Slide 1: Disability Support Services: What Students Need to Know (text version of PowerPoint of same title)

Nancy Callahan
ADA Coordinator/ Disability Support Services
Jamestown Community College

Slide 2: Disability Support Services- Meet the Staff
Picture of Coordinator Nancy Callahan
Regular office hours at each campus
  • 1 day/ wk in Olean
  • Every 3 weeks in Dunkirk

Slide 3: Picture of Andrea Hatfield,
Assistive Tech/ Tech Conversion Assistant
Andrea is based in Jamestown, in Main Street, and doubles as a receptionist there.

Slide 4: Tech Support at Olean Campus
Chriss Bouch, Technical Assistant
  • Assistive Tech Training
  • Alternate Media Assistance
  • Accommodated test administration
Find Chriss in the LACC (Learning Assistance and Computer Center- TECH)

Slide 5: New: Student Support Services at NCEC!
Picture of Jennifer Coe, Coordinator
  • Accommodated Test Administration
  • Assistive Tech Training
  • Basic skills tutoring and study skills support
Find Jen in the Library and Room 209. Hours as posted.

Slide 6: The Legal Background: Equal Access
  • Section 504 of the Rehab Act of 1973
  • Americans with Disabilities Act (and Amendment)
  • Both proclaim that qualified students with disabilities have the right to reasonable modifications in all campus programs and services

Slide 7: Special Ed laws, like the IDEA (Individuals with Disabilities Education Act) are designed to ensure student success, along with broadly defined ways and means for doing so.
Slide 8: The ADA and 504 are about civil rights, as opposed to the special education laws in high school.

Slide 9: Different Legal Aims
High School: Special Ed
- Seeks to guarantee success;
- Ends with graduation

College: Civil Rights Law
- ADA/ 504 emphasis is on access;
- Students are entitled to reasonable accommodations to “level the playing field”;
- Students must meet the same academic standards as their classmates.

Slide 10: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These acts proclaim that qualified students with disabilities are allowed full participation in the same programs and activities available to non-disabled students. It is the college’s responsibility to provide reasonable accommodations for this to happen.

Slide 11: A Qualified Person With A Disability is One Who...
- Meets the academic and technical criteria for admission to a program with, or without, reasonable accommodation;
- Identifies him or herself to the institution as a student with a disability in need of accommodation;
- Provides documentation verifying the disability and that supports the need for specific accommodation.

Slide 12: A “Reasonable Accommodation” Is...
- A way of working around a functional limitation that allows you to meet the same academic standards as your classmates;
- Reasonable accommodations “level the playing field”;
- E.g. a dyslexic student may request and receive his textbook in audio format.

Slide 13: What is “reasonable” is determined between the DSSO and you, based on:
- What you request;
- Documentation you provide that verifies need;
- Whether the accommodation is appropriate for course/ classroom;
- Note: the college is not obligated to provide accommodations that would fundamentally alter the curriculum.

Slide 14: Students with Disabilities Have the RIGHT To:
- Full and equal access to and the opportunity to participate in all programs, services, and activities at the college;
- Be evaluated based on ability, not disability;
- Reasonable accommodations and academic adjustments

Slide 15: Further Rights...
- Appropriate auxiliary aids and services determined on a case-by-case basis;
- Privacy and to have confidential information released only with consent;
- Information and course materials readily available in accessible formats.

Slide 16: Students With Disabilities Have the RESPONSIBILITY To:
- Meet college, course, and program qualifications and maintain essential institutional standards for academic standing, courses, programs, services, employment, and activities;
- Identify their disability, in a timely manner, to the coordinator of disability support services, when an accommodation is desired and to seek information, counsel, and assistance, as needed;

Slide 17: Further Responsibilities...
- Provide, in a timely manner, current, relevant, appropriate documentation from a qualified professional;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/ or auxiliary aids and services;
- Abide by the Student Code of Conduct in the same manner as all students.

Slide 18: Typical Services
- Alternate testing formats, time limits and locations;
- Note-takers and scribes
- Sign-language interpreters
- Textbooks and classroom media in alternate format
- Assistive technology, software and equipment
- Academic advisement, assistance, and advocacy.

Slide 19: Six Steps to Accessing Services
1. Introduce yourself to the DSSO and arrange to meet with the coordinator.
2. Be prepared to discuss your needs and request accommodations for specific classes for which you are registered.
3. Provide documentation that verifies functional limitations and supports your accommodation requests (see the DSSO webpage for documentation guidelines).

