GRIEVANCE PROCEDURE
This grievance process is established in compliance with the mandates of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, to “provide for prompt and equitable resolution of complaints alleging any action that would be prohibited.” If a student disagrees with a recommended accommodation, or has been denied accommodations, the student may file a complaint through the Disability Resources (DR) Complaint Process. Additionally, faculty or staff disagreeing with an accommodation recommended for a student may also utilize the Disability Resources Complaint Process. A faculty or staff-initiated complaint cannot delay the implementation of an accommodation which Disability Resources believes to be in compliance with ADA.

The University at Albany does not discriminate on the base of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity, in its programs and activities.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
At any time a student has the right to submit a complaint to the U.S. Department of Education, Office for Civil Rights or the New York State Division of Human Rights.

United States Department of Education Office for Civil Rights
http://www2.ed.gov/about/offices/list/ocr

New York State Division of Human Rights
http://www.dhr.state.ny.us

Contact Information:
Disability Resource Center
1400 Washington Avenue
Albany, NY 12222
Phone: 518-442-5490
Fax: 518-442-5400
Email: drc@albany.edu
www.albany.edu/disability
The Disability Resource Center (DRC) provides support for students with physical, sensory, psychiatric, and learning disabilities as well as chronic medical conditions.

**OUR MISSION**
The Disability Resource Center supports students by ensuring a fully accessible living and learning environment for the University’s programs, services and activities in order to prepare them for a successful future in a diverse and global society.

**OUR STUDENTS**
Currently, approximately 600 students with a wide variety of disabilities are registered with the DRC. The ADA defines disability as an impairment that substantially limits one or more major life functions. Aside from those with mobility, sensory, medical, and learning impairments, the ADA also includes those with psychiatric disabilities and those in recovery from alcoholism or chemical dependency.

One-third of the students registered with the DRC are graduate students and the average age of our students is 27 years old. Approximately 90% of registered students are full-time and matriculated at the University. One half of our students have transferred to our campus from another. The DRC also assists students with temporary disabilities.

**OUR SERVICES**
The Disability Resource Center offers a host of individualized services including but not limited to:

- Pre-admissions individual information meeting
- Campus accessibility tour
- Recruitment/referrals of aides, note-takers, interpreters
- Assistive technology consultation
- Technical assistance/consultation to faculty and staff on disability-related issues and reasonable accommodations
- Scholarship and award information
- Campus and community agency advocacy
- Liaisons with local, state, and federal agencies
- Housing accommodation recommendations
- Test-taking accommodations
- Workshops and training on disability and related issues
- Collaboration and Advisement and Registration
- Referrals to Counseling and Health Center’s
- Liaison with Career Services
- Advocacy skills development
- Study skills and time management appointments

**TESTING**

The Americans with Disabilities Act (ADA) extended the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973. The effect of this federal legislation provides reasonable accommodations in policies, practices and procedures necessary to avoid discrimination on the basis of disability. To comply with the mandate of Section 504, the Disability Resource Center (DRC) provides alternative testing arrangements to students whose disability may impair their ability to take examinations in traditional settings. The needs for each student vary depending on the student’s current, professional documentation.

**A WORD ABOUT DOCUMENTATION**
Detailed documentation must be obtained from a certified professional. The documentation must demonstrate how the disability affects an individual’s ability to function as a college student. Neither Individual Education Plans (IEP) nor 504 Plans are considered sufficient documentation by themselves. They should be accompanied by neuropsychological assessments, triennial evaluations, or medical documentation.

**THE REVIEW PROCESS**
Students making reasonable accommodation requests should follow these three steps:

- Students who seek "reasonable accommodations" under the ADA or Section 504 are responsible for notifying the University of their disability. At the University at Albany, this is done by voluntarily self-identifying to the DRC.
- The person with the disability must make a request for a reasonable accommodation. This can be done by meeting with a professional staff member in the DRC. Alternative accommodations may be recommended which may be more appropriate than those requested by the student.
- Documentation of the disability and supporting the accommodation request must be provided to the DRC. The documentation must be current.

**WHAT IS A "REASONABLE ACCOMMODATION" AND WHO DETERMINES WHAT IS "REASONABLE?"**
The language used in the ADA focuses on the accommodation being reasonable as long as it does not pose an "undue hardship" when compared to the entity’s total operating budget, size of faculty, number of employee’s etc. Court decisions and agency rulings have held that requests of students need not be provided and are not reasonable under the following circumstances:

- The student is not qualified when compared to other applicants/ participants in the program.
- The accommodation would result in a fundamental alteration of the program or a dilution of standards.
- The institution is being asked to address a personal need (like attendant care).
- The accommodation would impose an undue financial or administrative burden on the organization when compared with its total operating budget.
- The accommodation poses a direct threat to the health or safety of others.