Office of Learning Services
Student Handbook

Office of Learning Services
1600 Burrstone Road
109 Hubbard Hall
Utica, NY 13502
(315) 792-3032

www.utica.edu/learning

Revised 2/1/2018

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 Effective January 1, 2018.

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UTICA COLLEGE

Office of the President

January 2018

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,

Laura M. Casamento

Laura M. Casamento
President

1600 Burrstone Road • Utica, NY 13502-4892
Voice: 315.792.3222 • Fax: 315.792.3360
www.utica.edu

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, New York 13502

The Office of Learning Services is located in Hubbard Hall Room 109. The Office is open from 8:30 to 5:00 during the academic calendar year.

To contact the 504 ADA Compliance Officer for Utica College:

Lisa C. Green
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, New York 13502

Part Two
Admissions

Making the Transition from High School To College

The following information summarizes the differences in student rights and responsibilities from high school to college.

Regulations
High School: Individuals with Disabilities Education Act (IDEA) and
Section 504 **(subsection D)** of the Rehabilitation Act of 1973
College: Americans with Disabilities Act of 1990 (as amended) (ADA) and
Section 504 **(subsection E)** of the Rehabilitation Act of 1973

Intent
High School: To provide a free appropriate public education (FAPE) in the least restrictive environment
College: To ensure access to the educational program for persons otherwise qualified to meet the standards of the college

Identification:
High School: Schools are responsible for identifying, evaluating, and classifying students.
College: Students are responsible for self-identifying and providing appropriate documentation.

Educational Plan:
High School: Schools are responsible for creating an individualized education program (IEP).
College: IEP / 504 Plan from high school does not continue into college.

Service Provision:
High School: Schools provide special education program and services as part of student's schedule
College: No special education. Students are responsible for their education.
Accommodations are available for students who choose to use them.

Advocacy
High School: Parents and school personnel advocate for the student.
College: Students are self-advocates.

Parents:
High School: Parents are active participants in the educational process. They attend meetings and share in decision-making.
College: Students are responsible for their own educational process.
Parents are not actively involved.

Disclosure Information

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

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

Undergraduate Admissions Office
By phone: 315-792-3006 or 1-800-782-8884
By email: admiss@utica.edu
By Facebook: facebook.com\uticacollegeadmissions
By Twitter: @uticaadmissions
By Instagram: @uticacollegeadmissions
By Snapchat: ucadmissions

Graduate Admissions Office
By phone: 315-792-3010
By email: gradstudies@utica.edu
or
jrowe@utica.edu (John Rowe, Executive 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 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 (subsection E) 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 to 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 an interactive 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 Utica College environment
    - 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 with the student, a review of all the submitted information and records, and a review of the student's class schedule, the Director or Assistant Director determines what accommodations would be appropriate for that student's needs.
- An Accommodation Letter is created.
- The Director signs the 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 an Exit Summary document) are written using primary source information as a reference. Therefore an IEP, 504 Plan, or Exit Summary document 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.

Office Of Learning Services
1600 Burrstone Road
Utica, NY 13502

Phone: 315-792-3032
Fax: 315-223-2504

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 <u>current</u> functional limitations attributable to the Learning Disability
- Suggestions, substantiated by the information provided, for support in the college environment.

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Fax: 315-223-2504

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.

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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.

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Fax: 315-223-2504

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 <u>current</u> functional limitations attributable to the Physical / Medical / Sensory Disability
- Suggestions, substantiated by the information provided, for support in the college environment.

Part Four
Working with the Office of Learning Services

RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of Students with Disabilities

Students with disabilities at Utica College have the right to:

- Equal access to courses, programs, services, and activities offered by the College.
- Receive reasonable accommodations in an effort to diminish the effect of the disability on their equal access.
- Self-determine who will receive student provided disability-related materials and information within and outside the College.
- All other rights and privileges available to other students at Utica College.

Students with disabilities at Utica College have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, and activities.
- Self-identify as an individual with a disability to the Office of Learning Services when requesting accommodations.
- Seek information, counsel, and assistance as necessary from the Office of Learning Services in a timely and interactive fashion.
- Provide documentation as requested by the Office of Learning Services from appropriate professionals on how the disability limits participation in courses, programs, services, or activities.
- Follow College procedures for obtaining reasonable accommodations and/or auxiliary aids and services.

