



**Office of Learning Services  
Student Handbook  
2011 - 2012**

**Office of Learning Services  
Academic Support Services Center  
109 Hubbard Hall  
792-3032**

**[www.utica.edu/learning](http://www.utica.edu/learning)**

This handbook highlights Utica College procedures and practices. It is provided for your personal education and information. Therefore, it cannot be construed as a legal document or contract, nor does it supersede applicable Federal, State, or local laws, or Utica College policies. Nothing in the Office of Learning Services Student Handbook should be construed as legal advice or a legal opinion.

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OFFICE OF THE PRESIDENT

August 2011

To Members of the College Community:

Utica College recognizes its responsibility to provide equal access to opportunity for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (as amended). The College will provide reasonable adjustments and/or accommodations to assure that students will have equal opportunity to learn, grow, and succeed during their time at UC. The entire College community (faculty, staff, and students) has the broad responsibility to adhere to this philosophy of equal access to opportunity.

Utica College has charged the Office of Learning Services with providing leadership for our efforts to assure equal access for our students. The College will support the authority of the Office of Learning Services in these efforts. The Learning Services Handbooks (*Office of Learning Services Student Handbook* and *Office of Learning Services Student Handbook Faculty/Staff Addendum*) represent the current best practices and compliance for disability support services.

Sincerely,

Todd S. Hutton  
President

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# Office of Learning Services Vision and Mission Statements

## **Vision Statement**

The vision of the Office of Learning Services at Utica College is to be the recognized authority in initiating, supporting, and facilitating accessibility for learning.

## **Mission Statement**

We are the Office of Learning Services: advocates, educators, colleagues.

Our mission is to support the success of our students and Utica College.

We achieve our mission by:

- \*ensuring that students with disabilities have an equal educational opportunity with other students;
- \*mentoring students as they mature in their self-awareness, self-determination, and self-advocacy abilities;
- \*working with colleagues to promote access for learning in order to support student success and facilitate institutional change.

## **Part One Introduction**

### **WELCOME TO THE OFFICE OF LEARNING SERVICES**

The Office of Learning Services provides advisement, advocacy, and academic support to students who identify themselves as having a disability and to students who are experiencing academic difficulties. The office has two professional staff members: Kateri Teresa Henkel, Director of Learning Services, and Judy C. Borner, Learning Specialist.

The Director of Learning Services:

- provides leadership and direction to Utica College for the future development of services for students with disabilities
- directs the Office of Learning Services
- determines students' eligibility for services based on documentation
- consults with students about appropriate accommodations
- assists students in self-monitoring the effectiveness of their accommodations
- provides information regarding rights and responsibilities of students
- provides individualized educational counseling
- serves as an advocate for students with faculty, administrators, and other departmental staffs
- supports and collaborates with faculty across curriculums and environments in advising and teaching students with disabilities
- facilitates and provides faculty training and development programs
- develops programs and initiatives to raise campus awareness of disability issues

The Learning Specialist:

- provides individualized educational counseling
- assists students in self-monitoring the effectiveness of their accommodations
- provides information regarding rights and responsibilities of students
- advises undeclared students with disabilities
- serves as an advocate for students with faculty, administrators, and other departmental staffs
- coordinates and provides auxiliary services for students with disabilities

## CONTACT PERSONNEL

To contact the Office of Learning Services :

Telephone: 315-792-3032  
E-mail: khenkel@utica.edu or jcborner@utica.edu  
Regular Mail: Utica College  
Office of Learning Services 109 Hubbard Hall  
1600 Burrstone Road  
Utica, N.Y. 13502

The Office of Learning Services is located in the Academic Support Services Center, Hubbard Hall Room 109. Office hours are from 8:30 – 5:00 during the academic calendar year.

To contact the 504 ADA Compliance Officer for Utica College:

R. Barry White  
Vice President for Financial Affairs

Telephone: 315-792-3011  
E-mail: rwhite@utica.edu  
Regular Mail: Utica College  
Office of Financial Affairs 203 DePerno Hall  
1600 Burrstone Road  
Utica, NY 13502

## Part Two Admissions

### ADMISSIONS INFORMATION

#### Making The Transition From High School To College

The following chart summarizes the differences in student rights and responsibilities from high school (K – 12) to college (Post – Secondary).

	<b>K – 12</b>	<b>Post - Secondary</b>
Regulations	Individuals with Disabilities Education Act (IDEA) Section 504 (subsection D) of the Rehabilitation Act of 1973	Americans with Disabilities Act of 1990 (as amended) (ADA) Section 504 (subsection E) of the Rehabilitation Act of 1973
Intent	To provide a free appropriate public education (FAPE) in the least restrictive environment	To ensure access to the educational program for persons otherwise qualified to meet the standards of the college
Identification	Schools are responsible for identifying, evaluating, and classifying students.	Students are responsible for self-identifying and providing appropriate documentation.
Educational Plan	Schools are responsible for creating an individualized education program (IEP).	IEP / 504 Plan from high school does not continue into college.
Service Provision	Schools provide special education program and services as part of student's schedule	No special education. Students are responsible for their education. Accommodations are available for students who choose to use them.
Advocacy	Parents and school personnel advocate for the student.	Students are self-advocates.
Parents	Parents are active participants in the educational process. They attend meetings and share in decision-making.	Students are responsible for their own educational process. Parents are not actively involved.

### Disclosure Information

Students are not required to disclose a disability during the admissions process. Utica College does not have an alternate admissions process for students with disabilities. They are admitted under the same highly selective criteria as other students -- admissions requirements are not waived or altered based upon a disabling condition.

If you have questions about the admissions process, please contact our Admissions Offices:

Undergraduate Admissions Office

By phone: 315-792-3006 or 1-800-782-8884

By email: [admiss@utica.edu](mailto:admiss@utica.edu)

By Facebook: facebook.com\uticacollegeadmissions

Graduate Admissions Office

By phone: 315-792-3010

By email: [gradstudies@utica.edu](mailto:gradstudies@utica.edu)

or

[jrowe@utica.edu](mailto:jrowe@utica.edu) (John Rowe, Director of Graduate Admissions)

Once admitted, students with disabilities are **strongly advised** to contact the Director of Learning Services as soon as they decide to attend Utica College so that they can submit required documentation in a timely fashion if they plan to request accommodations. This contact will also allow the Director to answer any questions that the student might have.

## Part Three Documentation

### HOW TO INITIATE RECOGNITION AND CONSIDERATION AS A STUDENT WITH A DISABILITY

Utica College recognizes its responsibility to provide equal access to opportunity for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (as amended). The College will provide reasonable adjustments and/or accommodations for our students to meet the equal access / non-discrimination nature of the federal mandates.

