

WCC DSO Information Session

Hosted by the Disability Services Office (DSO)

Professor Maisa Andraws, Counselor for Students with Visual and Physical disabilities

Professor Renee Balotti, Counselor/Coordinator of Accommodations for Students with Disabilities

Professor Theresa Revans-McMenimon- Counselor for Students on the Autism Spectrum

Disability Services Office (DSO)

The mission of The Disability Services Office at Westchester Community College is to provide all students with a documented disability a supportive and accessible environment to ensure the opportunity for these students to maximize their potential to learn, develop confidence, and become independent.

Westchester Community College adheres to the guidelines of the Americans with Disabilities Act (ADA).

Disability Services Office (DSO)

- ▶ The Disability Services Office (DSO) offers reasonable accommodations to students with a documented disability who are registered for classes at WCC and have approved disability documentation on file with the Disability Services Office.
- ▶ During the 2020-2021 academic year, over 1,500 Students with Disabilities at WCC were registered with the DSO

Learning Disabilities

ADD/ADHD

Emotional Disabilities

Physical

Temporary Disabilities

Autism Spectrum

Visual

Hearing

Traumatic Brain Injuries


Other Health Impairments

Accommodation Procedures


Students with a documented disability, in need of accommodations, are responsible for disclosing this to the Disability Services Office (DSO) and providing disability documentation via Accommodate.

To do this, please complete the [DSO Intake Form](#) through Accommodate and upload your disability documentation.

► **Note: *If you have not yet applied to Westchester Community College, please do so before filling out the DSO Intake Form on Accommodate.***



Students New to the Disability Services Office



1. Sign onto Accommodate using the link below
2. Complete intake form
3. Upload documentation (504 plan, IEP, Triennial Evaluation or a note from a provider)
4. Check your WCC email for the next steps

https://sunywcc-accommodate.symlicity.com/public_accommodation/

For assistance with the Student Intake Form, please contact Disability.Services@sunywcc.edu.

For further information about the Disability Services Office please visit our webpage on the SUNYWCC website.

Acceptable Documentation at Westchester Community College

IEP including last Triennial Evaluation

or

504 Plan

or

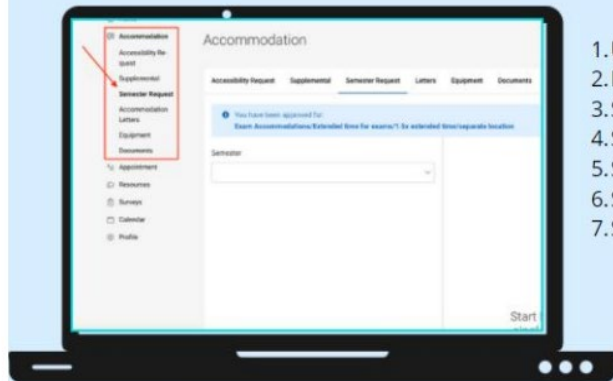
Letter from a healthcare professional. Letter should:

- Be on official letterhead
- Signed by the treating doctor (cannot be electronically signed)
- Include the current diagnosis
- Include the dates of treatment
- Provide recommendations for appropriate accommodations

***Please do not submit disability documentation to the Admissions Office**



Existing DSO students can now go online to sign up for academic accommodations by using **Accommodate**—the new DSO student portal



Semester Requests

1. Use the link below to access Accommodate
2. Log in using MyWCC username & password
3. Select Accommodation
4. Select Semester Request
5. Select add new
6. Select the semester
7. Select review to select

<https://sunywcc-accommodate.symplicity.com>

Please note: if you add a new class after submitting a Semester Request, you will need to submit a new request in order for letters to be sent to your new faculty.

disability.services@sunywcc.edu - (914)606-6287

Semester Request

To receive accommodations, students must sign up for accommodations **EACH SEMESTER** via **Accommodate**. It is recommended to sign up **at the beginning of each semester**.

Accommodations **do not** carry over from one semester to the next and are **not** retroactive.

Accommodations become effective when faculty member receives notification from the DSO of a students' approved accommodations.



