

OFFICE OF
STUDENT DISABILITY SERVICES
Handbook

For Touro College Graduate and Professional Divisions

EFFECTIVE DECEMBER 2016



TOURO COLLEGE

Where Knowledge and Values Meet

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INTRODUCTION

GENERAL STATEMENT ON STUDENTS WITH DISABILITIES

Touro College (“Touro” or the “College”) complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Reasonable Accommodations may be available for students who have physical or learning-related disabilities.

The College is committed to providing reasonable accommodations to students with documented disabilities who request accommodations. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College. The College has a centralized Office of Student Disability Services headed by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions (see Appendix D). Students with disabilities seeking reasonable accommodations should do so through the coordinators of the Office of Student Disability Services (OSDS) in their respective schools. This Handbook may also be available in hard copy at each school’s OSDS.

A student requesting accommodation for a documented disability under the ADA must meet with the OSDS coordinator for their school and submit an *Application for Accommodations & Services*. Verbal disclosure of a disability and request for accommodation is not sufficient and cannot substitute for required documentation. Students may apply for reasonable accommodations at any time. Accommodations, if granted, are only done so on a prospective basis. Reasonable accommodations are never provided retroactively.

Students seeking reasonable accommodations must:

- 1) Complete the *Application for Accommodations & Services* (Appendix A).
- 2) Provide documentation as described in the *Guide to Documentation Requirements* (Appendix B).
- 3) Participate in an interactive dialogue with the OSDS coordinator.

The process, as described above, will result in the issuance of a *Receipt of Accommodations* form, which will either approve or deny the request. This form is signed by the coordinator, the Dean or Program Director, and the student.

The process, including all submitted documentation, remains confidential. The *Receipt of Accommodations* (“Receipt”) should not contain any disability-specific information, rather it only lists approved accommodations. The Receipt is shared with the program in

which the student is registered to ensure that the approved accommodations are implemented.

A copy of the *Application for Accommodations & Services* may be found in Appendix A, but may also be available by contacting your school's Office of Student Disability Services Coordinator.

Please see Appendix F for a contact list of Directors/Coordinators of the Office of Student Disability Services. .

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

- Confidentiality of all information pertaining to a student's disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the coordinators of OSDS.
- Access to all services and support available to all Touro students with reasonable accommodations where necessary and appropriate.

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet College and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.

- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

GRIEVANCE POLICY

If a student feels that he/she has been discriminated against on the basis of their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the College Catalog or Student Handbook. A similar procedure can be followed by a student to appeal the College's response to a request for reasonable accommodations.

FREQUENTLY ASKED QUESTIONS

What follows are a series of questions frequently asked by students, parents, faculty, and staff along with the relevant answers for Touro College's graduate and professional programs.

FAQ: OVERVIEW

1. What is considered by the College to be a disability?

The College follows relevant legislation, which defines a disability as something that is categorized as a physiological or mental disorder that substantially limits an individual in a major life activity. Disabilities include but are not limited to: cancer, epilepsy, hearing impairment, visual impairment, learning disabilities, mental illness, muscular dystrophy, orthopedic impairment, perceptual impairment, and addiction.

2. Does my disability affect admission to the College and its programs?

No.

3. What are "reasonable accommodations?"

Reasonable accommodations are meant to "level the playing field." Accommodations do not suggest that academic programs or procedures be fundamentally changed or waived as that would be unfair discrimination against other students. Rather, accommodations are intended to allow disabled students to have a qualitatively equivalent educational opportunity as non-disabled students. The law ensures non-discriminatory access to college admission, specific courses, living arrangements, or employment opportunities.

Academic requirements must be adhered to with or without accommodations.

4. What is the Office of Student Disability Services?

The Office of Student Disability Services ensures equal opportunity for students with disabilities by providing reasonable accommodations and support.

5. What must a student do to request services?

A student must:

- (a) Complete and submit an *Application for Accommodations & Services*.
- (b) Provide required documentation along with the application.
- (c) Schedule an interactive dialogue with the Coordinator of the Office of Student Disability Services at their particular school.
- (d) Read and sign all required forms.
- (e) Keep copies of all submitted applications and documentation.

6. **What about standardized tests that are required for program progression or upon completing the program?**

Accommodations for standardized tests (for example; HESI; certification exams, licensure exams, etc.) are arranged by individual licensing bodies or test administrators. Each student is encouraged to apply directly with that entity and well in advance. Being approved for accommodations with Touro does not guarantee that a student will receive reasonable accommodations on a standardized test.

FAQ: NOTIFICATION CONCERNS

7. **What about confidentiality?**

Students are not identified by OSDS to any outside person or office without the student's permission.

8. **How are professors notified of accommodations?**

The signed *Receipt of Accommodations* is distributed to the relevant professors.

9. **Can I use approved accommodations in only some of my courses?**

Yes.

10. **I just learned that I have an examination tomorrow. I have a disability. Can I see an advisor today and receive extra time for tomorrow's examination?**

No. You need to provide the college with timely notification. OSDS must be provided with an adequate amount of time to process your request (i.e. up to 21 days), review the necessary documentation, conduct an interactive dialogue, and ultimately determine what reasonable accommodations, if any, are appropriate. Then, lastly, the OSDS needs time to make the necessary logistical arrangements.

