Office of Learning Services
Student Handbook
2015 - 2016

Office of Learning Services
109 Hubbard Hall
792-3032

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.

Please remember to cite the source when quoting or paraphrasing information from this Utica College Office of Learning Services Student Handbook 2015-2016.
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August 2015

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
Office of Learning Services
Purpose, Vision, Mission Statements

Purpose Statement
The Office of Learning Services’ purpose is to address and champion the needs of our students with disabilities, and therefore all students, for access to the teaching and learning opportunities provided by Utica College.

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 teaching and 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 accomplish 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 teaching and learning in order to support student achievement 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, Assistant Director of Learning Services.

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 advising
- 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 Assistant Director of Learning Services:
- provides individualized educational advising
- 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
- 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 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:
Lisa C. Green
Assistant Vice President for Human Resources and Personnel Development

Telephone: 315-792-3276
E-mail: lcgreen@utica.edu
Regular Mail: Utica College
Office of Human Resources
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).

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

  Graduate Admissions Office  
  By phone: 315-792-3010  
  By email: gradstudies@utica.edu  
  or  
  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 provide appropriate information 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
Recognition and Consideration

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.

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

Provide appropriate information 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 information of a disability that substantially limits some major life activity. Guidelines regarding appropriate Information can be found on pages 8 – 11 of this Handbook.

Request accommodations

Follow Utica College procedures as described in this Handbook.

Students must provide appropriate information regarding the 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.

Appropriate information 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.
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 or Assistant Director of Learning Services.

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 or the Assistant Director advises the student what information and records he/she will need to provide to verify the disability.
- The student and either the Director or the Assistant Director 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 information and records that were submitted by the student
  - if the student’s information 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 this discussion and a review of all the submitted information and records, 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 Assistant Director 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 and Assistant Director of Learning Services will continue to assist the student as advocates and advisors for as long as the student is enrolled at Utica College.
Appropriate Information and Records

**Appropriate information must be current.** “Current” refers to the content of the information, rather than to the date on which it was created. Current information will provide Utica College with a clear understanding of how the student is performing / functioning **right now**. For some disabilities, current information would need to be no more than six months old. For other disabilities, information that is less recent by date may be appropriate.

Utica College considers primary source information to be appropriate for our process of determining eligibility, need, and accommodation. School plans (such as an Individualized Education Program [IEP], a 504 Plan, or a Summary of Performance [SOP]) are written using primary source information as a reference. Therefore an IEP, 504 Plan, or SOP is not appropriate as information in and of itself, but is beneficial when included along with original primary source information.

The following disability-specific information 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 information meeting these guidelines may be acceptable to Utica College, it is important to be mindful that they may/may not meet the information 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 information is adequate and appropriate, and whether or not reasonable accommodations are warranted and can be provided to the individual.
Utica College Information Guidelines
For a Learning Disability

Information (such as a psychological or psycho-educational evaluation report) must be typed on letter head, and provide current insight into the student’s functional limitations.

Information provided should address the following components:

- The credentials of the evaluator(s).
- A diagnostic statement identifying the disability.
- Information should assess areas of
  - information processing (for example: short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed)
  - Aptitude
  - Achievement
- It is preferable for information to be based on assessment instruments that use adult measures.

For example: to determine aptitude, any of the following would be appropriate evaluations:

- Wechsler Adult Intelligence Scale-IV (WAIS-IV) with subtest scores
- Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability (normative update)
- Stanford - Binet Intelligence Scale: Fifth Edition

For example: to determine achievement and current levels of functioning in reading, math, and written language, any of the following would be appropriate evaluations:

- Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement (normative update)
- Wechsler Individual Achievement Test - III (WIAT-III)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Test of Written Language – IV (TOWL-IV)
- Woodcock Reading Mastery Tests – Revised
- Stanford Diagnostic Mathematics Test

- A description of the student’s current functional limitations attributable to the Learning Disability
- Suggestions, substantiated by the information provided, for support in the college environment.
Utica College Information Guidelines
For an Attention Deficit/Hyperactivity Disorder

Information must be typed on letter head, and provide current insight into the student’s functional limitations.