Students who are applying to Utica College and are planning to request accommodations should contact the Director of Learning Services as soon as they have made the decision to attend the college. Students who are already attending Utica College may contact the Director of Learning Services whenever they determine a need for assistance.

#### The Process

To initiate recognition and consideration as a student with a disability, **students** should:  
Refer themselves, **by personal contact**, to the Director of Learning Services  
Self-disclose their disability  
Submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (as amended). Protection under these civil rights statutes is determined on a case-by-case basis and is based upon current documentation of a disability that substantially limits some major life activity. Documentation guidelines can be found on pages 7 – 10 of this Handbook.  
Request accommodations  
Follow Utica College procedures as described in this Handbook.

Students must provide documentation of a disability for two reasons.

- First, to establish that the student is a person with a disability.
- Second, to establish that the student has a need for accommodation.

Documentation allows the College to determine if the student is a person with a disability, and what, if any, accommodations are needed for equal access. A prior history of accommodations without demonstration of a current need does not in itself warrant the provision of like accommodations.

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**Documentation must be current.** “Current” refers to the content of the documentation, rather than to the date on which it was created. Current documentation will provide Utica College with a clear understanding of how the student is performing / functioning **right now**. For some disabilities, current documentation would need to be no more than six months old. For other disabilities, documentation may need to be within three years to be current. A school plan, such as an Individualized Education Program (IEP) or a 504 Plan, is insufficient as documentation in and of itself, but can be included as part of a more comprehensive evaluative report.

Documentation should address the following *essential components*.<sup>1</sup>

1. The credentials of the evaluator(s).
2. A diagnostic statement identifying the disability
3. A description of the diagnostic methodology used.
4. A description of the current functional limitations
5. A description of the expected progression or stability of the disability
6. A description of current and past accommodations, services and/or medications
7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

The following disability-specific documentation guidelines are not meant to be used exclusively or as a replacement for direct communication with the Director of Learning Services regarding the individual nature of a disability. While submitted documentation meeting these guidelines may be acceptable to Utica College, it is important to be mindful that they may/may not meet the documentation guidelines required in the future by other academic or testing organizations (e.g., special certification, board examinations, standardized tests for admission to graduate schools, etc.).

The Director of Learning Services will make the determination of whether or not submitted documentation is appropriate, and whether or not reasonable accommodations are warranted and can be provided to the individual.

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<sup>1</sup> Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) article: *AHEAD Best Practices: Disability Documentation in Higher Education*. The specific section in the article is: *Seven Essential Elements of Quality Disability Documentation*.



## Utica College Documentation Guidelines For a Learning Disability

Documentation must be typed on letter head, and provide information that is current for the student. It is preferable for documentation to be based on assessment instruments that **use adult measures**.

Documentation should address the following essential components.\*

- 1 The credentials of the evaluator(s).
- 2 A diagnostic statement identifying the disability
- 3 A description of the diagnostic methodology used.
- 4 A description of the current functional limitations
- 5 A description of the expected progression or stability of the disability
- 6 A description of current and past accommodations, services and/or medications
- 7 Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

As appropriate, the documentation should include:

- a DSM IV diagnosis of a learning disability
- information from a standardized aptitude test, including subtest scores (such as the Wechsler Adult Intelligence Scale-Revised)
- information regarding academic achievement (i.e. Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Achievement), including all subtests and standard scores reported for those subtests. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language
- information regarding information processing (e.g., Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability). Specific areas of information processing should be assessed
- identification of learning strengths and weaknesses
- the report should include a description of the impact of the diagnosed learning disability on the student's ability to function in a demanding college environment which requires independent, social functioning
- diagnostic summary with *recommendations* for accommodations as substantiated by assessment and diagnosis in report

*Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) article: AHEAD Best Practices: Disability Documentation in Higher Education. The specific section in the article is: Seven Essential Elements of Quality Disability Documentation.*



## Utica College Documentation Guidelines For an Attention Deficit/Hyperactivity Disorder

Documentation must be typed on letter head, and provide information that is current for the student. It is preferable for documentation to be based on assessment instruments that **use adult measures**.

Documentation should address the following essential components.\*

- 1 The credentials of the evaluator(s).
- 2 A diagnostic statement identifying the disability
- 3 A description of the diagnostic methodology used.
- 4 A description of the current functional limitations
- 5 A description of the expected progression or stability of the disability
- 6 A description of current and past accommodations, services and/or medications
- 7 Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

As appropriate, the documentation should include:

- a specific diagnosis of AD/HD based on the DSM-IV diagnostic criteria
- when possible, a complete psycho-educational evaluation, including a cognitive assessment (a major, adult-normed aptitude test with all subtest scores and standard scores included, along with an interpretation of this data)
- a clinical summary of objective historical information that establishes symptomatology indicative of AD/HD throughout childhood, adolescence, and adulthood
- a medication history and current recommendations regarding medications. (Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation.)
- a description of the impact of the diagnosed AD/HD on the student's ability to function in a demanding college environment which requires independent, social functioning
- diagnostic summary with *recommendations* for accommodations as substantiated by assessment and diagnosis in report

*\*Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) article: AHEAD Best Practices: Disability Documentation in Higher Education. The specific section in the article is: Seven Essential Elements of Quality Disability Documentation.*



## Utica College Documentation Guidelines For an Emotional / Psychological Disability

Documentation must be typed on letter head, and provide information that is current for the student. It is preferable for documentation to be based on assessment instruments that **use adult measures**.

Documentation should address the following essential components.\*

- 8 The credentials of the evaluator(s).
- 9 A diagnostic statement identifying the disability
- 10 A description of the diagnostic methodology used.
- 11 A description of the current functional limitations
- 12 A description of the expected progression or stability of the disability
- 13 A description of current and past accommodations, services and/or medications
- 14 Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

As appropriate, the documentation should include:

- a specific diagnosis based on the DSM-IV diagnostic criteria
- a summary of assessment procedures, evaluation instruments used to make the diagnosis, and a summary of evaluation results
- information regarding medications that would be relevant to the student's physical, perceptual, or cognitive functioning within the academic setting
- a description of the impact of the diagnosed disability/condition on the student's ability to function in a demanding college environment which requires independent, social functioning.
- diagnostic summary with *recommendations* for accommodations as substantiated by assessment and diagnosis in report.

\*Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) article: AHEAD Best Practices: Disability Documentation in Higher Education. The specific section in the article is: *Seven Essential Elements of Quality Disability Documentation*.



## Utica College Documentation Guidelines For a Physical / Medical Disability

Documentation must be typed on letter head (notes on prescription pads or photocopies of physician / nurse notes from the patient's file are not acceptable), and provide information that is current for the student. It is preferable for documentation to be based on assessment instruments that **use adult measures**.

