# TABLE OF CONTENTS

1. Introduction  
   Page 3  
2. Confidentiality  
   Page 4  
3. Contact Information  
   Page 5-7  
4. Disability Information  
   Page 8  
5. Screenings and Evaluations  
   Page 9  
6. Applying for Accommodations  
   Page 10-11  
7. Applying for Accommodations Checklist  
   Page 12  
8. Applying for Accommodations Flowchart  
   Page 13  
9. Renewing Accommodations Checklist  
   Page 14  
10. Documentation Guidelines  
    Page 15-17  
11. Types of Accommodations  
    Page 18  
12. Accessing Accommodations  
    Page 19-22  
13. Student Rights and Responsibilities  
    Page 23-24  
14. Grievance Procedures  
    Page 25-26  
15. Applying for Accommodations on Board Exams  
    Page 27  
16. Management Tips  
    Page 28  
17. RBHS Resources  
    Page 29-30  
18. Resources for each RBHS School  
    Page 31-32  
19. Additional Resources  
    Page 33
INTRODUCTION

Welcome to the Rutgers Biomedical and Health Sciences Office of Disability Services

The Rutgers Biomedical and Health Sciences (RBHS) Office of Disability Services (ODS) is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and with the ADA Amendments Act of 2008.

This handbook is a guide for RBHS students with a documented disability(s) who are applying for or are already receiving accommodations. It includes information about ODS, the accommodation process, and resources for students. This handbook is designed to assist students through the accommodation process from the beginning of their studies till their graduation.

About Us

Rutgers Biomedical and Health Sciences Office of Disability Services (ODS) provides the necessary tools, resources and support for individuals with disabilities to become responsible decision-makers and self-advocates in charge of their own future.

Mission

The Office of Disability Services is dedicated to the philosophy that all Rutgers University students are assured equal opportunity, access and participation in the University’s courses, programs, activities, services and facilities. We recognize that diverse abilities are a source of strength, empowerment, and enrichment for the entire university community and we are committed to the elimination of physical, instructional, and attitudinal barriers by promoting awareness and understanding throughout the university community.

Our Vision

The Office of Disability Services at Rutgers strives to become a model program for students with disabilities in higher education. We are committed to developing a comprehensively accessible and universally designed University that nurtures the full participation and contribution of every individual. Our team strives to provide the necessary tools, resources and supports for individuals with disabilities to become responsible decision-makers and self-advocates in charge of their own future. We envision a campus community where all individuals are welcomed, valued, and encouraged to be contributing members.
CONFIDENTIALITY AND RELEASE OF INFORMATION

The Office for Disability Services (ODS) is committed to ensuring that all information regarding a student is maintained confidentially as required or permitted by law. Any information collected is used for the benefit of the student. This information may include psycho-educational testing, grades, biographical history, disability information, and case notes.

Procedures for handling student information have been adopted by ODS and are rigorously followed by the staff of ODS. Students are informed of their confidentiality rights during their first meeting with ODS.

The following are ODS policies and procedures regarding confidentiality and the release of information from a student's file:

1. Student information obtained by Rutgers University shall only be shared with others within the institution on a need-to-know basis. Only the disability services staff has immediate access to student files and records. For example, university faculty and staff do not have a right or a need to access diagnostic or other information regarding a student's disability; they only need to know what academic adjustments, auxiliary aids, and/or services are necessary or appropriate to meet the student's disability-related needs. If a student has requested an academic adjustment, auxiliary aid, and/or service, the student will be informed as to what information is being provided to the faculty or staff regarding the request.

2. Information in files will not be released except in accordance with federal and state laws, which require release if a student:
   - States that they intend to harm themselves or another person(s).
   - Reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years (this includes the occurrence of abuse or neglect to the student if they were under age eighteen at the time of the abuse).
   - Reports the use of an illegal drug for non-medical purpose during pregnancy.
   - Reports or describes sexual exploitation by counseling or healthcare professionals.

3. A student's file may be released pursuant to a court order or subpoena.

4. A student may give written authorization for the release of information when they wish to share it with others. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless required by federal or state law.

5. ODS will not release information to a student, outside agency, parent, etc. that was obtained directly from a third party (e.g., if documentation, records or information regarding a student is obtained directly from a physician, the information will not be released). The student, outside agency, parent, etc. will need to obtain the documentation, records or information directly from the third party who originally supplied the information.

6. ODS may charge a reasonable fee for costs incurred in connection with the copying of information.
CONTACT INFORMATION

Rutgers Biomedical and Health Sciences

Cindy Poore-Pariseau, Ph.D.
Director, Disability Services
Rutgers Biomedical and Health Sciences
Rutgers University
65 Bergen Street, Suite 1441
Newark, NJ 07107
(V) 973 972 5396
(F) 973 972 5320
cindy.poorepariseau@rutgers.edu

Each school also has a Disability Services Coordinator who may assist students with disability services when Dr. Poore-Pariseau is not available and/or when additional support is needed for activities such as coordinating exam locations and facilitating conversations with faculty members.

Ernest Mario School of Pharmacy
For students in the first to pre-professional years prior to the First Professional (Third) Year of the Pharm.D. at Rutgers-New Brunswick: students applying for disability services should apply for services through the Office of Disability Services Rutgers-New Brunswick.