Rights and Responsibilities of Utica College:

Utica College has the right to:

- Identify and establish essential elements, abilities, skills, knowledge, requirements, and standards for courses, programs, services, and activities, and to evaluate students on this basis.
- Request and receive, through the Office of Learning Services, current information that supports requests for accommodations and/or auxiliary aids and services.
- Deny a request for 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.
- Select among equally effective accommodations and/or auxiliary aids and services.
- Refuse an unreasonable accommodation and/or auxiliary aid or service request that imposes a fundamental alteration of a program or activity of the College.

Utica College has the responsibility to:

- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available in the most integrated and appropriate settings.
- Evaluate students on their abilities and not on their disabilities.
- Provide or arrange for reasonable accommodations and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities.
- Maintain appropriate confidentiality of records and communication except where permitted or required by law or when the student requests that such information be shared

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 or therapeutic records. They are kept in secure files, with access limited to the personnel in the Office of Learning Services and the senior administrator to whom the OLS currently reports: Senior Associate Provost & Dean of Graduate Studies.

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

- Faculty / Staff requests to the Director for guidance in working with the student
- Requests for a course substitution
- Concerns regarding the student's well-being
- Special circumstances in housing
- Complaint procedures
- Special financial aid considerations
- Instances of abuse, suicidal, or homicidal intent.

If a student needs to have a copy of the disability documentation that he / she provided to the Office of Learning Services for his / her own purposes, the student must provide the Office of Learning Services with a written request. The OLS staff will make copies of the disability documentation, and give them to the student.

Maintenance of Records

The Office of Learning Services maintains a paper file for each of our students that includes information about the student and his / her disability. These student files will be shredded five years after either the last contact with the student or the student's graduation date, whichever comes first. Therefore, students should make certain that they maintain their own copies of their disability documentation records 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:
While the responsibility of providing accommodations for testing rests with the faculty, the Office of Learning Services has created an optional resource of a reserved seating space for tests in the Learning Services Office to help our faculty and students with disabilities. Students may use the reserved seating space 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.

The optional resource of a reserved seating space consists of four (4) study carrels in a room within our office. Students, with their instructor's 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 instructors 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.

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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 will make the arrangements for extended time and/or a location, separate from the classroom, that is quiet with minimized distractions.

3. The student must go to or phone the Office of Learning Services to schedule a reservation for a seat. Reservations are not made by email. The reservation must be made at least two (2) working 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 reservations or who do not show for their reservations 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.

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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.

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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 pages 14 & 15. 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 (315-792-3032) 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 within the class 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 at the student's convenience. Students should feel free to speak with the Director if they have any questions or concerns about this process.

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Important information about the "Note taker in the classroom" accommodation:

One:
There is a natural 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 the "**Last Day to WD without Academic Penalty"** for the semester which is posted on the Utica College webpages.

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 Follett 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 Utica College Housing

Utica College Housing (UC Housing) is any facility owned or operated by the College for the purpose of housing residential students, whether leased or owned by the College and regardless of location. A major part of the college residential experience is for students to learn to interact and participate with other members of the residential community. Utica College provides residential housing to enhance student 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.

Utica College Housing is unique in several aspects including the mandatory assignment of roommates for many of our students, in particular first year students, and the mandate that students must share a room or suite depending on the total number of students and the size of student groupings being housed. Students should understand that, depending on the number of students living in residence, a room assignment to a two-person (double) or three person (triple) room is usual.

Please note that any 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 usual shared room.

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 Executive Director for Student Living and College Engagement (SLCE) to discuss the request for special consideration. The Executive Director of SLCE will make determinations for requests that do not involve a disability.

If the student is making the request due to a disability, the Executive Director of SLCE will advise the student to contact the Office of Learning Services (OLS), in 109 Hubbard Hall, to initiate the process for making the request and providing information that the OLS needs in order for consideration to be given. A student with a disability may also contact the Office of Learning Services directly to make a special request for UC Housing that is based on a disability. The Office of Learning Services (OLS) is the College office that provides disability services for students with disabilities. The OLS staff collaborates with students, and College personnel to ensure that students with disabilities have equal access to all Utica College programs and activities. The OLS is the recipient for all requests from students regarding special requests for housing due to a disability.