Documentation should address the following essential components.\*

- 15 The credentials of the evaluator(s).
- 16 A diagnostic statement identifying the condition, and how long the student has been under care.
- 17 A description of the diagnostic methodology used, and a summary of evaluation results.
- 18 A description of the expected progression or stability of the disability
- 19 A description of current medications.
- 20 A description of the current functional limitations
- 21 A description of current functional limitations that may impact the student's ability to meet the demands of a college environment.
- 22 Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

As appropriate, the documentation should include:

- a specific diagnosis
- information regarding medications that would be relevant to the student's physical, perceptual, or cognitive functioning within the academic setting
- diagnostic summary with *recommendations* for accommodations as substantiated by assessment and diagnosis in report.

*Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) article: AHEAD Best Practices: Disability Documentation in Higher Education. The specific section in the article is: Seven Essential Elements of Quality Disability Documentation.*

## **THE PROCESS FOR DETERMINING APPROPRIATE ACCOMMODATIONS**

Utica College has charged the Office of Learning Services with the authority for making decisions regarding the accommodations necessary to provide equal access for students.

Accommodations for Utica College students are determined on an individualized basis in a collaborative process between each student and either the Director of Learning Services or the Learning Specialist.

This is the usual sequence for the process:

- The student contacts the Office of Learning Services to self-declare as a student with a disability and to request accommodations.
- The Director of Learning Services or the Learning Specialist advises the student what records he/she will need to provide to document the disability.
- When the appropriate records are received, the student and either the Director or the Specialist meet (in person for students who are on-campus or live nearby, by phone for on-line students) to discuss:
  - the student's understanding of his/her disability
  - the disability documentation records that were submitted
  - if the student's documentation supports a need for accommodations
  - how the disability affects the student in the classroom
  - what accommodations and strategies the student has used in the past
  - what accommodations the student believes would be beneficial at Utica College
- Based on the documentation records and the discussion, the Director determines what accommodations would be appropriate for that student's needs.
- The Director writes an accommodation letter for each student, and makes enough copies of the letter for the student's faculty and advisor.
- It is the student's responsibility:
  - to determine to whom he/she wishes to disclose the disability
  - to inform his/her faculty and advisor of the disability by providing a copy of the accommodation letter to the faculty and advisor
  - to meet with the faculty and advisor to discuss the accommodation letter
- Except for circumstances of educational need to know or an emergency situation, neither the Director nor the Specialist will initiate a discussion about the student's disability or accommodations with any faculty or staff person. The student is responsible for doing so.
- The Director of Learning Services and the Learning Specialist will continue to assist the student as advocates and advisors for as long as the student is enrolled at Utica College.

## Part Four Working with the Office of Learning Services

### RIGHTS AND RESPONSIBILITIES

#### Rights and Responsibilities of Students with Disabilities

Students with disabilities at Utica College have the right to:	Students with disabilities at Utica College have the responsibility to:
Equal access to courses, programs, services, and activities offered by the College.	Meet qualifications and maintain essential institutional standards for courses, programs, and activities.
An equal opportunity to learn, and to receive reasonable accommodations in an effort to diminish the effect of the disability on academic functioning.	Self-identify as an individual with a disability when requesting accommodations, and to seek information, counsel, and assistance as necessary in a timely fashion.
Self-determine who will receive student released disability-related materials and information within and outside the College.	Provide documentation from an appropriate professional on how the disability limits participation in courses, programs, services, and activities.
All other rights and privileges available to other students at Utica College.	Follow College procedures for obtaining reasonable academic accommodations and/or auxiliary aids and services.

#### Rights and Responsibilities of Utica College:

Utica College has the right to:	Utica College has the responsibility to:
Identify and establish essential elements, abilities, skills, knowledge, requirements, and standards for courses, programs, services, and activities, and to evaluate students on this basis.	Ensure that courses, programs, services, and activities, when viewed in their entirety, are available in the most integrated and appropriate settings.
Request and receive, through the Office of Learning Services, current documentation that supports requests for academic accommodations and/or auxiliary aids and services.	Evaluate students on their abilities and not their disabilities.
Deny a request for academic accommodations and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation.	Provide or arrange for reasonable academic accommodations and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities.
Select among equally effective academic accommodations and/or auxiliary aids and services.	Maintain appropriate confidentiality of records and communication except where permitted or required by law or when the student requests that such information be shared
Refuse an unreasonable academic accommodation and/or auxiliary aid or service that imposes a fundamental alteration of a program or activity of the College.	

## CONFIDENTIALITY

### Student Records

The Office of Learning Services is the Utica College office charged with the responsibility for collecting and holding student disability documentation. Student documentation information is private and sensitive, and the Office of Learning Services holds this information in the context of assuring that the students have access to necessary accommodation and support.

The student records held by the Office of Learning Services are protected by the Family Educational Rights and Privacy Act (FERPA). As such, the records are considered to be educational records, not medical records. They are kept in secure files, with access limited to the personnel in the Office of Learning Services and the Vice-President for Student Affairs to whom we report.

There may be occasions when the Director of Learning Services will share information regarding a student's disability with other Utica College personnel if circumstances necessitate such sharing due to an appropriate legitimate educational need to know. Circumstances that may warrant such release may include, but are not limited to:

- Faculty / Staff requests to the Director for assistance
- Requests for a course substitution
- Concerns for the student's well-being
- Special circumstances in housing
- Complaint procedures
- Special financial aid considerations

Confidentiality is not maintained in the case of abuse, suicidal, or homicidal intent.

If a student wishes to have information about his/her disability shared with others outside the College, the student must provide written authorization to the Director of Learning Services to release the information.

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### Maintenance of Records

The Office of Learning Services maintains a file on each student that includes documentation of the disability. These student files will be shredded five years after either the last contact with the student or the student's graduation date, whichever comes first. Therefore, students should make certain that they maintain their own copies of their disability documentation and their accommodation letters.

## Information About Accommodations

### Procedure Students Follow To Take Accommodated Tests (Parts One, Two, and Three)

#### **Part One - For On-Campus Students:**

Students may use the reserved seating space provided through the Office of Learning Services for tests if they have any of the following accommodations listed on their accommodation letter:

- “Time extensions for completing exams – double time” (for undergraduates)
- “Time extensions for completing exams – double time for course exams, time and one-half for graduate comprehensive exams” (for graduate students)
- “Exams should be administered in a location, separate from the classroom, that is quiet with minimized distractions.”

Accommodated tests are not provided for every student with a disability, only for students for whom this is an appropriate accommodation.

