on a case-by-case basis and students may be required to submit additional paperwork if needed.

Documentation Guidelines for Rensselaer students with Learning Disabilities requesting services under the Americans with Disabilities Act of 1990 as amended, August, 2008, and Section 504 of the Rehabilitation Act of 1973

The student's documentation **must** indicate that the disability **substantially limits** some major life activity, including **learning**.

The following guidelines are provided in the interest of assuring that documentation is appropriate to **verify eligibility** and to **support requests** for accommodations, academic adjustments and/or auxiliary aids.

1) Testing must be comprehensive.

To be included in this assessment:

- **The Diagnostic Interview**

Because learning disabilities are frequently manifested during childhood, historical information of learning difficulties in elementary and secondary education must be included. The diagnostic interview, by a qualified examiner, must include relevant background information to support the diagnosis. Such information includes:

- Developmental history
- Academic history, including prior standardized testing reports of classroom academic performance classroom reports of behavior notable trends in academic performance
- Family history
- Psychosocial history
- Medical history (Absence of medical basis for the present symptoms)
- History, if any, of prior psychotherapy and pharmacotherapy
- Discussion of any dual diagnosis of alternative or co-existing mood, behavioral, neurological and/or personality disorders
- A discussion of the presenting learning problems

- **The Neuropsychological or Psychoeducational Evaluation**

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must be submitted on letterhead of the qualified professional, and **it must provide clear and specific evidence of a learning disability**. It is not acceptable to administer one test, nor is it acceptable to base

the diagnosis on only one of several subtests. Objective evidence of a **substantial limitation to learning** must be provided.

Minimally, domains to be addressed must include the following:

a. Aptitude

A complete aptitude battery is required with all subtests and standard scores. This may include, but is not limited to, the following: Wechsler Adult Intelligence Scale-Revised; Woodcock-Johnson Psychological Battery Revised; Test of Cognitive Ability; The Stanford-Binet Intelligence Scale: Fourth Edition

NOTE: The Slosson Intelligence Test-Revised, Wechsler Abbreviated Scale of Intelligence, and the Kaufman Brief Intelligence Test do not constitute adequate intelligence test measures.

b. Achievement

A complete achievement battery is required with all subtests and standard scores. The battery may include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to, the following:

- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Wechsler Individual Achievement Test-II (WIAT-II)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)

OR specific achievement tests such as:

- Test of Written Language-3 (TOWL-3)
- Woodcock Reading Mastery Tests-Revised
- Stanford Diagnostic Mathematics Test

NOTE: The Wide Range Achievement Test-4 (WRAT-4) is not a comprehensive measure of achievement and is not acceptable if used as the sole measure of

achievement. It is a useful screening instrument when administered under standardized conditions.

c. Information Processing

Specific areas of information processing must be assessed. These areas include, but are not limited to:

- short and long term memory
- sequential memory
- auditory and visual perception/processing
- processing speed
- executive functioning
- motor ability

Acceptable instruments include, but are not limited to:

- Detroit Tests of Learning Aptitude-3 (DTLA-3)
- Information from subtests on the WAIS-R
- Information from the subtests of the Woodcock-Johnson Tests of Cognitive Ability
- Information from the subtests of other instruments relevant to the presenting problem(s)

2) Testing must be current.

In most cases, this means testing that has been conducted in the last three years. Because the provision of all reasonable accommodations and services is based upon assessment of the **current impact** of the student's disabilities **on his/her academic performance**, it is in the student's best interest to provide recent and appropriate documentation.

In the case of adults tested after age 21, testing within a five-year period can be accepted. In the case of a graduate student or continuing education student, documentation of accommodations from a previous institution of higher education will be considered.

3) The report must include a specific diagnosis. Individual “learning styles,” learning differences,” and “academic problems” in and of themselves do not constitute a learning disability.

The nature and severity of the functional limitation(s) must be supported by the test data, academic history, anecdotal and clinical observations that may include the student’s level of motivation, study skills, and other non-cognitive factors. **These findings must support the fact that the individual’s functional limitations are due to the stated disabilities.**

4) Actual test scores must be provided.

Standard scores must be provided for all normed measures. Percentiles are also acceptable; grade equivalents are not acceptable unless standard scores and/or percentiles are also included. The assessment must show evidence of discrepancies and intra-individual differences. The particular profile of the student’s strengths and weaknesses must provide a rationale for the accommodations that are recommended.

5) Tests used to document eligibility must be technically sound.

