

Niagara University Access & Accommodations: Individuals with Disabilities Ontario Education Program



Alternate Format Needs:

Please contact Niagara University Disability Services at 716-286-8072, 716-286-8063 (FAX), ds@niagara.edu.

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Contact Information:

Individuals with disabilities seeking accommodations, adjustments, and/or auxiliary aids and services must contact and provide documentation of disability to:

Diane Stoelting
Coordinator, Disability Services
Seton Hall, First Floor
Niagara University, New York 14109
716-286-8076
FAX: 716-286-8063
ds@niagara.edu

Kelly Engert
Disability Specialist
Seton Hall, First Floor
Niagara University, New York 14109
716-286-8541
FAX: 716-286-8063
kadams@niagara.edu

Depending on the disability and the type of assistance requested, a student may be referred to additional University Service Providers as needed:

Academic needs: Diane Stoelting, Coordinator, Disability Services

Medical needs: Lori Soos, RN, BSN, Director, Health Services
Butler Building
Niagara University, New York 14109
716-286-8390 / FAX: 716-286-8391
lsoos@niagara.edu

Physical Access needs: Coordinated through:
Tom Donovan, Director, Ontario Programs
Diane Stoelting, Coordinator, Disability Services

**Psychological /
Emotional needs:** Counseling Services
Seton Hall, Lower Level
Niagara University, New York 14109
716-286-8536

Tom McDermott, NCC, LMHC, Director
tmm@niagara.edu
Dr. Bernadette Peters, Assistant Director
bpeters@niagara.edu

504/ADA Compliance Officer: Robert Pfeil, Director, Human Resources
Human Resources Building
Niagara University, New York 14109
716-286-8690 / FAX: 716-286-8694
rpfeil@niagara.edu

Disability Services: Overview

Disability Services coordinates accommodations, adjustments, and auxiliary aides and services for students with disabilities at Niagara University. The majority of students served through this office have learning disabilities in reading and writing. Other disabilities include Attention Deficit Disorder, mobility impairments, sensory and psychiatric disabilities.

Qualified students with disabilities are entitled to accommodations under the Ontario *Human Rights Code*. Accommodations are determined on a case-by-case basis by the coordinator of disability services. In order to receive accommodations (including adjustments, and/or auxiliary aids and services), documentation of disability and needs is required. All information received is considered confidential and released only to appropriate personnel on a need-to-know basis. To access services, students must initiate a request in writing for specific accommodations (alternative format, text enlargement, test accommodations, interpreters, etc.). Students must also take full responsibility for ongoing assistance. Please see the sections entitled “Eligibility for Services” and “Documentation Guidelines” for more specific information about verifying disability.

Legal Issues & Disability

In Ontario, the *Human Rights Code* provides individuals with disabilities with the right to equal treatment with respect to services and facilities (including educational institutions) without discrimination.

Who is covered under the law?

As per the *Human Rights Code*, a **person with a disability** is any person who has or has had or is believed to have or have had:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, and without limiting the generality of the foregoing, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,
- b) a condition of mental retardation or impairment,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or
- e) any injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

A **qualified student with a disability** is defined as one who meets the academic and technical standards requisite to admission or participation in the education, program, or activity. In postsecondary education, a qualified student with a disability is one who can meet the admission requirements for both the university and the specific program of study which he/she wishes to pursue.

In addition, a qualified student with a disability must:

- identify his/her disability and needs to the office on campus that coordinates services for students with disabilities. At Niagara University this office is Disability Services.
- answer questions and provide adequate documentation of disability that details relevant restrictions or limitations, including information from health care professionals.
- participate in discussions regarding possible accommodation solutions and cooperate with Disability Services.
- meet essential academic requirements.

Niagara University's Non-discrimination Statement

It is Niagara University's policy that no otherwise qualified person, with a disability, be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. "Program or activity" refers to any credit or non-credit program or activity sponsored by Niagara University.

An otherwise qualified person with a disability must be ensured the same access to programs, opportunities, and activities at the University as are all others. Existing barriers, whether physical, programmatic or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support the University's regular services and programs.

The University will continue to strive to achieve excellence in its services and to ensure that its services are delivered equitably and efficiently to all of its member community.

Student Rights and Responsibilities

Every otherwise qualified student with a documented disability has the right to:

1. Equal access to courses, programs, services, events, jobs, offices, student club activities, facilities, equipment, honors, meeting places, and transportation available through the University.
2. Reasonable and appropriate accommodations, adjustments, and/or auxiliary aids determined by the University on a case-by-case and/or course-by-course basis.
3. Appropriate confidentiality of all information pertaining to the disability with the choice of whom to disclose the disability to, except as needed to implement an accommodation or for purposes of health/safety, as required by law. A student can expect the following in order to expedite provision of service:
 - a. As needed, University Service Providers will meet to discuss and determine reasonable accommodations, adjustments, and/or auxiliary aids and services based on information and documentation provided by the student.
 - b. Administrative and academic personnel will be provided with information as deemed necessary in order to assure the student's timely access to programs and services.
4. Information reasonably available in accessible formats.

Every otherwise qualified student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards, including code of conduct.
2. Identify him/herself in a timely manner as an individual with a disability when requesting protection from discrimination or accommodation from the Coordinator of Disability Services and/or other Service Providers (see page 3).
3. Provide documentation from a qualified source that verifies the nature of the disability, functional limitations, and the need, if any for specific accommodations (see Documentation Guidelines, page 12 and following). The student is responsible for the costs associated with obtaining documentation.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, adjustments, auxiliary aids, and/or protection from discrimination, and cooperate with university personnel in developing reasonable accommodations or response to concerns. This includes completing the Disability Services Intake Form each semester (see page 39 - 40 in the Appendix).

University Rights and Responsibilities

Niagara University has the right to:

1. Maintain the University standards.
2. Deny a request for accommodations, adjustments, and/or auxiliary aids if a) the documentation does not identify a specific disability, b) the documentation fails to verify the need for the requested services, and/or c) the documentation is not provided in a timely manner (see Documentation Guidelines, page 12 and following).
3. Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or would constitute undue hardship including any that: a) pose a direct threat to the health and safety of others; b) constitute a substantial change or alteration to an essential element of a course or program; c) fundamentally alter the nature of the service provided; and/or d) poses undue financial hardship or administrative burden on the University.
4. Request from a student current documentation completed by a qualified professional source to verify the need for reasonable accommodations, adjustments, and/or auxiliary aids.
5. Refer a student to his/her own qualified professional for verification and to refer a student to a third party qualified professional in the event that additional information or assessment is required.
6. Discuss a student's need for reasonable accommodations, adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing discussion.
7. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids for each student on a case-by-case/course-by-course basis upon collaboration with the student and others as required.