TESTING WITH THE DSO

Test Request

1. Use the link below to access Accommodate
 2. Log in using MyWCC username & password
 3. Select Testing Room from the left
 4. Select New Booking Request
 5. Select Course from the course dropdown
 6. Select the date range, time range, and building (Library)
 7. Select your approved accommodations by clicking "add"
 8. Specify the day of the week you need to take the exam and select the check availability button
 9. The page will reload, and you can then select the appropriate time slot from the list on the right.
- NOTE: If you are completing within three days of the test date, you will not be shown test times.

<https://sunywcc-accommodate.symplicity.com>

disability.services@sunywcc.edu - (914)606-6287

Scheduling an Exam with the DSO

The DSO encourages students to have an ongoing dialogue with their professors regarding their accommodations. If the professor is unable to provide the accommodations, the student should schedule to take the test with the DSO.

All testing requests and approvals are required to be made via Accommodate at least **THREE DAYS** prior to the exam date.

Frequently Requested Accommodations

- ▶ Extended time of 1.5 on class quizzes, tests, midterms and final exams
- ▶ Distraction reduced setting*.
The decision for venue (classroom, faculty office, DSO) should be made between the professor and the student

*A distraction reduced location and extended time are the minimum accommodations. These must be met in accordance with ADA requirements. Therefore, students who agree to test in a location other than DSO, must be provided with a distraction reduced location for the entire length of the exam, not only for the extra extended time period.

High School vs. College

General Differences Between High School & College

High School	College
Class schedules are arranged by school personnel	Students arrange their own schedules
General education classes dictated by the state and/or district requirements	Classes are based on a field or program of study; requirements may vary
Class attendance is usually mandatory and monitored carefully	Attendance policies are set by individual instructor and vary
Textbooks are typically provided at little or no expense	Textbooks can be expensive (an anticipated range for a full-time student is \$200.00-\$400.00 per semester)
Instructors and school personnel closely watch out for the students; guiding and correcting them if necessary	Students are expected to take responsibility for what they do and don't do, as well as for the consequences of their decisions

High School vs. College

Applicable Laws

High School	College
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

High School	College
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability. <i>There are no IEPs or 504 Plans at the college level.</i>
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

High School vs. College

Self-Advocacy

High School	College
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

High School	College
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

High School vs. College

Instruction

High School	College
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly

High School vs. College

High School Teacher vs. College Instructors

High School ✂	College
Grade and check completed homework	Assume homework is completed and students are able to perform on a test
May remind students of incomplete assignments	May not remind student of incomplete assignments as it the responsibility of the student to check with instructor to see if requirements are being met
May know students' needs and approach students when they need assistance	Are usually open and helpful, but expect students to initiate contact when assistance is needed
May be available before, during or after class	May require students to attend scheduled office hours
Often provide student with information missed during absence	Expect students to get information from classmates when they miss a class
Present material to help students understand what is in the textbook	Instructors may not follow the textbook and lectures enhance the topic area
Often write information on the board or overhead to be copied for notes	The Instructor may lecture nonstop; when the instructor writes on the board that is to enhance the lecture, not summarize it
Teach knowledge and facts, leading student through the thinking process	Expect students to think independently and connect seemingly unrelated information
Often take time to remind students of assignment and test dates	

High School vs. College

Grades and Tests

High School	College
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

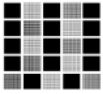
High School	College
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Your time and assignments are structured by others	You manage your own time and complete assignments independently
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class

Confidentiality and FERPA

- ▶ Disability documentation is maintained electronically by the Disability Services Office (DSO) using Accommodate. As per FERPA guidelines, further disclosure cannot occur without the written consent of the student.

FERPA

- ▶ The Family Educational Rights and Privacy Act (FERPA) is a U.S. Federal law that protects the privacy of student education records (www.ed.gov/ferpa).
- ▶ FERPA protects the education records of students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency.
- ▶ FERPA does not require offices to provide updates regarding a student's progress to unauthorized persons.
- ▶ Students must *submit to the Registrar's Office* a *signed* and *notarized* FERPA form which indicates the specific individuals permitted to inquire about their educational records.
- ▶ More information on FERPA can be found on WCC's website.