Consideration of Special Requests for UC Housing Assignments

Special requests for UC Housing 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 academic 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 the limits of UC Housing space may mean that not all requests will be met immediately. If the request cannot be honored for the indicated semester, the student will be put on a waiting list for consideration as openings occur.

For a request not due to a disability: an appropriate professional should provide the following information to the Executive Director of SLCE in writing:

- Information regarding the need that is the basis of the request.
- An explanation of the current impact of the need 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 need.
- An indication of the level of need for the recommended configuration, and the perceived consequences of not receiving the request.
- Possible alternatives if the recommended configuration is not possible.

For a request due to a disability: the student must contact the Director or Assistant Director in the Office of Learning Services (109 Hubbard Hall) so that an Information Guidelines document appropriate to the student's disability may be provided to the student. The Director or Assistant Director will also discuss the decision making process with the student.

Documentation supporting a request will be reviewed by the Executive Director of SLCE and/or the Director of Learning Services. All information will be held as confidential as possible during the review process. Following are some of the factors that are considered when evaluating special requests for UC Housing.

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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 Executive Director of SLCE, or his/her designee, will notify students of the decision that has been made regarding a special request for housing not based on a disability. The Director or Assistant Director of the Office of Learning Services will notify students of the decision that has been made regarding a special request for housing based on a disability.

Special Request for an animal in UC Housings

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 Executive Director of SLCE 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.

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.

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.

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

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." 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."

The Office of Learning Services (OLS) is the recipient for all requests from students with disabilities regarding Emotional Support Animals in Utica College housing (UC Housing). UC Housing is any facility owned or operated by the College for the purpose of housing residential students, whether leased or owned by the College and regardless of location. Students with disabilities who reside or intend to reside in UC Housing and who believe they need such an accommodation must contact the OLS.

***Emotional Support Animal in Utica College Housing* Policy**

Every student with a disability making a request to have an Emotional Support Animal (ESA) in College Housing as an accommodation for his/her disability is expected to have read the Office of Learning Services Student Handbook (www.utica.edu/learning) which includes this *Emotional Support Animal in Utica College Housing Policy.*

The student with a disability making the request for the ESA as an accommodation in UC Housing must be the owner of the animal. The student-owner making the request for an ESA in UC Housing must cooperate with OLS in a timely, interactive manner in providing all information needed by OLS to determine whether the requested accommodation is necessary.

The Office of Learning Services is responsible for evaluating whether to grant or deny requests for an ESA in UC Housing as an accommodation due to a disability.

Section One:
Process for requesting to have an Emotional Support Animal (ESA) in UC Housing as an accommodation for a disability

An animal that is an emotional support animal is neither a pet nor a service animal.

No animal requested as an ESA may be brought in to UC Housing without prior written approval from the OLS. The OLS will accept and consider requests for an ESA as an accommodation for a disability at any time. However,

- for a student with a disability who does not currently live in UC Housing, if the request for an ESA accommodation is made fewer than 90 business days before the student has SLCE authorization to move into UC Housing, the OLS cannot guarantee that Utica College will be able to meet the student's accommodation request during the first semester or term of occupancy.
- if the request for the accommodation arises when a student with a disability already resides in UC Housing, he/she should contact the OLS as soon as possible to begin the request process. The OLS cannot guarantee that Utica College will be able to meet the student's accommodation request during the semester or term in which the request is made.

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Once the student with a disability has contacted the OLS and provided all of the information and documents requested by the OLS, the OLS will begin the process of determining whether to grant or deny the approval for the student to have an ESA as an accommodation in UC Housing.

Utica College housing is unique in several aspects including the mandatory assignment of roommates for many of our students, in particular first year students, and the mandate that students must share a room or suite depending on the total number of students and the size of student groupings being housed. In order for an ESA to be determined an appropriate accommodation for a student with a disability in UC Housing:

- the ESA must be necessary to afford the student an equal opportunity to use and enjoy UC Housing
- there must be a clearly delineated connection, corroborated by a reliable third party, between the student's disability and the manner in which the animal provides emotional support for the disability. A reliable third party is someone who is familiar with the individual's disability and the necessity for the requested accommodation (e.g. doctor, therapist, other medical professional).
- the specific animal's presence in UC Housing as an accommodation must be reasonable

When evaluating each request for an ESA as an accommodation for a student with a disability, the OLS staff may choose to consult with additional colleagues (such as, but not limited to, Office of Student Living and College Engagement (SLCE), Student Health Center, Counseling Center) to determine whether the requested accommodation is necessary and reasonable. If such consultations take place, the OLS will maintain the confidentiality of the information or documentation disclosed by the student in connection with the request to the greatest extent possible.

