



# THE KING'S COLLEGE

## Disability Services

### **Registrar's Office, 2012**

James Berneking, ADA/504 Coordinator  
The King's College  
Phone: (212) 659-0736  
Fax: (212) 659-3613  
[jberneking@tkc.edu](mailto:jberneking@tkc.edu)

## Table of Contents

Introduction and Policy .....	1
Privacy.....	1
Covered Disabilities and Appropriate Accommodations.....	2
Disabilities .....	2
Accommodations.....	2
Know Your Rights .....	3
Procedure for Self-Identification and Eligibility for Accommodations.....	4
Disability Identification Form .....	4
Documentation Review and Evaluation.....	4
Student and Instructor Meeting.....	5
Review and Follow Up .....	5
Responsibilities of the ADA/504 Coordinator .....	5
Documentation Guidelines .....	6
Hearing Impairments.....	6
Learning Disabilities.....	6
Attention Deficit/Hyperactivity Disorders .....	6
Mobility and Manual Impairments.....	7
Psychological Disabilities .....	7
Substance Abuse Problems.....	7
Visual impairments.....	7

## Introduction and Policy

This manual is provided for students, prospective students, and the parents of students or prospective students to explain the disability services offered by The King's College.

The King's College is committed to the ideal that all students should have equal opportunity to enroll and otherwise participate in all schools, degree programs, and other activities or services offered by the College. In order to prepare "students for careers in which they help to shape and eventually to lead strategic public and private institutions" the College guarantees that appropriate provisions are in place for students with disabilities.

The College, therefore, seeks to assure equal opportunity for access to and participation in all college courses, examinations, activities, and services by providing reasonable accommodations to otherwise qualified individuals with disabilities recognized under Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II). Section 504 and Title II protect otherwise qualified individuals from discrimination based on their disability.

According to Section 504 and Title II, a person is considered to have a disability if he or she:

- Has a physical or mental impairment that substantially limits at least one major life activity
- Has a record of such impairment
- Is regarded by others as having such an impairment

Major life activities are considered to be: self-care, manual tasks, walking, seeing, hearing, speaking, breathing, standing, thinking, concentrating, reading, learning, sleeping, working, bending, communicating, reproducing, normal cell growth, immune system function, digestive function, bowel function, bladder function, neurological function, brain function, respiratory function, circulatory function, and endocrine function.

According to the Office of Civil Rights, some impairments which could substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

## Privacy

All information regarding student disabilities including forms and medical documentation as well as information disclosed verbally to the ADA/504 Coordinator or to instructors is kept strictly confidential by the College. Information may be disclosed, on a need-to-know basis under the following circumstances:

- To instructors and staff to the extent necessary in order to provide appropriate accommodations;
- To emergency medical personnel, if the disability requires emergency medical treatment; and
- Government officials investigating compliance with Section 504 or Title II

In college, students with disabilities are solely responsible for identifying themselves to the ADA/504 Coordinator and requesting accommodations. This is a very different model than students and families may have been accustomed to in their K-12 education. The King's College is not required to or responsible for identifying students with disabilities or to proactively offer accommodations. Additionally, parents or other family members may not identify a student with disabilities to the College or request that accommodations be provided on behalf of a student.

## **Covered Disabilities and Appropriate Accommodations**

The information below is not meant to be comprehensive or exhaustive as a listing of covered disabilities or accommodations provided. It is intended only for general information and demonstrative purposes. Each case and request for accommodations is reviewed and evaluated individually.

### **Disabilities**

The following are some common disabilities covered by Section 504 and Title II:

- Hearing impairments
- Learning disabilities
- Attention deficit/hyperactivity disorders
- Mobility and manual impairments
- Psychological disabilities
- Substance abuse problems
- Visual impairments

### **Accommodations**

The King's College provides reasonable accommodations to an individual with a documented disability, provided that the student is otherwise qualified. Reasonable accommodations are those that do not result in: a direct threat of harm to students or others; substantial alteration of the curriculum; substantial alteration of the manner in which the program is offered; or an undue burden to the College. Otherwise qualified refers to a student with a disability who is capable, either with or without accommodations, of completing the essential requirements of the particular program or activity.