Niagara University has the responsibility to:

1. Ensure that the University's courses, programs, events, services, jobs, offices, student club activities, facilities, equipment, honors, meeting places, and transportation, when viewed in their entirety, are offered in the most integrated and appropriate settings based on a review of what the law requires.
2. Offer on-campus educational programs and activities that, will, when viewed in their entirety, be physically accessible. In the event that a student with a physical disability is enrolled in a course or activity that is inaccessible, the class or activity will be moved to an accessible location or the location will be made accessible. The University will

examine off-campus sites chosen for any educational experiences, such as clinical placement, field placement, student teaching, study abroad, and co-ops so that, within reason, the site chosen will be both physically and programmatically accessible. In the event that a student with a disability is required to participate in program or activity that is inaccessible, the program or activity will, to the extent practicable, be moved to an accessible location.

3. Provide information regarding policies and procedures to students with disabilities in a timely manner and to provide such policies in accessible formats upon request.
4. Evaluate students on their abilities, not their disabilities.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.
6. Assist students with disabilities who self-identify and meet the University's criteria for eligibility in receiving reasonable and appropriate accommodations, adjustments, auxiliary aids, and/or other protection from discrimination as determined on a case-by-case/course-by-course basis.
7. Provide reasonable and appropriate accommodations, adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
8. Inform students with disabilities of University policies and procedures for filing a formal complaint through one of the University Service Providers, or by contacting the Dean of Student Affairs and/or through external agencies (e.g., Human Rights Tribunal of Ontario). See page 35 - 36 for procedures.

Admissions:

Any applicant with a disability who meets the stated guidelines for acceptance will be approved for admission without consideration of disability. Any documentation of disability submitted to the Admissions Office will be forwarded to the Coordinator of Disability Services and will be filed until the student contacts the Coordinator to request accommodations, adjustments, auxiliary aids and services, and/or protection from discrimination.

Any applicant who has not qualified for admission and who can provide new academic data can appeal the decision using the regular admissions appeal process. The applicant can contact the Admissions Office at 716-286-8700 for more information.

Eligibility for Services

Students must meet the academic standards set for admission into Niagara University. Once admitted to Niagara, students are responsible for disclosing and documenting disability to Disability Services in order to receive accommodations/services.

Documentation of disability must include a description of the current functional limitations the individual is likely to have at college due to his/her disability in order to assist Disability Services in determining eligibility for disability accommodation at Niagara University. Current and comprehensive disability documentation from a qualified provider (unrelated to the student) who is treating, or assessed, the specific disability for which accommodations are being requested is required to assist with the provision of appropriate accommodations and auxiliary aids. Providers can either complete the "Disability Verification" form for this purpose or summarize the requested information in writing on professional letterhead. See page 12 and following for additional information on documentation and page 41 - 43 in the Appendix for a copy of the Disability Verification form. *Documentation MUST include explicit connections between the individual's functional limitation(s) and ANY recommended accommodations.*

Eligibility for reasonable and appropriate accommodations will be determined on a case-by-case/course-by-course basis by the Coordinator of Disability Services.

Documentation Guidelines

General Documentation Guidelines:

The following guidelines are provided in the interest of ensuring that documentation is appropriate to verify eligibility of a disability AND supports requests for reasonable accommodations, adjustments, and auxiliary aids and services on the basis of that disability. Students are responsible for the costs associated with obtaining documentation.

1. Documentation of disability should be provided in writing, be comprehensive, and include the following information (see pages 41 - 43 in the Appendix for a copy of the Disability Verification form):
 - a) clear and specific evidence of a disability: the functional limitations related to the diagnosis and medical treatment of which affect the student's current level of functioning in the university environment.
 - b) in some cases, assessment procedures and evaluation instruments, including all test scores and sub-scores or test results, used to make the diagnosis. See information below regarding specific documentation requirements for various types of disabilities.
 - c) in some cases, background information about the student's educational, medical, and family histories that relate to the disability.
 - d) descriptions/suggestions of reasonable accommodations that have been or might be appropriate at the postsecondary level are encouraged. **Explicit connections must be made between any recommended accommodations and services AND the individual's functional limitation(s) related to the diagnosis, and/or medical treatment of the condition including medication.**
2. Documentation for eligibility should be current, preferably within the last three years. It is in a student's best interest to provide recent and relevant documentation because the provision of all reasonable accommodations and services is based upon assessment of the **current impact of the student's disability on his/her academic performance.**
3. Professionals conducting assessment and rendering diagnoses of a disability must be qualified to do so. Diagnostic reports should include the names, titles, and professional credentials (e.g., licensed psychologist) of the evaluators as well as the dates(s) of testing. Experience in working with an adult population is essential. The diagnostician must be impartial and not a family member.

Specific Documentation Guidelines

Learning Disabilities:

Most recent testing results and scores and the clinical narrative. Minimally, domains that should be assessed should include (but not be limited to):

- a. **Aptitude** The Wechsler Adult Intelligence Scale – Revised (WAIS-R), Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability, and the Stanford-Binet Intelligence Scale are acceptable.
- b. **Achievement**. Assessment of current levels of functioning in reading, mathematics and written language are required. Tests may include the Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement, Wechsler Individual Achievement Test (WIAT), Stanford Test of Academic Skills (TASK), and the Scholastic Abilities Test for Adults (SATA). Specific achievement tests such as the Test of Written Language – 2 (TOWL-2), Woodcock Reading Mastery Tests – Revised, the Stanford Diagnostic Mathematics Test, and the Nelson-Denny Reading Test are also acceptable.
- c. **Information Processing**. Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) should be assessed. Information from subtests on the WAIS-R or clusters on the Woodcock-Johnson Tests of Cognitive Ability as well as other suitable instruments (e.g., Detroit Tests of Learning Aptitude-III) may be used to address these areas.

NOTE: This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

ADHD/ADD:

History of ADHD/ADD, means of diagnosis, and evaluation of current impact.

Psychological, Psychiatric or Emotional Disabilities:

Presenting symptoms and treatment. Prognosis, if known.

Deaf/Hearing Impairment:

Audiogram and performance section of psychological evaluation if available.

Blind/Visual Impairment:

Visual acuity, field of vision, and, if applicable, CBVH certification number.

Accommodations

Niagara University has a responsibility to provide program access (including physical access, access to programs, services, activities, and instruction) to qualified students with disabilities. This means that the University provides reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for individuals with disabilities upon request. Reasonable accommodations may include providing printed materials in an alternative format, an interpreter, access to assistive technology, relocating services to accessible locations, and providing extended time on tests.

