

Policies and Procedures

Student Disability Services
State University of New York
College at Oneonta

Adopted: August, 2008

Statement of Policy and Guidelines for Services for Students with Disabilities

The College at Oneonta is committed to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The following support services are available, but not limited, to any student with a documented disability:

- Accommodated test-taking
- Adaptive equipment
- Assistive technology
- Reading assistance
- Note-taking services
- Interpreting services
- Accessible parking & elevators
- Accessibility information
- Referral information
- Advocacy services
- Academic Advisement
- Personal Advisement

Additionally, the SDS Office acts as a resource for faculty/staff in answering questions, offering suggestions, and providing information about serving the needs of students with disabilities.

Policies and Guidelines for Students Receiving Support Services

1. Students requesting academic support services and accommodations must meet with the Director of SDS to discuss their needs.
2. Students who have identified themselves as diagnosed with a disability must submit current diagnostic documentation, verifying disability, to the SDS office. Once done, the Director of SDS will create an Accommodation Plan that clearly states what accommodations the student is entitled to.
3. It is the student's responsibility to share their Accommodation Plan with each faculty member; however, if for reasons related to disability they require assistance from the SDS office, this can be arranged by request of the student.

Student Guidelines for Academic Accommodations

It is the responsibility of the Director of SDS to facilitate the arrangement of reasonable academic accommodations to ensure classroom access and to assist you in reaching graduation at The College at Oneonta. Your active involvement is essential to the success for your accommodations, to your own academic achievement, and to your development as an effective self-advocate.

Your responsibilities include:

- working collaboratively with SDS staff to determine and secure academic accommodations and support services, as needed;
- taking your Accommodation Plan to your instructors, discussing your academic strengths and needs, and reviewing necessary classroom accommodations;
- adhering to the Test Scheduling and Notetaking Policies contained in the manual;
- complying with The College at Oneonta's Academic Dishonesty Policy, and The SDS Academic Honesty Policy;
- attending class, participating and adhering to class syllabi;
- contacting SDS if there are any difficulties regarding the implementation of your accommodations.

SDS is responsible for:

- working with you to determine and secure appropriate academic accommodations;
- facilitating reasonable academic accommodations between you and your Professors;
- providing alternative testing areas, supervision, and aids as deemed appropriate;
- facilitating the notetaker process;
- acting as an advocate as requested and needed.

Faculty is responsible for:

- Providing academic accommodations as approved by the SDS office, or seeking assistance from the SDS office to do so.

SUMMARY OF SECTION 504 OF VOCATIONAL REHABILITATION ACT OF 1973

No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under the program or activity receiving federal financial assistance.

Following is a summary of the 504 regulations as they specifically apply to colleges and other institutes of higher learning:

*No qualified handicapped student shall be denied the benefits of or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extra-curricular, or other post-secondary program or activity to which this support applies.

- A campus may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its education program or activity.
- A campus shall operate its programs and activities in the most integrated setting appropriate.
- A campus shall make such modifications to its academic requirements as are necessary to insure that such requirements do not discriminate or have the effect of discrimination on an otherwise qualified handicapped student.
- A campus may not impose rules, such as prohibition of tape-recorders in classrooms or guide dogs in buildings, which may limit the participation of handicapped students in campus educational programs or activities.
- In course examinations or other methods for evaluating a student's academic achievements, a campus shall make such arrangements as are necessary to evaluate the student's achievement in the course, rather than reflecting the student's physical impairment.
- A campus shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.
- Auxiliary aids may include interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and aids. Recipients need not provide attendants, other devices or services of a personal nature.

A campus which provides academic or vocational advising, counseling or guidance to its students shall provide these services without discrimination to handicapped students. It shall be ensured that qualified handicapped students are not counseled towards more restrictive careers. This should not preclude the campus from providing factual information regarding licensing and certification requirements which may be obstacles to a handicapped person in securing employment in a particular field.