Please plan ahead.

11. **Can I make arrangements with my instructor to provide extra time or other accommodations without contacting the OSDS?**

No. Individual professors are not allowed to nor are they in a position to review documentation or provide independent accommodations. All reasonable accommodations requests must be reviewed by OSDS. This is done in order to ensure that all students are treated in the same manner.

12. **Is there a deadline for requesting accommodations?**

No. However, please be advised that it may take up to 21 days from when a completed application is received by OSDS before accommodations are generally implemented. Accommodations are never provided retroactively; they are only provided on a prospective basis.

13. **Why would a student with a disability not contact OSDS for reasonable accommodations?**

Some students may have developed sufficient coping strategies that their disability is no longer impacting their ability to learn. Students are not required to disclose a disability or to request reasonable accommodations for that disability.

14. **How do I get the required documentation?**

Students should request documentation directly from their licensed medical healthcare providers (please see Appendix B for a more complete list of the type of documentation we require).

15. **I had accommodations in high school; do I automatically get accommodations in college?**

No. The law treats high school and college students differently. Both legislation and the application of reasonable accommodations differ on the college level.

16. **I had accommodations in undergraduate school. Do I automatically get accommodations in graduate school?**

No. There is no “automatic” distribution of accommodations. Students must still fill in forms, meet with an OSDS coordinator, and provide recent documentation, even if you were a Touro undergraduate student.

17. **What guidelines can you offer me in terms of documentation required by Touro?**

While each case is independently evaluated, Touro’s guidelines require that:

- (a) Documentation be issued by a professional with the appropriate credentials, training and experience.
- (b) The professional that issues the documentation should not have a personal relationship with the individual being evaluated.
- (c) Reports provide clear evidence of a disability.
- (d) Reports include the evaluator’s recommendations, concerns, accommodations suggestions including how the accommodations are related to functional limitations.
- (e) Reports be current and based on evaluations performed within the past three years.
- (f) Students who received accommodations during the didactic portion of their education must submit a new request for accommodations should they require them for a clinical component of a program.

Students must keep copies of all submitted applications and documentation.

Please see Appendix B for more information.

18. **How do I get documentation if I do not have any? What resources can you recommend?**

If you have already been diagnosed with a disability but need to obtain updated documentation, an excellent resource is ACCES-VR (Adult Career & Continuing Education Services-Vocational Rehabilitation), formerly known as VESID. This agency has offices in each borough and provides vocational/educational services to individuals with disabilities, including diagnostic evaluations, and a range of supportive services. More information can be obtained at www.access.nysed.gov.

19. Are there any additional evaluations required?

No.

20. Can the College perform the necessary evaluation for documentation of learning disabilities?

No. However, Touro College reserves the right to perform an independent evaluation after receipt of a complete application packet, including a student's medical documentation.

21. Will accommodations allow me to alter or waive an essential part of any course, program, or degree?

No. The College does not waive essential degree requirements.

FAQ: STUDENT CONCERNS

22. What should I do if I believe my approved accommodation needs are not being met?

Immediately report the issue to your school's OSDS Coordinator.

23. If I declare my disability to one program in Touro College, will this information be shared within the Touro system?

No. Touro College cannot release information about your disability without your written permission. If a student enrolls in another program in Touro, they must reapply for reasonable accommodations in that program.

24. What is FERPA?

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that regulates disclosure of student records without prior written consent by the student. Under FERPA, certain information can only be shared with school officials who have "legitimate education interest" in viewing such information. FERPA also allows students to view and review their files maintained by the Office of Services for Students with Disabilities.

APPENDICES

APPENDIX A
APPLICATION FOR ACCOMMODATIONS & SERVICES

*Please allow **up to 21-days** for the Office of Student Disability Services (OSDS) to review your application and supporting documentation. **Please note that your application cannot be reviewed until documentation is received.** General Documentation Guidelines are outlined below. After OSDS has reviewed your application, you will be contacted via e-mail or by phone so that we may engage you in an interactive dialogue relative to your application. Please contact OSDS if you have questions regarding the OSDS application process.*

Section I: Student Information

Name: _____ **Today's Date:** _____

Student ID Number: _____ **Date of Birth:** _____

Preferred Title (Mr., Ms., etc.): _____

Permanent Address: _____
(Street & Apt. #)

(City) (State) (Zip)

Local Address: _____
(Street & Apt #) (City) (Zip)

Phone # (Cell): _____

Phone # (Permanent): _____

Touro E-mail Address (If Available): _____

Other E-mail Address: _____

Section II: Programmatic Information

Touro College school and program you are attending: _____

Anticipated Graduation Date: _____ First Semester at Touro: _____

Please briefly describe your program. Be sure to include information about fieldwork, classroom, clinical or laboratory components, comprehensive examinations, a thesis/dissertation, or other requirements that may be impacted by your disability or may need reasonable accommodations. If your program has published technical standards, please attach them:

Section III: Disability Related Information

Please answer the following questions regarding your disability and how it impacts your ability to learn, attend, or participate in College life.