While the primary responsibility of providing accommodations for testing rests with the instructor, the Office of Learning Services tries to assist as many students as possible within the confines of space currently available to us. We have four (4) seats available in a small shared room on a reservation basis for the purpose of accommodative testing. During midterm exams and final exams, the reserved seats will be in a classroom to provide for the larger number of students during those times. Students should feel free to speak with the Director if they have any questions or concerns about this process.

Students who intend to use a reserved seat as an examination accommodation should follow these four (4) steps:

- 1 Make certain that they have given a copy of their accommodation letter to their instructor, preferably during the first two (2) weeks of the semester.
- 2 Notify their instructor that they would like to use the reserved seating in the Office of Learning Services for an exam accommodation, and obtain the instructor’s consent to do so. If the instructor does not want the student to take the test in with the Office of Learning Services, the instructor should make the arrangements for extended time and/or a location, separate from the classroom, that is quiet with minimized distractions.

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- 3 The student must go to the Office of Learning Services, and schedule an appointment for a seat. The appointment must be made at least one (1) day in advance of the date the student intends to take the exam. **No student will be allowed to “walk in” and take an exam.**
- 4 Students must begin the test at the scheduled time. **No student will be allowed to start an exam more than 10 minutes after the scheduled start time.** Students who are late for their appointments or who do not show for their appointments will need consent from their instructor to reschedule the exam.

**Important information about using the seat reservation process for an Accommodated Exam:**

**One:**

The Office of Learning Services staff does not proctor or keep time for exams taken by students using our reserved seats. We do proctor and keep time for exams taken by students assigned to a seat in a classroom during midterm exams and final exams.

**Regardless of the setting, students are always on their honor when taking exams through the Office of Learning Services reservation system.**

**Two:**

The student is responsible for telling the instructor when an exam has been completed. We hold the completed exams in the Academic Support Services Center until the instructors retrieve them.

**Part Two - For On-Line Students:**

Students who are enrolled in a class which is taught entirely on-line through Angel may have extended time for exams if they have one of the following accommodations listed on their accommodation letter:

- “Time extensions for completing exams – double time” (for undergraduates)
- “Time extensions for completing exams – double time for course exams, time and one-half for graduate comprehensive exams” (for graduate students)

Accommodated tests are not provided for every student with a disability, only for students for whom this is an appropriate accommodation.

Faculty will need to manually reprogram the exam time limits within Angel in order to provide for this accommodation. Therefore, students should make these arrangements with their faculty in advance of any on-line exams for which they want to use the accommodation of extended time.

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### **Part Three: For Students taking on-campus evening classes:**

Students who are enrolled in on-campus evening classes may reserve a seat with the Office of Learning Services for tests if they have any of the following accommodations listed on their accommodation letter:

- “Time extensions for completing exams – double time” (for undergraduates)
- “Time extensions for completing exams – double time for course exams, time and one-half for graduate comprehensive exams” (for graduate students)
- “Exams should be administered in a location, separate from the classroom, that is quiet with minimized distractions.”

Accommodated tests are not provided for every student with a disability, only for students for whom this is an appropriate accommodation.

A student who chooses to use his / her accommodation of extra time or a distraction-minimized environment for a test should first talk with his / her instructor to determine the best arrangements for the accommodation. If the student and instructor want the assistance of the Office of Learning Services for the arrangements, there are two options available:

First:

If the instructor does not mind the student taking the test during the day, the student can reserve a seat through the Office of Learning Services using the process detailed in **“Part One - For On Campus Students”** on page 14. For this option, the instructor should drop the test off in the Academic Support Services Center prior to the exam, and let the staff know how he /she would like the exam returned to him / her.

Second:

If the instructor prefers that the student take the test in the evening, he / she would make arrangements for the accommodations with the student or would contact the Office of Learning Services (792-3032) for assistance in determining appropriate options.

If there are any concerns with either of these options, either the student or the instructor should feel free to contact the Director of Learning Services for assistance.

Procedure Students Follow To Request a Note Taker

**For On-Campus Students:**

Students may request a note taker for particular classes if they have the following accommodation listed on their accommodation letter:

Note taker in the classroom.

Note takers are not provided for every student with a disability, only for students for whom this is an appropriate accommodation.

Students who intend to request a note taker for a particular class should do the following:

- Attend each class at least once to determine in which class/classes they would need a note taker.
- Sign up for the note taker with our secretary in the Academic Support Services Center.
- Make certain that they have given a copy of their accommodation letter to their instructor, preferably during the first two (2) weeks of the semester.
- Notify the instructor that they will be requesting a note taker in that class.

After the student signs up for the note taker with our secretary in the Academic Support Services Center, we send an email to each student in the particular classes to notify them that the Office of Learning Services needs a note taker. Any interested student is asked to contact the Director of Learning Services. Since this is a paid position, the student who is applying to be a note taker must meet eligibility criteria and complete the necessary employment paperwork. There is no guarantee that the Office of Learning Services will be able to recruit a note taker through this process. Therefore, students are also permitted to nominate someone to be their Note Taker.

The Office of Learning Services creates a file folder for each student with a disability who has requested a note taker. The Note Taker brings his or her notebook to the Academic Support Services Center after class, copies the notes for that day, and leaves the copy with us. We then place the notes into the file folder so that the student who requested the note taker can come to the office and pick them up. Students should feel free to speak with the Director if they have any questions or concerns about this process.

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***Important information about the “Note taker in the classroom” accommodation:***

**One:**

There is a delay between when a student requests a note taker and when one is recruited and hired. Therefore, it is imperative that students submit requests for a note taker as early in the semester as possible. The cutoff date for requesting a note taker is posted on the bulletin board next to the Director of Learning Service’s office door.

**Two:**

Students who use the note taker accommodation are expected to maintain regular attendance and to fully participate in each class for which they have requested a note taker. They are expected to take their own notes as part of their learning process. The Note Taker’s notes are intended to supplement, not replace, the student’s own notes. The Director of Learning Services will suspend the “note taker in the classroom” accommodation for any student who does not attend and participate in the classes for which they have requested a note taker.

## Procedure to request Texts in Alternate Format

### **For On-Campus and On-Line Students:**

Students may request their textbooks be converted to an alternate format if they have the following accommodation listed on their accommodation letter:

Use of textbook in alternate format

Alternate format is not provided for every student with a disability, only for students for whom this is an appropriate accommodation.

Students who purchase their textbooks through the Barnes & Noble bookstore on campus should check with the bookstore to determine if a text is available from the bookstore in an electronic format. If so, the student would be able to either rent or purchase the text for themselves.