For students beginning their First Professional (Third) Year of the Pharm.D. at Rutgers-New Brunswick and beyond. Students applying for disability services should contact:

Nancy Cintron
Associate Dean for Student Affairs
Mailing address: 160 Frelinghuysen Road
Piscataway, New Jersey 08854
Office Address: Busch Campus, Ernest Mario School of Pharmacy
William Levine Hall - Room 113B
(848) 445-6280
nancy.cintron@rutgers.edu

School of Graduate Studies - Newark
Nadine Stevens
Assistant Director for Administrative Services
Office of Student Affairs
Medical Science Building Room C696
185 South Orange Avenue
Newark, NJ 07101-1709
973-972-4511
stevenna@gsbs.rutgers.edu
School of Graduate Studies - New Brunswick/Piscataway
Janet Alder, Ph.D.
Research Tower, Room 102
675 Hoes Lane West
Piscataway, NJ 08854
732-235-5392
janet.alder@rutgers.edu

Smita Thakker-Varia, Ph.D.
Research Tower, Room 102
675 Hoes Lane West
Piscataway, NJ 08854
732-235-5393
varia@rutgers.edu

New Jersey Medical School
Sarah Karl, Ph.D.
Assistant Dean
Office of Student Affairs
Medical Science Building
185 South Orange Avenue
Newark, NJ 07103
Room: MSB B 639
973-972-5409
karl@njms.rutgers.edu

School of Nursing

For nursing students at the University Avenue (Newark), Blackwood, Bergen Street, campus locations:
Valerie Smith Stephens, Ph.D.
Assistant Dean
Office of Student Services
Ackerson Hall Suite 109
Newark NJ, 07101-1709
973-353-1091
vstephen@rutgers.edu

For nursing students at the New Brunswick/Piscataway location:
Office of Disability Services
Lucy Stone Hall, Suite A145
54 Joyce Kilmer Ave.
Piscataway, NJ 08854
848-445-6800
dsoffice@echo.rutgers.edu
Rutgers School of Dental Medicine
Emily Sabato, Ed.D.
Office of Academic Affairs
110 Bergen St.
Newark, NJ 07103
Room B-822
973-972-4758
sabatoeh@sdm.rutgers.edu

School of Health Professions
Michael Canzano
Program Support Specialist
Office of Student Affairs
Stanley S. Bergen, Jr. Building, Suite 149
65 Bergen Street
Newark, NJ 07101-1709
973-972-8594
mc1767@shp.rutgers.edu

Robert Wood Johnson Medical School
Norma Saks, Ed.D
Assistant Dean for Educational Programs
Director of Cognitive Skills Program
675 Hoes Lane West, Room R-109
Piscataway, NJ 08854-8045
732-235-4129
norma.saks@rwjms.rutgers.edu

School of Public Health
Pamela A. Ohman Strickland, Ph.D.
Associate Dean for Student Affairs
Office of Student Affairs
683 Hoes Lane West
Piscataway NJ, 08854-8045
732-235-4646
pam.strickland@rutgers.edu
DISABILITY INFORMATION

The Americans with Disabilities Act (ADA) amended in 2008 states that a person with a “disability” is:

- Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual
- A person with a history or a record of such impairment
- A person who is regarded by others as having such an impairment

Examples of physical or mental impairments may include, but are not limited to:

- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorders
- Chronic Medical Conditions
- Deaf/Hard of Hearing
- Learning Disabilities
- Mental Health Disabilities
- Mobility Impairments
- Visual Disabilities

Temporary Disabilities/Impairments
Temporary conditions or injuries do not last long (typically 8 weeks or less), are not chronic, and have little or no outstanding or lasting effects. The University does recognize that temporary conditions and injuries can be problematic and may adversely affect a student’s ability to fully participate in class. For more information on temporary disabilities/impairments, including transportation, please visit the temporary conditions website.
SCREENINGS AND EVALUATIONS

If you suspect you have a disability and would like to receive accommodations, you should be evaluated as soon as possible. Evaluations are not always a quick process and you cannot apply for accommodations until you have the proper documentation. Please note that the university does not pay for evaluations; the cost is your responsibility. Accommodations are not retroactive, which means they cannot be applied to courses you have taken or are currently taking before you are approved.

Screenings and Evaluations at The Graduate School for Applied and Professional Psychology (GSAPP)

One source for evaluations for a disability is GSAPP. If you suspect that you may have the following conditions, then you may need an evaluation/screening and documentation for academic accommodations for:

- Learning Disabilities
- ADHD
- Traumatic Brain Injury (TBI)/Concussion/Post-Concussion Syndrome
- Neurodevelopmental Disorders
- Other Neurological Disorders
- Psychological Concerns (e.g., anxiety or depression, Post-Traumatic Stress Disorder)

For more information on GSAPP, how to request an evaluation, and the costs of an evaluation please visit The Graduate School for Applied and Professional Psychology’s website.

(Please see the documentation guidelines on pages 15-17 for the documentation needed to apply for and receive accommodations)
REQUESTING SERVICES FOR A DOCUMENTED DISABILITY

If you know you have a disability or suspect you may have one, please request accommodations or services as soon as possible. You will not receive accommodations or services until ALL the steps below are taken and you have been approved, so please do not wait! Accommodations are not retroactive, which means they cannot be applied to courses you have taken or are currently taking until you have taken the steps below and are approved.

Following are the steps you will need to take in order to request and receive services for your documented disability:

1) If you have not previously done so, complete and submit the Registration Form at https://webapps.rutgers.edu/student-ods/forms/registration. Upon completion of this form, you will receive a confirmation email of your submission. If you are applying for accommodations or services, please answer the questions as accurately and thoroughly as possible so that we may process your request in a timely manner. Upon completion of the form, a representative from ODS will contact you typically within 3 days. If you have not heard from us after that time, please contact our office at 973-972-5396 or odsrbhs@ca.rutgers.edu.