1. Please indicate your disability category(ies). Check all that apply:

- Learning Disability
- Attention Deficit/Hyperactivity Disorder (ADHD)
- Chronic Medical Condition
- Physical Disability (mobility impairment)
- Psychiatric Disability (psychological or mental illness)
- Visual Impairment or Blindness
- Deaf or Hard-of-Hearing
- Substance Abuse (Recovery)
- Traumatic Brain Injury
- Temporary Injury/Condition
- Undiagnosed Condition

➤ Please describe: _____

Other

➤ Please specify: _____

2. Specify the diagnosis or type of disability based on the category above:

3. Please identify what major life activity(ies) is/are affected by your condition(s):

4. What mitigating measures have you used to address your condition(s)? Mitigating measures are any device, treatment or medication, assistive technology, reasonable accommodations, and/or compensatory strategy that reduces the impact of disability.

5. Please check all that apply:

- I use a wheelchair.
- I use assistive mobility devices (braces, crutches, cane, or prosthesis).
- I wear a hearing aid.
- I need to read lips of instructors.
- I have difficulty reading the blackboard/whiteboard.
- I have difficulty taking notes in class.
- I have difficulty writing.
- I have difficulty standing for long periods of time.
- I tire easily when I walk distances.
- I have difficulty walking up/down stairs.
- Please describe any other mobility or disability related difficulties you are currently experiencing:

- Other

6. Are you currently taking any medication related to your disability or medical condition?

- Yes No (check only one)

If yes, list all of the medications you are taking: _____

If yes, please also list any side-effects of the medications that you are taking and their positive and negative impact on your academic/cognitive abilities and/or other activities: _____

7. Please check all of the reasonable accommodations that you are requesting:

- Testing Accommodations
 - Please specify: _____
- Classroom Accommodations
 - Please specify: _____
- Communication Accommodations
 - Please specify: _____
- Other Accommodations
 - Please specify: _____

8. Briefly describe why you are requesting the above accommodations:

9. Please list any services/accommodations you received throughout your education (Please note that while such services do not necessarily carry over to your current program, the information is helpful to give OSDS background information on your disability-related needs.)

Institution: _____ Years Attended: _____

Accommodation(s) Received: _____

Institution: _____ Years Attended: _____

Accommodation(s) Received: _____

Section IV: Agency Information

Do you receive services from any of the following agencies?

- Vocational Rehabilitation Services
 - Specify State and Agency: _____
- Veterans Administration (VA)
- Other: _____

If yes, please provide the following information:

Counselor's name: _____

Office Address or Location: _____

Services currently receiving from Agency: _____

Section V: Professional Assessment of Mitigating Measures

I, _____, give Touro College permission to explore coverage and reasonable accommodations under the Americans with Disabilities Act of 1990, Section 504 of Rehabilitation Act, and all applicable State and Federal laws. I understand that all information obtained during this process will be maintained and used in accordance with the ADA, including its confidentiality requirements. I certify that I have read and reviewed the description of the program and have been informed of the essential

requirements. I further certify that the foregoing statements are complete, accurate, and true to the best of my knowledge, and I understand that Touro College may require me to undergo testing or evaluation by medical personnel retained by Touro College for the purpose of establishing the existence and extent of my disability, illness, condition, or disease and my ability to meet essential academic functions and requirements with or without reasonable accommodation.

Signature of Requestor/Student*

Date

***Important Notes:**

Reasonable accommodations cannot be applied retroactively.

Provision of reasonable accommodations during our program is not a guarantee of successful graduation, licensure, certification or continued certification. Students must successfully satisfy program requirements and meet the program's rigors. Testing providers and licensing and certification agencies, boards and organizations have their own reasonable accommodation requirements. Reasonable accommodations, if any, received by the student at Touro College are not binding on those providers, agencies, boards or organizations. The student is solely responsible to investigate, apply for and acquire accommodations with any necessary providers, agencies, boards or organizations. Touro College hereby expressly disclaims any liability in such event those providers, agencies, boards or organizations do not grant the student accommodations – such risk is borne exclusively by student.

[THE FOLLOWING IS TO BE FILLED OUT BY A LICENSED PROFESSIONAL]

In comparison with the average person in the general population, please have your medical or other licensed professional rate how your major life activity(ies) is affected by your condition(s) both with and without mitigating measures:

With Mitigating Measures

- Mild
- Moderate
- Substantial
- Severe

Without Mitigating Measures

- Mild
- Moderate
- Substantial
- Severe

Print Name of licensed professional providing this rating

Professional's Signature

Date

Medical Records Review Acknowledgement, Waiver and Consent

I, _____(student), give Touro College permission to contact _____ (health care provider) and have executed an Authorization For Use Or Disclosure Of Health Information To Touro College.

I understand the reason for this contact is to advise Touro College about my educational needs and functional abilities and limitations in relation to my educational goals and functions. I understand that the College may provide _____(health care provider) with specific information about the program if requested, including the essential functions and specific requirements. I authorize Touro College to discuss the program and my participation in it, including sharing my education record.

I understand that Touro College may use experts or outside reviewers to review my records; I hereby consent to such additional disclosure. My Authorization For Use Or Disclosure Of Health Information To Touro College. shall be read to include these additional disclosures, if any.