Student who purchase their textbooks from a vendor other than the bookstore on campus, or who need a textbook that is not available from the bookstore in an electronic format, should follow this procedure:

- Attend each class at least once to determine in which class/classes they would need to have an alternate format for their textbooks.
- Purchase the textbook that needs to be converted to an alternate format. As required by law, proof of purchase must be provided before a textbook can be converted to alternate format.
- Complete a "Request for Alternate Format" form for each textbook, and return it to the Director of Learning Services. Attach the proof of textbook purchase to the form.

After the student returns the completed "Request for Alternate Format" form, the Director of Learning Services or the Learning Specialist will contact each of the textbook publishers, as required by law, to request an alternate format version of the text. It has been our experience that it can take up to two weeks to receive the alternate format from the publishers. Only after the two week period has passed will the Director of Learning Services or the Learning Specialist make arrangements to have an alternate format of the textbook created by the Office of Learning Services. Students should feel free to speak with the Director if they have any questions or concerns about this process.

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This is the usual process that Office of Learning Services uses to produce an alternate electronic format of a textbook in-house:

- We cut the spine off the textbook so that we can scan the individual pages.
- We read through the scanned pages, and make corrections to the electronic document.
- We copy the document to a CD in pdf and/or text formats.
- We return the cut-apart textbook to the student. At the student's request, we will rebind the textbook with a plastic, spiral spine. Students should be aware that they may not be able to resell these textbooks.
- As required by law, this alternate format text belongs to the Office of Learning Services. It is **loaned** to the student until the end of the semester while they are enrolled in the course.
- The alternate format text must be returned to the Director of Learning Services at the end of the semester.

## **Additional Information from the Office of Learning Services**

### Special Requests For Campus Housing

A major part of the college educational experience is for students to learn to live on their own. Utica College provides on-campus housing to enhance intellectual, social, and cultural development through the experience of living with other individuals who bring a variety of social and cultural backgrounds to the community.

Occasionally, a student may feel that he or she needs special consideration in residence hall assignments. When such a situation occurs, the student should contact the Director of Residence Life to discuss the request for special consideration. If the student is making the request due to a disability, the Director of Residence Life will advise the student to contact the Director of Learning Services regarding what documentation is necessary and appropriate to support the request.

Please note that requests for single rooms based on a student's desire to have a "quiet, undisturbed place to study" will be considered only in unusual circumstances. By virtue of the shared facilities, resources, and number of people living under one roof in the residence halls, a single room does not provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard double room.

Special requests for residence hall assignments should be made as soon as the student has decided to attend or continue at Utica College. Special requests need to be submitted each year, they do not carry forward. All requests are reviewed and prioritized according to severity of need. Every effort will be made to meet the student's needs. However, a large number of high priority needs and limited residence hall space may mean that not all requests will be met immediately. If the request cannot be honored for the upcoming semester, the student will be put on a waiting list for consideration as openings occur.

To aid our decision making process, an appropriate professional should provide the following information to the Director of Residence Life and/or to the Director of Learning Services in writing:

- Documentation of the condition or need that is the basis of the request.
- An explanation of the current impact of the condition on the student's ability to function in a college residential environment.
- A clear description of the desired housing configuration.
- An explanation of how the request relates to the impact of the condition.
- An indication of the level of need for the recommended configuration, and the consequences of not receiving the request.
- Possible alternatives if the recommended configuration is not possible.

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Documentation supporting a request will be reviewed by the Director of Residence Life and/or the Director of Learning Services. All information is considered confidential. Listed below are some of the factors we consider when evaluating housing requests.

Severity of the condition:

- Is impact of the condition life threatening if the request is not met?
- Is there a negative health impact that may be permanent if the request is not met?
- Is the request an integral component of a treatment plan for the condition in question?
- What is the likely impact on academic performance if the request is not met?
- What is the likely impact on social development if the request is not met?
- What is the likely impact on the student's level of comfort if the request is not met?

Feasibility and Availability:

- Is space available that meets the student's needs?
- Can space be adapted to provide the requested configuration without creating a safety hazard (electrical load, emergency egress, etc.)?
- Are there other effective methods or housing configurations that would achieve similar benefits as the requested configuration?
- How does meeting this request impact housing commitments to other students?

The Director of Residence Life, or her designee, will notify students of the decision that has been made regarding any special requests for housing.

## Service Dogs

According to the Americans with Disabilities Act of 1990 (as amended), a “service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.”

Students with disabilities who need the use of a service animal while on campus should contact the Director of Learning Services.

It is the student's responsibility to ensure the health and well-being of the service dog, which includes keeping the dog clean and properly disposing of the dog's waste. In addition to meeting local licensing and leash requirements, the service dog must have a health statement, including vaccinations from a licensed veterinarian dated within the past year. The service dog should wear some type of commonly recognized identification symbol at all times, and be under the student's control at all times. The student is responsible for the service dog's behavior and actions. A service dog may be excluded from campus when that dog's behavior poses a direct threat to the health and safety of others, or when that dog's actions are unruly, disruptive, or destructive.

## Course Substitutions

### Foreign Language Requirement

At Utica College, we believe that the study of a foreign language provides one of the important ways by which our students gain a perspective on the diversity of human culture. Students, including those with documented disabilities, are expected to complete the foreign language core requirements. In cases where the nature or severity of a disability directly impacts a student's ability to learn a foreign language, the College will consider making reasonable and appropriate accommodations on an individualized basis.

Students who have documentation that shows that their disability hinders their ability to learn a foreign language will be allowed to take those classes on a Pass/Fail basis upon the written approval of the Director of Learning Services. If the student is unsuccessful in completing the course, the Director of Learning Services will authorize an adjustment on the student's transcript to replace the grade of F with a WD. Therefore, the student will not be penalized because of his or her disability. Students in this situation, and students whose documented disability precludes them from learning a foreign language, must meet with the Director of Learning Services in order to petition the College for course substitutions.

Students who want to petition for foreign language course substitutions should be aware of the following stipulations:

- The petition process can only be authorized and initiated by the Director of Learning Services.
- The College will consider the petition only in instances where the foreign language core courses are not an integral part of the student's program of study.
- Petitions are reviewed, then granted or rejected on a case-by-case basis.
- If the petition is granted, the student must choose six (6) credits from the chart on the following page to fulfill the core requirements. These six (6) credits may not be used to satisfy any educational requirements other than those allowed for core foreign language courses.

