



Westchester
Community College

State University of New York

Policies and Procedures for Students with Disabilities
Disabilities Services Office (DSO)
Updated 5/1/2019

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Westchester Community College Mission Statement

Westchester Community College provides accessible, high quality and affordable education to meet the needs of our diverse community. We are committed to student success, academic excellence, workforce development, economic development and lifelong learning.

Disabilities Services Office Mission Statement

Services for Students with Disabilities parallels the mission of Westchester Community College: to be accessible, community centered, comprehensive, adaptable and dedicated to lifelong learning and student success. Full participation for students with disabilities is encouraged.

Student Code of Conduct Mission Statement

The mission of Westchester Community College's Student Code of Conduct is to create an effective living and learning environment by enforcing policies, providing a disciplinary process, and providing sanctions that foster ethical development, personal accountability and civility toward others.

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INTRODUCTION

The purpose of the Policies and Procedures Handbook is to provide Westchester Community College students, faculty, and administrators with a guide to help them determine the proper procedures and accommodations to assist students with disabilities to reach their full potential.

DOCUMENTATION OF DISABILITIES

To ensure the provision of “reasonable and appropriate services,” students must provide **current and comprehensive documentation of their disability with a diagnosis, functional limitations, impact on learning, and daily academic functioning**. Generally, documentation must be no more than three years old. The records are kept for up to 7 years in the DSO, and are strictly confidential and are not part of the academic record.

All students seeking "reasonable accommodations" from DSO must self-disclose the presence of a specific disability. Students with psychological/psychiatric disabilities need to provide a signed doctor’s note on letterhead with a current diagnosis, dates of treatment, and recommended accommodations for schooling.

No accommodations can be provided until documentation is received. Students should meet with DSO and provide a complete documentation package as soon as possible after admission to the college, and well before orientation and classes begin.

Guidelines for documentation

Specific learning disabilities

To receive accommodations for specific Learning Disability, the disability must "substantially limit" your ability to learn. Documentation must therefore support this criteria, as well as any request for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with specific learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must include a comprehensive psycho-educational evaluation and must address all of the following:
 - Intelligence:** assessment must be standardized, age-appropriate, and comprehensive.
 - Achievement:** assessment must be standardized, age appropriate measure of current levels of functioning in reading, math, and written language.
 - Information processing:** specific areas of information processing must be assessed and should be addressed in a written interpretative summary.
2. Testing should be current, conducted during the past three years or after age 18, to assess the

current impact of the student's disability on academic performance.

3. Clear and specific evidence of a learning disability must be presented.
4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores are not sufficient.
5. A professional, qualified to conduct assessments and render a diagnosis of learning disability, must perform testing. Names and credentials, including licensing, certification, and their areas of specialization must be clearly indicated on the report. All reports must be typed and dated.
6. Testing must include information about the functional limitations of the student and how the student's disability will affect his or her current participation in courses, programs, and services.
7. Recommendations for accommodations must be based on objective evidence of a substantial limitation to learning and be supported by test results and clinical observations

Individual education programs (IEPs) must be provided with a Triennial Evaluation, also known as a Psychoeducational Evaluation.

Attention-Deficit/Hyperactivity Disorder

Students requesting accommodations on the basis of attention-deficit/hyperactivity disorder must provide documentation by an appropriate licensed professional. The documentation must include:

1. Evidence of an early impairment. The condition must have been exhibited in childhood in more than one setting.
2. Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current compulsive/hyperactive or inattentive behaviors.
3. Neuropsychological or psycho-educational assessments needed to determine the current impact of the disorder on the individual's ability to function in an academic setting.
4. A specific psychological diagnosis as per the Diagnostic and Statistical Manual-V (DSM-V). Symptoms of hyperactivity/impulsivity, which were present in childhood, and the current symptoms, which at persisted to a degree, that is maladaptive and inconsistent with developmental level and which impairs functioning in at least two or more settings.
5. A clinical summary which: a) indicates the substantial limitations to major life activities posed by the disability, and/ or b) describes in detail the extent to which these limitations would impact the academic context for which accommodations are being requested.
6. Evidence that symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g. Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
7. Documentation should be within three years old.