Student Signature

Date

Witness

Date

**AUTHORIZATION FOR USE OR DISCLOSURE
OF HEALTH INFORMATION TO TOURO COLLEGE**

I, _____(student), give Touro College permission to contact
_____ (health care provider) and have executed a NYS
HIPAA form.



Hipaa_fillable.pdf

I understand the reason for this contact is to advise Touro College about my educational needs and functional abilities and limitations in relation to my educational goals and functions. I understand that the College will provide _____(health care provider) with specific information about the program, including the essential functions and specific requirements. All information obtained from student medical examinations and inquiries will be educational-related necessity. All information obtained will be maintained and used in accordance with the Americans with Disabilities Act of 1990 confidentiality requirements, and all other applicable State and Federal laws.

Student Signature

Date

APPENDIX B

GENERAL GUIDELINES FOR DISABILITY DOCUMENTATION

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities.

Touro College provides reasonable accommodations to students with disabilities with consultation from their academic programs. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with disabilities to the College's programs, activities and services. In order to ensure that students' needs are directly linked to these accommodations, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) allow higher education institutions to require disability documentation to verify disability status and the need for reasonable accommodations. We have established the following disability documentation guidelines:

Documentation must:

1. Be recent enough in order to assess the current impact on learning or a major life activity. Please see disability-specific guidelines for more information. Please note that students requesting accommodations due to a chronic medical condition must submit documentation dated within 6 months as well as annually updated documentation. In no event will documentation over three years old be considered.
2. Be sufficiently comprehensive to establish clear evidence of a substantial impact on one or more major life activities.
3. Be sufficient to establish a direct link between the underlying impairment and the requested accommodations.
4. Include a description of what mitigating measures the student has used and whether with such use the student may still require accommodation in order to access College programs, activities and services.
5. Be issued by a medical or other qualified, licensed professional, unrelated by birth, marriage or affinity to the student, printed on letterhead, dated, signed, and including the professional's licensing information. No information may be redacted. The College reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the College.

Documentation also must include:

1. The student's history of receiving reasonable accommodations and academic adjustments, if such history exists.
2. Specific recommendations for accommodations as well as an explanation as to why each is recommended as necessary.

Please also note:

- Referrals for all types of disability evaluations are available from OSDS. The student must bear any cost incurred in obtaining additional information. Please refer to specific documentation guidelines for each type of disability. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), OSDS has the discretion to require additional documentation.
- Students must complete the application process and submit disability documentation before they may receive accommodations and services. OSDS reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending.

- Documentation written in a language other than English must be translated and notarized. All such documentation as well as documentation from outside the United States written in English must follow OSDS guidelines.

Copies of the submitted application and documentation must be retained by the student. Touro is not the custodian of the student's medical records.

GUIDELINES FOR DOCUMENTATION OF SENSORY DISABILITIES

Please refer to General Guidelines for Disability Documentation in addition to these specific guidelines for sensory disabilities.

The following guidelines describe the necessary components of acceptable documentation for students with sensory disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Hearing

Students who are deaf or hard-of-hearing must provide documentation consisting of:

- An audiological evaluation and/or audiogram which should be dated within 6 months, particularly if the condition is subject to change
- A clinical summary of the functional implications of the diagnostic data
- A history of accommodations received in the past
- Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to communication devices and methods, such as sign-language interpreting services, assisted listening devices, C-Print, or CART services and a rationale in support of each recommendation

Visual

Students requesting accommodations on the basis of low-vision or blindness must provide documentation consisting of:

- An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate, which should be dated within 6 months, particularly if the condition is subject to change
- An assessment of functionally limiting manifestations of the vision disability
- A history of accommodations received in the past
- Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to assistive technology and alternative formats for print materials and a rationale in support of each recommendations

GUIDELINES FOR DOCUMENTATION OF LEARNING DISABILITIES

Please refer to General Guidelines for Disability Documentation in addition to these specific guidelines for learning disabilities.

The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must be **current**: administered within the past three years. Although learning disabilities are generally considered to be lifelong, because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide current documentation.
2. Dates of testing must be included in the report.
3. Testing must be performed by a qualified evaluator who is unrelated to the student by birth, marriage or affinity: clinical or educational psychologists, neuropsychologists, learning disabilities specialists, or physicians known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly listed in the report. The College reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the College.
4. Testing must involve a comprehensive psychoeducational evaluation, and include a diagnostic interview and clinical summary.
5. The evaluation report must indicate the norm-reference group. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.
6. Relevant Testing:
 - Actual scores from all instruments must be provided with standard scores and percentile rank scores.
 - The most recent edition of each assessment instrument must be administered.

The following areas must be addressed using standardized instruments:

Aptitude: The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* are acceptable. Brief versions or screening measures are not comprehensive, including: the Kaufman Brief Intelligence Test, and the Slosson Intelligence Test-Revised, and are not accepted.

The WAIS-III may be accepted after January 1, 2010 under certain conditions. The report from your clinician must include a narrative justification for the use of the WAIS-III. This will be evaluated and taken into consideration in determining any reasonable accommodation request.