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**Students with Disabilities Preparing for Postsecondary Education:
Know Your Rights and Responsibilities**

Department of Education
Office for Civil Rights
Washington, D.C. 20202

July 2002

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to non-disabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments include modifications to academic requirements and auxiliary aids and services, for example, arranging for priority registration; reducing a course load; substituting one course for another; providing note-takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to

provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs. Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: <http://www.ed.gov/offices/OSERS/RSA/Resources/State/>.

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense. You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person--frequently called the Section 504 Director, ADA Director, or Disability Services Director --- who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints. School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal

processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request. If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure How to File a Discrimination Complaint with the Office for Civil Rights, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at: Customer Service Team Office for Civil Rights U.S. Department of Education Washington, D.C. 20202-1100 Phone: 1-800-421-3481 TDD: 1- 877-521-2172 Email: ocr@ed.gov Internet home page: <http://www.ed.gov/ocr>

Documentation Guidelines for Students with Disabilities

The College at Oneonta is committed to achieving equal educational opportunity and full participation for persons with disabilities. The Student Disability Services Office (SDS) works with students with temporary and permanent disabilities in order to assure that College services are delivered equitably and efficiently to all of its members. Students requesting accommodations should contact the SDS Office at (607) 436-2137 and must obtain verification documenting their disability or condition. Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition to the request. Documentation should include:

- A diagnostic statement including the date of the most recent evaluation
- The current impact of (or limitations imposed by) the condition
- Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition
- The expected duration, stability or progression of the condition.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. Recommendations should:

- Provide a clear description of the recommended accommodations
- Connect the recommended accommodations to the impact of the condition
- Provide possible alternatives to the recommended accommodations
- Include a statement of the level of need (or consequences of not receiving) the recommended accommodations.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Documentation Guidelines for a Specific Learning Disability

Students who are seeking support services from College at Oneonta on the basis of a diagnosed specific learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis and is based upon documentation of a learning disability that currently 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 reasonable accommodations, academic adjustments, and/or auxiliary aids. The Director is available to consult with diagnosticians regarding any of these guidelines.

- Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis or establishing that substantial limitation in a major life activity currently exists in individuals with a previous diagnosis of LD. Minimally, domains to be addressed must include but are not limited to:
- **Aptitude.** The Wechsler Adult Intelligence Scale – Revised (WAIS-R) or WAIS-III with subtest scores is the preferred instrument. The Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Cognitive Ability **or** the Stanford-Binet Intelligence Scale: Fourth Edition are acceptable.
- **Achievement.** Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho-educational Battery – Revised: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests – Revised, and the Stanford Diagnostic Mathematics Test.
- **Information Processing.** Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Information from subtests on the WAIS-R (or WAIS-III), the Woodcock-Johnson Tests of Cognitive Ability, **or** the Detroit Tests of Learning aptitude-Adult (DTLA-A), **as well as** other instruments relevant to presenting learning problem(s) may be used to address these areas.
- Testing must be current. In most cases, this means testing that has been conducted within the past 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 a student’s best interest to provide recent and appropriate documentation.
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Documentation Guidelines for a Specific Learning Disability (continued)

- There must be clear and specific evidence and identification of a learning disability. Individual “learning styles” and “learning differences” in and of themselves do not constitute a learning disability.
- Actual test scores must be provided. Standard scores are required; percentiles and grade equivalents are not acceptable unless standard scores are also included.
- In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are not sufficient.
- Professionals conducting assessment and rendering diagnoses of learning disabilities must be qualified to do so. Trained, certified and/or licensed school psychologists, neuropsychologists, clinical psychologists, learning disabilities specialists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment.
- Tests used to document eligibility must be technically sound (i.e., statistically reliable and valid) and standardized for use with an adult population.
- Diagnostic reports must include the names, titles, and professional credentials (e.g., licensed psychologist) of the evaluators as well as the date(s) of testing.
- A written summary of or background information about the student’s relevant educational, medical, and family histories that relate to the learning disability must be included.
- Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning supported by specific test results or clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
- A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level should be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefited the student.
- Individual Education Programs (IEPs) are useful, but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations.