Students with disabilities must register with Niagara University's Disability Services Office, provide documentation of disability, and request needed accommodations. Disability Services has the responsibility of determining what reasonable accommodation is and providing the accommodation in a timely manner. Ultimately, a student with a disability requires alternative arrangements only when faced with a task that requires skill that his/her disability precludes.

Examples of Disability & Potential Impact

Disability	Potential Impact	Accommodations
Low Vision	Unable to read standard print. Print/objects appear blurry. See objects within a specific field of vision. See image with sections missing or blacked out. Reading may take longer. Use of vision may be fatiguing.	Seating near the front of the room. Good lighting Large-print handouts, signs, labels. Access to closed circuit TV monitors. Printed materials in electronic formats. Computers equipped with software that enlarges screen images.
Blindness	Cannot read standard print materials. Individuals blind since birth may have difficulty understanding verbal descriptions of visual materials and abstract concepts.	Print materials in an electronic format (on CD, USB, email, web site, etc.) can provide access if used with text to speech technology. Printed materials available on audiotape. Raised-line drawings of graphic materials. Talking calculators. Tactile timers Computers with OCR, speech output, refreshable Braille screen displays, and Braille printers.

<p>Specific Learning Disability</p>	<p>Have average to above average intelligence but may have difficulties understanding content and/or demonstrating knowledge. Auditory, visual, or tactile information can become jumbled when it is transmitted, received, processed, and/or retransmitted.</p> <p>It may take longer for the student to process written information, making lengthy reading or writing tasks difficult to complete in a standard amount of time.</p> <p>Difficulty processing verbal instructions.</p>	<p>Audiotaped meetings Captioned video presentations Quiet work spaces. Computers with speech output and spelling and grammar checkers.</p>
<p>Hearing Impairments</p>	<p>May hear only specific frequencies, sounds within a narrow volume range, or nothing at all.</p> <p>Students who are deaf from birth generally have more difficulty speaking and understanding English language structure than those who lose their hearing later in life.</p> <p>May have difficulty following presentations in large rooms or when the speaker talks quietly, rapidly, or unclearly.</p> <p>They may find difficulty to simultaneously watch demonstrations and follow verbal descriptions, particularly if they are using a sign language interpreter, a real-time captioned screen, or a speaker's lips.</p>	<p>Interpreters, sound amplification (FM) systems, and captioning. Speakers should face the individual with the hearing impairment.</p>

"Effective College Planning," (2006), Collegiate Consortium of Disability Advocates

Requesting Accommodations, Adjustments, and/or Auxiliary Aids and Services

Any qualified student with a documented disability may request reasonable accommodations, adjustments, and auxiliary aids and services. The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.

Student Responsibilities:

- a. Provide the Disability Services staff with appropriate documentation of your disability and how it may impact you in the college environment. See page 12 and following for information on documentation guidelines.
- b. Complete and return the Disability Services Student Intake Form located in the Appendix, pages 39 - 40 or obtain a copy by contacting Disability Services, Seton Hall, First Floor, Niagara University, NY 14109, 716-286-8072, FAX: 716-286-8063, ds@niagara.edu.
- c. Contact the disability services staff prior to or at the beginning of each semester so that appropriate accommodations can be determined and provided in a timely manner. Students are strongly encouraged to make this contact within the first two weeks of each semester.
- d. Sign consent, if needed, authorizing the Disability Services staff to discuss your need for accommodations and services with the professional source of your documentation (e.g., medical doctor, psychologist) or university personnel if needed.
- e. Inform your faculty or other campus professionals in a timely manner of your need for accommodations. You may request that a Disability Accommodation Approval Form be prepared for you to give to your professors or other campus professionals outlining what accommodations are appropriate and have been approved for the semester. Accommodations are specific to the class/situation and are determined by the Disability Services staff as appropriate to meet the needs of each student.
- f. Meet the timelines and procedural requirements established by the University – this is essential for receiving services. If you fail to provide adequate notice of the need for accommodation and services, you are still entitled to the accommodation, but the institution cannot guarantee the availability of the necessary service/support without appropriate notice.

Disability Services Responsibilities:

- a. Determine eligibility for participation of students with disabilities in the accommodation process based upon a review of appropriate documentation.

- b. Determine the appropriate accommodation for each student based on the individual's need on a case-by-case/course-by-course basis.
- c. Assure the student is provided the opportunity for using the appropriate accommodation.
- d. Interact with administrative and academic personnel when appropriate.

Faculty and Campus Personnel Responsibilities:

- a. Maintain the integrity of all university programs (e.g., programs, courses, activities, and services).
- b. Assure that confidentiality of information regarding students with disabilities is maintained.
- c. Discuss with Disability Services any concerns related to the accommodation(s) or arrangements that have been requested by the student during their initial contacts.
- d. Provide appropriate accommodations by making arrangements with Disability Services. Administrative personnel and faculty can choose to provide accommodations for convenience reasons. However, caution should be used in providing accommodations without first consulting with Disability Services on what types of accommodations are appropriate.
- e. Determine the conditions under which an exam is to be administered (e.g., time of exam, open book, use of notes, dictionary) and clearly conveying them to the test administrator/proctor.
- f. Assure the timely delivery of an exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the exam.

Types of Accommodations

Academic Accommodations:

- Testing Accommodations
- Notetakers
- Alternate Text Format (e.g., Audio/Electronic Format)
- Course Substitutions and Modifications
- Auxiliary Aids and Services
- Attendance Accommodation

Non-Academic Accommodations:

- Registry for Service Animals

Testing Accommodations

A qualified student with a disability may be eligible for test accommodations, determined on an individual basis after review of documentation of disability. “Test,” as used in this context, refers to quizzes and examinations taken during the semester including final exams in conjunction with an academic class. A student should discuss his/her specific needs for testing accommodations (e.g., extended time, separate location, and use of computer) with the Disability Services staff and faculty in a timely manner BEFORE tests are to be administered. The student must follow these procedures in order to request testing accommodations:

Beginning of EACH semester:

The student must contact the Disability Services staff to request testing accommodations as early as possible each semester and provide documentation of disability in order for Disability Services to determine appropriate testing accommodations. The student must meet with professors and the Director of the Ontario Programs to inform them of testing needs, preferably at the beginning of the semester. If requested, Disability Services will provide the student with an Accommodations Approval Form to give to each professor and the Director of the Ontario Programs outlining approved accommodations.