Achievement: Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test*

for Adults (SATA) and the *Stanford Test of Academic Skills (TASK, Wechsler Individual Achievement Test - II (WIAT-II) or specific achievement tests* are acceptable.

Please note:

- The *Wide Range Achievement Test 3 (WRAT-3)* is NOT a comprehensive measure of achievement and therefore should not be the only measure of overall achievement utilized.
- Multiple reading assessments must be provided in order to establish the need for audio/electronic text books as an accommodation or documenting a reading disability. The *Nelson-Denny Reading Test* form G or H, *Gray Oral Reading Test (GORT- 4th Edition)*, *Test of Word Reading Efficiency (TOWRE)*, and reading subtests of the *Woodcock-Johnson Tests of Achievement* are acceptable. If the impairment involves reading speed, the *NDRT* should be administered under both standard time and extended time conditions. Informal measures should be included as well.

Cognitive and Information Processing: Specific areas of cognitive and information processing must be assessed. These domains include, but are not limited to:

- o memory (i.e., visual and verbal acquisition, retrieval, retention, and recognition)
- o processing speed and cognitive fluency (e.g., timed psychomotor or graphomotor tasks, decision and naming fluency)
- o attention (e.g., visual and auditory spans of attention, scanning tasks, and vigilance assessment, including continuous performance tasks)
- o sensory-perceptual functioning (e.g., high-level visual, auditory, and tactile tasks)
- o executive functioning (e.g., planning, organization, prioritization, sequencing, selfmonitoring)
- o motor functioning (e.g., tests of dexterity and handedness)
- o visual acuity and possible need for prescription eye glasses.

Use of the *Woodcock-Johnson Psychoeducational Battery III-Tests of Cognitive Ability* (Standard Battery-subtests 1-10) or subtests from the *Wechsler Adult Intelligence Scale IV (WAIS-IV)* are preferred. *California Verbal Learning Test (CVLT-II)*, *Detroit Test of Adult Learning Aptitude (DTLA-A)*, *Detroit Test of Learning Aptitude -3 (DTLA-3)*, *Halstead-Reitan Neuropsychological Test Battery*, *WAIS-IV Working Memory Index (WMS)*, *Wide Range Assessment of Memory and Learning - Second Edition (WRAML-2)*, *Wechsler Memory Scales – III (WMS-III)* are acceptable and should supplement the WJ-III.

7. A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)* is required. Terms such as "learning problems," "learning differences," "weaknesses," etc., are not the equivalent of learning disability.
8. Testing must demonstrate that a learning disability currently and substantially limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of the College may be affected with or without the use of mitigating measures. Towards this end, a diagnosis of a learning disability may not sufficiently demonstrate a need for accommodations.

Please also note:

- While a student's Individualized Educational Plan (IEP) may be submitted as evidence of past accommodations, it alone is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote the student's academic success.
- For accommodation requests on the basis of Attention Deficit/ Hyperactivity Disorder, refer to the specific documentation guidelines for this disorder.

GUIDELINES FOR DOCUMENTATION OF PSYCHIATRIC DISABILITIES

Please refer to General Guidelines for Disability Documentation in addition to these specific guidelines for psychiatric disabilities.

Documentation of psychiatric disabilities must include all of the following elements:

1. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed psychologist, psychiatrist, psychiatric nurse practitioner, or clinical social worker unrelated to the student by birth, marriage or affinity. An assessment from a general physician typically will not suffice. The College reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the College.
2. **Currency of documentation:** Evaluations should be dated within 6 months of the date of the request for accommodation. Older evaluations will be considered if submitted with more recent supplemental documentation. In addition, documentation will need to be updated at the beginning of each academic year in order to assess up-to-date accommodation needs. The Office for Student Disability Services reserves the right to adjust these timelines based on the nature of the student's disorder and request for accommodation.
3. **Current treatment and medications:** Documentation should include any counseling, specific therapies, current prescribed medications and any side-effects that would compromise academic functioning as well as the ameliorative effects of such treatments/medication.
4. **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V(DSM-V)*. Please note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
5. **Clinical Summary:** A narrative clinical summary must include the following:
 - A history of presenting symptoms, the current severity and expected duration of symptoms, a description of functional limitations and the impact of the disability on the student's current participation in courses, programs, services, or any other activities of the College and a basis for the opinion.
 - A detailed statement and explanation as to what major life activity(ies) is/are substantially limited by the student's condition(s) and a rating of the limitation, such as mild, moderate, substantial, or severe of each affected major life activity, both with and without the use of mitigating measures, such as treatment and medication.
 - Recommendations for academic or other accommodations, including a rationale for each.

GUIDELINES FOR DOCUMENTATION OF ATTENTION DEFICIT/HYPERACTIVITY (ADHD) DISORDER

Please refer to General Guidelines for Disability Documentation in addition to these specific guidelines for Attention Deficit/Hyperactivity Disorder (ADHD).

Neuropsychological or psychoeducational assessments are needed to determine the current impact of the condition on the individual's academic functioning. Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, chronic tardiness or in-attendance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment which substantially limits a major life activity.