Guidelines for Testing Accommodations

The Americans with Disabilities Act (ADA) reinforced and extended the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973. The effect of this legislation on higher education is far reaching. Appropriate accommodations in policies, practices and procedures are necessary to avoid discrimination on the basis of disability. In order to comply with the mandate of Section 504, it is necessary to provide an alternative testing arrangements to students whose disability may impair their ability to take examinations in traditional formats. It is the purpose of accommodated testing to measure actual achievement rather than the measurement of a student's disability. Accommodated testing arrangements might include extended time (up to double time), use of adaptive equipment (i.e. computer or spell checker), a private room, the use of a computer to read the exam, a scribe, oral exams, or enlarged printing. The needs for each student vary and accordingly accommodations are determined after reviewing current professional documentation (within the last 3 years) of the individual's disability on a case by case basis.

All students must expect to be evaluated according to The College at Oneonta's established academic standards, and students with disabilities are no exception. It will sometimes be necessary; however, to make special provisions in order to ensure those students with specific disability-related limitations have the opportunity to participate on an equal basis with their class colleagues. Testing accommodations are provided when there is a disability-related need for them. Faculty is not expected to alter their standards for evaluation.

Student Disability Services (SDS) provides an alternative testing service in compliance with ADA standards to students who have disabilities. Eligibility for this service is determined by the Director of SDS and is based on the current professional documentation provided by the student and course requirements.

1. The student must self-identify to the Director that s/he has a disability and is seeking accommodations. All students must meet with the Director to determine appropriate accommodations. This process should be done at the beginning of each new semester.
2. Students are responsible for meeting with faculty during office hours to discuss accommodated testing arrangements. At this time the student should present his or her Accommodation Plan, which verifies the need for accommodated testing arrangements. It is important to note that it is the student's decision as to whether or not s/he chooses to utilize testing accommodations for any given exam.

Testing accommodations are not retroactive, and must be requested for each exam through use of the "Test Scheduling Form".

3. Exams should be scheduled at the same time as the class meets unless it interferes with extended time. If this occurs students should schedule their exam at a time that is approved by their Professor and the SDS staff. Students will not be allowed to reschedule their exams without permission from the Professor and the SDS Staff.

Guidelines for Testing Accommodations (continued)

In the event that a student is taking an evening class, the student should make arrangements with their professor early in the semester as to when exams will be taken.

4. Students may take exams at the SDS office Monday through Friday with a start time between 8:00 a.m. and 2:30 p.m., the SDS office closes promptly at 4:30pm, except upon approved request from a Faculty member.
5. Students are responsible for signing up at least 1 week prior to each exam. SDS does not guarantee the provisions of service for late requests.
6. Students are responsible for requesting alternative testing arrangements by filling out the Student Section of the "Test Scheduling Form" and hand delivering this form to their professor to fill out the Faculty Section. Once the form is filled out completely the student should leave the yellow copy for the professor, keep the pink copy for themselves, and return the white copy to the SDS Office, at least 1 week prior to the exam date.
7. Faculty are responsible for completing the Faculty Section of the Test Scheduling Form and signing the form to ensure SDS Staff that all information on the form is accurate.
8. Faculty should ensure that the exams arrive at least one business day prior to the scheduled time of the exam.
9. Students are expected to arrive on time for their exams, and their extended time will begin at the exact time the exam is scheduled to begin.

* Should a student arrive more than 20 minutes late to an exam, they will be asked to leave and reschedule with the professor. This is to protect the integrity of the exams.

Types of Testing Accommodations

There are a number of appropriate testing accommodations, depending upon the specific disability-related needs of the student. Types of accommodations include but are not limited to the following:

Extended Time: This is one of the most common accommodations across disability groups. The typical recommendation is time and one-half or double time but we do not provide unlimited time as an option.

Reading Services: Reading verbatim person-to-person, or by computer.

Scribe Services: A person who writes down, verbatim, the student's answers, and fills out a scantron sheet, if necessary.

Computer Access: Many students can independently complete essay exams on computers; some may need enlargement, speech output or a spell check program, which can be provided at the SDS, if notified in advance.