Utica College may consider the following factors, among others listed in the OLS Student Handbook, as evidence in determining whether the presence of an animal as an ESA is reasonable or in the making of a housing assignment for a student with an ESA approved as an accommodation:

- Is the request for an ESA an integral component of a treatment plan for the disability in question;
- The size of the animal – is it too large for available assigned housing space;
- The animal's presence - would it force another student from housing (e.g. serious allergies);
- The animal's presence – would it otherwise violate other students' right to peace and quiet enjoyment;
- Is the animal housebroken or litter box trained;
- Is the animal able to remain healthy while living in close confinement for extended periods of time;

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- Is the animal able to live in the residential community in a reasonable manner;
- Are the animal's vaccinations, medical records, and licensing up-to-date;
- Does the animal currently pose or has it posed in the past a direct threat to the student or others such as aggressive behavior towards or injuring the student or others;
- Does the animal cause or has it caused excessive damage to housing beyond reasonable wear and tear.

A request for an ESA may be denied as unreasonable if the presence of the animal: (1) imposes an undue financial and/or administrative burden; (2) fundamentally alters Utica College housing policies; (3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including College property; and/or (4) is otherwise unreasonable to the operation of Utica College.

Section Two
Approval or Denial of the accommodation request for an ESA in UC Housing

When the accommodation request is approved:

- If the OLS determines that a requested accommodation for an ESA in UC Housing is necessary and is not unreasonable, it will notify the student-owner by email to the student-owner's UC email address, within seven (7) business days of its determination. The email will advise the student-owner of the approval decision and instruct the student-owner to call the OLS to schedule an appointment with the OLS Director or Assistant Director. At that appointment, the Director or Assistant Director will define the implementation of the accommodation and set an authorization date for the approved ESA to be brought in to UC Housing.
- The approval for an ESA applies only to the specific animal that was authorized by the OLS. The approval is <u>not</u> transferable to any other animal.
- The presence of an ESA will be authorized only within the UC Housing facilities to which the student-owner is assigned. An ESA is not permitted in other areas of the College (e.g. dining facilities, libraries, academic buildings, athletic buildings and facilities, classrooms labs, etc.).

When the accommodation request is denied:

- If the OLS determines that a requested accommodation for an ESA in UC Housing is either not necessary or is unreasonable, it will notify the student-owner by email to the student-owner's UC email address, within seven (7) business days of its determination. The email will advise the student-owner of the denial decision and the reasons for the denial. The email will also instruct the student-owner to call the OLS to schedule an appointment with the OLS Director or Assistant Director. At that appointment, the Director or Assistant Director will answer any questions about the process of deciding the denial decision and discuss any suggestions the student may have for alternative accommodation options to meet his or her disability-related needs. The Director or Assistant Director will also advise the student of the right to appeal the decision, and the procedures for that appeals process.

All appeals are reviewed by the senior administrator to whom the Office of Learning Services currently reports – the Senior Associate Provost and Dean for Graduate Studies in the Office of Academic Affairs. The Associate Provost will consult, as warranted, with the College's ADA/Section 504 Compliance Officer.

- If the appeal is approved, the Office of Learning Services will notify the student-owner by email to the student-owner's UC email address, within seven (7) business days of the determination. The email will advise the student-owner of the approval decision, and instruct the student-owner to contact the OLS to confirm an authorization date for the approved ESA to be brought in to UC Housing.
- If the appeal is denied, the Office of Learning Services will notify the student-owner by email to the student-owner's UC email address, within seven (7) business days of the determination. The email will advise the student-owner of the denial decision and the reasons for the denial.