Slide 20: And...
4. Once reasonable accommodations have been agreed upon, a letter will be sent to you and to your instructors authorizing your accommodations.

5. You will need to meet with each of your instructors to arrange the logistics of your accommodations (e.g. time and location for tests, identifying classroom assistants, etc.).

6. Keep the coordinator apprised of any needed modifications to your requests.

Slide 21: Your accommodations are:
- Arranged on an individualized case-by-case, course-by-course basis.

You need to meet with the coordinator after you have registered each semester in order to arrange the upcoming semester’s accommodations.

Slide 22: Usual Testing Logistics
Where:
- Main Street (Jamestown), the LACC (Olean) and the SSC (Dunkirk) have testing facilities and staff available during posted hours.
- At branch sites and/or off-hours, your instructor will work with the office staff to find an open room for you to take your test.

When:
- Normally students should take their tests at the same time as the rest of the class (to allay concerns about test security).
- Sometimes a student may need to take his/her test at a different time to accommodate the need for extended time or use of assistive technology.

Slide 23: Assistive Tech
- Sometimes a student’s accommodations will include use of specialized hardware, software or services.
- Staff at each site (Andrea, Jennifer and Chriss) can train students in the use of assistive tech.
- Andrea can assist with converting tests into accessible format.
- Andrea and Chriss can help you procure textbooks in alternate media.

Slide 24: Where and What Is This Assistive Tech?
Picture of student and Andrea at an assistive tech workstation.
At each campus’ learning center is market-leading software—
- Kurzweil reading and writing software (for visually-impaired and LD)
- Dragon Naturally Speaking dictation software (for physically-impaired and/or LD)
- Zoomtext with Voice enlargement software (for visually-impaired)

Slide 25: Other Assistive Tech Available for Loan
- Digital recorders and tape players
- E-players for audio texts
- Mp3 players
- Personal FM systems (for hearing-impaired students in lecture courses)
- Talking and large-display calculators

Slide 26: More Rights and Responsibilities Information Available at
www.sunyjcc.edu/disabilitysupport:
- JCC’s Policy Statement for Students with Disabilities
- And, the Special Modifications Procedure
- The Office of Civil Rights downloadable brochure: “Students with Disabilities...Know Your Rights”
  http://www.ed.gov/about/offices/list/ocr/transition.html

Slide 27: Important Qualifiers
Under the Americans with Disabilities Act and Section 504 of the Rehab Act:
- **Direct Threat**: an institution can refuse to make accommodations for, or allow the participation of, a person with a disability if doing so would pose a direct threat to the health or safety of others.
- Auxiliary aids and services must be provided unless doing so would result in a **fundamental alteration** of the program or would result in an **undue financial or administrative burden**.

Slide 28: Fundamental Alteration
- Colleges are not required to make accommodations that would represent critical changes to programs or curriculum.
- For example- a learning disabled writer requesting a waiver of a core writing course required of all graduates would represent a fundamental alteration.

Slide 29: Undue Burden
Issues considered in determining undue burden:
- -nature and cost of action,
- -overall financial resources of the institution,
- -legitimate safety requirements.

If granting an accommodation would result in an undue burden, institutions may deny the request but must explore the use of alternate accommodations.

Slide 30: Recourse
There are formal grievance procedures at the college should you feel you have experienced discrimination on the basis of your disability. These procedures are

Slide 31: Some Practical Matters
- Evacuation
- Elevators
- Voter Registration

Slide 32: Evacuation Procedures for Mobility-Impaired Individuals
- For all emergencies *except fire or earthquake* use the elevator
- If you are unsure what kind of emergency exists, use the Stairs or Area of Rescue Assistance
- Areas of Rescue Assistance are
  - Labeled
  - Located in the stairwells of upper floors
  - Equipped with emergency phones

Slide 33: “The Elevator is Out of Service”
If you are mobility-impaired and the elevator is out of service....
- Your upper-story classes may have to be temporarily moved to an accessible location.
- We will work with division assistants and/or Buildings & Grounds, or DSSO to find an accessible place

Slide 34: Voter Registration
The Disability Support Services Office is a National Voter Registration Act (NVRA) voter registration site and can assist.
- Please stop by or call for a registration form and/or assistance with filing.
- More info at: www.elections.state.ny.us/NVRA.html

Slide 35: That’s It- Thanks!
To contact us:
- Nancy Callahan, 716.338.1251 or 716.376.7544, nancycallahan@mail.sunyjcc.edu
- Andrea Hatfield, 716.338.1017, andreahatfield@mail.sunyjcc.edu

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