The degree to which an accommodation is supplied is based on a student's individual needs as supported by official documentation and on the academic requirements of the course, examination, or program of study.

Accommodations are generally considered to be one or more of the following:

- Viewed as assistive devices or adaptations that are used to ease the affect of the disability when performing certain activities
- Provided to circumvent the area of disability
- Removes the possibility of discrimination by assessing the student's knowledge base or strengths not judging him or her on basis of the disability
- Utilized to make education equitable

Though each student and situation is unique, the following are some commonly utilized accommodations:

- Extended time on examinations
- Use of recording devices
- Use of laptop computers
- Reduced distraction setting for examinations

Some factors which may affect the kind of accommodations which are appropriate for individual students include:

- The severity of the disability
- The program or classes in which the student is enrolled

Students may request that they be provided with auxiliary aids as part of their accommodations. The College may require that students provide diagnostic test results and/or prescriptions for auxiliary aids. If the College requires a student to be tested or obtain a prescription, the College will provide auxiliary aids in the interim while determining if the use of the requested auxiliary aids is an appropriate accommodation. Some examples of auxiliary aids are:

- Interpreters, note takers, Telecommunication devices for the deaf, assistive listening devices, and other appropriate methods of making aurally communicated information accessible to individuals with hearing impairments
- Readers, taped texts, Braille materials, and other appropriate methods of making visually communicated information accessible to individuals with visual impairments
- Other similar services or actions including the acquisition or modification of equipment and devices

## Know Your Rights

The King's College is happy to comply with the provisions of Section 504 of the *Rehabilitation Act of 1973* and Title II of the *Americans with Disabilities Act of 1990*. It is important that students with disabilities know their rights and responsibilities under these acts. The Department of Education's Office for Civil Rights is responsible to enforce compliance with both Section 504 and Title II and provides additional resources with which students should be familiar:

- "Know Your Rights" (<http://www2.ed.gov/about/offices/list/ocr/know.html>)
- "Students with Disabilities Preparing for Postsecondary Education" (<http://www2.ed.gov/about/offices/list/ocr/transition.html>)
- "OCR Compliant Process" (<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>)
- Further general information can be found on the Office for Civil Rights main webpage (<http://www2.ed.gov/about/offices/list/ocr/index.html>)

## Procedure for Self-Identification and Eligibility for Accommodations

Students with disabilities are not required to identify themselves to the College; however, students who wish to receive accommodations must follow the procedure outlined below. The College is not required to provide specific accommodations for students who have not self-identified, nor is the College required to proactively identify students who may have disabilities. The responsibility for identifying disabilities and seeking accommodations rests exclusively with the student.

There are four main steps to the accommodation process. The process starts with the student submitting the *Disability Identification and Accommodation Request Form* and appropriate documentation (*Certification of Disability Form*, or other appropriate and comprehensive documentation) to the ADA/504 Coordinator. Second, the documentation of disability is reviewed and eligibility for services is determined. Third, the ADA/504 Coordinator meets with the student to discuss the student's specific accommodation needs. And finally, the ADA/504 Coordinator and student should periodically review the accommodations ensuring that they remain effective.

### Disability Identification Form

Students may submit the *Disability Identification and Accommodation Request Form* at any time, however, students should allow two to four weeks for evaluation and processing before accommodations will be provided (auxiliary aids, however, will be provided in the interim while determining if the use of the requested auxiliary aids is an appropriate accommodation). The evaluation process involves students disclosing their disabilities and then working together with the ADA/504 Coordinator to identify their accommodation needs. Identifying accommodation needs is an individualized process based on the student's documentation and educational experiences.

### Documentation Review and Evaluation

The College requires appropriate medical documentation of all hidden disabilities (impairments that are not immediately apparent to others) in order to verify that the student has the disability and determine what accommodations are appropriate. If additional testing or evaluation is required in order to determine if the student has a covered disability, the College is not required to provide or pay for such services.

It is the sole responsibility of students to provide the required signed consent form (*Disability Release Authorization Form*) from the diagnosing and/or treating professionals. Once the student has submitted the required documentation to the ADA/504 Coordinator, it is reviewed to determine whether it supports the accommodation requests. If documentation is insufficient to support all accommodation requests, the ADA/504 Coordinator notifies the student who may provide additional information.