Psychiatric Disabilities/Psychological Disorders

A specific psychiatric/psychological disability must currently substantially limit some major life activity, including learning to support eligibility under Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must therefore support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with psychiatric/psychological disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Psychiatric Disability/Psychological Disorder documentation must include all of the following elements:

1. **Currency of documentation:** Documentation must be current, reflecting evaluation provided within the past year.
2. **A qualified individual must provide evaluation:** The assessment must be provided by a licensed professional qualified to make the evaluations, such as a psychologist or psychiatrist. An assessment from a general practitioner typically does not suffice.
3. **Documentation should be comprehensive and must include the following:**
 - Specific diagnosis:** This should not merely refer to symptoms and should correspond to specific DSM-V category, or ICDID code.
 - Impact on academic functioning:** Documentation should specify how an individual's psychological disorder impacts upon his or her performance in the academic context.
 - Recommendations for academic accommodations:** Documentation should recommend reasonable academic adjustments that would grant students with psychiatric disabilities equal access to programs and curricula.

**Please note: The College and the DSO reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.*

Physical Disabilities

In order to accurately determine the appropriate accommodations, the documentation should be current and reflective of the student's current functioning capabilities. In all cases, the documentation should be appropriate to the anticipated setting.

Current documentation should include, but not be limited to the following:

1. **Name, title and professional credentials of the evaluator:** The evaluator should have training and expertise with the particular medical condition identified. The area of specialization as well as the state in which the individual practices must be included. All reports are requested to be signed and dated.
2. **Diagnosis/assessment:** A current medical diagnosis including appropriate medical reports, relevant medical history, and clinical summary should be provided. These assessments should validate the need for services based on the impact of the student's disability and the level of functioning in an academic setting.
3. **Evaluation of the impact:** Documentation should indicate a substantial limitation and should include any prior history of accommodations needed.
4. **Recommendations:** Documentation should indicate reasonable accommodations specific to the diagnosed disability with an explanation as to why each accommodation is recommended.

Temporary Medical Condition

Some disabling conditions are temporary but may require accommodations for a limited time. Students recovering from surgery, injury, or severe illness often are not aware of accommodations that may be reasonable for a limited time period. Students are encouraged to contact the DSO to prevent students from prematurely or unnecessarily dropping out of school. Documentation is also required for temporary disabilities. Reasonable accommodations are determined based on the nature of the medical condition.

Hearing Impairments

Acceptable documentation will be an audiogram including air/bone pure tone thresholds, speech thresholds, speech discrimination scores, and hearing aide testing by a licensed audiologist or medical doctor.

Deaf: Unable to discern spoken communication by sound alone, a hearing loss that prevents one from totally receiving sounds through the ear, whether permanent or fluctuating. Students will be asked to demonstrate with documentation that personal assistive listening systems are not adequate to provide full were equal participation in the classroom environment or activity.

Hard of Hearing: partial hearing loss, may be conductive, sensorineural or both

Guidelines for Visual Disabilities

Blind: visual acuity of 20/200 or worse in the better or stronger eye with the best correction, totally blind

Low vision: visual acuity of 20/70 or worse in the better eye with best correction, a total field loss of 140 degrees or more in the field of vision, difficulty in reading regular newsprint even with vision corrected by glasses or contact lenses, loss of vision in one eye.

Guidelines for Autism Spectrum Disorders

Students requesting accommodations due is Autism Spectrum disorders need to submit documentation from a school district, medical doctor, psychiatrist, psychologist, or neuropsychologist. Autism Spectrum Disorders can include any of the following diagnosis: Pervasive developmental disorder (including unspecified), Autistic Disorder, Asperger's Disorder (or Syndrome), Childhood Autism, Atypical Autism, Rhett's Disorder (or Syndrome), Childhood Disintegration Disorder, or Overactive Disorder Associated with learning delays and stereotypical movements.

Generally, individuals are diagnosed at an early age so acceptable documentation could include pre-school testing, however, some individuals, for example, with Asperger's Syndrome, may have been diagnosed in middle school, high school, or adulthood.

POLICIES & PROCEDURES FOR TESTING ACCOMMODATIONS

Policy for Accommodations

During the year, the DSO has contact with several hundred students, parents, guidance counselors, and counselors from many schools and agencies. Interviews are encouraged and documentation about the disability is reviewed to provide some guidelines to the prospective students regarding accommodations that are appropriate for them. Accommodations are provided based upon supporting documentation. The DSO provides auxiliary aide access through assistive technology, at no additional cost, to persons with disabilities to comply with ADA mandated accommodations.