During the semester:

The student must notify the Director of the Ontario Programs before each exam to schedule testing accommodations. The student must remind professors to make arrangements to deliver exams to the Director of the Ontario Programs before the scheduled exam time. The Director of the Ontario Programs will arrange for the proctoring of the exam and will return the exam to the faculty member once the student has completed the exam.

Test accommodations determined on a case-by-case/course-by-course basis may include, but are not limited to: extended time to complete exams, distraction-reduced testing location, access to a word processor or assistive technology, readers, scribes, and/or alternative formats such as oral or taped tests.

Notetakers

Based on documentation of disability, Disability Services will determine on a case-by-case/course-by-course basis the use of notetakers as an appropriate accommodation. Students who need this accommodation may have difficulty translating spoken information into a written format, maintaining attention needed for the completion of multitask activities, and/or writing quickly and/or legibly. Students must follow the procedures printed below in order to request notetakers.

The student must contact Disability Services to request notetaking services as early as possible each semester as well as to review the policies and procedures for requesting services. The student must provide a list of notetaker requests in writing (e.g., email) at the beginning of each semester that notetakers are required. The student must provide Disability Services with documentation of disability and needs in order for Disability Services to determine if notetakers are an appropriate accommodation. A returning student who knows someone in classes or someone who is willing to take notes should identify that person to Disability Services. If a new or returning student does not know anyone in the class, Disability Services will locate a student enrolled in the course qualified to take notes on a volunteer basis. Disability Services also will determine, under certain circumstances, if paid notetakers should be used in courses where qualified volunteer notetakers are not available. Disability Services will coordinate provision of the notetaking accommodation with the Director of the Ontario Program.

Alternate Text Format (Electronic Text or Etext or Audio Format)

Students with print disabilities, such as visual impairments and learning disabilities, may require textbooks and material in audio format. Determination of need is made by Disability Services based on the appropriate documentation the student provides.

Student Responsibilities:

- **Make a request for alternate print format:** Students must provide a list of alternate text format requests in writing (e.g. email) at the beginning of each semester that alternate text format is required. This information provides Disability Services with the information needed to respond to the student's needs in a timely manner.

- **Getting information quickly:** Contact the academic department or the campus store for the title, author, publisher, and edition of the textbooks for the courses in which you plan to enroll. This must be done as far in advance as possible. The student is required to purchase the textbook(s). If the student has trouble obtaining this information from the course instructor, the student can contact Disability Services as soon as the delay is known and Disability Services will assist the student in getting this information as quickly as possible.

- **Electronic Text or "Etext" or Audio Format:**

If students prefer audio format, they should contact agencies as suggested by Disability Services to determine if required textbooks are available.

If students prefer electronic text or "etext" they should give the bibliographic information to Disability Services. Disability Services will obtain the required copies of the textbooks either directly from the publisher or request permission from the publisher to convert the print into electronic text and then save the text on CDs. The student will then choose from the following options for accessing audio format: 1) Computer-generated voice read-back of text using a screen reader on his/her own computer. This option also provides visual cuing of text on a computer screen, 2) Computer-generated speech saved on CDs. This option will allow the student to hear the speech using a portable CD player.

The final decision as to which accommodation to use is the University's; student preference will be taken under consideration, but not necessarily determine the final decision.

- **Conversion deadline:** The deadline for converting textbooks into electronic text is at least two weeks before the student needs the first reading assignment. When course materials are delivered to Disability Services with less than two week's notice, Disability Services will inform the student how much of the material can be converted in the time available. Although every effort will be made to accommodate student needs, Disability Services cannot guarantee conversion of materials without two week's notice.

- **Defective materials:** If for any reason a CD or assistive technology is defective, the student should contact the Coordinator immediately. The Coordinator will investigate the problems and suggest solutions as soon as possible.

- **Copyright issues:** Because Disability Services does not have copyright clearance for books, they cannot distribute CDs to students unless they own a print copy of the material. Students who use electronic materials **MUST** sign a contract indicating that they own a print copy of the textbook, are using the materials in order to access their textbooks, and will **NOT** duplicate the materials in any way. Students also must sign the Alternate Format Agreement form before receiving materials.

-**Returning CDs:** The student will return all CDs borrowed from Disability Services by the end of the semester.

Course Substitutions and Modifications

Recognizing that the nature and severity of a documented disability may preclude learning in specific courses even with reasonable accommodations, the University will permit the substitution of another course or a modification of the course as an accommodation in some instances. The University will not waive or substitute any course or requirement, which is found to be an essential component of the academic program. The petition process should begin as soon as there is strong objective evidence (e.g., previous documented difficulties) that the student will be unable to fulfill the requirement. Students must follow the following procedures in order to request a course substitution or modification.

Student Responsibilities:

1. The student must initially contact Disability Services to review the procedures for a course substitution or modification.
2. The student must request, in writing, a course substitution or modification from the Vice President for Academic Affairs, Dean, and Department Chairperson and must include the reasons for the request and prior experiences with the subject matter as appropriate.
3. The student must provide Disability Services with current, relevant, and comprehensive documentation of disability from qualified professionals. A complete case history is also required to document the student's history of problems in the subject area from high school until the date of petition. This case history should include a) the names and description of courses, as well as grades, indicating the student's attempt(s) to master the subject matter as appropriate and b) **OPTIONAL, BUT RECOMMENDED**: letter(s) from high school and/or college personnel attesting to the student's effort and diligence in attempting to master the subject matter as appropriate.

Disability Services Responsibility:

Disability Services must provide a written report to the student's Dean and Chairperson detailing the impact of the student's disability-related functional limitation(s) and how the functional limitations(s) may or may not impact the student's performance in the course in question.

Dean/Chairperson Responsibility:

The Dean of the student's college, upon consultation with the Department Chairperson, must review the student's petition for a course substitution or modification and report by Disability Services in light of the essential requirements and technical standards of the **program** in question. If the requirements for the course are determined to be essential to the **program**, then the Dean will deny the student's request. If the requirements for the course are determined not to be essential to the **program**, then the Dean will approve the student's request. **IN EITHER CASE**, the Dean will forward the student's request for substitution,

Disability Services' report, and the Dean's justification for his/her decision to the Vice President for Academic Affairs for a final decision.

Vice President of Academic Affairs Responsibility:

The Vice President of Academic Affairs, upon reviewing the student's request for substitution, Disability Services' report, and the Dean's justification for his/her decision, will make the final decision. The student will be notified of the final decision by the Vice President for Academic Affairs in a timely manner.