The tests used must be reliable, valid and standardized with **an adult population**. The test findings should document **both** the nature and severity of the learning disabilities.

6) A description of requested accommodations including the rationale must be provided.

The diagnostic report **must include specific recommendations** regarding the curriculum, as well as testing considerations. A detailed explanation must be provided as to why each accommodation is recommended and should be correlated to specific test results or clinical observations. If any accommodation or auxiliary aid was provided in the past, it should be discussed, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, national board examination) and whether or not they benefitted the student. For example, if the diagnosed condition is a learning disability, what is the processing disorder and what is the relationship between the disorder and the requested accommodation?

Any school plan (IEP or 504 plan) is not sufficient in and of itself, but it can be included as part of a more comprehensive assessment battery as described in this document.

If no prior accommodations have been provided, the qualified professional and/or student should include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

7) A qualified professional must conduct the evaluation.

Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Experience working with an adult or older adolescent population is essential.

The name, title, date(s) of testing, and professional credentials of the evaluator, including information about license or certification (e.g. licensed psychologist) as well as areas of specialization, employment and state in which the individual practices should be clearly stated. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have training in learning disabilities:

- clinical or educational psychologists
- neuropsychologists
- medical doctors known to specialize in specific learning disability conditions
- school psychologists/learning disability specialists/educational diagnosticians

Use of diagnostic terminology indicating a specific learning disability by someone whose training is not consistent with the above criteria does not meet the eligibility requirements. All reports must be typed and otherwise legible.



Documentation of a Medical or Psychological Disability

At Rensselaer, students who request accommodations for a disability are required to submit documentation to verify eligibility under Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). This form is provided in the interest of assuring that evaluation reports are appropriate to document eligibility for students who seek accommodations and/or services for a psychological or medical disability. **Please fill out the form completely.** If you prefer, instead of using the form, you may write a brief report on your letterhead, as long as the report includes the same requested information. Any questions should be directed to Annie Petersen, Assistant Dean of Students, Disability Services for Students at 518.276.8197 or petera5@rpi.edu.

Student: _____ **Date:** _____

I. Diagnostic Statement describing the disability. Provide a clear diagnostic statement (and DSM-IV-TR or ICD-10 diagnostic code/s, if appropriate) that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.

II. A description of the diagnostic methodology used. Include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Diagnostic methods that are congruent with the particular disability and current professional practices are recommended.

III. A description of the current functional limitations. Information on how the disabling condition(s) currently impacts the individual is necessary for both establishing a disability and identifying possible accommodations. It should identify the major life function that is being substantially limited.

IV. A description of the expected progression or stability of the disability. Include statement on expected changes in the functional impact of the disability over time and context. If the condition is not stable, information on interventions for exacerbations (including the individual's own strategies) and recommended timelines for re-evaluation are helpful.

V. A description of current and past accommodations, services and/or medications.

VI. Recommendations for accommodations. Recommended accommodations and services must be logically related to the functional limitations.

Certifying Qualified Evaluator(s): (Qualified evaluators are defined as licensed individuals who are qualified to evaluate and diagnose psychiatric disabilities or who may serve as members of the diagnostic team. **Diagnoses of psychiatric disabilities documented by family members will not be accepted.**

License Number: _____ State of Practice: _____

Printed/Typed Name: _____ Phone: _____

Address: _____

Email: _____

Signature: _____ Date: _____

ALL DOCUMENTATION WILL BE HELD IN THE STRICTEST CONFIDENCE

Please send to:

Annie Petersen, Assistant Dean of Students
Academy Hall
Rensselaer Polytechnic Institute
110 8th Street
Troy, NY 12180

Fax: 518-276-4839

Email: petera5@rpi.edu

Special Housing Assignments/Housing and Meal Waivers

In instances when Residence Life is informed of extenuating circumstances that require a special housing requirement or waiver, this application form may be used to request a waiver or specific facility needs or assignment to a particular part of campus. Needs may include, but are certainly not limited to:

Medical

Examples:

- Student has a temporary disability and no longer can live on the 4th floor of a building.
- A student has severe allergies and cannot live in a building with carpeted floors.

Mental Health

Examples:

- Student has recently experienced a personal trauma and is having trouble concentrating in a room with other students.
- Student has a documented diagnosis of depression or anxiety that makes it difficult to share a room.