Quiet and comparable testing environment: Some students require a reduced distraction testing environment. All students should have testing environments comparable to those of their classmates - - i.e. testing space with limited interruptions with proper writing surface, seating and lighting.

Converted format: This may include large print, Braille, audio taped exam material, or e-files. All exams delivered to the SDS will be logged in as having been delivered by an appropriate staff member and then placed in a secure location. The SDS will schedule all rooms and proctors for tests.

Students who complete an exam prior to the beginning of their class, will remain in the SDS until their class begins the exam.

Student Responsibilities for Receiving Testing Accommodations

In order to receive testing accommodations, students must:

- meet with Director of SDS to fill out the appropriate forms for this accommodation and have the appropriate documentation on file;
- completely fill out a Test Scheduling Form for each exam and have it returned one week prior to that exam;
- schedule each exam at the same time as your class meets unless it interferes with extended time. If this occurs students must schedule their test at a time that is approved by their Faculty and the SDS Staff;
- schedule their exam at the SDS Office Monday-Friday beginning between 8:00 a.m. and 2:30 p.m, unless otherwise authorized by SDS Staff;
- notify SDS in advance if you will miss a scheduled exam or need to reschedule an exam for any valid reason. Students will not be allowed to reschedule their exams without permission from their Faculty and SDS Staff;
- not bring phones, personal music devices, book-bags, totes, purses, backpacks, or any other unapproved item into the testing room;
- complete exams in one sitting, unless the Faculty member approves otherwise;
- agree that once a completed exam is given to proctor, that exam is finished and student will no longer have access to the exam;
- sign the SDS Academic Honesty Policy form. If a student is caught in violation of this form, the following process will occur:
 - 1) The student will be explained to in detail how they have broken the policy.
 - 2) Any outside materials found will be removed immediately.
 - 3) The student will be given the opportunity to complete the exam.
 - 4) SDS staff will notify the Faculty member how the Academic Honesty Policy was violated, and at what point in the exam it was discovered.
 - * Should a student break this policy, they are still entitled to all their accommodations for future exams. SDS makes no assumptions about why this policy was broken, and will continue to work with the student in the same exact manner as prior to the incident. Once a report is made to the faculty member about the incident, SDS considers the incident closed, and thus it becomes an issue for the student and his/her faculty member, not the SDS office.

SDS Academic Honesty Policy

SUNY Oneonta's Academic Dishonest Policy can be found here:

<http://textonly.oneonta.edu:8080/tt/www.oneonta.edu/development/judicial/code.asp>

As a function of the College, the SDS staff will uphold this policy.

Testing

When testing in the SDS Offices, should a staff member witness any **foreign object** in the testing room, or any observe any potential dishonest behavior, the SDS staff will approach the student for clarification. It should be noted that this will not be a suspicion of guilt, only a request for clarification to ensure academic honesty is being upheld.

Should it be found that the student is being acadmeically dishonest in any way the following will occur:

1. The SDS staff will ask the student to stop the test immediately and turn in all testing materia, and any **foreign objects** discovered.
2. The SDS staff will report exactly what was observed and/or discovered to the faculty member who owns the test.

Once this is done, the issue is considered resolved by the SDS staff. Students will not be judged in any way by the SDS staff, and the student will continue to be eligible for all services within the SDS Office.

Cameras

The SDS Testing rooms are equipped with cameras to assist SDS staff in the proctoring of examinations. The cameras do not record.

Responsibilities for Receiving Notetaking Accommodations

Notetakers are available to all students who are determined eligible by the Director of SDS.

The policy to acquire notetakers is as follows:

- 1) SDS students request notetakers for each class by filling out a “Notetaker Request Form”.
- 2) The SDS student is responsible for providing each professor with a “Notetaker Request Statement”.

Once a notetaker is found for any given class, the SDS Staff will:

- 1) hire the notetaker and provide them with the information necessary to adequately perform their job, and
- 2) contact the SDS student with the contact information for the notetaker student.