   **Form**
   Please log in with your Rutgers NetID to proceed:
   Log in and Continue to Form
   If you do not yet have a Rutgers NetID, you may continue here:
   Continue to Form without NetID
   (Please note that if you are a medical student, you must use the form without a NetID)

2) **Schedule an intake interview:** Upon receipt of your completed registration form, a representative from ODS will contact you to schedule an intake interview meeting. During this interview, ODS will explore your accessibility-related needs and discuss how ODS might best assist you in securing access to your education and educational environment. This intake meeting may be conducted in person, by Skype, or by phone. If you received a receipt for your intake, but have not heard from the ODS within three days, please call the ODS office at 973-972-5396 to schedule an intake appointment.

3) **Submit appropriate documentation:** On or before your intake meeting (if possible), please submit appropriate documentation that meets ODS guidelines for your disability (https://ods.rutgers.edu/students/documentation-guidelines) Documentation may be submitted by any of the following methods:
   • Sending an email to: odsrbhs@ca.rutgers.edu or cindy.poorepariseau@rutgers.edu
   • Faxing to 973-972-7596 ATTN: ODS
   • Bringing the documentation to your appointment

4) Upon completion of your intake, ODS will consider any new information along with your documentation to determine appropriate accommodations. This information will be presented at a case review meeting, consisting of other ODS professionals from Rutgers,
where appropriate accommodations will be determined. As appropriate, the school coordinator for the student’s program may also be consulted. You will be informed when a decision has been made, reflecting one of the following applications statuses:

- Reasonable Accommodation Request Approved
- More Information Needed
- Application Not Approved and why

5) Renew accommodations every semester/year

_Students who receive accommodations, except for Dental and Medical students, must renew accommodations every term. Dental and Medical students renew accommodations yearly._

**To renew your accommodations every semester/yearly:**

- Request your Letter of Accommodations from the ODS director by contacting the ODS/RBHS Office of Disability services: odsrbhs@ca.rutgers.edu or cindy.poorepariseau@rutgers.edu
- Meet with your professor (and/or School Coordinator as appropriate) privately to deliver your Letter of Accommodations, and to discuss your accommodations. _Note: Students in the dental school will meet with their academic affairs office, rather than individual professors._
- If you are receiving the following accommodations, submit your request as soon as your course/class registration is confirmed/completed:
  - Exam Accommodations
  - Note taking services
  - Alternative Course Materials
  - ASL/CART Services
  - Accessible Parking
  - Accessible Transportation Request Form
  - Certification for Parking
  - Additional Parking Request
  - Accessible Table/Chair Request
  - Assistive Technology
APPLYING FOR ACCOMMODATIONS CHECKLIST

If you know you have a disability or suspect you may have one, please request accommodations or services as soon as possible. You will not receive accommodations or services until ALL the steps below are taken and you have been approved, so please do not wait! Accommodations are not retroactive, which means they cannot be applied to courses you have taken or are currently taking until you have taken the steps below and are approved.

☐ Fill out the Registration Form as accurately and thoroughly as possible
  ☐ https://webapps.rutgers.edu/student-ods/Forms/Login/Login?ReturnUrl=/student-ods/Forms/Registration
  OR
  ☐ https://webapps.rutgers.edu/student-ods/Forms/Registration?NoSignIn=True
    (Note: Medical students must use this form)

☐ An intake interview will be scheduled. The in-take may occur in person, by Skype, or by phone.

☐ Submit the appropriate documentation on or before the intake meeting by:
  ☐ Sending an email to: odsrbhs@ca.rutgers.edu or cindy.poorepariseau@rutgers.edu
  OR
  ☐ Faxing to 973-972-7596 ATTN: ODS
  OR
  ☐ Bringing the documentation to your appointment

☐ ODS will contact you once a decision has been made, with one of the following statuses:
  ☐ Reasonable accommodation request approved
  ☐ More information is needed
  ☐ Application is not approved and why
Fill out the registration form as accurately and thoroughly as possible

Log in with your NetID to fill out the form: https://webapps.rutgers.edu/student-ods/Forms/Login/Login?ReturnUrl=/student-ods/Forms/Registration

OR

Fill out the form without a NetID: https://webapps.rutgers.edu/student-ods/Forms/Registration?NoSignIn=True
(Medical students must do this)

An in-take interview will be scheduled with Dr. Cindy Poore-Pariseau. The in-take may occur in person, by Skype, or by phone.

Submit the appropriate documentation on or before the in-take meeting by:

Sending an email to odsrbhs@ca.rutgers.edu or cindy.poorepariseau@rutgers.edu

OR

Faxing to 973-972-7596 ATTN: ODS

OR

Bring the documentation to your in-take meeting/appointment

Have the in-take meeting with Dr. Cindy Poore-Pariseau either in person, by Skype, or by phone

ODS will contact you with one of the following decisions:
1. Reasonable accommodation request approved
2. More information is needed
3. Application is not approved and why

APPLYING FOR ACCOMMODATIONS FLOWCHART
RENEWING ACCOMMODATIONS CHECKLIST

Note: Students who receive accommodations, except for Dental and Medical students, must renew accommodations every term. Dental and Medical students renew accommodations yearly.

☐ Contact the ODS director before or at the beginning of each semester to request your Letter of Accommodations:
  ☐ Dr. Cindy Poore-Pariseau - cindy.poorepariseau@rutgers.edu
  OR
  ☐ RBHS Office of Disability Services - odsrbhs@ca.rutgers.edu

☐ Meet with your professor(s) (and/or School Coordinator as appropriate) privately to deliver your Letter of Accommodations and discuss your accommodations
Note: Students in the dental school will meet with their academic affairs office, rather than individual professors.