When appropriate, the ADA/504 Coordinator will provide a Letter of Accommodation to the student's instructors explaining the specific accommodations the student is eligible to receive. If the student is eligible for alternate testing, use of technology in the classroom, or other accommodations for which advance notice is required in order to provide them, the student must complete and submit the appropriate forms.

Students are encouraged to practice an assertive, reasonable approach in communicating their needs to the ADA/504 Coordinator and instructors. Though students must self-identify their disability only once, they must notify and meet with the ADA/504 Coordinator each term they intend to request accommodations so that the ADA/504 Coordinator can determine appropriate accommodations for each specific class and provide Letters of Accommodation to the instructor(s).

### **Student and Instructor Meeting**

Students are encouraged to meet with their instructors after accommodations have been approved and the ADA/504 Coordinator has provided Letters of Accommodation to the instructors. Scheduling an appointment to discuss accommodations during instructor office hours eliminates the feeling of being rushed or caught by surprise, and the possibility of being surrounded by other students waiting for instructors before or after class, and ensures greater privacy.

In discussions with students, instructors should feel free to ask for more information than revealed in the Letter of Accommodation. Instructors should feel comfortable asking questions related to the need for accommodations requested, but be careful not to appear to question that there is a need. Also, when a student discloses the type of disability, faculty may want to ask for more information about the specific disability (e.g., “Can you explain to me exactly what your particular disability is and how it affects your studies, since I don’t have much experience in this area?”). Some students may choose not to disclose additional information to the instructor, and they are not required to do so. Instructors may address additional questions to the ADA/504 Coordinator.

### **Review and Follow Up**

Throughout the semester, the student and instructor should meet to discuss whether or not the accommodations are adequate. Students can also address questions or concerns regarding their accommodations to the ADA/504 Coordinator at any time throughout the term.

### **Responsibilities of the ADA/504 Coordinator**

The ADA/504 Coordinator is a resource for instructors as well as to students. In order to arrive at satisfactory outcomes, the ADA/504 Coordinator is available for consultation with instructors and students. Sometimes finding solutions involves talking through the difficulties and possibly generating some creative solutions not yet explored. The ADA/504 Coordinator assists students in facilitating accommodations if they do not feel they have been successful themselves. Sometimes a new student is uncertain how to express his or her needs. The ADA/504 Coordinator will make an initial appointment with the instructor and the student to discuss accommodations. If any instructor would like more information about disability issues, the ADA/504 Coordinator can either provide it or guide him or her to appropriate resources.

Finally, the ADA/504 Coordinator will work out with instructors any logistical arrangements (e.g., where the tests will be taken, when extended time and a low distraction room are needed). The ADA/504 Coordinator will provide students with copies of the *Tape Recording Agreement Form* or other appropriate accommodation materials.

## Documentation Guidelines

Students who identify themselves as having a disability and request accommodations must submit appropriate documentation. The student must provide the *Certification of Disability Form* (or other appropriate and comprehensive documentation) as well as any required supplemental documentation. The College requires that all documentation be recent, relevant, comprehensive, and include appropriate test results and interpretations. If a student has multiple disabilities he or she must provide documentation for all disabilities for which he or she is requesting accommodations. Providing a history of prior accommodations received (such as IAPs or 504 Plans) is not sufficient to document a disability. However, these documents may be provided along with current documentation as part of a comprehensive historical assessment.

A qualified professional must conduct the evaluation and provide his or her name, title, credentials, license, and/or certification numbers; the documentation must be dated and include the evaluator's original signature. It should include the full diagnosis and DSM-IV (or IDC 10) code. See below for further documentation guidelines for specific disabilities.