Accommodations Provided by the DSO

- American Sign Language Interpreter
- Books in Alternate Format
- Distraction-reduced setting
- Extended time for testing
- In-class accessible desk and chair
- In-class note taking or scribe
- Use of calculator
- Use of computer for essays
- Use of assistive technology
- Use of scribe or voice-to-text technology during testing

Accommodations Not Provided by the DSO

- Any modifications changing the essence of a program.
- Extension on homework/class assignments
- In-class reader
- Mobility or Physical Assistance, (examples: wheelchairs, walkers or canes)
- Personal Aide
- One-on-one Tutoring
- Transportation

Placement Tests

It is a requirement of the College that students take placement tests. The tests determine the placement of each student for math and English courses. Students who wish to access accommodations for the placement test must identify themselves to DSO, provide documentation of their disability and schedule an appointment for the placement test.

Once you have received an acceptance letter from the Admissions Office, contact the DSO, 914-606-6287 and listen to our recorded information about special Extended Time Placement Test sessions and to schedule an appointment for testing. You must have an appointment to attend one of these testing sessions.

You must have all documentation on file in our office prior to your testing date. Testing accommodations will not be available at other testing sessions or off-campus locations.

Contact our office as early as possible if a sign language interpreter is needed or if any other specific accommodations are requested.

Procedures to Request Academic Accommodations, Academic Adjustments or Auxiliary Aides/Services

At the post-secondary level, students are responsible to self-identify to the Disabilities Services Office the need for academic accommodations, adjustments, and/or auxiliary Aides/services. Accommodating students with disabilities in higher education is a shared responsibility. Faculty and administrators, students and disabilities services staff must work together to coordinate reasonable accommodations for students with disabilities who request support.

Step One: Students must identify that they have a documented disability. Students will be directed to submit documentation of their disability from an appropriate qualified professional by faxing it to: (914) 606-7893 or mailing it to: Disabilities Services Office, Westchester Community College, 75 Grasslands Road, Valhalla, New York 10595.

Step Two: New students will be given information regarding placement testing with accommodations. Students who have any special needs beyond extended time must declare them at this time and they will be referred to the appropriate counselor listed below.

Step Three: Students must request academic accommodations, academic adjustment or auxiliary aides/services every semester. They must come to the Disabilities Services office during the first week of classes to fill out a request for referral to faculty, and review policies and procedures of the Disabilities Services Office.

Disabilities Services Contacts:

Library, G-51, Phone: (914) 606-6287, Fax: (914) 606-7893
E-mail: disability.services@sunywcc.edu

Testing Accommodations and Assistive Technology for Testing: Professor Renee Balotti, Counselor/Coordinator of Accommodations, (914) 606-8585, Renee.Balotti@sunywcc.edu

Alternate Formatted Textbooks and Assistive Technology Loans: Professor Sharon Massey, Coordinator/Counselor, (914) 606-6626, Sharon.Massey@sunywcc.edu

Emotional Disabilities, Other Special Arrangements as Needed Due to Medical Conditions: Professor Marcia Kalkut, Counselor/Coordinator (914) 606-6552, Marcia.Kalkut@sunywcc.edu

Autism Spectrum counseling: Professor Theresa Revans-McMenimon, Adjunct Counselor for Students with Autism, (914) 606-6336, Theresa.Revans-McMenimon@sunywcc.edu

Hearing Disabilities counseling: Professor Angeliki Parashis, Adjunct Counselor for Deaf and Hard of Hearing, (914) 606-6236, Angeliki.Parashis@sunywcc.edu

Visual and Physical Disabilities counseling: Professor Maisa Andraws, Adjunct Counselor for Visual and Physical Disabilities, (914) 606-6325, Maisa.Andraws@sunywcc.edu

PROCEDURE TO REQUEST TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Disability Services Office (DSO) LIB G51 – 914-606-6287

You, the student, are required to sign up for services in the DSO **EACH** semester to notify current professors of accommodations. Accommodations do not carry over from one semester to the next. It is advisable to come in the first week of classes so that accommodations are in place throughout the semester.