The petition should be made during the semester in which there is strong objective evidence (such as previously documented difficulties in the language course or instructor recommendation) that the student will be unable to fulfill the requirements with reasonable accommodations and a Pass/Fail grading system. The petition will be processed by the Director of Learning Services, who will notify the student when the petition has been approved

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The foreign language faculty have determined that the following courses are appropriate substitutions for the foreign language core requirement. Students must choose two courses (6 credits) from this list when completing their petition form:

Course	Title	Prerequisite
ANT251	Native American Culture and History	None
ANT351	Language and Culture	None
ANT375	Culture and Personality	None
COM310 FLM310	The Motion Picture ( <i>only when offered as a 3 credit course</i> )	None
COM325	Intercultural Communication	None
FRE311	French Film	None
IST300	Topics in Chinese Study	None
LIT206	Masterpieces of Western Literature since the Renaissance	None
LIT358	World Literature in English	None
LIT400	Topics in World Literature	None
SPA311 FLM 300	Spanish and Latin American Film Film Genres	None None

Only students with hearing impairments, who do not have the ability to learn a foreign language due to the hearing impairment, will be allowed to take American Sign Language to fulfill their foreign language requirement.

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### Math Requirement

Currently, Utica College does not waive or substitute its math requirements.

### Student Grievance Procedures

If a disagreement arises concerning specific accommodation requests, the provision of academic accommodations, or administrative procedures, the student should first confer with the Director of Learning Services and the Vice President for Student Affairs. If the student then desires a formal process of conflict resolution, he or she should follow the “Grievance and Complaint Procedures” found in the pertinent current edition of either the Utica College Undergraduate Catalog or the Utica College Graduate Catalog.

## Academic Honesty at Utica College

The following information was drawn from documents developed by the Academic Standards Committee for First Year Seminar students. It is included here because the issue of academic honesty is pertinent to *all* students (undergraduate to doctoral) for the entire time that they are enrolled at Utica College.

Utica College takes academic honesty very seriously. You should be aware of the following issues:

To quote from the college catalog, “cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or in the creation of assigned and/or graded class work.”

Plagiarism, a more complex concept, is the use of someone else’s words or ideas as your own. It doesn’t matter if the words or ideas came from a book, a journal article, a web site, or a personal letter; if they are not yours, you must cite them and give credit to the person to whom they belong. Plagiarism is a form of theft. Thus, lifting words, or ideas, from a source and passing them off as your own represents a serious offense to what the academic endeavor represents.

Poor paraphrasing of a source can also easily lead to plagiarism. If you copy a passage from a source, swapping out words here and there, you are guilty of plagiarism. “Paraphrasing” is summarizing and condensing in your own words and still requires an indication of your source. When writing papers or completing projects that involve research, you must also be cautious not to use material lifted from a web site verbatim without indicating that it is a quotation even if you cite the source in your works cited page. If the material is not in quotation marks, or set off in a block quote, it is plagiarism even if you cite the source somewhere in your work.

One can even plagiarize from oneself: You may not resubmit a paper you have already written for another course without consulting carefully with the instructors in question and determining whether they regard any overlap as appropriate.

The penalties for academic dishonesty will vary from situation to situation, but you must understand that our faculty are committed to preserving the integrity of the academic endeavor, that they are vigilant, and that they will impose serious penalties for any transgressions, including assigning the grade of “F for cheating.” Faculty are also committed to reporting all acts of academic dishonesty to the Office of Academic Affairs which keeps a record. More than one offense will result in the student being referred to the Academic Standards Committee which may impose sanctions over and above those imposed by faculty members, including the student’s dismissal from the college.

Some types of plagiarism may result from confusion about standards for academic honesty. Students are encouraged, throughout their careers at Utica College, to ask their professors if at any time they have any questions about what constitutes plagiarism (or academic dishonesty more broadly) or how to attribute sources correctly. Students: if you need help, do not cheat. Ask for help and your faculty will clarify their expectations where necessary and help you to meet College standards and conduct yourself with integrity.

## Emergency Building Evacuation

The following information is provided by the Department of Campus Safety. It is included here to help students, particularly those with disabilities, understand safe procedures for exiting buildings in the event of an emergency.



### **DEPARTMENT OF CAMPUS SAFETY** **EMERGENCY BUILDING EVACUATION**

- All persons must evacuate the building through the nearest, safe exit when a fire alarm sounds.
- In any emergency, contact Campus Safety at 315-792-3046. (You may also call 3046 or 611 from any hard-wired on-campus phone.)
- For a life-threatening emergency, call 911 first and tell which room, floor, and building you are in - then call Campus Safety (315-792-3046).
- When an evacuation is necessary, either Campus Safety, a building marshal, or the fire department personnel will be present to aid the evacuation.

- Become familiar with your buildings. Know the location of emergency exits.
- Remain calm. Try to keep others calm.
- Use fire pull stations located in all buildings if a fire is found and the alarm has not sounded yet, or if there is an emergency that requires building evacuation.
- Exit the building using stairwells - NEVER use the elevators. Evacuate by the safest and nearest building exit. Close all doors behind you.
- Proceed to designated meeting area(s) and/or keep at least 100 ft. from the building.
- Notify Campus Safety or the fire department of any disabled, trapped, or injured persons.
- NEVER re-enter the building until the all-clear has been given by Campus Safety or the fire department.

#### **ADDITIONAL EVACUATION PROCEDURE FOR PERSONS WITH DISABILITIES:**

Utica College recognizes that due to the differences in campus buildings, the limitations presented by various types of disabilities, and the range of possible circumstances that could be presented by different types of disasters, persons with disabilities will make individual decisions based on the circumstances presented.

Utica College employees are expected to act as “evacuation assistants” for persons with disabilities who are near to them during the evacuation process.

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If circumstances require evacuation from a campus building

- From the ground floor level, the person with a disability (PWD) is to evacuate by the safest and nearest building exit and follow the general procedures for emergency evacuation.
- Regardless of the building floor level, the PWD who is unable to evacuate without assistance should inform the nearest Utica College employee of the need for an “evacuation assistant.”
- The “evacuation assistant” should either remain in the current classroom location with the PWD or help the PWD to move to the nearest enclosed stairwell. Either the PWD or the “evacuation assistant” should call Campus Safety (315-792-3046) or the fire department (911). Give the message that there is a person with a disability in need of assistance, and any other necessary information for the evacuation process (wheelchair bound, lift required, etc.) The “evacuation assistant” should remain with the PWD until either Campus Safety, the building marshal, or fire department personnel respond to the location. Then all should evacuate as safely and quickly as possible.
- Once outside, one of the emergency responders (Campus Safety, building marshal, or fire department personnel) should notify Campus Safety that the PWD is safely out of the building and provide the PWD’s safe location.

Information for students with disabilities

Students should:

- notify the Director of Learning Services when they have any change in class schedule.
- have the Campus Safety phone number (315-792-3046) programmed on their cell phone.
- never use an elevator to evacuate.