☐ If you are receiving the following accommodations, submit your request as soon as your class/course registration is confirmed/completed:
  ☐ Exam accommodations
  ☐ Note taking services
  ☐ Alternative course materials
  ☐ ASL/CART services
  ☐ Accessible parking
  ☐ Accessible transportation request form
  ☐ Certification for parking
  ☐ Additional parking request
  ☐ Accessible table/chair request
  ☐ Assistive technology
GENERAL DOCUMENTATION GUIDELINES

With these principles in mind, the guidelines for documentation below are recommended for Rutgers University to enhance consistency and provide students, parents and professionals with the information needed to assist students in establishing eligibility for services and receiving appropriate accommodations. The guidelines are broad enough to allow for flexibility in accepting documentation from a range of perspectives given the different educational environments within Rutgers University.

A combination of the following forms of documentation will be utilized to support accommodation requests at Rutgers University.

- Student self-report
- Medical and health records
- Psycho-educational/Neuro-psychological reports
- School records (e.g. Individualized Education Plans, 504 Plans and Summaries of Performance)
- Observation and interaction

Components of student self-report (information obtained through submitted documentation and during the intake process with ODS):

- Description of diagnosed condition(s)
- Description of previous educational experiences
- Description of past use of accommodations or services
- Description of condition's impact related to the academic environment
- Description of current need for reasonable accommodations for individual courses, programs, activities and facilities.

Components of professionally prepared documentation:

Qualified Professional:

- Completed by a qualified professional who is a licensed or otherwise properly credentialed professional who has appropriate training and experience, and has no close, personal relationship with the student being evaluated.

Clear Diagnostic Statement:

- Documentation must include a clear diagnostic statement identifying the disability and the date of the most current diagnostic evaluation, as well as the date of the original diagnosis, as appropriate.

A Description of Diagnostic Methodology:

- A description of the current diagnostic criteria, evaluation methods, procedures, tests, as well as a clinical narrative interpretation
- Where appropriate to the nature of the disability (e.g., learning and cognitive disorders) the report should contain both summary data and specific tests scores.
• Diagnostic methods that are congruent with the particular disability and current professional practices in the field are expected.
• Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal or non-standardized methods of evaluation are reported, a clear explanation of their role and significance in the diagnostic process should be included.

Current Functioning and Need for Current Documentation:
• Reflects current functioning: a combination of the results of formal evaluation procedures, clinical narrative, and the individual’s self-report is the most comprehensive approach to fully documenting impact of a condition.
• Relatively recent documentation is recommended; common sense and discretion in accepting older documentation of disabilities that are permanent or non-varying are recommended.
• Changes in the functional impact of a condition (e.g., result of growth, development, changes in symptomatology) may warrant more frequent updates in documentation.
• The necessity of recent documentation may depend on the facts and circumstances of the student’s disability and the accommodations requested.

Functional Limitations:
• Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the disability.

Description of Expected Duration, Progression and Stability of a Condition:
• Documentation must provide information on expected changes or fluctuation of the individual’s disability over time if the disability is cyclical or episodic in nature.
• Information should be provided regarding known or suspected environmental triggers that might impact the need for adjusted reasonable accommodations.
• If a condition is unstable, information regarding intervention (including an individual’s own strategies); recommended timelines for updates; and potential reevaluations are helpful in determining reasonable accommodations.

Supported Need for Requested Reasonable Accommodations:
• The rationale for seeking information about a student’s condition is to support ODS in establishing disability, understanding how the disability may impact a student, and making informed decisions about reasonable accommodations that facilitate equal access to the institutions courses, programs, facilities and activities.
• The documentation should include recommendations for reasonable accommodations and services and should be logically related to the student's functional limitations and their specific condition.
• The recommendations by outside agents will be considered and may be adopted when they are congruent with the institution providing equal access to courses, programs, facilities and services and when they are considered to be reasonable in nature. The essential requirements of a program or course are taken into consideration when determining reasonable accommodations.
• ODS may substitute another reasonable accommodation, if it is considered to be as effective and parallel to the one recommended while ensuring that the determination is a deliberative and collaborative process.
• Documentation of a specific disability does not translate directly into a specific accommodation or set of accommodations, instead reasonable accommodations are determined on a case-by-case and course-by-course basis and based upon a deliberative and collaborative process that is responsive to the unique experience of an individual and the unique course and/or program the student is enrolled.
• After careful review of all factors, ODS has the right to request additional documentation when the need for reasonable accommodations are not supported or deny a requested accommodation when deemed unreasonable.

For more comprehensive guidelines, please refer to the Documentation Guidelines PDF or use the links below.

DOCUMENTATION GUIDELINES ARE AVAILABLE REGARDING THE FOLLOWING DISABILITIES:

Attention Deficit/Hyperactivity Disorders
Documentation Guidelines for Attention Deficit/Hyperactivity Disorders

Learning Disabilities
Documentation Guidelines for Learning Disabilities

Medical Conditions
Medical Conditions Documentation Form
Accessible PDF Form for Medical Conditions

Psychological Disorders
Psychological Disorders Documentation Form
Accessible PDF Form for Psychological Disorders

Traumatic Brain Disorders
Traumatic Brain Disorders Documentation Form
Accessible PDF Form for Traumatic Brain Disorders

Transportation Verification Form
Assistive Transportation Verification Form
TYPES OF ACCOMMODATIONS

What is an accommodation?
A reasonable accommodation is any modification or adjustment that will enable a qualified student with a disability to participate in a course, program, facility, activity or service and includes adjustments to assure that a qualified individual with a disability has rights and privileges equal to students without disabilities. Reasonable accommodations may include academic adjustments, auxiliary aids, services, or modifications for facilities.