Information provided should address the following components:

- The credentials of the evaluator(s).
- A diagnostic statement identifying the disability.
- It is preferable for information to be based on assessment instruments that **use adult measures where applicable**
- A summary of objective historical information that establishes symptomatology indicative of AD/HD throughout childhood, adolescence, and adulthood
- Current medications and/or recommendations regarding medications that have been discussed with the student
- A description of the student’s **current** functional limitations attributable to the AD/HD
- Suggestions, substantiated by the information provided, for support in the college environment.
Utica College Information Guidelines
For an Emotional / Psychological Disability

Information must be typed on letter head (notes on prescription pads or photocopies of physician / nurse notes from the patient’s file are not acceptable), be recent (within the last year), and provide current insight into the student’s functional limitations.

Information provided should address the following components:

- The credentials of the evaluator(s).
- A diagnostic statement identifying the disability.
- A summary of assessment processes used to make the diagnosis, and a summary of evaluation results
- A description of the expected progression or stability of the condition.
- Information regarding medications that are relevant to the student’s physical, perceptual, or cognitive functioning within the academic setting. (For instance, a medication might have a positive impact in helping the student to sustain attention to a task. A medication might have a negative impact if it causes memory problems.)
- A description of the student’s current functional limitations attributable to the Emotional / Psychological Disability
- Suggestions, substantiated by the information provided, for support in the college environment.
Utica College Documentation Guidelines
For a Physical / Medical / Sensory Disability

Information must be typed on letter head (notes on prescription pads or photocopies of physician / nurse notes from the patient’s file are not acceptable), be recent (within the last year), and provide current insight into the student’s functional limitations.

Information provided should address the following components:

- The credentials of the health care provider.
- A diagnostic statement identifying the disability.
- A summary of assessment processes used to make the diagnosis, and a summary of evaluation results
- A description of the expected progression or stability of the condition.
- Information regarding medications that are relevant to the student’s physical, perceptual, or cognitive functioning within the academic setting. (For instance, a medication might have a positive impact in helping the student to sustain attention to a task. A medication might have a negative impact if it causes memory problems.)
- A description of the student’s current functional limitations attributable to the Physical / Medical Disability
- Suggestions, substantiated by the information provided, for support in the college environment.
## Rights and Responsibilities of Students with Disabilities

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

### Rights and Responsibilities of Utica College:

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

Student Records

The Office of Learning Services is the Utica College office charged with the responsibility for collecting and holding student disability information. Student 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 senior personnel to whom we report: Dean for Diversity and Student Development, Vice-President for Student Affairs and Enrollment Management.

There may be occasions when the Director or Assistant 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.

Maintenance of Records

The Office of Learning Services maintains a file for each of our students that includes information about 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 information 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”
- “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 has created the following optional resource to assist our faculty and students with disabilities. We have four (4) study carrels in a room within our office. Students, with faculty approval, may reserve a carrel seat for exam accommodations of extra time or a separate location. Our reservation process and these four (4) seats are sufficient most of the time during an academic semester for faculty and students with disabilities to have our space as an option for testing accommodations. During final exams, the reserved seats will be in a classroom to provide for the larger number of students during that time. Students should feel free to speak with the Director if they have any questions or concerns about this process.

Students who have either of the accommodations noted above on their accommodation letter need to follow these four (4) steps to use the Office of Learning Services reservation process:

1. Make certain that they have given a copy of their accommodation letter to their instructor prior to the exam, preferably during the first two (2) weeks of the semester.

2. Ask their instructor for the option of using the reserved seating in the Office of Learning Services for an exam location, and obtain the instructor’s consent to make a reservation. If the instructor does not want the student to take the test 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.

……………………………………………………………………………………………………..continued on page 15
3 The student must go to or phone the Office of Learning Services to schedule a reservation for a seat. The reservation must be made at least two (2) days in advance of the date the student intends to take the exam. Students may only schedule a seat reservation within two weeks of the date they make the request. Students who attempt to “walk in” to take a test may find that there are no seats available due to the limited number of seats. In that event, the student would need to make other arrangements with their instructor.