### Hearing Impairments

- Report of diagnosis made by means of audiogram must be completed by a qualified professional (ENT specialist, audiologist, other medical specialist)
- Must reflect current condition (if condition is not permanent, updated evaluations will be required)
- Describe how the hearing impairment substantially limits the student's ability to function in a collegiate academic setting and provide recommendations for specific accommodations

### Learning Disabilities

- Documentation must be no more than three years old, date of all evaluations/tests must be included
- Evaluation must be completed by a qualified professional (clinical psychologist, neuropsychologist, psychiatrist, medical doctor trained in evaluating psycho-educational and/or neuropsychological conditions)
- Include relevant educational, developmental, and medical history
- Describe possible dual diagnosis or co-existing conditions
- Must include all test scores and data with a clear and specific diagnosis of a learning disability according to the criteria of the DSM-IV
- Describe (supported by evaluations and test results) how the learning disability substantially limits a major life activity of the student in a collegiate academic setting and provide recommendations for specific accommodations

### Attention Deficit/Hyperactivity Disorders

- Documentation must be no more than three years old, date of all evaluations/tests must be included

- Evaluation must be completed by a qualified professional (clinical psychologist, neuropsychologist, psychiatrist, medical doctor trained in evaluating psycho-educational and/or neuropsychological conditions)
- Include relevant educational, developmental, medical history, initial onset and diagnosis (must include a summary of historical information identifying symptoms of ADHD throughout childhood, adolescence, and adulthood)
- Must include all test scores and data with a clear and specific diagnosis of ADHD according to the criteria of the DSM-IV
- Describe (supported by evaluations and test results) how ADHD substantially limits a major life activity of the student in a collegiate academic setting and provide recommendations for specific accommodations

### **Mobility and Manual Impairments**

- Evaluation must be completed by a qualified professional
- Must reflect current condition (if condition is not permanent, updated evaluations will be required)
- Describe the impairment substantially limits a major life activity of the student in a collegiate academic setting and provide recommendations for specific accommodations

### **Psychological Disabilities**

- Documentation must be no more than three years old
- Evaluation must be completed by a qualified professional (psychiatrist, psychologist)
- Include relevant educational, developmental, medical history, initial onset and diagnosis (must include a summary of historical information identifying symptoms of psychological/psychiatric disorders throughout childhood, adolescence, and adulthood)
- Describe how the psychological/psychiatric disability substantially limits a major life activity of the student in a collegiate academic setting and provide recommendations for specific accommodations

### **Substance Abuse Problems**

- Evaluation must be completed by a qualified professional in the field of substance abuse/chemical dependency
- No more than one year old
- Include information on current treatment program and medication
- Describe how substance abuse substantially limits a major life activity of the student in a collegiate academic setting and provide recommendations for specific accommodations

### **Visual impairments**

- Report of ophthalmologic evaluation must be completed by a qualified medical professional (ophthalmologist, optometrist, other medical specialist)
- Must reflect current condition (if condition is not permanent, updated evaluations will be required)

- Describe how the visual impairment substantially limits the student's ability to function in a collegiate academic setting and provide recommendations for specific accommodations



THE KING'S COLLEGE

**DISABILITY IDENTIFICATION AND ACCOMMODATION REQUEST FORM**

Please complete both pages of this form and submit it with the appropriate medical documentation to:

James Berneking, ADA/504 Coordinator  
The King's College  
Phone: (212) 659-0736  
Fax: (212) 659-3613  
[jberneking@tkc.edu](mailto:jberneking@tkc.edu)

All information will be kept in the strictest confidence. Please allow two to four weeks' notice before the start of the semester for accommodations.

Student's Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Date: \_\_\_\_\_ Academic Semester: \_\_\_\_\_

Local Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Housing:  On Campus  Off Campus      Gender:  Male  Female

Are you a New York State Resident? :       Yes  No

Do you have an open case with VESID:  
(Vocational Education Services for individuals  
With Disabilities), OVR (Office of Vocational  
Rehabilitation), or CBVH (Commission for the  
Blind and Visually Handicapped)?       Yes  No

**NATURE OF DISABILITY (check all that apply)**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Hearing impairments      | <input type="checkbox"/> Learning disabilities      | <input type="checkbox"/> Attention deficit/hyperactive disorders |
| <input type="checkbox"/> Substance abuse problems | <input type="checkbox"/> Psychological disabilities | <input type="checkbox"/> Mobility and manual impairments         |
| <input type="checkbox"/> Visual impairments       | <input type="checkbox"/> Other (specify) _____      |  |

Disability is:  Permanent       Temporary (duration: \_\_\_\_\_)

**Disability Identification and Accommodation  
Request Form (Continued)**



**THE KING'S COLLEGE**

**DISABILITY INFORMATION:** In order to serve you better, please briefly describe your disability. Please include age of onset.