However, Rutgers Biomedical and Health Sciences is not required to provide accommodations that would “fundamentally alter” the educational program or academic requirements that are essential to a program of study or to fulfill licensing requirements.

Types of Accommodations

Exam/Quiz Accommodations:
- Enlarged print
- Extended time (100% or 50%)
- No Scantrons
- Reduced distraction testing location
- Use of a calculator
- Use of a screen reader
- Use of a scribe
- Use of a computer/laptop
- Use of a text reader

In Class Accommodations:
- American Sign Language Interpreter
- Communication Aided Realtime (CART) captioning
- Note Taking Assistance

Assistive Technology
- Alternative format for textbooks or course materials
- Use of a digital recorder to record lectures
- Use of a screen reader
- Use of a smart pen to record lectures and take notes
- Use of a text reader to read course materials
- Use of FM system in class
ACCESSING ACCOMMODATIONS

For students who have been approved for Note Taking Accommodations:
There are various note-taking options for students who have already been approved for this accommodation, including recording of lectures, use of a Smart-Pen or a services called Sonocent or Notability, or obtaining a notesharing from within their own class.

Students approved for recordings of lecture shall:

1. Check to see if their course is already available via podcast or other recorded format
2. Either provide their own recorder or request a recorder from ODS director
3. Read, sign, and comply with the recording agreement.
4. Return the recorder to the Office of Disability Services once enrollment at the University ends.
5. Understand that requesting a recorder after the term has commenced may result in up to two business days before a tape recorder may be available.

Students Approved for Notetaking Assistance

1. Prior to requesting note taking services, students should check with their course instructors to determine if the course lectures are available via recording or podcast. If so, student should determine how to access the recording. If note taking assistance is approved and still needed (in addition to the recorded lecture) students should proceed to number 2.

2. Request a notetaker for courses by meeting with the ODS director or sending the ODS director an email with the following information (at least 14 business days prior to the start of the term or, within a couple of days if your accommodations are granted after the beginning of the term):
   a. The full title of the course
   b. The course number and section
   c. The instructor’s first and last name
   d. The instructor’s phone number and email address
   e. Indicate in the email that you are requesting a notetaker

3. Meet with the School Coordinator as soon as possible to discuss how class notes will be obtained.

4. Contact the ODS director if the notes being provided are not adequate.

5. Report any difficulties to the ODS director as soon as possible.

6. Send an email to the ODS director if the intention is to be absent for three or more consecutive class sessions.
7. Be aware that being absent for three consecutive class periods without advance notification may result in a cancellation of notetaking services for that particular course. Also, be aware that the Office of Disability Services is not obligated to provide notes for a student who is absent from class.

8. Promptly inform the ODS director if this service is no longer required.

9. Understand that if a notetaker is requested after the term has commenced it may take up to fourteen (14) business days before a notetaker is assigned.

For students who have been approved for Alternate Exam/Test/Quiz Arrangements:

1) Any student requesting Alternate Exam/Test/Quiz arrangements as an approved accommodation should first work with their instructors or program/course/clinical directors to arrange for extended time and/or reduced distraction testing (if this is an approved accommodation).
   a) (All RBHS Schools except School of Nursing, Medical and Dental Schools) It is best that instructors proctor their own exams, but we understand this is not always possible. When possible, students must notify their professor/course/clinical directors about alternate exam arrangements a minimum of five business days (not including holidays or weekends) prior to the date of the scheduled exam. After notification, a mutually beneficial time/date/location should be set for the student to take the assessment with accommodations.
   b) (Medical Schools) Students will work with the Course/Clinical Directors, School Director and Office of Education to arrange for extended time and/or reduced distraction testing (if this is an approved accommodation)
   c) (Dental School) Students will work with the office of Academic Affairs to arrange for extended time and/or reduced distraction testing (if this is an approved accommodation)
   d) (School of Nursing, Newark, Blackwood) students must notify their instructors a minimum of five business days (not including holidays or weekends) prior to the date of the scheduled exam. Upon notification, instructors will complete the testing request form at the following link: https://rutgersnursing.wufoo.com/forms/q1mof6d00ezb21l/ After this form has been completed, the Nursing testing coordinator will work with the students and instructors to arrange for proctored testing.

2) If an RBHS school faculty member is unable to proctor the exam, the faculty member should contact their School Coordinator to make arrangements for the test/exam to be proctored as soon as exam/test/quiz dates have been identified. Students should also be mindful that five (5) business days prior to the exam/test/quiz is the latest that such requests may be submitted and honored. Business days do not include Saturdays, Sundays or Holidays. Students must submit the following information for each exam/test/quiz for which accommodations are being requested.
- The full title of the course
- The date of the exam/test/quiz
- The time the exam/test/quiz begins and ends for the entire class (the School Coordinator will calculate extended time if applicable)
- The instructor’s first and last name
- The instructor’s phone number and email address
- The first and last name of the student making the request

In addition to placing the request with the Coordinator, student should discuss with the instructor their exam/test/quiz accommodations at the beginning of the term. This conversation insures that the instructor is aware of the need for testing accommodations, and also allows the instructor to discuss ways in which they may accommodate the student. Finally, by having this discussion early in the term, the instructor may identify questions or concerns for which they need to contact the Office of Disability Services in a timely manner.