Step 1:

Fill out a Request for Referrals (**YELLOW SHEET**) in the DSO EACH semester.

- ❖ *If you are taking ONLY Online, off campus or evening classes, you can access this form on the SUNYWCC.edu website under Student Life → Disability Services → Policies and Procedures for Students with Disabilities → Request for Referrals to Faculty and for Modifications in Testing FOR ONLY online, evening and off campus courses*
 - *Students will receive a verification email on the next business day from the DSO verifying receipt of their request.*
 - *Once documentation has been confirmed, DSO will send an e-mail to the professor and student verifying that the student is entitled to testing accommodations. A copy of this procedure sheet will be attached.*

Step 2:

Return to the DSO to pick up Referral to Faculty Letters (**GREEN SHEETS**), sign them, and give to your professors either before or after class. Choose a convenient time to discuss these accommodations with your professors.

Step 3: (If testing in the DSO)

- ❖ **Student:** Pick up Request for Testing Accommodations form (**BLUE SHEET**) to schedule your test with the Disability Services Office at least three days in advance or as soon as your professor announces the date of your test.
- ❖ **Professor:** Complete your section of the Request for Testing Accommodations form (**BLUE SHEET**) and return to student.
- ❖ **Student:** Bring completed Request for Testing Accommodations form (**BLUE SHEET**) back to the DSO prior to scheduled test date/time.

TESTING ACCOMMODATIONS FOR FINAL EXAMS

Students and Professors will receive instructions and forms via their WCC email approximately 3 weeks before final exams week.

Please contact Disability.Services@sunywcc.edu with any questions or concerns

As per the WCC policy, ALL email correspondence will be via SUNYWCC accounts.

We will be vigilant in our proctoring so please don't take advantage of our services!

If you abuse this accommodation by cheating you will not be able to use services in our office. Your exam will be taken away from you, your professor will be notified, and you may be subject to disciplinary action.

In addition, you are subject to the college's Academic Honesty Policy (Course Catalog, and Student Handbook)

OTHER POLICIES & PROCEDURES

Possible Extended Time on Assignments Policy, Specific Accommodation

In certain situations, extended time on course assignments may be a reasonable accommodation because one's medical or clinical situation poses challenges to completing the assignment by deadlines with **short notice**. Those assignments with longer notice are a time management issue and not a disability related issue. For the short notice assignment extension specifically, Disability Services recommends this accommodation when:

- An assignment was not listed on the syllabus initially and is given to students with one week or less to complete and/or
- The assignment deadline is listed on the syllabus but students do not get the necessary information to complete it until there is one week or less to the deadline.

First and foremost, Disability Services promotes good time and project management skills as well as effective decision-making. This accommodation does not address inefficiencies in these areas. Thus, Disability Services position is that assignments with more than one week to complete can be done successfully with proper management and planning and need not warrant an accommodation.

Student Responsibilities

Disability Services requires students to present the accommodation letter and initiate a conversation with the instructor within the first 2 weeks of the course

- Accommodations are not meant to be retroactive. Missed assignments that occur prior to the instructor receiving the accommodation letter are not covered under the accommodation process. Disability Services recommends that those missed assignments be handled in accordance with the course assignment policy.
- Deadline date adjustments must be pre-arranged with the instructor. Assignments cannot be submitted whenever desired.
- Each outstanding assignment should be discussed individually.

Students must factor in the reality of their own personal situation and use time effectively to complete assignments. For example, if a student is prone to frequent migraine headaches and waits to the last day to complete an assignment, having a last minute migraine headache may not be an effective reason to extend a deadline. Adequate work should have been done prior to the fact in order to avoid such a situation knowing that the possibility of a migraine existed. This accommodation does not correct poor time management skills or decision-making.

Instructor Responsibilities

When listed on the accommodation letter, course instructors are asked to determine whether an assignment falls into one of two categories:

Category 1: An assignment was listed on the syllabus initially and the necessary information was given out with at least a week's notice (accommodation not applicable)

Category 2: The assignment was not listed on the syllabus initially and the deadline for completion is less than one week and/or the information necessary to complete the assignment was given less than one week prior to due date (accommodation applicable).