The following guidelines describe the necessary components of acceptable documentation for students with ADHD. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. **The evaluation must be performed by a qualified individual:** Testing must be performed by a qualified evaluator who has had training in and direct experience with adults with ADHD and who is unrelated to the student by birth, marriage or affinity. Testing must be performed by a clinical or educational psychologists, neuropsychologists, or physicians known to specialize in adult ADHD. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly listed in the report. The College reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the College.

2. **Currency of documentation:** Testing must be **current**, that is, administered within the past three years. Although ADHD is generally considered to be lifelong, because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide current documentation. Updates should be provided when relevant changes in behavior or medication occur.

3. **Diagnostic Interview:** The interview must include the following information, as well as evidence of third party confirmation of symptoms:

- Evidence that the condition was exhibited in childhood in more than one setting (as per criteria in the American Psychiatric Association's *Diagnostic and Statistical Manual - V (DSM-V)*). A history of the individual's presenting such symptoms and evidence of current impulsive/hyperactive or inattentive behaviors, as well as relevant medication history, must also be included.

4. **Relevant Testing:**

- Actual scores from all instruments must be provided with standard scores and percentile rank scores.
- The most recent edition of each assessment instrument must be administered.
- The report must indicate the norm-reference group. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.

The following areas must be addressed using standardized instruments:

Aptitude: The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* is acceptable. Brief versions or screening measures are not

comprehensive (including the Kaufman Brief Intelligence Test and the Slosson Intelligence Test-Revised) and are not accepted.

Please note:

The WAIS-III may be accepted after January 1, 2010 under certain conditions. The report from your clinician must include a narrative justification for the use of the WAIS-III. This will be evaluated and taken into consideration in determining any reasonable accommodation request.

Achievement: Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test for Adults (SATA)* and the *Stanford Test of Academic Skills (TASK)*, *Wechsler Individual Achievement Test -II (WIAT-II)* or *specific achievement tests such as* are acceptable.

Please note:

- The *Wide Range Achievement Test 3 (WRAT-3)* is NOT a comprehensive measure of achievement and therefore should not be the only measure of overall achievement utilized.
- Multiple reading assessments must be provided in order to establish the need for audio/electronic text books as an accommodation or documenting a reading disability. The *Nelson-Denny Reading Test (NDRT)* form G or H, *Gray Oral Reading Test (GORT- 4th Edition)*, *Test of Word Reading Efficiency (TOWRE)*, and reading subtests of the *Woodcock-Johnson Tests of Achievement* are acceptable. If the impairment involves reading speed, the *NDRT* should be administered under both standard time and extended time conditions. Informal measures should be included as well.

Cognitive and Information Processing: Specific areas of cognitive and information processing must be assessed. These domains include, but are not limited to:

- **Attention** (e.g., visual and auditory spans of attention, scanning tasks, and vigilance assessment, including continuous performance tasks). Examples of acceptable measures include, but are not limited to *Tests of Variable Attention (TOVA)* and the *Conners Continuous Performance Test (CPT)*
- **Memory** (i.e., visual and verbal acquisition, retrieval, retention, and recognition)
- **Processing speed and cognitive fluency** (e.g., timed psychomotor or graphomotor tasks, decision and naming fluency)
- **Sensory-perceptual functioning** (e.g., high-level visual, auditory, and tactile tasks)
- **Executive functioning** (e.g., planning, organization, prioritization, sequencing, self-monitoring) *Examples of acceptable measures include, but are not limited to BRIEF, Delis-Kaplan Executive Function System, Stroop Color and Word Test, Trail Making Test Parts A and B, Tower of London-Second Edition, Wisconsin Card Sorting Test (WCST).*
- **Motor functioning** (e.g., tests of dexterity and handedness)
- **Visual acuity** and possible need for prescription eye glasses.

Use of the *Woodcock-Johnson Psychoeducational Battery III-Tests of Cognitive Ability* (Standard Battery-subtests 1-10) or subtests from the *Wechsler Adult Intelligence Scale III (WAIS-IV)* are preferred. *California Verbal Learning Test (CVLT-II)*, *Detroit Test of Adult Learning Aptitude (DTLA-A)*,

Detroit Test of Learning Aptitude -3 (DTLA-3), Halstead-Reitan Neuropsychological Test Battery, WAIS-IV Working Memory Index (WMS), Wide Range Assessment of Memory and Learning - Second Edition (WRAML-2), Wechsler Memory Scales – III (WMS-III) are acceptable and should supplement the WJIII.

Rating Scales: Self-rated or interviewer-rated scales for categorizing and quantifying the nature of the impairment are useful in conjunction with other data, and are required. Examples of acceptable measures include, but are not limited to: *ADHD Rating Scale IV, Beck Depression Inventory (BAI), Brown Attention-Deficit Disorders Scale, Conners' Rating Scales-3 (Conners 3), Conners Adult ADHD Rating Scales – Self and observer forms (CAARS), Attention Deficit Disorder Evaluation Scale (ADDES-3): Home and Self Report versions, and the Wender Utah Rating Scale (WURS).*

5. **Specific diagnosis:** This should not merely refer to symptoms but should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)*. Based on the current predominant features, the appropriate sub-type should accompany the diagnosis.
6. **Clinical Summary:** A narrative clinical summary must include the following:
 - An indication that other possible causes of the presenting behavior have been ruled out
 - A statement indicating whether the student was taking medication at the time of the evaluation and how the results were affected
 - A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other activities of the College
 - A statement as to what major life activity(ies) is/are substantially limited by the student's condition(s) and a rating of the limitation, such as mild, moderate, substantial or severe of each affected major life activity, both with and without the use of mitigating measures, such as treatment and medication
 - Discussion of the student's use of medication and its ameliorative effects
 - Recommendations for academic or other accommodations, including a rationale for each, linked to specific test results.