Students must know their availability and have a copy of the Letter of Accommodation with them at the time of this discussion (with the faculty member or with ODS/School Coordinator).

**For students who have been approved for Books/Text in Alternate Format**

Any student approved for Books/Texts/Course Materials in Alternate Format (ATF) must follow the instructions at https://ods.rutgers.edu/my-accommodations/alternative-materials in order to request AFT materials:

> Welcome to the Alternate Format Text (AFT) web page. AFT is the term applied to course materials such as textbooks, electronic documents, exams and other print materials which students with print disabilities need converted into accessible formats. AFT may include but are not limited to: braille, audio, large print and electronic format. In this section you will find helpful information on how to:

- Find the list of your required course materials
- Check if your course materials exist already in an accessible format
- Prepare for submitting a request with ODS
- Submit a request to ODS
- Alternative Format Text Request Form

The steps above should be completed 30 business days before the start of the term in which the books/texts are required. When this time frame is not possible, students may not have their ATF materials available by the start of the term. Requests produced after the start of the term will be processed as soon as possible, on a first-come, first-served basis. The number of pages and the number of other pending requests may impact how quickly conversions may be completed.
In the event there is no electronic version of course materials, the student must be aware that scanning textbooks into alternate format may require permanently separating the pages of the book from the binding. If the Office of Disability Services must separate the pages of a book from its binding, students may be reimbursed for the cost of the book by providing their School Coordinator the original purchase receipt.

- The following information will be needed when AFT is requested:
  - The full title of the text
  - The edition
  - The full name of the author
  - The 10 or 13 digit ISBN number

Students in need of ATF materials are responsible for their materials and for contacting instructors or departments to obtain book/text information. The Office of Disability Services understands that some instructors do not determine which texts will be used until just before the start of classes, and this may cause a delay of the student’s receipt of AFT materials. Such materials will be produced for student use as soon as possible.

For students who have been approved for Interpreting/Captioning Services

Any student approved for interpreters or captionists must make their request online at https://ods.rutgers.edu/my-accommodations/american-sign-language-asl-communication-access-realtme-translation-cart at least thirty (30) business days prior to the start of the term. Requests made after the term begins may take up to thirty (30) business days to fulfill. When completing the form, student will need to have the following information available:

- The full title of the course
- The course number and section
- The instructor’s first and last name
- The instructor’s email address and phone number
- The first and last name of the student making the request
- A statement indicating a request for interpreting and/or captioning services

Students requiring this service (interpreting or captioning) for tutorial sessions or meetings (of an academic nature or related to Student Life activities) should contact the Rutgers’ Exam/ASL & CART Administrator by phone: 848-445-4423 or by email at marie.lisa@rutgers.edu as soon as possible. Please note that last minute requests may not be filled because of the limited availability of qualified interpreters/captionists. Student should immediately inform the Rutgers’ Exam/ASL & CART Administrator if this service is no longer required. Please also note that student must immediately report to the Rutgers’ Exam/ASL & CART Administrator any difficulties experienced with the interpreting/captioning service. Finally Rutgers’ Exam/ASL & CART Administrator should be informed at least 48 hours before a planned absence from class.
GENERAL STUDENT RIGHTS AND RESPONSIBILITIES

RBHS Students with documented disabilities who have been approved for accommodations have the right to:

- Receive information in accessible formats
- Confidentiality
  - Disability-related information will not be disclosed without written permission, unless such disclosure is required by law or on a need to know basis within the university
- An equal opportunity to acquire the same information, engage in the same interactions and access the same services as students without disabilities, with substantially equivalent ease of use.
- Reasonable and appropriate accommodations and services, which are determined on an individual basis.

RBHS Students with documented disabilities who have been approved for accommodations have the responsibility to:

1. Identify themselves as a person with a disability to the Disability Services office to begin the process of requesting accommodations. See the section: Applying for Accommodations for information on how to begin the process of requesting accommodations. The university is not responsible for identifying students with disabilities or for contacting such students to begin the accommodation request process.

2. Provide appropriate documentation, which conforms to the university’s guidelines. If the ODS review committee declares the student’s documentation insufficient for any reason, the student is responsible for pursuing additional documentation required and to pay any costs thereof.

3. If accommodations are approved, make an appointment to receive their Letter of Accommodation along with instructions regarding how to distribute the Letter of Accommodation to instructors/clerkship/course directors and how to effectively utilize accommodations, once approved for accommodations.

4. Present/distribute your Letter of Accommodations to the appropriate instructors/clerkship/course director:

   4a. Dental schools and students: request that the Letter of Accommodations be sent to the appropriate party at your school (Office of Academic Affairs). The Office of Academic Affairs will distribute the information as appropriate.

   4a. All other schools and students: obtain the Letter of Accommodation and present it to their instructors during the first week of class or as soon as possible. The student should understand that it is their responsibility to discuss with the instructor the accommodations listed in the Letter of Accommodation. Instructors may contact the Office of Disability Services if they have questions or concerns that the student is unable to address.
Specific Student Responsibilities

Students who may be disabled by the learning environment are responsible to:

- Register with the RBHS Office of Disability Services
- Disclose their disability to the Office of Disability Services in a timely manner
- Provide appropriate documentation
- Follow all University policies and procedures for obtaining reasonable accommodations and services
- Meet requirements and maintain standards for all students for activities, programs, services, and courses.
GRIEVANCE PROCEDURE

Note: Rutgers University is in the process of revising their complaint resolution and grievance procedures. Information on this page is subject to change at any time. If you have questions related to a complaint or grievance related to disability, please contact the Office of Disability Services at the Rutgers University campus the student is currently enrolled or the ADA/504 Officer at bill.welsh@rutgers.edu.