NOTE: The student has the opportunity to grieve the Vice President's decision following the University's Complaint Procedure (see page 35 - 36). Any student who receives approval for a course substitution or modification is expected to fulfill the University's specific course requirements according to his/her college's guidelines.

Any substitution or modification is valid only for the curriculum in which the student is matriculated at the time of petition. Change of academic program or institution renders the action void.

Auxiliary Aids and Services

Auxiliary aids include interpreters, or other effective methods of making orally delivered materials available to students who are deaf or hard of hearing; readers for students with visual impairments; classroom equipment adapted for use by students with manual impairments; and other similar services or equipment.

While funding for accommodations to ensure equal access is available from Niagara University, funding for auxiliary aids is often the responsibility of vocational rehabilitation agencies. However, some students with disabilities may not be eligible to be clients of the vocational rehabilitation agency. These agencies also set limits on the amount of assistance they provide for auxiliary aids. The University does not provide prescription devices, or devices and services of a personal nature.

The need for auxiliary aids and services is deemed appropriate by Disability Services based on the documentation provided by the student. The student must follow these procedures in order to request auxiliary aids and services:

Beginning of EACH Semester:

The student must initially contact Disability Services to request auxiliary aids and services as early as possible each semester. The student must provide Disability Services with documentation of disability, which supports the need for auxiliary aids and services. Disability Services will then determine which auxiliary aids and services are appropriate accommodations. The student must meet with professors or administrative personnel to inform them of needs, preferably at the beginning of the semester. If requested, Disability Services will provide the student with an Accommodations Approval Form to give to the professor or to campus personnel outlining approved accommodations.

Students may be encouraged to apply for funding from outside sources.

Attendance Accommodations:

Niagara University expects its students to attend class regularly. Attendance requirements specific to each course are outlined in each course syllabus. However, the University will consider on a case-by-case basis, attendance modifications for students with disabilities who have documented medically-related conditions (episodic in nature) or other reasons why their disability may make it difficult for them to fulfill typical attendance requirements. The outcome may be different from student to student and, from class to class, and even from faculty member to faculty member depending on the student's documented disability and how it impacts attendance AND in light of the significance that attendance plays the course itself (interactive class discussions, lab, practicum, etc.). If the student isn't attending class on a regular basis, in some cases the student may not be able to do well or get the full benefit of the class. In these cases, accommodations, such as incomplete grades and/or course withdrawal, should be considered by the student.

Faculty need to understand that students with disabilities have the right to ask for this type of accommodation if their disability impacts attendance. Due to the nature and severity of the disability, the student may miss class to receive necessary medical treatment or to recover from a flare up of the condition. However, if regular attendance is essential to the course and/or curriculum or if the number of accommodated absences becomes excessive, then the student will be asked to consider alternative accommodations (e.g., a grade of incomplete or course withdrawal). Note that the extension of deadlines for assignments due or arrangements for making up tests and exams missed during an absence are NOT included in this assigned accommodation and must be negotiated individually with faculty as the need arises.

Procedures:

- 1) The student will meet with each of his/her faculty within the first two weeks of each semester or as soon as the condition is known, to discuss his/her situation and to discuss and clarify the class attendance policy with regard to meeting the course requirements.
- 2) A student with a disability who feels that he/she will have difficulty attending classes specifically because of his/her disability must make a request for an attendance accommodation from Disability Services at the beginning of each semester or as soon as the condition is known.
- 3) The student will be required to provide documentation of the disability from a qualified professional (appropriate to diagnosis and responsible for monitoring the student's disability/condition).

Documentation must be provided that indicates both why the student may need to miss classes and to what extent. While it is understood that the student or the student's doctor cannot always predict accurately the number or percent of absences anticipated, the student and/or the doctor is asked to provide some indication of the scope of the request.

Note that the impact of the disability on attendance will likely have to be episodic in nature for the request to move forward. If the student's absences become excessive, then the accommodation may necessitate the need to explore grades of incomplete or withdrawal from a course or the university.

Documentation will be held in Disability Services and will be considered confidential.

- 4) Disability Services, in consultation with appropriate campus professionals (e.g., Counseling Services, Health Services), will review/evaluate the documentation as needed to determine if the student has provided justifiable disability-based reasons for requesting consideration of attendance requirements.
- 5) If the student's request for an attendance modification is documented and deemed reasonable, then Disability Services will contact each of the student's faculty members individually to determine how an attendance accommodation may impact the student's ability to access the essential requirements of each class.

Specifically, Disability Services will ask each faculty member for:

- established attendance policies for the class.
- the importance of attendance/participation to the learning process/curriculum. More specifically, the each faculty member may be asked to answer the following questions:

NOTE: The following questions are from an OCR Letter of Finding in 1996 which helped to define the questions to ask regarding the definition of "essential course requirements" when attendance is an issue. (Letter of Finding from the Office for Civil Rights to Cabrillo Community College in California [Case No. 09-96-2150; OCR Region IX, 1996]). The answers to these questions helped OCR determine whether attendance was indeed essential to the course in question and if it could be accommodated.

- a. Is there regular classroom interaction between the instructor and students and among the students themselves?
- b. Do student contributions in class constitute a significant component of the learning process?
- c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
- d. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
- e. What does the course description and syllabus say regarding attendance?
- f. What is the method by which the final course grade is calculated?

In the final analysis, the faculty member needs to determine how much attendance leeway can be allowed without altering an essential feature of the course and/or curriculum.

The exact number of absences that may need to be accommodated may fluctuate from student to student based on the disability and its exacerbations during any given semester.

Again, the determination of what is “reasonable” at any point in time depends on the impact of the student’s disability and the essential nature of class attendance.

- 6) At this point, Disability Services will consider the student’s request, all documentation, input from faculty, and make a determination on the student’s request.

If an attendance accommodation is found to be reasonable, the student and Disability Services must complete the “Disability Attendance Accommodation Approval” form for each class, the student must take them to each of his/her faculty for signature and return them to Disability Services. Disability Services will distribute the copies of the signed forms to the student and to each of the designated faculty. This form provides an explanation of both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation. Specifically:

- a) Students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, inform the faculty member as to when the student will return to class. If the student is unable to reach the faculty member directly, the student or someone designated to act on his/her behalf may contact the faculty member.
- b) Unless designated in writing by the faculty, the student is responsible for any material covered or work done in or outside of class during the disability-necessitated absences AND must adhere to all scheduled deadlines for class assignments and tests. The extension of deadlines for assignments due or arrangements for making up tests and exams missed during an absence are NOT included in this assigned accommodation and must be negotiated individually with faculty as the need arises. If the student has missed a deadline due to a disability-related absence, the student, as soon as he/she is able, should contact the faculty to discuss the possibility of making up the missed work. Requests for accommodation must be timely and reasonable.
- c) No special accommodations will be provided for any absence **not** due to the documented disability.
- d) If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the class or the accomplishment of established learning objectives, the faculty member should contact Disability Services immediately. After consulting with the faculty member, Disability Services will contact the student to review his/her current situation regarding absences from class and reevaluate the attendance accommodation. As needed and as appropriate, the Disability Services will discuss possible alternatives with the student (e.g., grade of incomplete, course withdrawal, withdrawal from university).