Disability

Examples:

- Student uses a wheelchair and must have access to a building that provides appropriate accessibility.
- A student has a muscular disorder that requires support bars in bathroom facilities

Religious

Examples:

- Student practices Kosher living and cannot use shared kitchen facilities with non-Kosher students
- Student's religion requires all-female or all-male living environment

Supporting documentation

All requests for special housing accommodations must be accompanied by supporting documentation to substantiate the request. All supporting documentation must be submitted at the time of the request in order for the request to be considered. Supporting documentation for medical and mental health requests must come from the physician treating the student and must be evaluated by Rensselaer's Medical Director. Supporting documentation for religious requests should come from the leader of the student's religious community. Students requesting an accommodation for a disability must be registered with Rensselaer's Disabled Student Services office.

Waiver/exemption requests

Students who wish to be released from a housing contract must demonstrate a change in financial circumstances, or have documentation of other extenuating circumstances that necessitate a release from housing. Supporting documentation from Financial Aid may be requested.

Release for open discussion

Please note that **only** the Residence Life Office can process a specific assignment based on a special need. If a student presents their situation to another Institute department, staff member or RA, that does not automatically qualify the student for a special housing assignment – the application form must be submitted to Residence Life. No other Institute department has the authority to place students based on special needs. Residence Life will work with other offices for recommendations based on documentation that the student provides. By signing the form upon submission, you are agreeing that Residence Life may speak with other offices as appropriate (Health/Counseling Center, Dean of Students Office, Advising-Learning Assistance Center, etc.) to determine appropriate accommodations based on the presented information.

Because the number of special housing requests can exceed the number of specific rooms available, the submission of this form does not automatically guarantee a special housing assignment will be granted. Applications will be reviewed, and a decision will be made by the Vice President for Student Life and/or appointed designees.

Special Housing Request/Housing/Dining Release Form

If you would like to request special housing accommodations or a release from housing or meal plan requirements, please fill out this form and fax it to Residence Life at 518-276-6223. You may also mail it to us at the following address:

Office of Residence Life
Commons West
110 8th Street
Troy, NY 12180

All requests will be reviewed by the Vice President for Student Life or appropriate designees. Students will be notified of their status via email and/or telephone once a decision has been made. Please submit all supporting documentation at the time of request.

6-6-____-____-____-____-____-____
RIN #

NAME: Last _____ First _____ Middle _____ Gender: _____

ADDRESS: Street _____ City _____ State _____ Zip _____

CAMPUS ADDRESS (if applicable): _____ Building _____ Room _____

PHONE: Home/permanent _____ Cell phone _____

EMAIL: Rensselaer email _____ Home email (if applicable) _____

Waiver request – please check the appropriate box for your request:

Special Housing Accommodations

- Medical/health
- Disability/mobility impairment
- Other (please list) _____

Housing Waiver/Exemption

- Change in financial circumstances
- Other (please list) _____

Meal plan Waiver/Exemption

- Change in financial circumstances
- Other (please list) _____

(please see reverse side for specific details on qualifications for special housing accommodations)

Please briefly describe the accommodation you are seeking to meet your needs (i.e. single room, uncarpeted space, disabled accessible room, etc.). Attach a separate letter if necessary.

Signature _____ Date _____

By signing above, you are agreeing that Residence Life and the Vice President for Student Life or designee may speak with other offices as necessary to determine appropriate accommodations and/or to verify your request for release.

For Office Use Only:

Medical Director Verification _____
VP for Student Life Verification _____
Residence Life Verification _____
DSS Verification _____

Request approved? Y / N _____
Student notified date _____
Notification via: Email / Phone _____



Alternate Format Textbook Request Form

If you are a student with a diagnosed disability that prevents you from using standard instructional materials and would like to receive an alternate format, please complete this form and return to DSS at least 2 weeks prior to the start of classes each semester. DSS will contact you via email when items become available.

*You must first be registered with DSS to receive accommodations.

* If the textbook is available for purchase in an alternate format, please purchase that version instead of the printed version.

*You must purchase the textbook(s) and provide an original or electronic copy of your receipt before this request can be processed.

Name:	
Email:	
RIN:	
Term:	___ Fall ___ Spring ___ Summer

Requesting Alternate Format Textbooks for the following courses:

List Course Name-Section (example: BIOL 1010-03)

<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____

Format Preference*: *Requests for multiple formats will be considered on an individual basis
*Every effort will be made to honor the preferred format

- PDF
- DOC
- RTF
- TXT
- Audio
- Other: _____



Textbook Information: Please provide the following information for each of the textbooks you wish to receive in alternate format. If needed, you can provide this information in a separate document.