Rutgers has an internal grievance procedure that works towards an equitable resolution, within a reasonable time frame. Complaints by students with disabilities allege violations of their rights under the Americans with Disabilities Act (ADA), the Americans with Disabilities Act Amendments, Section 504 of the Rehabilitation Act of 1973, and under Section 508 of the Rehabilitation Act of 1998. Students may take the following steps to file a complaint:

Level One
All requests for accommodations or disability related services should first be brought to RBHS ODS. Problems with approved accommodations or services should first be reported to RBHS ODS.
In order to initiate a Level One grievance, the student should complete a Level One grievance form.

Level Two
If the student is unable to resolve the matter with RBHS ODS, the student and RBHS ODS should forward a request to the Director of the Office of Disability Services, or designee, for an informal resolution. In the event that the student is dissatisfied with the informal resolution, they may file a Level Two grievance by filling out the Level Two grievance form.
The request for review must be filed within twenty (20) business days of the final response of RBHS ODS to the student’s request. The Director shall investigate the matter and issue a written decision within ten (10) business days after receiving the complaint. The Director and the student may mutually agree on an exact extension of time if additional information gathering is necessary.

Level Three
In the event that the student is dissatisfied with the written decision of the Director of Disability Services, they have the right to file a Level Three Grievance with the University ADA /504 Compliance Officer. In order to begin this process, the student must complete the Grievance Form.

In order to be accepted, a Level Three Grievance must ordinarily be filed within thirty (30) business days of the date of the written decision of the Director of Disability Services. The University ADA/504 Compliance Officer reserves the right to refuse to investigate Grievance Appeals filed more than thirty (30) business days after the date of the written decision of the Director of Disability Services.
Upon receipt of a Level Three Grievance, the University ADA/504 Compliance Officer or his designee shall investigate the matter. Investigation will ordinarily involve interviewing relevant individuals and reviewing reasonably available documents.

Upon completion of the investigation, the University ADA/504 Compliance Officer will issue the student a written determination which will specify findings and, if appropriate, the resolution of the matter. Such written determination shall ordinarily be issued within thirty (30) business days of the date of the request for review. Circumstances which may prolong the response of the University ADA/504 Compliance Officer include the intervention of a semester break and such other circumstances which may render unavailable persons necessary to an appropriate resolution of the complaint.

The University ADA/504 Compliance Officer shall maintain files and records relating to all Level Three Grievances. The right of the student to an equitable and timely resolution of a complaint filed hereunder shall not be impaired by the person’s pursuit of other remedies such as the filing of a complaint with the responsible federal or state department agency.
APPLYING FOR ACCOMMODATIONS ON BOARD EXAMS

As biomedical and health science students, many of you will need to take a state or national standardized exam. In order to receive accommodations for these types of exams, you will need to apply directly to the test agency. Each exam and testing agency may have different application and documentation criteria, as well as various due dates. This may also differ from the process and documentation you needed to apply for accommodations through ODS. However, this section will provide you with some general information on applying for accommodations on board exams. The actual request process and procedure for each exam will be on the board or exam administrator’s website, which you should begin researching as soon as you become aware that you need to take a board exam.

Testing agencies often do not have in-take interviews when processing accommodation requests for students. Therefore, it is highly important that you provide a written firsthand, detailed account of your disabilities and prior accommodations, including a well-documented history in your application. The burden of proving you need accommodations rests with you.

The key to receiving accommodations is to build an airtight argument that:

- You have a disability
- There is a disability-related barrier to accessing the exam
- Accommodations will level the playing field to demonstrate that your performance on the exam reflects your understanding of the material tested

Medical students should refer to USMLE Board Exams document to learn how to apply for accommodations for their specific board exams. Medical students should also refer to this document to ensure that they have the adequate timelines for the accommodation approval process to meet their program deadlines for taking the board exams.

Dental students should refer to the National Boards Dental Examinations website to learn how to apply for accommodations for their specific board examinations.

All other students should refer to their program website.
MANAGEMENT TIPS

Recommendations for Success in your program
- If you feel that you have a disability, be evaluated as soon as possible!
- If you have a disability and feel that accommodations are necessary then contact ODS and start the application process as soon as possible!
  - Accommodations cannot be applied until you are approved
  - If you are approved for accommodations, consider using them if you feel they are necessary
- Depending on your learning style, always try to attend the type of course that you learn best in whether that is the online or the “live” version
- Use study groups, but limit the number of participants to four or five
- Meet with professors regularly to review tests and class notes
- Get tutoring on a regular basis
- Attend all study sessions, lectures, and any extra help

Recommendations for success in your personal life
- Seek help from a counselor and/ or coach
- Receive regular health care
- Get as much sleep as possible
- Have a structured schedule that you stick to
  - Take study breaks
  - Schedule relaxation time
- Seek healthy stress-reducing outlets such as exercising, coloring, reading a book, meditating, or writing.

Other recommendations
- Break extended tasks into shorter segments
- Do small things (like responding to emails) as you see them, instead of adding them to a growing mental to- do list
  - “Think like a waiter” \(\rightarrow\) If a waiter sees a customer’s glass empty they refill it right away instead of waiting to do it later. This helps them get their small tasks done quickly, instead of adding it to an already long to-do list.