If it is determined that it is not possible to consider the attendance accommodations because attendance is an essential requirement of the class, then the student will be informed and will be given the opportunity to discuss other accommodation options

with Disability Services including incomplete grades, course withdrawal, and/or withdrawal from the university.

Student responsibilities:

- The student will meet with each of his/her faculty within the first two weeks of each semester or as soon as the condition is known, to discuss his/her situation and to discuss and clarify the class attendance policy with regard to meeting the course requirements.
- If the student feels that he/she requires/needs an attendance accommodation, he/she must meet with Disability Services to request this accommodation. The student must provide Disability Services with documentation of the disability and impact on attendance from a qualified professional. At this point, Disability Services will consider the student's request, all documentation, input from faculty, and make a determination on the student's request. If an attendance accommodation is found to be reasonable, the student and Disability Services must complete the "Disability Attendance Accommodation Approval" form for each class impacted, take the form to each of his/her faculty for a signature, and return to Disability Services. Disability Services will distribute a copy of the signed forms to the student and to each of the designated faculty.
- When absent due to the documented disability, the student should, as soon as he/she is able, contact faculty to inform them of the absence and his/her expected date of return to class. If not able to contact faculty directly, the student or a designated individual should contact the faculty member.
- Unless designated in writing by the faculty, the student is responsible for adhering to all scheduled deadlines for class assignments and tests. If the student has missed a deadline due to a disability-related absence, the student, as soon as he/she is able, should contact the faculty to discuss the possibility of making up the missed work. Requests for accommodation must be timely and reasonable.
- No special accommodations will be provided for any absence not due to the documented disability.

Faculty responsibilities:

- Be available for an initial appointment to discuss disability accommodation issues. Often drop-in hours do not provide enough time to arrange this accommodation.

- Clearly state essential course requirements and the course attendance policy on each course syllabus.
- Work collaboratively with Disability Services and the student to consider an attendance accommodation and identify reasonable, but equivalent, alternatives for the student to complete essential course requirements without compromising course standards.
- Provide a written response to the student, outlining deadlines or, if granted, extensions for exams and papers. Students must discuss missed deadlines for exams, papers, and other assignments during the semester with the faculty member and renegotiate new deadlines as appropriate on a case-by-case basis.
- After meeting with the student, sign the “Disability Attendance Accommodation Approval” form and ask the student to return it to Disability Services. Disability Services will distribute a copy of the signed forms to the student and to each of the designated faculty.
- If at any point during the semester, the faculty member believes that the student’s absences from class threaten the academic integrity of the class or the accomplishment of established learning objectives, the faculty member should contact Disability Services immediately.

After consulting with the faculty member, Disability Services will contact the student to review his/her current situation regarding absences from class and reevaluate the attendance accommodation. As needed and as appropriate, Disability Services and faculty will determine if other accommodations (e.g., grade of incomplete, course withdrawal) may be more appropriate given the student’s needs at that time.

Attendance accommodations are not standard but are individually tailored to the student’s documented needs, the course requirements, and the faculty’s expectations. If students cannot meet the attendance requirements with or without a reasonable accommodation, withdrawal from the course may be the only option to avoid academic penalty.

Registry for Service Animals

Students with disabilities who require the use of a service animal must register the animal with Disability Services prior to residing on campus and attending classes. Registration involves completing a "Registry for Service Animals" form and authorizing Disability Services staff to notify the appropriate campus personnel/office of the presence of the animal and any special circumstances relevant to service animal usage on campus. Partners/handlers MUST agree to abide by the requirements listed below and/or any additional requirements at sites under the jurisdiction of a cooperating school board:

Identification and other tags: The animal must have tags or some other method of identification indicating ownership and rabies clearances. Dogs must wear rabies vaccination tag.

Under Control of the Partner/Handler: The partner/handler must be in full control of the animal at all times. The animal must be on a leash at all times. The care and supervision of a service animal is the sole responsibility of its partner/handler. The animal must be maintained and used at all times in ways that do not create safety hazards for other persons.

Health and Vaccinations: The animal must be clean and in good health. Animals to be housed in campus housing must have an annual clean bill of health from a licensed veterinarian. Dogs must have had a general maintenance vaccination series against rabies, distemper and parvo virus. Other animals must have had the appropriate vaccination series for the type of animal. Proof of vaccinations must be filed with either the Director of Human Resources or Coordinator of Disability Services.

Cleanup Rules:

- Always carry equipment and bags sufficient to clean up the animal's feces.
- Properly dispose of the feces.
- Persons who are not physically able to pick up and dispose of feces are responsible for making all necessary arrangements for assistance. The University is not responsible for these services.

Training Certification: If an animal is certified by a training program stating that the animal has successfully completed training, a copy of the certificate must be filed with either Human Resources or the Coordinator of Disability Services.

Circumstances Under Which Approved Animals Can Be Removed From Campus:

Service animals may be removed or restricted at a Niagara University location or event for reasons of disruption, health, uncleanness, safety, and/or failure to register the animal. For example, a partner/handler will be asked to remove the animal from the facility or event if the animal is ill and/or when that animal's behavior poses a direct threat to the health or safety of other persons and/or animals.

Areas Off-Limits to Animals: Animals may be restricted from certain areas of the campus when such restriction is governed by law.

Liability: The partner/handler of any pet or service animal present at any Niagara University location or event is personally responsible for any damage to property and/or harm to others caused by the animal while at a Niagara University facility or sponsored event.

Additional Important Information

- Assistive Technology
- Evacuation Procedures – please refer to the specific evacuation procedures of the particular school site together with school board policies.

Assistive Technology

The types of assistive technology currently available in Disability Services are listed below. The technology is housed in the Office of Academic Support on the first floor of Seton Hall. Students are encouraged to contact the disability services staff for more information on how to access the technology.

Kurzweil 3000: Scanning software that provides audio feedback and visual cues. Dual highlighting increases students' ability to understand words and concepts. Spell checking and word prediction promote independent writing. Other features: reads text on the Internet, talking word processor, highlights and reads word by word, word prediction, and study tools.