Please also note that a clinical diagnosis of ADHD or related prescription of medication *does not* necessarily justify the provision of accommodations. Sufficient documentation must be provided to demonstrate that the student requires specific accommodations in the College setting, despite the use of mitigating measures.

Students without a clinical diagnosis of ADHD who suspect that they are experiencing symptoms of ADHD should first see a clinician for a formal screening.

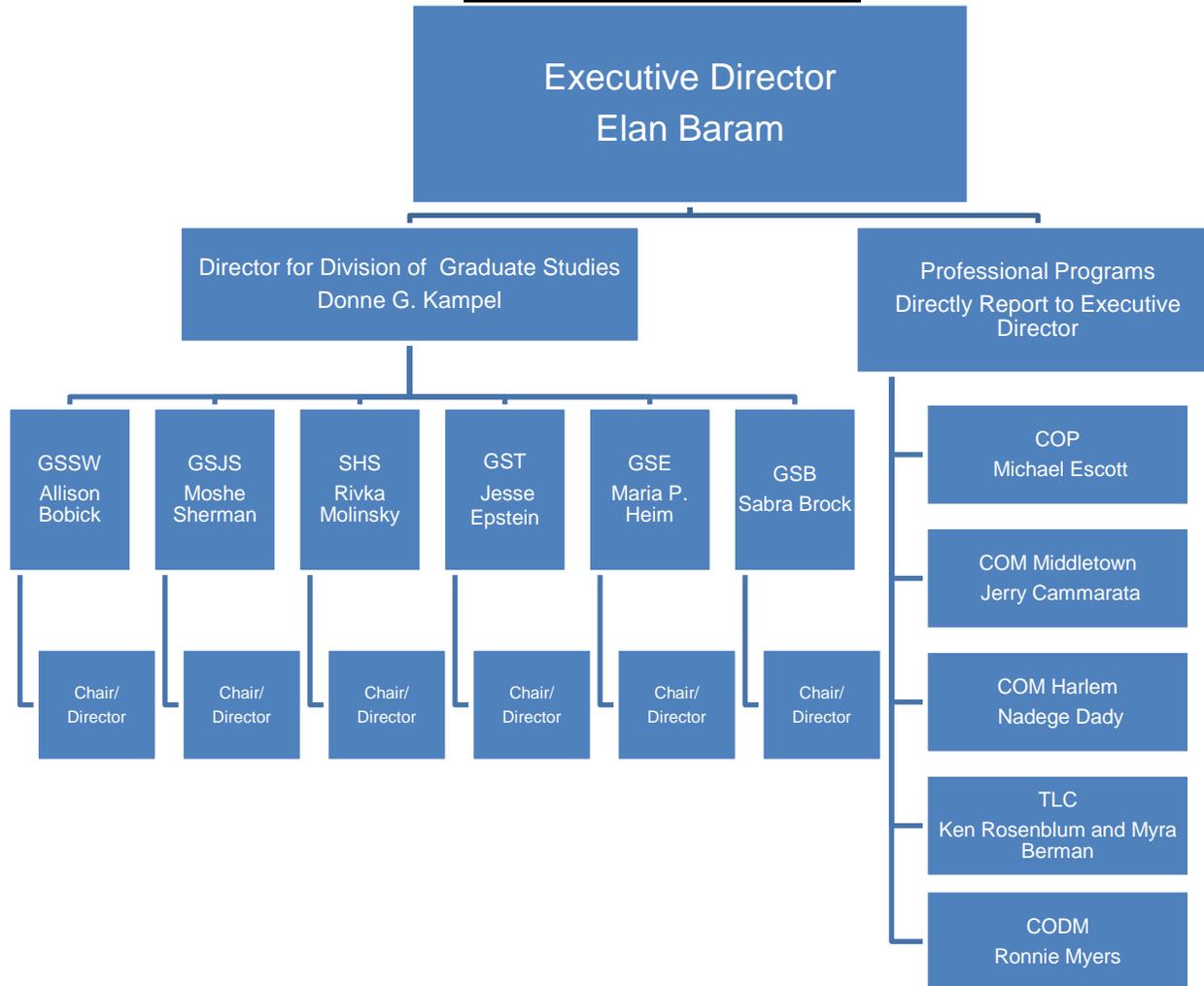
APPENDIX C
RECEIPT OF ACCOMMODATIONS

PART A: DISABILITY COORDINATOR'S RESPONSE TO REQUEST FOR ACCOMODATION	
1. Disability Coordinator's Name	2. Coordinator's Title Office of Student Disability Services Coordinator
3. Program	4. Date Request Received
5. Student's Name	6. Student's ID Number
7. Final Disposition of Request (Check one box and then describe or explain in detail.) <input type="checkbox"/> Student's Request APPROVED (Describe the final, approved accommodation[s].) <input type="checkbox"/> In all respects <input type="checkbox"/> In part (Explain the reason[s] for denying a portion of the requested accommodation[s].)	