Title:	
Edition:	
Author:	
Publisher:	
ISBN:	

Title:	
Edition:	
Author:	
Publisher:	
ISBN:	

Title:	
Edition:	
Author:	
Publisher:	
ISBN:	

Title:	
Edition:	
Author:	
Publisher:	
ISBN:	

Title:	
Edition:	
Author:	
Publisher:	
ISBN:	



Agreement on the Use of Recorded, Electronic or Other Alternatively Formatted Course Materials

I agree that I am enrolled for the semester and the particular course(s) for which I am requesting alternatively formatted instructional materials.

I have provided the designated college official with appropriate documentation of the disability that prevents me from using standard instructional material. I understand that this documentation will be kept on file at the college.

I understand that I must purchase instructional materials at the same cost as other students.

I agree that I will not copy or reproduce alternatively formatted instructional materials nor allow anyone else to do so pursuant to the requirements of the copyright revision act of 1976 as amended (17 U.S.C. §101 et seq.).

I will not share alternatively formatted materials with any other party.

I understand that any violation of this agreement may be considered a violation of the college’s Student Code of Conduct and may result in penalties including suspension and expulsion. Violations may also constitute a violation of federal and/or state laws and may result in civil or criminal prosecution, payment of fines or other moneys to the copyright holder, and/or incarceration.

I have read and understand the policies and procedures outlined above and agree to comply with them.

Signature of Student

Date

Signature of College Representative

Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Americans with Disabilities Act (ADA)

	IDEA	Section 504	ADA
Requirements in the Law	<ul style="list-style-type: none"> • Provides a free, appropriate, public education in the least restrictive environment 	<ul style="list-style-type: none"> • Requires any agency, school or institution receiving federal financial assistance to provide person with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream 	<ul style="list-style-type: none"> • Extends coverage of Section 504 to employment, public and private education institutions, transportation providers and telecommunications, regardless of presence of any federal funding
Definitions in the Law	<ul style="list-style-type: none"> • Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specifically trained teachers • Not all students with disabilities are eligible 	<p>Defines persons with disabilities who</p> <ul style="list-style-type: none"> • Have a physical or mental impairment which limits one or more major life functions • Have a record of such an impairment • Are regarded as having an impairment 	<ul style="list-style-type: none"> • Definition of disability essentially the same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability – includes HIV status, contagious and non-contagious diseases
Who is covered	<ul style="list-style-type: none"> • Covers SWD that require special education services ages 3 -21 or until graduation 	<ul style="list-style-type: none"> • Protects all persons from discrimination in educational setting based solely on disability 	<ul style="list-style-type: none"> • Protects all persons from discrimination in educational setting based solely on disability

	IDEA	Section 504	ADA
Services provided	<ul style="list-style-type: none"> Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips, etc) 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/series offered to the general school population 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/series offered to the general school population
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services 	<ul style="list-style-type: none"> Requires that school not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids 	<ul style="list-style-type: none"> Requires that school not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids
Evaluation/ Documentation	<ul style="list-style-type: none"> School district is responsible for identifying and evaluating students with disabilities 	<ul style="list-style-type: none"> Same for elementary and secondary schools Same for students in college 	<ul style="list-style-type: none"> Students must self-identify as having a disability and must provide adequate documentation of the disability
	<ul style="list-style-type: none"> Evaluations are the responsibility of the school and are performed at no expense to student/ parent 	<ul style="list-style-type: none"> Same for elementary and secondary schools Same for students in college 	

	IDEA	Section 504	ADA
	<ul style="list-style-type: none"> Parents must consent to evaluations and placement decisions 	<ul style="list-style-type: none"> Same for elementary and secondary schools Same for students in college 	<ul style="list-style-type: none"> Student has responsibility for advocacy, negotiating accommodations plan, and following appropriate recommendations
IEP/ Accommodations	<ul style="list-style-type: none"> Individual Education Plan (IEP) developed with parents, teachers and other specialists 	<ul style="list-style-type: none"> 504 Plan developed with parents, teachers, and school personnel involved (Elementary and Secondary students) Same for college/postsecondary 	<ul style="list-style-type: none"> Accommodation plan developed with student and College's Disabilities Services Officer
Classroom Placement	<ul style="list-style-type: none"> Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom (Elementary and Secondary students) 	<ul style="list-style-type: none"> Placement is in regular classroom with support services to eliminate barriers to the educational experience (Elementary, Secondary and College students) 	<ul style="list-style-type: none"> All courses are mainstream with accommodations provided to students who qualify under ADA