JAWS: A computer screen reader for individuals with little to no vision. The user navigates the screen using keystrokes rather than the mouse. JAWS reads virtually all text in most computer applications including icons, items in drop-down menus, etc. This software is also available in the student computer lab in St. Vincent's Hall and the library.

Dragon Naturally Speaking: A tool that enables the user to use voice input for creating written material.

AlphaSmart 3000: A battery-operated portable word processor compatible with any PC and most printers. Can type, edit and electronically store text without having to be at a computer (or expensive laptop). Text can be transferred via cable to any computer for formatting and printing. Availability limited.

Electronic Text: Staff members either obtain textbooks from publishers in a Word format, or if needed, scan text into the computer and convert it to a Word format. This "Electronic" text is saved to a CD which students who are blind, partially sighted, or who have reading disabilities can use on their computers along with a free online downloadable screen reader to listen to the text as the computer "reads" it back to them. Web sites for screen readers:

ReadPlease: <http://www.readplease.com/english/downloads/>

Natural Reader: <http://www.naturalreaders.com/download.htm>

Zoomtext: Magnification software for individuals with a vision impairment. In addition to magnifying text and icons on a computer screen, Zoomtext also includes a speech synthesizer to read applications and documents through computer speakers.

Complaint Procedures

It is Niagara University's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination by any university program or activity.

If a student believes he/she has been denied equal access to the university's academic programs, resources or other services because of a disability, he/she has the right to file either an informal complaint or a formal complaint. Please see information below.

Note that if a student with a complaint alleging disability discrimination is also employed by the university and the complaint arises out of the student's employment, the complaint may be filed under the university's "Policy Against Sexual & Other Forms of Harassment, Discrimination and Retaliation," (No. P-19). For more information, please contact the Office of Human Resources at 716- 286-8690.

The university always encourages students to enlist the aid and intervention of the coordinator of disability services in order to resolve complaints informally. The coordinator will make every effort to resolve the disagreement, first with any appropriate faculty or staff person, then with the academic or administrative department head, or, if needed, with the dean of the student's college or the dean of student affairs, as is appropriate.

If informal procedures do not satisfactorily address the student's concerns or the complaint arises out of a decision made by the coordinator of disability services regarding a student's eligibility for academic or other accommodations, he/she may file a formal complaint. The student must provide the following information in writing to Niagara University's ADA Coordinator, Robert Pfeil, Director of Human Resources:

- Student's name, address, phone number, email address, and student number;
- Information about the alleged discrimination including a specific description regarding the action(s) or inaction(s) that precipitated the complaint as well as the date, place, and names of the persons involved;
- Efforts made to settle the matter informally;
- Any documentation that supports the complaint;
- Remedy sought.

The ADA Coordinator will conduct an investigation of the complaint and will furnish a written response to the complaint no later than 15 academic days after receiving the written complaint from the student. The written response shall be mailed to the student by certified mail, return receipt requested.

If the student is not satisfied with the written response from the ADA Coordinator, he/she may present the complaint in written form to the Executive Vice President within 10 academic days after the receipt of the ADA Coordinator's written response.

The Executive Vice President or designee shall, within 15 academic days after the receipt of the complaint, schedule and conduct a meeting with the student and other persons involved in the complaint.

After the investigation is complete, the vice president or designee shall issue a written response to the student/complainant within 15 academic days from completion of the meeting(s) with the student and other persons involved in the complaint. This is the final institutional level of appeal.

The right to prompt and equitable resolution of a complaint shall not be impaired by the student's pursuit of the remedies such as filing a complaint with the Human Rights Tribunal of Ontario. Although individuals have the right to pursue appeals through external channels, students are encouraged to first utilize the university's internal mechanism to resolve disagreements.

Appendix

- **Resources:** Topics include:
 - Transition to College
 - Financial Aid for Students with Disabilities
 - Accommodations
 - Assistive Technology

- **Disability Services: Intake Form**
- **Disability Verification Form** (completed by an appropriate professional in order to document an individual's disability and need for accommodation)

Resources

Transition to College for Students with Disabilities: A group of college service providers in Western New York has updated a document entitled “Effective College Planning” for students with disabilities. See the Western New York Collegiate Consortium of Disability Advocates’ web site at www.ccdanet.org.

Financial Aid for College Students with Disabilities: The HEATH Resource Center is the national clearinghouse on postsecondary education for individuals with disabilities. HEATH has created a very thorough resource paper on financial aid for college students with disabilities. Locate their materials at www.heath.gwu.edu/node/10.

Accommodations: Many students with disabilities entering college are familiar with testing modifications, but have not experimented with other types of accommodations. The Job Accommodations Network can provide an individual with a disability many creative ideas on how various disabilities (e.g., writing, reading, math, concentration, memory, time management) can be accommodated. Contact JAN at 1-800-526-7234 or www.jan.wvu.edu/.

Assistive Technology: The Center for Assistive Technology is located at the University at Buffalo and provides assistive technology assessment and training services for college and career-oriented individuals with disabilities on a fee-for –service basis. Contact CAT at University at Buffalo, 322 Stockton, Kimball Tower, Buffalo NY 14214-3079, 1-800-628-2281, 716-829-3141, FAX: 716-829-3217. Locate their web site at <http://cat.buffalo.edu/index.php>

Recording for the Blind and Dyslexic (RFB&D):

RFB&D is a national nonprofit, volunteer organization, which provides students with print-related disabilities (e.g., visual impairment or dyslexia) access to a library of accessible audiobooks. For more information, please go to the RFB&D web site at: <http://www.rfbd.org/>

Resources for Canadian Students:

Ontario's Human Rights Code, was enacted in 1962. The Code protects people in Ontario against discrimination in employment, accommodation, goods, services and facilities, and membership in vocational associations and trade unions. For more information, please go to the OHRC web site at: <http://www.ohrc.on.ca/en/commission/about>

Niagara University
Disability Services: Student Intake
 Seton Hall, First Floor, Niagara University, NY 14109
 (716) 286-8076 / Fax: (716) 286-8063 / ds@niagara.edu
www.niagara.edu/oas

Only complete this form if you have a disability
 – see list below – and/or need support services
 and accommodations – see back side.

To receive accommodations at Niagara University a student must:

1. Complete this intake form and return it to Disability Services each semester: Accommodations are determined by Disability Services on a case-by-case basis each semester.
2. Provide Disability Services with appropriate documentation of disability which verifies substantial limitation(s) of one or more major life activities due to the disability as specified by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Name: _____ Student #: _____
 Current Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Cell: _____ Email: _____
 Major: _____
 Freshman Sophomore Junior Senior
 Graduate Student Transfer
 High School: _____ Transfer College: _____

RELEASE OF DISABILITY INFORMATION:

I understand that my disability-related information will be used to determine my eligibility for services as mandated under federal, state, and local law, and appropriate accommodations based on my current level of functioning. I give permission to Disability Services to release this confidential information to my faculty and other appropriate university personnel on a need-to-know basis.