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 exact time for exams taken by students who have reserved a seat with us during the semester. We do proctor and keep exact time for exams taken by students assigned to a seat in a classroom during 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 Office of Learning Services until the instructors retrieve them.

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

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

- “Time extensions for completing exams"

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 the course shell 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.

…………………………………………………………………………………………………………………………continued on page 16
Part Three: For Students taking on-campus evening or weekend 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 either of the following accommodations listed on their accommodation letter:

- “Time extensions for completing exams”
- “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 an exam 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 Office of Learning Services or email it to us at olstesting@utica.edu 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, the instructor would make arrangements for the accommodations with the student or through the School office.

If there are any concerns with either of these options, the Office of Learning Services (792-3032) is happy to act as a resource in determining appropriate 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:

- 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.
- 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 office administrator in the Office of Learning Services.
- 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 office administrator in the Office of Learning Services, 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 Office of Learning Services within 24 hours of the 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.

………………………………………………………………………………………………………………………continued on page 18
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 Follett 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.

Students 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 publishers, 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 Assistant 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 Assistant Director of Learning Services will contact each of the textbook publishers 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 Assistant Director of Learning Services 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 email an electronic copy to the student.
- 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.
- 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 Assistant 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.

Special Requests for Residence Hall Assignments:
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 information is necessary and appropriate to support the request.

Please note that requests for rooms with fewer or no roommates based on a student's desire to have a quiet or 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 room with fewer or no roommates does not provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard shared 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:

- Information regarding 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 his/her designee, will notify students of the decision that has been made regarding any special requests for housing.

**Special Request for an animal in the Residence Halls**

1) **Pets:**
Per the Utica College Residence Hall Agreement document, students are not permitted to have non-fish pets in the residence halls. A student may make a request to the Director of Residence Life to keep small fish in a small fish tank in his/her residence hall room with the approval of all roommates.

2) **Service Animals**
A dog that is a service animal is not a pet.

According to the Americans with Disabilities Act (as revised 2010), 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.” The work or tasks performed by a service animal must be directly related to the individual’s disability. The provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

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A service animal may reside with its student-owner in the residence hall when that student-owner is a person with a disability who needs the use of a service animal.

Students with disabilities who will use a service animal on campus should contact the Director of Learning Services for further information.

It is the student's responsibility to ensure the health and well-being of the service animal, 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 animal must have a health statement, including vaccinations, from a licensed veterinarian dated within the past year. The service animal should wear some type of commonly recognized identification symbol at all times, and be under the student-owner's control at all times. The student-owner is responsible for the service animal's behavior and actions. A service animal 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.

3) Emotional Support Animals
An animal that is an emotional support animal is neither a pet nor a service animal.

According to the Fair Housing Act, emotional support animals “provide emotional support to persons with disabilities who have a disability-related need for such support.” Under the FHA, individuals with a disability may be entitled to keep an emotional support animal as “a reasonable accommodation in housing facilities.”1 In order to qualify for such an accommodation, the emotional support animal “must be necessary to afford the individual an equal opportunity to use and enjoy a dwelling or to participate in the housing service or program. Further, there must be a relationship, or nexus, between the individual’s disability and the assistance the animal provides.”2

Utica College will consider making an accommodation to the housing policy to allow an emotional support animal to reside with its student-owner in the residence hall. Students with disabilities who want to request an accommodation to have an emotional support animal in the residence hall should contact the Director of Learning Services, and follow the process for documentation and determination of eligibility found in the Office of Learning Services Student Handbook.

The Director of Learning Services has responsibility for making the determination of whether or not submitted documentation is appropriate, and whether or not the accommodation for a particular emotional support animal to be in residence is reasonable and can be provided to the student-owner.