Once a notetaker is hired, it is the SDS student’s responsibility to:

- 1) set up times and places to meet notetakers to acquire notes, and
- 2) report failure to receive notes or other problems with notetakers to the SDS Staff.

Responsibilities for Using Equipment and Elevator Keys

Use of Equipment

- Student will take proper care of any equipment loaned to or used by them.
- Equipment will be returned in working order and in the condition it was in when originally received or student will be required to repair/replace equipment at their own expense.
- Computer hardware/software or other machinery will not be damaged in any way by the student.

Elevator Keys

- Student requiring elevator keys must provide medical documentation of need.
- Student must return keys upon dismissal, graduation, withdrawal from college, and at the end of each academic year.

The above stated policies and procedures have been fully explained to me. I understand and agree to adhere to the said policies regarding the receipt of support services and accommodations through the Director of SDS. I also understand that failure to adhere to required policies may result in the holding of your grades and additional charges to your student account.

Responsibilities for Requesting Alternative Format Books

Alternative Format Books are available to students whose documentation verifies that such an accommodation is needed.

The following procedure must be followed in order to receive alternative format books:

- 1) Go to <http://www.oneonta.edu/development/sds/current.asp> and download the "Request for books in alternative format".
- 2) For each book requested, fill out one form and return to the SDS office as early as possible.

It is extremely important to do this process as early as possible. Different publishers have different guidelines for this process, and the process can be a very long one. It is suggested you do this as soon as your schedule is complete for each semester. Failure to do so may result in not attaining your books by the beginning of any given semester.

SDS Grievance Procedure

If you believe the SDS Office is not acting in your best interest, and/or believe your rights have been violated in some way, you have the right to file a grievance. The following is the procedure you should follow:

1) Make an appointment with the person you have the grievance with.

During this meeting feel free to speak your mind. It is very possible that the SDS staff member is unaware of your displeasure. The majority of grievances are resolved at this level, and it usually fosters a stronger relationship between staff and student. If this does not resolve the grievance, proceed to step 2.

2) Make an appointment with the supervisor of the person you have a grievance with.

If you need to use step 2, you should have already met with the person you have the grievance with. If that meeting did not resolve the grievance, you should come to this meeting prepared to state exactly what your grievance is and to provide information about the initial meeting from step 1. If this does not resolve the grievance, proceed to step 3.

3) Make an appointment with Vice President of Student Development.

If you need to use step 3, you should have already met with the person you have the grievance with and his/her supervisor. If those meetings did not resolve the grievance, you should come to this meeting prepared to state exactly what your grievance is, and with information about the two prior meetings from step 1 and 2.

This grievance procedure is set up not only to assist the student in resolving a grievance but also to enable the student and staff member to resolve problems and to remain in a strong working relationship.

If you have a grievance, please follow the steps stated above, as it will benefit everyone.

Student Disability Services
Policies and Procedures Checklist

I _____ :

- _____ have reviewed the SDS Policies and Procedures with SDS staff and have been informed that I can download a copy of the SDS Policies and Procedures at <http://www.oneonta.edu/development/sds/policies>;
- _____ have reviewed the documentation guidelines with SDS Staff and understand what documentation I need in order to qualify for services;
- _____ have been informed by SDS staff of my Section 504 and ADA rights;
- _____ understand and agree to the Student Guidelines for Academic Accommodations;
- _____ understand the specific guidelines for receiving testing accommodations;
- _____ have reviewed the SDS Academic Honesty Policy with SDS staff and agree to uphold this policy;
- _____ understand the specific guidelines for receiving notetaking accommodations;
- _____ understand the specific guidelines for requesting books in alternative format, and understand that not completing this process as soon as I am registered for classes may result in not receiving my books by the beginning of the semester;
- _____ have reviewed the SDS grievance procedure with SDS staff and understand it completely;
- _____ have had all my questions answered by SDS staff in this meeting;
- _____ understand that it is my responsibility to request accommodations from SDS staff as I need them.

Student Signature

Date

SDS Signature

Date