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

HIGH SCHOOL CLASSES	COLLEGE CLASSES
Each day you proceed from one class directly to another.	You often have hours between classes; class times vary throughout the day and evening.
You spend 6 hours each day--30 hours a week--in class.	You spend 12 to 16 hours each week in class
The school year is 36 weeks long; some classes extend over both semesters and some do not.	The academic year is divided into two separate 15-week semesters. And an optional summer semester
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic adviser, and register on the web. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance.	Professors may not formally take attendance, but they are still likely to know whether or not you attended.
Classes generally have no more than 35 students.	Classes may number 100 students or more.
You are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, which will usually cost more than \$100 per course.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex and differ for different majors and sometimes different years. You are expected to know those that apply to you.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect <i>you</i> to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture (nonstop), expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
STUDYING IN HIGH SCHOOL	STUDYING IN COLLEGE
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

TESTS IN HIGH SCHOOL	TESTS IN COLLEGE
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You will need to organize material to prepare for the test and may have only 2-3 tests per semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
Extra credit projects are often available to help you raise your grade.	Extra credit projects cannot, are often not available. If they are, they usually will not significantly alter a student's grade.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive notice of low grades on a Mid-Semester Progress Report, see your academic advisor or visit the Learning Center.
You may graduate as long as you passed all required courses with a D or higher.	You may graduate only if your average in classes meets the department standard--typically, a "C" average, but not always.
Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.
PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM IN COLLEGE
High school is <i>mandatory</i> and <i>free</i> (unless you choose other options).	College is <i>voluntary</i> and <i>expensive</i> .
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities	You must decide whether to participate in extracurricular activities.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM IN COLLEGE
You need money for special purchases or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you may not have faced previously. <i>You</i> must balance your responsibilities and set priorities.
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

Tips For Using Your Faculty Memorandum

The memorandum is yours to use as you deem necessary or not use. Be aware that if you decide not to use it and your course results are less than satisfactory, faculty are not obliged to allow a make-up exam or other considerations afterward.

Show your memorandum to faculty each semester and discuss your needs with them. You do not need to disclose your disability or justify your accommodations. However, **you do need to explain what it is that you need and how your faculty can provide it to you.** Be as specific as possible and provide examples if applicable. If you have difficulties making arrangements, please contact me right away.

Your Memorandum is only valid for the dates listed on the document; typically one academic year. **You must complete an Accommodation Request Form each year to receive a Memorandum for that academic year.** Plan to submit the form as soon as you return to campus, if not sooner. The form is available in the Disability Services for Students office or online on the DSS website at <http://doso.rpi.edu/dss>.

If your experience indicates that your arrangements/accommodations need to be revised in some way, please contact me at any time during the year as soon as possible. You must allow ample time for DSS to process your request and for faculty to make arrangements for any new accommodations.

The following is a non-exhaustive list of accommodations and suggestions of how to use/request them. If you have an accommodation that is not listed and would like suggestions on how to use it, or if you have further questions or concerns, please contact DSS by phone: (518) 276-8197, email: dss@rpi.edu, or by visiting the office during business hours: Fourth Floor Academy Hall, Suite 4226.

Common Accommodations:

Preferential Seating:

It is not typical for classrooms to have assigned seats however, if your accommodations warrant a need to sit in a particular part of the classroom, your faculty need to know. Make them aware of what location works best for you and if applicable, why. (Example: You may need to take frequent breaks so a location

with easy access to an exit would be best.) If seating options are not accommodating your needs please contact DSS right away.

Class Materials:

Request to meet with your professor early in the semester to discuss what format you need. Show examples if necessary. If you require notes or slides in advance of the class, make arrangements with your faculty of when and how they will be provided; pick-up in their office, email as PDF, etc. If what they provide you does not meet your needs please contact DSS right away.

Flexibility for Breaks and/or “Stop-the-clock” Testing:

Make faculty and TAs aware of your need to leave the class environment and discuss ways it can be accomplished. If you are able, let them know what situations might prompt a need for a break. Remind your faculty about this accommodation prior to each examination so they can plan accordingly, since frequent breaks could make examination times longer than they originally planned.

Distraction- Reduced Testing Environment:

Explain to your faculty/TA/ test proctor in advance of your need for a distraction-reduced testing area. Explain to them what environment works best for you and be flexible about what they can provide. If your faculty cannot provide this accommodation to your needs, contact DSS and together we can arrange a more appropriate location for your exams.