Service Animal Policy

A “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, or psychiatric disability. The work or tasks performed by a service animal must be directly related to the person’s disability. Species other than dogs or, in some cases, miniature horses, are not considered service animals for the purpose of this definition of a service animal.

Individual are permitted to be accompanied by service animals on campus. A student has an absolute right to be accompanied by his or her service animal in all areas WCC students, members of the public, and other participants in services, programs or activities are permitted to go.

Individuals are not required to provide proof that the animal has been certified, trained, or licensed as a service animal. If the reason for the use of the animal is not readily apparent the individual will only be asked to provide:

- Verification that he or she has a disability; and
- Evidence of the dog’s training and function, (i.e., what work or tasks the animal has been trained to perform).

Any question or concern that the individual is not entitled to have the animal on campus should be directed to the DSO and not the individual. The DSO will conduct an individualized assessment to determine whether the presence of the animal on campus is appropriate.

A “service animal” may be excluded if:

- The evidence reflects that the animal is not in fact a “service animal” trained to assist the individual;
- The animal is disruptive or out of control and the handler does not take steps to control it (the individual is solely responsible for the care or supervision of the animal.);
- The animal is not housebroken; and
- The animal poses a “direct threat” (actual behavior or history).

Individuals with service animals are required to provide evidence that the animal has had recent vaccinations and meets statutory health requirements. The individual must ensure that the animal is properly groomed, must attend to the animals toileting needs, and must be kept under control by a harness, leash, or other tether.

Students with service animal are requested to advise the DSO of the use of the service animals so that faculty can be advised that the service animal will be present in the class. Any decision that the animal is not permitted must be supported by clear evidence of a health and safety risk that cannot be removed or eliminated by any means other than denying the animal entrance. This determination must be made in consultation with the DSO. If the student is denied access to his or her service animal the denial will be limited to the circumstances that give rise to the health and safety risk and the student will be provided an alternative access.

Personal Care Attendants for Students

*Adapted with permission from DSO, North Carolina State University

In accordance with Section 504 of the Rehabilitation Act of 1973 (“Rehab Act”), The Americans with Disabilities Act Amendments Act of 2008 (“ADAAA”), Westchester Community College (hereinafter WCC) may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs, or activities. WCC recognizes that the use of Personal Care Attendants (PCAs) may be a part of some students’ abilities to participate in the college experience. This policy addresses the use of PCAs by qualified students with disabilities.

Disability means a physical or mental impairment that substantially limits one or more major life activities of an individual.

Personal Care Attendant: (PCA) means a person who performs personal care duties/services for a student with a disability. The kind of activities that the PCA performs is comparable to those that family members would perform for the person with a disability and will vary from person to person. These activities with respect to the student may include, **but are not limited to:**

- providing help with activities of daily living, such as, walking, bathing, dressing, toileting, grooming, preparing meals and feeding
- monitoring any medical condition by observing vital signs
- appropriately reminding to take prescribed medications
- transporting and/or escorting on campus
- turning pages, retrieving books, assisting with homework
- taking off and putting on coats
- opening doors
- alerting to distracting repetitive movements and behavior
- alerting to dangerous environments/situations

WCC does not provide PCA services and is not responsible or liable for any consequences resulting from a student’s association with a PCA.

Through the DSO, the college does assist students needing personal care attendant services by:

- generating ideas for advertising resources on campus and in the community
- providing possible resources on interviewing techniques
- providing a location for the students to meet with prospective PCAs for interviews
- including in an accommodation letter to faculty that a student will be accompanied by a PCA in the classroom and for all classroom related activities

Student Responsibilities

A student needing a PCA is encouraged to seek appropriate personal care independently. For classroom and general campus assistance, some students will find it beneficial to recruit and hire other students. For more involved personal care needs, students can make arrangements through agencies or private contacts. Furthermore, the student is responsible for:

- notifying DSO about his/her need to have a PCA in the classroom

- creating his/her own flyer and/or ad to advertise for the PCA, if needed
- creating his/her own need-specific PCA application
- reviewing all applications for the PCA position
- scheduling all interviews with prospective PCAs
- hiring, managing, paying, and firing, if necessary, the PCA

Personal Care Attendant Responsibilities

All PCAs are expected to follow all applicable university policies, regulations, rules, and procedures. If a PCA fails to abide by such policies, regulations, rules, and procedures and/or causes a fundamental alteration in services, programs, or activities, then the college may make a determination that the PCA will not be allowed to accompany the student with a disability in the classroom and/or other sites.