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1 U.S. Department of Housing and Urban Development 2/17/2011 letter from the Deputy Assistant Secretary for Enforcement and Programs addressed to FHEO Region Director and Regional Counsel
2 Ibid.
If the accommodation is granted, it is the student-owner's responsibility to ensure the health and well-being of the emotional support animal, which includes keeping the animal clean and properly disposing of the animal’s waste. In addition to meeting any local licensing requirements, the emotional support animal must have a health statement, including any necessary vaccinations, from a licensed veterinarian dated within the past year. The emotional support animal must be under the student-owner's control at all times, and remain in the student-owner’s residence hall room. If the student-owner is not present in the residence hall room, the emotional support animal must be contained in an appropriate enclosure within the room. The student-owner is responsible for the emotional support animal’s behavior and actions. An emotional support animal may be excluded from the residence hall when that animal's behavior poses a direct threat to the health and safety of others, or when that animal's actions are unruly, disruptive, or destructive.
Course Substitutions for Core Requirements

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

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 disabilities, are expected to complete the foreign language core requirement: 6 credits (101 and 102 level of the same language). In cases where the nature or severity of a disability directly impacts a student’s ability to learn a foreign language, the College has established the following process for making reasonable and appropriate accommodations on an individualized basis.

Students must have provided the Office of Learning Services with appropriate information which shows that their disability impacts language processing or acquisition. They will need to meet regularly with the Learning Services staff to monitor their progress. Students will be allowed to take the core foreign language classes on a Pass/Fail basis upon the written approval of the Director of Learning Services. If the student completes a language core course but does not achieve a passing grade, 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 must then meet with the Director of Learning Services in order to request course substitutions to fulfill the 6 credit requirement.

Students who request a course substitution for the core foreign language requirement should be aware of the following stipulations:

- The request can only be authorized and initiated by the Director of Learning Services.
- The College will consider the request only in instances where the foreign language core courses are not an integral part of the student's program of study.
- Requests are reviewed, then granted or denied on a case-by-case basis.
- If the request 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.

..........................................................continued on page 26
The student’s request for course substitution should be made during the semester in which there is strong objective evidence that the student will be unable to fulfill the requirements with reasonable accommodations and a Pass/Fail grading system. The request will be processed by the Director of Learning Services, who will notify the student when the request has been approved.

A cross-discipline committee of faculty and Office of Learning Services staff have determined that the following courses are appropriate substitutions for the foreign language core requirement. Students must choose courses (6 credits) from this list when making their request:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT243</td>
<td>Caribbean Peoples and Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ANT251</td>
<td>Native American Culture and History</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ANT297</td>
<td>Peoples and Culture of the World</td>
<td>3</td>
<td>ANT101</td>
</tr>
<tr>
<td>ANT351</td>
<td>Language and Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ANT375</td>
<td>Culture and Personality</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>COM325</td>
<td>Intercultural Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG313</td>
<td>American Social Dialects</td>
<td>3</td>
<td>ENG102</td>
</tr>
<tr>
<td>FLM300</td>
<td>French Film (cross-registered course: register Using the CRN for FLM300)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FRE311</td>
<td>Spanish and Latin American Film (cross-registered course: register Using the CRN for FLM300)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>LIT205</td>
<td>World Literature to 1650</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>LIT206</td>
<td>World Literature from 1650 to Present</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>LIT358</td>
<td>World Literature in English</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>LIT400</td>
<td>Topics in World Literature</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC252</td>
<td>Racial and Cultural Minorities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>Full-semester, credit-bearing Study Abroad Programs offered through the Office of International Education. Must be verified through Learning Services prior to participation.</td>
<td>6</td>
<td>Per the Office of International Education</td>
</tr>
<tr>
<td>Study Abroad Opportunities</td>
<td>Short term (one to several weeks), credit-bearing opportunities offered in affiliation with various Utica College programs. Must be verified through Learning Services prior to participation.</td>
<td>Credits vary</td>
<td>Per the sponsoring College program</td>
</tr>
</tbody>
</table>

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Foreign Language Requirement: STUDENTS PLEASE BE AWARE

1. Only students with hearing impairments, whose ability to learn a foreign language is impacted due to the hearing impairment, will be allowed to take American Sign Language to fulfill their foreign language requirement.