(Some of this information was gathered from Making the Grade with ADHD: How to Succeed in College with Attention Deficit Hyperactivity Disorder by Stephanie, Sarkis, PhD)
RBHS RESOURCES

Student Wellness Resources
- Student Wellness Program

Office Locations
Newark Campus: Behavioral Health Sciences Building
183 South Orange Avenue
Newark, NJ 07102
(973) 972-5429 (Office)
(800) 327-3678 (Emergencies or After Hours)
Counseling Office Hours:
Monday & Tuesday 9:00 am - 8:00 pm
Wednesday-Friday 9:00 am - 5:00 pm

Piscataway Campus: Counseling Office Hours:
Monday & Tuesday 9:00 am - 8:00 pm
Tuesday - Thursday 9:00 am - 8:00 pm
Counseling Office Hours:
Monday & Friday 9:00 am - 5:00 pm

Stratford/Camden Campus: Counseling Office Hours:
Monday & Wednesday 12:00 pm - 8:00 pm
Tuesday, Thursday & Friday 9:00 am - 5:00 pm

Writing Resources
- RHBS Writing Center

Computing Resources
- Academic Management Platform
- Moodle
- myRutgers
- Rutgers Biomedical and Health Sciences Information Services and Technologies
- Sakai

Financial Information
- Financial Aid Overview
- Office of Financial Aid
- Rutgers Biomedical and Health Sciences Tuition and Fees
- Rutgers Biomedical and Health Sciences Student Financial Aid

Scholarships and Fellowships
- Ernest Mario School of Pharmacy Scholarships and Fellowships
- School of Dental Medicine Scholarships and Fellowships
- School of Health Professions Scholarships and Fellowships
- School of Nursing Scholarships and Fellowships
- School of Public Health Scholarships and Fellowships
- Robert Wood Johnson Medical School Scholarships and Fellowships
Health Services
- Division of Family Medicine at Monument Square
- Health Services, Rutgers University–New Brunswick
- Health Services, Rutgers University–Newark
- Student Health Services, Rutgers Health Sciences Campus at Newark
- School of Health Professions Health Services
- Center for Student Mental Health Services

Housing
- Housing for New Brunswick/Piscataway
- Housing for Newark

Libraries
With more than two dozen library centers and reading rooms across our campuses, the Rutgers University Libraries rank among the nation’s top research library systems.
- Rutgers University Libraries
  - George F. Smith Library of the Health Sciences
  - Library of Science and Medicine
  - Robert Wood Johnson Library of the Health Sciences
  - University Libraries Special Collection: History of Medicine

Registrar
- Office of Rutgers Biomedical and Health Sciences Registrar

Research Resources
- Human Subjects Protection Program and Institutional Review Boards (IRBs)
- Universitywide Research
- Graduate Research
- Undergraduate Research
- Health Sciences Research
- Policies for Research

Student Legal Services
- Student Legal Services
RESOURCES FOR EACH RBHS SCHOOL

NEW JERSEY MEDICAL SCHOOL RESOURCES

Academic Resources
- Center for Academic Success and Engagement (CASE)
- Collaborative Approach to Learning Medicine (CALM)
- Applying for accommodations on the USMLE Board Exams

Health and Wellness Resources
- Student Health Services

ROBERT WOOD JOHNSON MEDICAL SCHOOL RESOURCES

Academic Resources
- Cognitive Skills Program
- Applying for accommodations on the USMLE Board Exams

Health and Wellness Resources
- Student Health Services
- Student Wellness Program

RUTGERS SCHOOL OF DENTAL MEDICINE

Academic Resources
- Academic Advisor Program
- Tutorial Assistance Program

Health/Wellness and Other Academic Resources
- Resources for Dental Students

SCHOOL OF GRADUATE STUDIES – NEWARK

Health and Wellness Resources
- Student Support
- Student Health Services

SCHOOL OF GRADUATE STUDIES – NEW BRUNSWICK/PISCATAWAY

Academic Resources
- Cognitive Skills Program and Peer Tutoring
Health and Wellness Resources
• Student Health Services
• Student Wellness Services

SCHOOL OF HEALTH PROFESSIONS

Academic Resources
• Tutoring
• College Survival Tips
• Writing Resources
• Writing Center

Health and Wellness Resources
• Student Health and Wellness
• Student Assistance Facilitators
• Victim Assistance Resources
• Counseling Services
• Student Wellness Articles

Additional Resources

SCHOOL OF NURSING

Academic Resources
• Office of Academic Success

Additional Wellness and Academic Resources
• Student Services

SCHOOL OF PUBLIC HEALTH

Health and Wellness Resources
• Student Assistance Program
ADDITIONAL RESOURCES

Rutgers Counseling Resources
- The Rutgers University - Newark Counseling center
- Counseling, ADAP & Psychiatric Services (CAPS)
- Rutgers University Behavioral Health Care
- Rutgers Anxiety Disorders Clinic

New Jersey Disability Support Organizations
- The Arc of New Jersey
- Advocates for Children of New Jersey
- Cerebral Palsy of New Jersey
- Easter Seals New Jersey
- Epilepsy Foundation of New Jersey
- Family Support Center of New Jersey
- Learning Disabilities Association of New Jersey
- Legal Services of New Jersey
- Mental Health Association in New Jersey
- National Alliance for the Mentally Ill - New Jersey
- New Jersey Association of Mental Health and Addiction Agencies
- New Jersey Council of Developmental Disabilities
- New Jersey Self-Help Clearinghouse
- New Jersey Work Incentive Network Support
- Spina Bifida Association of the Tri-State Region
- Statewide Parent Advocacy Network

Other Resources
- NJ211
- Exceptional Nurse