Information for Utica College Employees (faculty, staff, and contract employees)

- Utica College employees are expected to act as “evacuation assistants” for persons with disabilities who are near to them during the evacuation process.
- Know the emergency exit routes from your workplace and areas that you frequent.
- Assist students to vacate the building quickly, and to then move at least 100 yards away from the building.
- Ask the person with the disability how you can best help
- Notify on-site emergency personnel (Campus Safety, building marshal, or fire department personnel) of the location of the person with a disability. Emergency personnel will determine if further evacuation is necessary.

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### Information regarding the Office of Campus Safety

- When advised about a student by the Director of Learning Services, Campus Safety will obtain and distribute the class schedule of the student with a disability to all Campus Safety officers using pocket cards. When the Director of Learning Services notifies Campus Safety of a class schedule change for a student with a disability, the new class schedule will be obtained and distributed to all officers using pocket cards.
- In the event of any fire alarm activation on campus, Campus Safety will check the individual's class schedule and respond immediately with one (1) officer to the probable location of the student. Another officer will be called for to respond immediately if it is determined that additional assistance is needed.
- In some events, the student with a disability may be able to evacuate a building (including a residence hall) through the general exit process. Campus Safety will verify this, including calling the student on his/her cell phone if unable to locate.
- If the student with a disability is on a building floor other than ground level, Campus Safety will move the student to the nearest and/or safest stairwell having fire doors.
- Campus Safety will sweep the 2<sup>nd</sup> floor of Gannett Library to clear the building, look for persons with disabilities, and assist with evacuation.
- Depending on circumstances, Campus Safety may stay with the student if there is a non-fire emergency. In the event of an actual fire, Campus Safety may attempt to carry the student down the stairs to the nearest and /or safest exit of the building. If unable to assist, Campus Safety will notify the fire department immediately to rescue the student.
- A student with a disability will be offered the opportunity to meet with Campus Safety for fire safety training and a tour of his/her classroom areas, including the evacuation exits and areas of refuge.

### Information regarding the Office of Learning Services

The Office of Learning Services:

- will meet with the Office of Campus Safety as needed to advise Campus Safety of students who may be in need of assistance with evacuation
- will advise Campus Safety when it is known that a student in need of assistance with evacuation has a change to his / her class schedule
- will advise students with disabilities to add the Campus Safety phone number (315-792-3046) to their cell phones

### Information regarding the Office of Residence Life

The Office of Residence Life will:

- Establish the primary and secondary evacuation routes to exits in a residence hall for the person with disability to use in the event evacuation is necessary. Contact Campus Safety with this information.

## Part Five

### Utica College Student Support Services and Resources

**In addition to the Office of Learning Services**, there are many support services and resources available for students at Utica College. Students have the opportunity to collaborate with an extensive network of professionals and offices throughout the campus, all of which are committed to their success. The personnel in the Office of Learning Services assist each student to build a network of these resources that is appropriate for his or her individual needs. In this way, we encourage students to be the architects of their own success.

**Office of Campus Safety** – Location: 2<sup>nd</sup> Floor, Strebel Student Center, Telephone: 792-3046  
The Office of Campus Safety is dedicated to ensuring the personal safety and well-being of Utica College's students, employees, and guests. Safety Officers are responsible for maintaining order and safety both within campus buildings and throughout the campus grounds.

**Office of Career Services** - Location: 206 Strebel Student Center, Telephone: 792-3087  
The Office of Career Services offers a full range of services designed to help students explore how their interests, skills, and values relate to possible career paths, understand the importance of proper planning and preparation in goal setting, and assist in the successful transition from academic to professional life.

**Computer User Services**:- Location: L115 Gannett Library, Telephone: 792-3115  
The College maintains seven computer labs and a Computer Help Desk. Computer User Services provides convenient computer access and assistance to students, faculty, and staff. If in-depth assistance is necessary, one-on-one appointments can be arranged. Computer User Services also offers basic help through computer lab assistants.

**Office of Counseling Services** - Location: 2<sup>nd</sup> Floor, Strebel Student Center, Telephone: 792-3032  
The Counseling Services Office provides individual counseling, group counseling, outreach services for those interested in having the Counseling staff provide a presentation or program, consultation services for faculty, staff, and administrators who are concerned about a student or a student-related issue, training programs for those who are interested in developing counseling, communication, and conflict resolution skills, and referrals to off-campus agencies and/or counseling services.

**Gannett Memorial Library**:- Location: Romano Plaza, Telephone: 792-3041, Email: library@utica.edu  
The Library provides a physical and virtual space for learning and research. The librarians offer personalized library instruction classes in all disciplines, as well as personalized one-to-one reference services.

**Office of Learning Services** - Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3032  
The Learning Services Office provides advisement, advocacy, and academic support to students who identify themselves as having a disability and to students who are experiencing academic difficulties. The staff works with students in a variety of ways to promote self-awareness, self-determination, and self-advocacy for our students with disabilities. The staff also acts as a resource for all members of the Utica College community to promote accessibility for learning.

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**Office of Opportunity Programs** - Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3209

- **HEOP (Higher Education Opportunity Program)** - Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3209  
HEOP is open to New York State residents regardless of race, ethnicity, gender, or physical challenge. To be eligible for HEOP, prospective students must be academically under prepared, financially disadvantaged, and demonstrate potential for academic success. First-time HEOP freshmen are required to attend the five-week pre-freshman Summer Institute, designed to serve as a bridge between high school and college. Courses are offered in writing, mathematics, science, reading, and study skills. A staff of counselors and tutors is available to help students adjust to college life.
- **CSTEP (Collegiate Science and Technology Entry Program)** - Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3209  
CSTEP's goal is to increase the number of historically underrepresented minority and economically disadvantaged students enrolled in scientific, technological, health-related, and licensed professions.
- **Tutorial Services** - Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3209  
These services are provided to all Utica College undergraduate students through the Opportunity Programs Office. Tutorial Services is coordinated by a professional staff member and staffed by both peer and professional tutors. The Coordinator fills student requests for tutors in specific course content by matching trained tutors with specific requests. Tutors provide tutoring on an individualized basis at the mutual convenience of tutor and tutee. Group review sessions are also offered through Tutorial Services.

**Office of Registrar** - Location: 121A White Hall, Telephone: 792-3393, Email: [registrar@utica.edu](mailto:registrar@utica.edu)  
The Registrar's Office provides information on course offerings, final exam schedules, academic deadlines, how to request a copy of a student's transcript, and the academic calendar. The office staff provides student centered services on an individualized basis.