---

---

---

---

---

**ACCOMMODATIONS:**

Do you need accommodations in order to perform your coursework?

Please briefly describe the accommodations you think you will need. (Some examples include: use of tape recorder for class, extra time on examinations, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**DISABILITY DOCUMENTATION:**

- Documentation must be submitted to ADA/504 Coordinator along with this form
- A qualified professional must conduct the evaluation and provide his or her name, title, credentials, license, and/or certification numbers
- Documentation must be dated and include the evaluator's original signature
- Documentation should include the full diagnosis and DSM-IV (or IDC 10) code
- See "Documentation Guidelines" in the *Disability Services* manual for further documentation guidelines for specific disabilities
- Requests with for accommodation will not be considered without sufficient documentation and a signed "Disability Release Authorization" form for all individuals/organizations from whom the student is requesting documentation

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



THE KING'S COLLEGE  
**CERTIFICATION OF DISABILITY FORM**

INSTRUCTIONS

**Student:** This form must be completed in its entirety by your medical practitioner/clinician before accommodations will be provided. Some disabilities including Learning Disabilities, Attention Deficit (Hyperactivity) Disorder, psychological disabilities require additional documentation (See "Additional Documentation Guidelines").

**Evaluator:** The student named below has identified him/herself to the ADA/504 Coordinator as having a disability which will require accommodations according to the provisions of Title II and/or Section 504. The information you provide is required in order to determine the appropriateness of the requested accommodations. Please complete this form thoroughly and in its entirety. You may provide additional information on official letterhead. Information provided to The King's College is kept

Student's Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student's Diagnosis with DSM-IV Code: \_\_\_\_\_

\_\_\_\_\_

Date of Onset: \_\_\_\_\_

Summary of Assessment: \_\_\_\_\_

\_\_\_\_\_

Current Status of Diagnosis, i.e. is it currently active? \_\_\_\_\_

How long will this condition likely exist? \_\_\_\_\_

\_\_\_\_\_

What are the individual's current functional limitations? Related Symptoms? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



THE KING'S COLLEGE

Are there times, conditions, or circumstances which exacerbate the condition? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Current Treatment Plan: \_\_\_\_\_

\_\_\_\_\_

Current Medication(s): \_\_\_\_\_

\_\_\_\_\_

Potential side effects of Medication(s): \_\_\_\_\_

\_\_\_\_\_

Please feel free to advise on academic, housing, or other accommodations you feel would afford this student meaningful access to education: \_\_\_\_\_

\_\_\_\_\_

Guidelines for Additional Documentation:

- For visual impairments: attach acuity information
- For hearing impairments: attach audiogram
- For Learning Disabilities and/or ADHD: attach a recent neuropsychological or psycho-educational evaluation
- Refer to the Disability Services manual for further documentation guidelines

Name and title of Physician or Licensed Clinical Provider: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Physician/Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Physician/Provider Identification Number: \_\_\_\_\_



THE KING'S COLLEGE  
**DISABILITY RELEASE AUTHORIZATION FORM**

James Berneking, ADA/504 Coordinator  
The King's College  
Phone: (212) 659-0736  
Fax: (212) 659-3613  
[jberneking@tkc.edu](mailto:jberneking@tkc.edu)

I, \_\_\_\_\_, hereby authorize the  
(Student's Name)  
following individuals and/or organizations to release all treatment records, relevant tests and case summaries in their possession regarding me to The King's College (TKC), and for TKC to discuss such information in its possession to the individual and/or organizations listed below:

**Name of individual and/or organizations who will release or receive information:**

---

---

---

*Please complete a form for each physician or clinician whose documentation you have provided to the ADA/504 Coordinator.*

This authorization allows the above individuals and/or organizations to copy and send records to TKC and allows representatives of TKC to review the records. This authorization allows the above individuals and/or organizations to discuss my condition and needs with TKC staff.

Student's Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

(If student is under age 18)