Westchester
Community College
State University of New York

Family Educational Rights and Privacy Act Release of Information Form


I, _____, (SID) _____, hereby authorize the below named person(s) to have access to my records or information about me from the following offices or college personnel (please put a check next to those that you want to apply to you):

_____ 1. Financial Assistance	_____ 6. Academic Counseling
_____ 2. Bursar	_____ 7. Academic Support Center
_____ 3. Admissions	_____ 8. Testing Center
_____ 4. Registrar	_____ 9. Instructors
_____ 5. Student Life including Conduct Records	

Full Name of person(s) to have access	Relationship to Student
1. _____	_____
2. _____	_____
3. _____	_____

Request for information by the above named individuals must be made in writing along with a picture ID. This authorization waives any privacy protections under FERPA and is effective for one year from the date this form is received. You must submit a new one every year.

Please specify reason for release of records in space provided below.

_____ Print Student Name	
_____ Student Signature	
_____ Date	_____ Notarize

75 Grasslands Road • Valhalla, New York 10595
Westchester Community College is sponsored by the County of Westchester; affiliated with the State University of New York

Counselor for Students on the Autism Spectrum

Professor Theresa Revans-McMenimon, M.S., LMHC, LMFT

- ▶ In the past several years, WCC has had approximately 110-120 students with ASD enrolled. Assistance is provided with academic advisement and counseling.
- ▶ In addition to academic accommodations, students with ASD are provided the following services:
- ▶ The DSO offers Summer Bridge Programs that will help prepare students entering college.
- ▶ Social skills groups are offered weekly during the semester for students. Topics are chosen by students.
- ▶ Moving Towards Independence Workshops/Viking-ology are offered twice a month and open to all students receiving accommodations. Topics include communication skills, self-advocacy, and decision making.
- ▶ Students are encouraged to attend clubs/events on campus.

Counselor for Students with Visual and Physical Disabilities

Professor Maisa Andraws

- ▶ Besides frequently requested accommodations, additional accommodations, supported by documentation may include, but are not limited to:
- ▶ Audio recording class
- ▶ Enlarged print on all classwork, handouts and tests (if provided electronically, the DSO can enlarge).
- ▶ Preferential seating at the front of class
- ▶ Copy of Notes
- ▶ Use of a laptop in class for notes or assistive technology
- ▶ Assistive Technology/Communication Devices/Scribes
- ▶ ADA accessible desks/chairs in classrooms
- ▶ For additional support please speak with your NYSCB and ACCES-VR Counselor

Counselor for Hard of Hearing and Deaf Students

Professor Angeliki Parashis

- ▶ Students with a hearing loss should contact Professor Parashis to schedule a meeting to discuss academic and accommodation needs.
- ▶ Sign Language Interpreter requests need to be made as soon as possible, so be sure to register for classes early so that she can secure interpreters availability.

DSO Academic Coach

- Throughout the semester, the Coach sends out e-mails with advice about executive functioning skills (Note taking, time management, organization, career exploration, skillset identification, and much more!).
- Campus referrals to Personal Counseling, Career and Transfer Center, Academic Counseling, Academic Support Services, and other support services on campus.

MAJOR CHECK

DO YOU KNOW

Check Degree Work

Don't know how to
second floor of the

The Disability
Services Office

DISABILITY SERVICES OFFICE

SELF-EFFICACY

WHAT IS SELF-EFFICACY?

It is how well
do their work
manner.

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regulation), and f

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Library, G-51
email: disability.s



FILL OUT YELLOW SHEET

*THIS NEEDS TO BE DONE AT THE BEGINNING OF EVERY SEMESTER!



PICK UP



GIVE C

**IF PROFESSORS DON'T GET C



GET B

***PICK UP A

ARE YOU STILL UNSURE
ABOUT YOUR CAREER GOALS?

EXPLORE YOUR OPTIONS!

Check out the Career Coach Website
provided by Career Services on
Campus.

TAKE A JOB ASSESSMENT \ BROWSE CAREERS OPTIONS
\ BROWSE PROGRAM AREAS OFFERED AT WCC

Career Coach Website:
<https://www.sunywcc.edu/student-services/ctservice/career/careercoach/>

Disability Services Office | Library, G-51 | disability.services@sunywcc.edu

Be Proactive Instead of Reactive

Don't worry. You Can Do It!