Section Three
Student-Owner's Responsibilities for the approved Emotional Support Animal

When an accommodation for a student-owner to have a specific Emotional Support Animal as an accommodation is approved, the student-owner will be solely responsible for the custody and care of the ESA and must abide by the following requirements:

1. An approval for an ESA is limited to a specific animal. Approval is not transferable from one animal to another. To replace an approved ESA, the new animal must be necessary because of the student-owner's disability and the student-owner must follow the procedures detailed in the OLS Student Handbook when requesting a different animal.
2. The student-owner must submit a health statement, including dates of any necessary vaccinations, from a licensed veterinarian dated within three months prior to submitting the health statement. The OLS will provide the student with an Information Guidelines document to submit to the veterinarian to assist him or her in writing the health statement. The student-owner must provide the health statement to the OLS not later than 5 business days prior to the date on which the student-owner has been authorized to bring the ESA in to UC Housing. An ESA will be refused entry into UC Housing if the OLS has not received the health statement from the student-owner by that date.
3. The student-owner must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the owner's responsibility to know and understand these ordinances, laws, and regulations. The College has the right to require documentation of compliance with such ordinances, laws, and/or regulations. The College reserves the right to request documentation showing that the ESA has been licensed as required.

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4. The student-owner is solely responsible for ensuring that the ESA is contained in an appropriate enclosure when the student-owner is not present in the residence room during the day due to attending classes or other activities.
5. The student-owner will be solely responsible for the custody and care of the ESA. If the student-owner will be absent from UC Housing overnight or longer, the student-owner is responsible for removing the ESA from UC Housing for the duration of the absence.
6. The ESA must be under the dominion and control of the student-owner at all times. The student-owner shall not permit the ESA to go loose or run at large. If an ESA is found running at large, the animal is subject to capture, confinement, and removal to an animal shelter. Any expenses billed by the animal shelter will be the responsibility of the student-owner.
7. The student-owner is required to clean up after and properly dispose of the ESA's waste in a safe and sanitary manner as determined by the Office of Student Living and College Engagement (SLCE). When needed for the animal, the student-owner must use the animal relief areas designated by the Office of SLCE.
8. The student-owner is required to ensure the animal is well cared for at all times. Any evidence of mistreatment, neglect, or abuse by the student-owner or any other person may result in immediate removal of the ESA to an animal shelter and/or student conduct discipline charges for the owner and any other culpable individuals. Any expenses billed by the animal shelter will be the responsibility of the student-owner.
9. Utica College will not ask for or require a student-owner to pay a fee or surcharge for an approved ESA.
10. A student-owner may be charged for any damage caused by his or her approved ESA beyond reasonable wear and tear (as determined by SLCE policies) to the same extent that it charges other students for damages beyond reasonable wear and tear.
11. The student-owner's living space in UC Housing may also be inspected for fleas, ticks, or other pests if necessary as part of the College's standard or routine inspections. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a College-approved pest control service. The student-owner will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls. The College shall have the right to bill the student-owner's account for unmet obligations under this provision.
12. The student-owner must fully cooperate with College personnel with regard to meeting the terms of this policy and developing procedures for care of the ESA (e.g. cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc.).
13. The student-owner agrees to abide by all equally applicable residential policies that are unrelated to the student's disability such as assuring that the ESA does not unduly interfere with the routine activities of the residence or cause difficulties for students and staff who reside there.

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14. Requests for ESAs must be submitted each year, they do not carry forward. An ESA will be allowed in UC Housing only as long as it is necessary because of the student-owner's disability. The student-owner must notify the Office of Learning Services in writing if the ESA is no longer needed or is no longer in residence.
15. Utica College personnel shall **not** be required to provide care or food for any ESA including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency response personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.
16. The student-owner must sign an acknowledgment form to confirm his or her understanding that the Office of Learning Services will disclose information regarding the request for and presence of the Emotional Support Animal to those individuals who may be impacted by the presence of the animal including, but not limited to, Office of Student Living and College Engagement (SLCE) personnel and potential and/or actual roommate(s)/suitemate(s)/neighbor(s). Such information shall be limited to information related to the animal and shall not include information related to the student-owner's disability.

Section Four
Removal of the Emotional Support Animal from UC Housing

The College may require the student-owner to remove the ESA from UC Housing if:

- the animal poses a direct threat to the health or safety of others or causes substantial property damage to the property of others;
- the animal's presence results in a fundamental alteration of a College program;
- the student-owner does not comply with the student-owner's responsibilities set forth in this document; or
- the animal or its presence creates an unmanageable disturbance or interference within the UC Housing or College community.