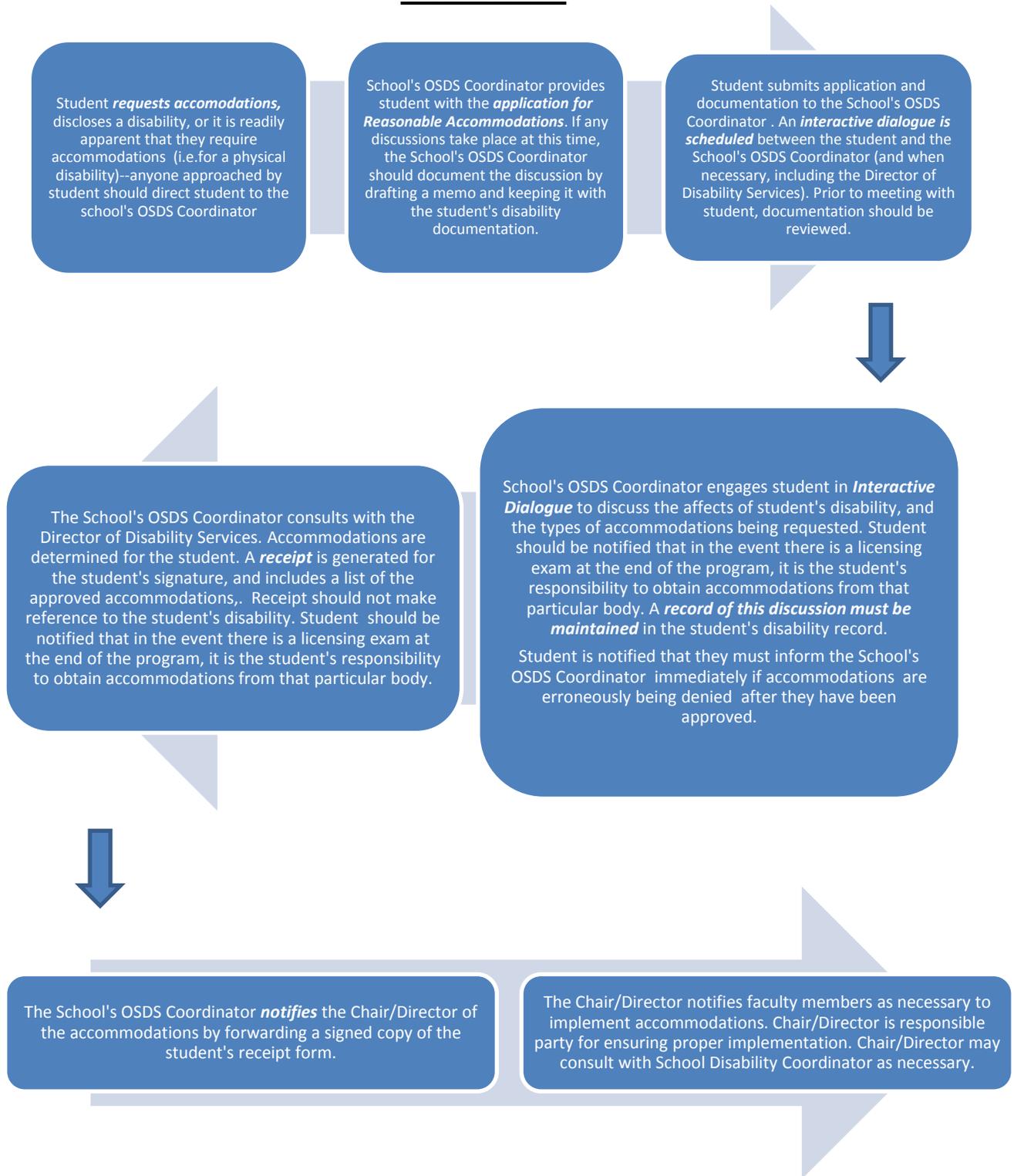
APPROVED ACCOMMODATIONS:

Disability Coordinator's Signature	Date
Dean/Program Director's Signature	Date
Part B: STUDENT'S ACKNOWLEDGMENT (When completed, Return to Disability Coordinator)	
<p>I, the undersigned, understand the rigors of my program. I appreciate that it is my responsibility to continually liaise with OSDS Coordinator to ensure my accommodations are appropriate and in order. In the event of an interruption in accommodation or failure to supply the agreed upon accommodation, I understand that it is my responsibility to <i>immediately</i> notify the OSDS Coordinator.</p> <p>I acknowledge receipt of this answer and I <input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE (if you disagree, please explain and attach any necessary documentation)</p> <p>Is the student registered with NYS Access VR: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
Student's Signature	Date

APPENDIX D
ORGANIZATIONAL CHART



APPENDIX E
OFFICE OF STUDENT DISABILITY SERVICES
FLOW CHART



APPENDIX F
OFFICE OF STUDENT DISABILITY SERVICES
COORDINATOR CONTACT LIST

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