2. Students who are enrolled in education programs need to meet certification requirements for teaching. These students should be aware that the NYS Education Department requires 6 credit hours (for most programs) of a foreign language for certification. For certification purposes, American Sign Language is considered a foreign language. None of the courses taken as substitutions to meet Utica College core requirements will be accepted by the NYS Education Department for teaching certification 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 is copied from the Academic Standards Committee – Academic Integrity webpage. (http://www.utica.edu/academic/facultyinfo/ascacadinteg.cfm)

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.

WHAT IS ACADEMIC INTEGRITY AND WHY DOES IT MATTER?
Academic integrity is the foundation of higher education, an essential component of informed and well-reasoned exploration of any topic. In order to have confidence in anyone’s identification and use of facts, arguments and opinions, we rely on evidence of an honest process of arriving at that knowledge—just as having confidence in our friends requires us to rely on evidence that when they say they will do something, they follow through.

One can recognize academic integrity by how clearly thinkers express what they’ve learned in their own words and how they give credit to the sources of that learning. Another crucial aspect of academic integrity is the ability to demonstrate what one has learned through personal effort, without cheating. When we have confidence that thinkers have “done their homework” in this way, it makes valid evaluation of their thinking and work easier and more credible.

In the same way that performance-enhancing drugs devalue athletic achievements, lack of academic integrity devalues the achievement of a college degree. When students take shortcuts to achieve a better grade, the process of acquiring knowledge and discovering how to do that is short-circuited. At some point, that short-circuit can show itself in a lower quality performance than the grades on your record would predict, which is when the shortcut that got you in the door can just as easily kick you out of it.

WHAT IS PLAGIARISM?
Plagiarism is (1) the failure to give proper credit to the source of an idea or creative work, whether in the form of writing, speech, images, objects, or digital media of any kind (e.g., websites, youtube.com clips, programs, games, etc.); and (2) the failure to either properly paraphrase a source’s language in one’s own words or to directly quote that source’s exact language properly according to whatever citation style is being used.

WHAT IS ACADEMIC MISCONDUCT?
Academic misconduct is the act or attempt of an act to create an unfair advantage for yourself or disadvantage for others within the academic community.

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WHAT CAN HAPPEN TO YOU IF YOU ARE ACADEMICALLY DISHONEST?

The immediate consequences for violations of Utica College’s standards of academic integrity are decided by the professor or instructor who finds the violation. Penalties can include, but are not limited to:

• having to redo the assignment
• receiving a lower grade on the assignment
• receiving a zero for the assignment
• failing the class
• failing the class with the words “for cheating” on your official transcript

Further penalties can also be assigned by the Academic Standards Committee.

In all cases, regardless of penalty, a letter will be placed in your file indicating that you have violated the college’s standards of academic integrity. If this is your first offense, and you commit no further offenses while a student at Utica College, no further action will typically be taken and the letter will be removed from your file upon graduation. If your penalty was an F “for cheating” and you would like the phrase “for cheating” removed from your transcript, you must petition the Academic Standards Committee. There is no guarantee that the phrase “for cheating” will be removed.

If your violation was not the first violation, was particularly egregious, or you commit further offenses while at the college, your case will be referred to the Academic Standards Committee. The committee has the options of, but not limited to:

• recommending no further action
• assigning a more stringent penalty, e.g., changing an F for the course to an F “for Cheating”
• dismissing you from the college.
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 2nd 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 helping students to reach their goals. 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 achievement.

Office of Campus Safety – Location: 112 Strebel Student Center, Telephone: 792-3046
The office of Campus Safety is located around the back corner of Strebel Student Center, in room 112. It is also kitty-corner to the Clark Athletic center, and accessible by the sidewalk leading from Strebel to Clark Athletic center. 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: L120 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: 202 Strebel Student Center, Telephone: 792-3427
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
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: 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: 109 Hubbard Hall, Telephone: 792-3209

- **HEOP (Higher Education Opportunity Program)** - Location: 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: 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.