The College will base such determinations upon the consideration of the behavior of the particular animal at issue, and not on speculation or fear about the harm or damages an animal may cause. Any removal of the animal will be done in consultation with the Office of Learning Services and may be appealed to the senior administrator to whom the Office of Learning Services currently reports – the Senior Associate Provost and Dean for Graduate Studies in the Office of Academic Affairs..

Should the ESA be removed from the premises for any reason, the student-owner is expected to fulfill his or her housing obligations for the remainder of the housing contract.

Course Substitutions for Core Requirements

Math Requirement
Currently, Utica College does not waive or substitute its core 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 an NC. 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.

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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:

Course	Title	Credits	Prerequisite
ANT243	Title: Caribbean Peoples and Culture	3 credits	No prereq
ANT251	Title: Native American Culture and History	3 credits	No prereq
ANT297	Title: Peoples and Culture of the World	3 credits	Prereq is ANT101
ANT351	Title: Language and Culture	3 credits	No prereq
ANT375	Title: Culture and Personality	3 credits	No prereq
COM325	Title: Intercultural Communication	3 credits	No prereq
ENG313	Title: American Social Dialects	3 credits	Prereq is ENG102
FLM 300 FRE311	Title: French Film (*cross-registered course: register Using the CRN for FLM300)*	3 credits	No prereq
FLM 300 SPA311	Title: Spanish and Latin American Film (*cross-registered course: register Using the CRN for FLM300)*	3 credits	No prereq
LIT205	Title: World Literature to 1650	3 credits	No prereq
LIT206	Title: World Literature from 1650 to Present	3 credits	No prereq
LIT358	Title: World Literature in English	3 credits	No prereq
LIT400	Title: Topics in World Literature	3 credits	No prereq
SOC252	Title: Racial and Cultural Minorities	3 credits	No prereq
Study Abroad Programs	Title: Full-semester, credit-bearing Study Abroad Programs offered through the Office of International Education. Must be verified through Learning Services prior to participation.	6 credits	Prereqs per the Office of International Education
Study Abroad Opportunities	Title: 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.	Credits vary	Prereqs per the sponsoring College program

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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 the provision of academic accommodations or Office of Learning Services administrative procedures, the student should first confer with the Director of Learning Services and the Senior Associate Provost and Dean for Graduate Studies in the Office of Academic 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 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.

<u>Information for students with disabilities</u>

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.

<u>Information for Utica College Employees (faculty, staff, and contract employees)</u>

- 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. When Campus Safety personnel are made aware of persons who have access or functional needs, that information will be held as confidential as possible and will only be used to help render aid at the time of an emergency.
- 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

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Information regarding the Office of Student Living and College Engagement (SLCE)

The Office of Student Living and College Engagement (SLCE) 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.

Campus Safety – Location: 112 Strebel Student Center, Telephone: 315-792-3046
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.

Career Services - Location: 206 Strebel Student Center, Telephone: 315-792-3087
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: 315-792-3115
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.

Counseling Center - Location: 202 Strebel Student Center, Telephone: 315-792-3427
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: 315-792-3041
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.

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Opportunity Programs - Location: 109 Hubbard Hall, Telephone: 315-792-3209

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

Read & Write software programs:

- Location for user support: Learning Services Office, 109 Hubbard Hal: 315-792-3032
-

The Read & Write software program is available to every Utica College student. It is installed on every College computer in the Library and in the computer labs. Students may also download a version to their personal computers (Windows or Mac) at: www.utica.edu/rwg

Read&Write software gives support to students with their reading, writing and researching. It provides tools such as:

- Reading: converts text to speech, reads PDFs aloud, screenshot reader, text to MP3 or WAV files, dictionary
- Writing: spell check , verb check, sounds like and confusable words, dictionary, word wizard
- Studying: build vocabulary lists, highlight text, build study guides from highlights
- Research: fact folder, fact mapper, convert speech to text, prediction
- Translation and Accessibility,: Language translator, pronunciation tutor, screen masking, compatible with DAISY Reader and Bookshare ebook formats

Registrar - Location: 123 White Hall, Telephone: 315-792-3393
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.