I agree to meet with my faculty within the first two weeks of the semester to discuss my accommodations and provide my faculty with a copy of my completed Accommodations Approval Form obtained from Disability Services.

Signature: _____
 Date: _____

What is your disability?

Attention Deficit Hyperactivity Disorder Orthopedic/Mobility Impairment: _____
 Deaf/Hard of Hearing Blind/Visually Impaired
 Specific Learning Disability: _____
 Other (please explain): _____

Date of initial diagnosis? _____ Who made the diagnosis? _____
 What are your limitations? _____

Do you use:

- Wheelchair
- Hearing Aid
- Service Animal (*registry required*)
- Personal Care Attendant (*registry required*)

Do you have a disability that would prevent you from independently evacuating a building in an emergency?

No

Yes, please provide me with emergency evacuation information.

Accommodation requests are not automatically approved. A thorough review of documentation is necessary to determine whether a student has a disability that substantially limits a major life function. The requested accommodations should be specific to the functional limitation(s). Please indicate your needs below.

Alternative Testing:

Extended time
Separate location
Reader/Scribe
Use of a computer (e.g., word processor, voice read-back, voice input)
Other: _____

Adaptive Equipment Use:

Alternative chair/table
Assisted listening device
Taping of lectures
Other: _____

Classroom Assistance:

Notetaker
Preferential seating
Sign Language Interpreter
Other: _____

Alternative Print:

Audio (Electronic print, CD)
Braille / Large Print (indicate font size: _____)
Other: _____

Non-academic Accommodations:

On-campus housing accommodations
Food service accommodations
Other: _____

Other: _____

Will you receive the assistance of an outside agency (please check all that apply):

VESID, Counselor: _____

CBVH, Counselor: _____

Other, please specify agency and contact: _____

PARENT INVOLVEMENT:

I give permission to Disability Services to discuss my academic/non-academic accommodations with my parents/guardians: Yes No

Name of Parent/Guardian: _____

Student Signature: _____

**DISABILITY VERIFICATION
NIAGARA UNIVERSITY**

Disability Services at Niagara University provides services and accommodations to persons with disabilities to ensure equal access to educational programs and activities. Current and comprehensive disability documentation from a qualified health provider (unrelated to the student) who is treating or has assessed the specific disability for which accommodations are being requested is required to assist with the determination and provision of appropriate and reasonable accommodations, auxiliary aids, and services. Additional documentation may be required.

This form MUST be completed by a physician or other health provider.

I STUDENT INFORMATION

Last Name: _____ First Name: _____
Date of Birth: _____ Today's Date: _____
Address: _____ Phone: _____
City: _____ State: _____ Zip: _____

II CERTIFYING PROVIDER INFORMATION

Name & Credentials: _____
Address: _____
City: _____ State: _____ Zip: _____
License number and state of licenser: _____
Signature: _____

III DIAGNOSTIC DATA

Detailed information is essential in determining what the individual's current functional limitations are as well as what accommodations may be appropriate to provide in the college environment.

Date of Initial Diagnosis: _____ Date of most recent evaluation: _____

Diagnosis: _____

Secondary/Tertiary Diagnoses: _____

Describe the individual's functional limitation(s) caused by this (these) condition(s): _____

Describe the current status of this individual's condition(s) (e.g. Active, Progressing, Controlled, In Remission):

For accommodation purposes, an individual with a disability under Section 504 and the ADA, is a person who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self and/or other similar activities.

Describe the major life activities currently and substantially impaired/limited by the individual's diagnosis/condition:

For students with the following disabilities, please attach the requested additional information:

Cognitive Disabilities: Most recent testing results (including tests of aptitude and achievement-full scale, not abbreviated) scores and the clinical narrative.

ADHD/ADD: History of ADHD/ADD, means of diagnosis, and evaluation of current impact.

Psychological, Psychiatric or Emotional Disabilities: Presenting symptoms and treatment. Prognosis, if know.

Deaf/Hearing Impairment: Audiogram required, and if available, performance section of psychological evaluation.

Blind/Visual Impairment: Visual acuity, field of vision, and, if applicable, CBVH certification number.

IV THERAPEUTIC INTERVENTIONS / MEDICATIONS

Describe the therapeutic interventions and current plan for treatment including medications, dosage, and disabling side effects: _____

Is student compliant with therapeutic interventions? _____ YES _____ NO (please explain)

Is student compliant with medication plan? _____ YES _____ NO (please explain)

V RECOMMENDATIONS FOR THE COLLEGE ENVIRONMENT

Final determination of appropriate accommodations will be determined by the Coordinator of Disability Services on a case-by-case / course-by-course basis. Determination will be made based on documentation of disability and, as needed, in consultation with appropriate campus professionals.

Listed below are accommodations offered in the college environment. Please check the specific accommodations you recommend for this individual and include the rationale for each accommodation.

Taking exams

- Extended time
- Reader / scribe
- Use of calculator
- Other:
- Separate location
- Use of computer

Accessing standard print / textbooks

- Alternate format, such as:

Accessing class lecture / notes

- Notetaker
- Preferential seating
- Adaptive Chair/Table
- Other:
- Taping Lectures
- Sign Language Interpreters
- Assisted Listening Device

Scheduling classes

- Location
- Reduced course load
- Other:
- Time of classes

Living in/off campus housing

- Single room Residency exemption
- Room modification, please describe:
- Other, please list below:

Non-academic aspects of campus environment

For example, navigating campus, managing special dietary restrictions.

Please describe below:

Other

Rationale for each accommodation checked above:

All documentation of a student's disability is kept strictly confidential and is not released without written permission from the student or by order of the court.

Please submit documentation and/or inquiries to:

Diane Stoelting, Coordinator of Disability Services
 Seton Hall – First Floor
 Niagara University, NY 14109
 Phone: (716) 286-8076 / Fax: (716)286-8063
 ds@niagara.edu

RELEASE OF INFORMATION:

I, _____, authorize the above physician / health provider to release to the
 (Student's Name, please print)
 Niagara University's Coordinator of Disability Services the above requested information for the purpose of
 determining appropriate accommodations for my permanent or temporary disability while a student at Niagara
 University.

Signature of student: _____ Date: _____