ACCESS TO ACADEMIC SERVICES

Courses Substitution Waiver

Another accommodation addressed in Section 504 regulations is course waivers/substitutions for completion of degree requirements. Section 504 does not require institutions of higher education to waive academic requirements deemed essential to the student's program of instruction or to any directly related licensing requirement.

A complete waiver of an academic requirement is not granted by Westchester Community College. Students who request a course substitution will be required to submit appropriate documentation along with a written request. There must be clear and specific evidence and identification of the disability, which justifies the request. Any student who applies for and is granted a substitution in a particular competency area must complete the minimum general education requirements or his/her degree program.

Technology to Help Students Succeed

Alternate formats E-text books

DSO works diligently to provide textbooks for students who will benefit from "reading" textbooks in an alternate format. When provided with the necessary information (book title, author, ISBN, and edition) the DSO will request the book from the publisher in an alternate format (PDF file). It is the student's responsibility to provide a receipt of purchase or rental of a hard-copy of the required textbook. Once the textbook is obtained, it will be downloaded onto a USB drive (provided by the student) for the student's access for the duration of the semester. The borrowed CD is to be returned or destroyed at the end of each semester or student must delete textbook material from USB.

NOTE: In order to provide students with E-text prior to, or at the beginning of the semester, students need to contact the office at disability.services@sunywcc.edu as soon as they know their schedule and the necessary book information for the upcoming semester.

Assistive Technology

The Technology-related assistance for individuals act of 1988 (Tech Act; P. L. 100-407) defines an "assistive technology device as an item, piece of equipment, or system which is used to increase, maintain, or improve the functional capability of an individual with a disability." Technology is changing every day and the College continues to add new assistive technology that we believe would benefit students with disabilities. Kurzweil 3000, Read and Write Gold, Dragon Naturally Speaking, Inspiration, ZoomText, and JAWS are examples of software that are available for students. Please discuss your specific technology needs with the office staff as soon as it is possible, some of these accommodations take time to put into place.

ACCESS TO College

Classroom and Personal Services

Accessible programs

The College operates its programs in the most integrated setting appropriate.

Classrooms must be accessible

The location of the classroom may be changed to provide accessibility for a student with mobility impairment. The College does not need to make every classroom accessible, but must provide for the participation of students with disabilities when "viewed in its entirety." If a student cannot get to class due to a broken elevator, he/she must contact the Professor to obtain be missed notes and class work.

Interpreting Services

The DSO provides interpreting services for eligible deaf and hard of hearing students. It is the goal of the DSO to work cooperatively with students, the campus community, outside agencies, and service providers in order to provide effective communication services.

Documentation

Students will be asked to demonstrate with documentation that personal assistive listening systems are not adequate to provide full were equal participation in the classroom environment or activity. Acceptable documentation will be an audiogram including air/bone pure tone thresholds, speech thresholds, speech discrimination scores, and hearing aide testing by a licensed audiologist or medical doctor.

Registration

Each semester, students must meet with the DSO and their academic advisor to discuss specific interpreting needs with regard to classes. It is the responsibility of the student to provide the DSO with their registered class schedule as soon as possible. The longer the delay in requesting interpreter services the greater the possibility that services will not be implemented on the first day of classes.

Add/drop Courses - Scheduling Interpreters

Students who add or drop courses in their previously confirmed schedule must notify the DSO immediately at disability.services@sunywcc.edu, or via email using disability.services@sunywcc.edu, upon making the change. Remembering to let us know immediately will aide the DSO in securing interpreters for the new schedule. The DSO will make every attempt to transition interpreters into the new schedule as soon as possible.

Student Absences- Scheduling Interpreters

It is the responsibility of the students to obtain the telephone numbers of interpreters to facilitate cancellation of interpreting services if needed. If students are canceling for a reason other than illness, students must notify DSO and their interpreter at least two (2) days in advance. Any students who failed to notify their interpreters and are absent from class will be documented as a "no show." After three (3) "no shows," interpreting services will be subject to suspension. Student must meet with DSO to discuss the situation.