Student Living and College Engagement
Location: 205 Strebel Student Center, Telephone: 315-792-3037

- **Student Living**
  The Office of Student Living 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.

- **College Engagement**
  Utica College recognizes that much of the learning students experience on campus takes place informally, outside the classroom. For this reason, the College Engagement 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.

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Student Employment: Location: 121 White Hall Telephone: 315-792-3353
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, and provide the college with a valuable service.

Student Financial Services - Location: 117 Hubbard Hall, Telephone: 315-792-3179
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.

Student Health Center - Location: 204 Strebel Student Center, Telephone: 315-792-3094
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.

Student Success - Location: 122 White Hall, Telephone: 315-223-2555
The Office of Student Success provides services that support and guide students in their personal and academic lives. Working closely with academic programs and other student services, the Student Success staff identifies potential barriers to student achievement and facilitates institutional change to remove them. In general, for students with questions or concerns, it would be a wise first step to contact the office of Student Success. www.utica.edu/studentsuccess.

Tutorial Services

- **Tutoring at Opportunity Programs** - Location: 109 Hubbard Hall, Telephone: 315-792-3209
  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: 315-792-3041
  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: 315-792-3041
  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: 315-792-3209
  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. 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 has sponsored ACSS (adapting curriculum for student success) programs for faculty and staff professional development. Faculty and staff participated in a variety of Symposiums, 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 participated in these programs were recognized for their involvement with a gold ACSS Faculty nameplate for their office doors.

Please feel free to contact any of these ACSS Faculty 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.

ACSS Faculty

Name	Department
Hossein Behforooz	Mathematics
Judy Borner	Office of Learning Services
Michelle A. Boucher	Chemistry
Jessica Brown	Sociology
Catherine B. Brownell	Nursing
Bryant Buchanan	Biology
Elizabeth Burback	Public Relations
Sarah Burnett-Wolle – online only	Therapeutic Recreation
Paula Carey	Occupational Therapy
Sherri Cash	History
Frank Cittadino	Art
Ralph Craig	Mathematics
Linda Dake	Physics
Lawrence Day	Physics
Sandy Dimeo – online only	Occupational Therapy
Linnea Franits	Occupational Therapy
Mary Hayes Gordon	Young Scholars Program
Robert Halliday	Sr. Assoc. Provost, Dean - Graduate Studies
Patrice Hallock	Education
Katie Hanafin	Integrated Information Technology Services
Kateri Henkel	Office of Learning Services
Nancy Hollins	Occupational Therapy
Mary Ann Hutchinson	English
Sharon Kanfoush	Geology
Annmarie Kinsella	Occupational Therapy

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Tyson Kreiger	Psychology
Arlene Lundquist	Psychology
Derek MacTurk	Integrated Information Technology Services
Aaron Mallace	Health Studies
Shauna Malta	Physical Therapy
Thomas McCarthy	Biology
Victoria Nackley	Occupational Therapy
Stephanie Nesbitt	Risk Management & Insurance
Justin Nevin	English
Lisa Orr	English
Adam Pack	Biology
Terri Provost	Biology
Joseph Ribaudo	Physics
Nathaniel Richmond	Government / Politics
Angel Rivera	Computer Science
Sara Scanga	Biology
James Scannell	English
Adam Schoonmaker	Geophysics
Polly J Smith	Assoc. Provost Online Learning, VP OES
Ellen Smith	Nursing
Jessica Thomas	Biology
Alyssa Thomas	Chemistry
Dimitar Todorov	Construction Management
Nancy J Vaccaro	Nursing
Shanna Van Slyke	Criminal Justice
Jo Ellen Vespo	Psychology / Psychology Child Life
Kirstin Walker	Therapeutic Recreation
Sharon Wise	Biology
David Wittner	History
Barbara Witucki	English
Lauren Wynne	Anthropology
Xiao Xiao	Mathematics
Laurence Zoeckler	Education

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Kateri Teresa Henkel
Director of Learning Services
January 1, 2018

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

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

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

Jane Jarrow (05-06 Edition), (09-10 Edition), (12-13 Edition), (Edition effective 8/29/16)
Disability Access Information and Support
Columbus, Ohio

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

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

Christopher Tarantino (Revised 2/1/2018 edition)
Epicenter Media & Training