Office of Registrar - Location: 123 White Hall, Telephone: 792-3393
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: 205 Strebel Student Center, Telephone: 792-3037
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 co-curricular 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
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.

..........................................................................................................................continued on page 35
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: 121A White Hall, Telephone: See Below

- **Academic Coaching Experts** – (Telephone: 223-2598, 223-2498, 223-2599) The ACEs are professional staff members who provide academic coaching, programming, academic advisement, and support services for freshmen and new transfer students. The ACEs are available for walk-in or scheduled individual advising appointments.

- **New Student Programs** – (Telephone: 792-3064) New Student Programs are 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.

- **Academic Alert System** – (Telephone: 223-2556) The Academic Alert 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.

**Tutorial Services**

- **Tutoring at Opportunity Programs** - Location: 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.

- **Tutoring at Math and Science Center** - Location: Gannett Memorial Library, Telephone: 792-3041
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 at Writing Center** - Location: Gannett Memorial Library, Telephone: 792-3041
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.

- **Tutoring at SMARTHINKING** – Location: Location: 109 Hubbard Hall, Telephone: 792-3209
Smarthinking.com provides online tutoring open to all Utica College students 24 hours a day, 7 days a week. With Smarthinking.com tutoring you can connect with a tutor and interact live for help with writing, reading, mathematics, science, business, ESL, Spanish, nursing and allied health, and computers and technology. Students have the option of using schedule tutoring, drop-in tutoring, offline question submission, and the writing center. You can submit your writing for feedback and receive a reply from a writing tutor within 24 hours. Go to www.utica.edu/smarthinking to access Smarthinking. Use your UC username and password to log in.
ACSS Faculty

The Center for ACCSibility of Teaching and Learning sponsors ACSS (adapting curriculum for student success) programs throughout the academic year for faculty professional development. Faculty participate in a variety of Symposia, Teaching Days, 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. Faculty and staff who participate in these programs are recognized for their involvement with a gold ACSS Faculty nameplate for their office doors.

Please feel free to contact any of these ACSS Faculty 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 achieve.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Daniel Bar</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Lindarae Bauer</td>
<td>School of Arts &amp; Sciences</td>
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<tr>
<td>Hossein Behforooz</td>
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<td>Judy Borner</td>
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<td>Michelle A. Boucher</td>
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<td>Mary Hayes Gordon</td>
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<td>Robert Halliday</td>
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<td>Nancy Hollins</td>
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<td>Jancie Huss</td>
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<thead>
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<tr>
<td>Mary Ann Hutchinson</td>
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<td>Lisa Orr</td>
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<td>Adam Pack</td>
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<td>Terri Provost</td>
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<td>Joseph Ribaudo</td>
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<td>Nathaniel Richmond</td>
<td>Government / Politics</td>
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<td>Angel Rivera</td>
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<td>James Scannell</td>
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<td>Polly J Smith</td>
<td>Assoc. Provost Online Learning, VP OES</td>
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<td>Alyssa Thomas-Kuelling</td>
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<td>Shanna Van Slyke</td>
<td>Criminal Justice</td>
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<td>Jo Ellen Vespo</td>
<td>Psychology / Psychology Child Life</td>
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<td>Sharon Wise</td>
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<td>David Wittner</td>
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<td>Xiao Xiao</td>
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<td>Laurence Zoeckler</td>
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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, and for providing me with advice and guidance. 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 2015

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

Jane Jarrow (12-13 Edition)
“Understanding and Implementing the AHEAD Guidance on Documentation: From Theory to Practice on YOUR Campus”
Disability Access Information and Support
Columbus, Ohio

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

Utica College Colleagues (15-16 edition)
Barbara Witucki, Domenica Newell-Amato, Jason Denman, Carol Downing, John Johnsen, Juan Thomas, Jan DeAmicis, Helen Blouet, Sherri Cash

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

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

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

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