Extended Time for Exams:

Show the memo to your professors early each semester, well before you have any exams. **Discuss with them all necessary arrangements, especially when and where to take your tests with extra time.** There are many ways to arrange this depending on your schedules: start exam early, stay later, in classroom, in department’s office, etc. Be sure to make clear, specific plans with your instructors so there is no confusion on exam day! Note those arrangements in your calendar on the exam date. It’s your grade in the end, so you need to take charge of getting the arrangements made early. Be as flexible as possible when making the arrangements to accommodate your professor’s time schedule. **If a TA will be involved in the arrangements, check to make sure they are aware of the plan.**

- If you are using extra test time, ask your professors if they would like you to remind them before each exam, and if so, by what method: email, verbal reminder the class before the test, etc. Note this in your planner, calendar, or some other method to remind yourself to remind your professors!
- If you find that you don't need the extra time after you've taken one or more exams in a course, you can always tell the professor that you want to cancel your request (though you might want to keep the option open for a long final exam.)

Alternative Text Format:

When course required textbooks are not commercially available in a format that you need (PDF, audio file, DAISY, etc.) you must purchase the hard copy, provide proof of purchase to DSS and complete an Alternate Format Request Form (pp. 18-20). DSS will then contact the textbook publisher and request the format that you need. This process can be time-consuming so when possible, make DSS aware of your need well in advance of classes.

Kurzweil:

The Kurzweil is located on the bottom floor of the Folsom Library. You can gain access to the room via an attendant at the Library Helpdesk on the ground floor. If you are unfamiliar with the equipment **please ask for assistance** from either DSS or the Folsom Library staff.

Recording of Lectures:

Since many classrooms have a "no cell phone/electronic device" policy, making faculty aware of your method of recording should alleviate any cause for discourse. Many students utilize an application on their smartphones or bring their own recording device. (If you do not have a device, DSS can arrange one for your use.)

Use of Word Processor:

A word processor is used when written tasks are assigned in class. This includes: note-taking, testing, quizzes, and any assignments that require written expression of information. If you feel this accommodation is only warranted for certain situations, make your faculty aware. Example: You prefer to use your word processor to answer the essay questions on exams but prefer to write your answers by hand for short, in-class assignments.

Some capital region resources for LD/ADD/ADHD evaluations:

University at Albany (best bargain)

Psychological Services Center
299 Washington Avenue, Albany, 12206
(518) 442-4900

- Bring any previous or old documentation
- Fee is \$400-600 (half up front)
- Be sure to mention appointment is for LD or ADHD testing
- Summer hours also available

Psychopharmacology Consultants (for ADD/ADHD only)

Dr. Kevin George
18 Computer Drive South, Albany
(518) 458-2481

- Call for fees (Only CDPHP and Medicare are accepted)
- Parking readily available

College of Saint Rose

432 Western Ave., Albany
Kim Lamparelli, Director of Clinical Services
(518) 458-5354

- Parking - call first
- Bring any previous or old documentation
- General fee is \$1,200

Vocational Rehabilitation Agencies in each state may also offer LD testing at no charge. However, there is usually a good deal of paperwork and time delay in getting such assistance. Interested New York State residents should contact the regional office that covers their county (www.vesid.nysed.gov/do/locations.htm). Out-of-state students can locate their state's vocational rehabilitation agency by checking www.jan.wvu.edu/SBSES/VOCREHAB.HTM.

Online Information for All Prospective College Students with Disabilities

Check out these great websites for essential information:

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

U.S. Dept of Education website for Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

<http://www.thinkcollege.net/for-students> (About pre-college exploration and planning)

<http://www.going-to-college.org/myplace/index.html>

Going to College: information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.

www.heath.gwu.edu (An online clearinghouse on Postsecondary Education for Individuals with Disabilities—HEATH—contains a wealth of information, including financial aid resources)

Services and Financial Aid for Qualifying New York State College Students

Students with vision disabilities should contact the Commission for the Blind and Visually Handicapped (CBVH) at www.ocfs.state.ny.us/main/cbvh. All other students with disabilities should contact ACCES-VR (Adult Career and Continuing Education Services-Vocational Rehabilitation [Formerly VESID: Vocational & Educational Services for Individuals with Disabilities]) at www.vesid.nysed.gov/do. College services and tuition assistance is based on income eligibility, vocational goals, and other criteria. Assistance from these agencies is usually provided through regional offices around the state. Your school district also may be able to provide a referral.

NOTES