Proactive – caus
Reactive – respondi

10 Tips for Doing Better in Class

1. Do your assigned reading "homework" and take notes while reading.
Benefit = Now you will know the content to be discussed and you can participate in class. You will also understand your reading better and may do better on tests.
2. Use different notebooks for each course.
Benefit = Class notes are easier to find when you have separate notebooks and as a result studying will become less stressful.
3. Write the date and topic at the top of your first note page.
Benefit = Writing the date and topic at the top of the pages is helpful when you're looking through your notes for specific information. For example, it helps to find notes for studying and also to reference the subject you're discussing in class.
4. Avoid distractions. Turn off all electronics.
Benefit = It is easier to focus and understand information when you have less distraction. Use a dictionary book to define any words you don't know.
5. Write in "shorthand" and refer to it.
Benefit = Writing in "shorthand" makes notes easier to understand. Sometimes remembering bigger ideas.
6. Write questions down as you read.
Benefit = Sometimes we get distracted and we are able to focus better on new information when we ask questions to clarify.
7. Use your notes to follow along in class.
Benefit = Notes from reading show you what you learned from your reading report.
8. Write down any new information.
Benefit = Having separate colors for each class helps you understand the information better.

NEED HELP STUDYING?

ASK TUTOR

MAKE SURE TO VISIT
THE ACADEMIC
SUPPORT CENTER
FOR HELP WITH
STUDYING FOR V
EXAMS!



Disability
services@sunywcc.edu



SPRING REGISTRATION

Don't forget to stop by
the Student Center to
speak with your
Academic Counselor
for Spring Course
Registration!

DISABILITY SERVICES OFFICE
LIBRARY G-51 | DISABILITY.SERVICES@SUNYWCC.EDU

TIPS TO REDUCE TESTING ANXIETY

- Prepare for the Exam
- Assess why you're stressed
- Find strategies for
- Manage your time

Keyword: Reciprocity - to give

In other words - the more w
successful you will be

See the attached Power Point
testing anxiety!

Disability Services Office
Library G-51
disability.services@sunywcc.edu

FYI

REMINDER

If you need to withdraw from a
class, the deadline is next week!

Please schedule a
adviser to review y
considering withdr
also need to speak
withdrawing from
student and financ

If you aren't
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classes, disr
message.

NOTE TAKING TIPS

What
Visual? Auditory

Take notes
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or by hands
relevant readi

And, always

Keep in mind
understand

ARE YOU CAREER READY?

CAREER SERVICES LAB FOR STUDENTS WITH DISABILITIES

SPEAKER:
GELAINE WILLIAMS, COUNSELOR
COORDINATOR, CAREER SERVICES, STC

LEARN ABOUT:
RESUMES
COVER LETTERS
INTERVIEWING

Tuesday, March 24, 2020
1:30 - 3:30 PM
LIB G-13

This is your opportunity to get ready for the upcoming Job Fair
on April 1. Prepare your resume, cover letter and practice your
interview skills.

Hosted by the Disability Services Office. For more information
contact Rose Marash
rose.marash@sunywcc.edu

DSO Staff

DSO Staff Email Addresses		
Professor Renee Balotti	Coordinator of Accommodations for Students with Disabilities	RSB2@sunywcc.edu
Professor Maisa Andraws	Counselor for Students with Visual and Physical Disabilities	MKA2@sunywcc.edu
Professor Theresa Revans-McMenimon	Counselor/Coordinator for Students on the Autism Spectrum	TR14@sunywcc.edu
Professor Marcia Kalkut	Counselor for Students with Disabilities - Documentation Evaluator	MK31@sunywcc.edu
Professor Angeliki Parashis	Counselor for Hard of Hearing and Deaf Students – ASL Interpreter Coordinator	AP16@sunywcc.edu
Meagan Weston	Academic Coach	MM43@sunywcc.edu

Upcoming DSO Event

DSO New Student and Family Orientation

Date: July 27, 2022

Time: 11:00am-12:30pm

- Please check our webpage for registration information in the coming weeks.
- *Please note: Attendance at this orientation is strongly advised but not mandatory. All students are required to attend New Student Orientation provided by the Student Involvement Office.

DSO Info:

If you have any questions or would like to schedule an appointment, please e-mail our office:



Disability.services@sunywcc.edu

Additional Resources

Admissions process and high school transcripts-

Email: Admissions@sunywcc.edu

For questions regarding financial aid-

Email: Finaid@sunywcc.edu

To submit your health records to:

Email: Health.Office@sunywcc.edu

For questions for Testing & Assessment Center

Email: Testingcenter@sunywcc.edu