**Office of Residence Life** - Location: 149 North Hall Telephone: 792-3285  
Residence Life strives to create a community which supports the academic experience by fostering the social, personal, and intellectual growth of our students through the cultivation of healthy living/learning environments.

**Office of Student Activities** - Location: 103 Strebel Student Center, Telephone: 792-3036  
Utica College recognizes that much of the learning students experience on campus takes place informally, outside the classroom. For this reason, the Student Activities office provides a wide range of cocurricular activities, which enable students to meet and learn to work with many types of people while finding out what their own capabilities and interests are.

**Office of Student Employment:**  
Location: 252 White Hall Telephone: 792-3353  
The Office of Student Employment provides many opportunities for students to develop good work habits and basic job skills to succeed after graduation through the Student Employment Program. The goals of the Student Employment Program are to give students a source of income, help students locate possible career opportunities, help students to gain valuable experience and learn basic job skills, provide the college with a valuable service.

**Office of Student Financial Services** - Location: 117 Hubbard Hall, Telephone: 792-3179, Email: [sfs@utica.edu](mailto:sfs@utica.edu)  
Student Financial Services works closely with each student to ensure maximum access to a broad range of scholarships, grants, student loans, and other forms of aid; as well as answering questions regarding their student accounts, and helping to fulfill their financial obligations to the college.

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**Office of Student Health** - Location: 204 Strebel Student Center, Telephone: 792-3094

The Student Health Center strives to meet students' needs during illness and injury, in order to promote optimum health and wellness. Care is available to all students who complete a [health form](#) upon admission. Students are encouraged to schedule appointments. Service is free unless otherwise noted in office announcements and publications.

**Office of Student Success** - Location: 111 Hubbard Hall, Telephone: 223-2555

- **Academic Coaching Experts** – Location: 111 Hubbard Hall, Telephone 223-2555  
The ACEs are professional staff members who provide academic coaching, programming, academic advisement, and support services for freshmen and new transfer students. The ACEs have offices in the North Hall and South Hall residence halls, and are available for walk-in or scheduled individual advising appointments.
- **Orientation Programs** – Location: Academic Support Services Center, 109 Hubbard Hall, Telephone: 792-3032  
Orientation is a comprehensive array of programs provided to assist all students with their initial entry into Utica College and their transition to becoming members of the Utica College community. Programs include Summer First Year Student Orientation, Transfer Summer Orientation, Graduate Student Orientation, Fall Welcome Weekend, and Transfer Tuesdays orientation for transfer students. The Orientation programs also provide leadership opportunities for current students to act as Orientation Mentors during the Summer First Year Student Orientation.
- **Early Warning System** – Location: 111 Hubbard Hall, Telephone 223-2555  
The Early Warning System is facilitated by the Director of Student Success. This online and email system regulates academic intervention, determines what students need assistance, and collaborates with faculty on issues involving retention and success for first-year students.

**Tutoring @ the Math and Science Center** - Location: 203 Hubbard Hall, Telephone: 792-3258

This Center is staffed by a faculty member and peer tutors. The tutors provide individual attention, focusing on the specific areas in which students most need assistance. Tutors work with students enrolled in 100 and 200 level math and science courses. Tutors can help students prepare for tests and quizzes as well as assist with homework problems. Students may schedule an appointment, come as a walk-in, or request a specific tutor.

**Tutoring @ the Writing Center** - Location: 216 Hubbard Hall, Telephone: 792-3809

The Writing Center invites all members of the campus community to join in serious conversation about writing. The Writing Center offers peer tutoring, a library of resources on writing, and access to word processing equipment. Writers hoping to come to a better understanding of a writing task, develop their ideas, or test drive a draft can rely on our peer tutoring staff to provide an attentive and responsive audience for their writing. Writing Center resources are available on a drop-in basis or by appointment. Please check the door of the Writing Center for the schedule of tutoring hours.

## ACSS Faculty

Adapting Curriculum for Student Success (ACSS) Project faculty have participated in a variety of Institutes and workshops in order to explore new teaching strategies, become more aware of the learning needs of students with disabilities, and share best practices in teaching.

Please feel free to contact any of these instructors if you need assistance. You will find that they are attuned to the academic challenges faced by students with disabilities, and that they are happy to provide help and guidance to students who are working to learn and succeed.

### ACSS Faculty 2011-2012

Name	Subject
Hossein Behforooz	Mathematics
Bryant Buchanan	Biology
Mary Cardinale	English
Paula Carey	Occupational Therapy
Sherri Cash	History
Lawrence Day	Physics
Sandy Dimeo – online only, not on campus	Occupational Therapy
Laura Dorow	Education
Mary Drucker	Education
Lois Fisch	Education
Linnea Franits	Occupational Therapy
Cecilia Friend	Journalism
Robert Halliday	Philosophy
Patrice Hallock – on sabbatical spring 2012	Education
Nancy Hollins	Occupational Therapy
Mary Ann Hutchinson	English
Kirstin Impicciatore	Therapeutic Recreation
Mary Ann Janda	English
Kim Landon	Public Relations/Journalism
Arlene Lundquist	Psychology
Thomas McCarthy – on sabbatical spring 2012	Biology
Melodee Moltman	Psychology - Child Life
Lisa Orr	English
Adam Pack	Biology
Terri Provost	Biology
Dale Scalise-Smith	Physical Therapy
James Scannell	English
Sharon Wise	Biology
David Wittner	History
Barbara Witucki	English
Laurence Zoekler	Education

## Acknowledgements

The information in this Handbook was developed from Utica College documents and a variety of disability services resources.

I would like to thank the following colleagues for allowing me to adapt and adopt portions of their student manuals and disability related procedures. I appreciate the generous and gracious assistance they gave me as I was developing the various editions of handbook.

Kateri Teresa Henkel  
Director of Learning Services  
August 2011

Roger Purdy and Kathie Briggs (03-04 Edition)  
Office of Services for Students with Special Needs  
Onondaga Community College  
Syracuse, New York

Jane Jarrow (09-10 Edition)  
"A Baker's Dozen" Online Seminar  
Disability Access Information and Support  
Columbus, Ohio

Matt Tominey and Michele Fish (03-04 Edition)  
Student Disability Services  
Cornell University  
Ithaca, New York

Jennifer Lucia (03-04 Edition)  
Center for Students with Disabilities  
University of Connecticut  
Storrs, Connecticut

Lynn Igoe (05-06 Edition)  
Services to Students with Disabilities  
Mohawk Valley Community College  
Utica, New York

Jane Jarrow (05-06 Edition)  
Disability Access Information and Support  
Columbus, Ohio

Roger Purdy (07-08 Edition)  
Disability Support Services  
LeMoyne College  
Syracuse, New York