Late Arrival

Students need to inform their interpreter and DSO at disability.services@sunywcc.edu, or via email using disability.services@sunywcc.edu, when they will be arriving late for class. In the event that the interpreter is not notified the interpreter will wait twenty (20) minutes before leaving.

Interpreter Absence

Should an interpreter not appear for a scheduled time, the student should contact DSO as soon as possible at (914) 606-6236 or via email using disability.services@sunywcc.edu.

Request for an Interpreter Replacement

If a student is not satisfied with the interpreter, the student should first discuss the matter with the interpreter to see if the problem can be resolved. If the student is not satisfied after discussing the problem with the interpreter, the student should contact DSO. Requests for interpreter replacement **must** be made in writing, detailing the problem and all efforts to resolve it.

Interpreting Services for Non-Classroom meetings

Students are required to submit a written request at least seven (7) days in advance to DSO for programs or events that are not classroom related.

ACADEMIC ACCOMMODATIONS & RESPONSIBILITIES

Academic Accommodations Policy

Any student with a documented disability is eligible to receive services from the DSO. The purpose of accommodations is to reduce or eliminate any disadvantage that may exist because of a student's disability. The law does not require institutions to waive courses or academic requirements considered essential to a particular program or degree. Rather, colleges are obligated to provide reasonable accommodations on a case-by-case basis to ensure that no student is discriminated against on the basis of a disability. A student requesting access to services must self-identify and provide appropriate verification of the disability. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation, as determined by the College, will assist the student and the College in determining reasonable accommodations as stipulated under Section 504 of The Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations.

1. A student requesting accommodation must submit appropriate documentation to the DSO prior to receiving services. It is the responsibility of the student requesting accommodations to present documentation and request accommodations before classes begin.
2. Documentation must be current, and must be submitted by a qualified professional. The documentation must clearly identify a disability and its impact on the student's current level of functioning in a College setting. The information must be on the letterhead from the appropriate professional (e.g. psychologists, physician, or psychiatrist); prescription notes are not acceptable.

Student Responsibilities

- Contact the DSO at the beginning of each semester so that accommodation forms can be prepared in a timely manner. You are strongly encouraged to make this contact within the first two weeks of each semester. This includes filling out the required yellow "Request for Referral" form.
- Provide the DSO with the medical, psychological, a psycho-educational, and/or neuropsychological documentation indicating the student's disability and suggested accommodations three weeks before classes begin.
- Inform the professor of your need for a reasonable accommodation in a timely manner. Upon request, you will receive a Green Referral to Faculty form from the DSO to give to your professor.
- Meet the timelines and procedural requirements established by the DSO for scheduling exams, for requesting assistance, and for making arrangements with a faculty member to get the exam to the location of testing.

DSO Responsibilities

- Determine eligibility of a student with a disability for accommodations based upon review of appropriate documentation.
- Determine the appropriate accommodations for each student with a documented disability based on the student's need on a *case-by-case*, course by course basis.
- Ensure the student is provided the opportunity for using the appropriate accommodation.

Faculty Member Responsibilities

- Ensure the confidentiality of information regarding each student with a disability.
- Determine the conditions under which the exam is to be administered (e.g. time of class exam, open book, use of notes, dictionary).
- Ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration of a student's exam when the exam is to be administered outside of the classroom.

COMPLIANCE OF ACCOMMODATIONS PROCEDURE

FOR STUDENTS WITH DISABILITIES

Westchester Community College is committed to providing equal educational opportunities to all qualified students with disabilities. To realize this goal, the DSO works with the faculty, administration, and College departments to provide access and arrange appropriate accommodations for students with disabilities.

The purpose of this procedure is to ensure compliance with federal, state, and university affirmative action guidelines and regulations related to students with disabilities. This policy applies to all College academic and co-curricular programs, functions, and staff.

1. The College, its faculty and staff will make all reasonable efforts to provide equal opportunity for students with disabilities
2. Students with disabilities are urged to call the DSO to review their specific needs for accommodations.
3. Students are expected to inform and advise their instructors of their accommodations, early in the semester, as determined by the DSO.
4. In the event that the instructor does not respond, the student should immediately notify the DSO.
5. The DSO will reevaluate the student's request, taking into consideration appropriate and accepted documentation and/or additional tests.
6. The DSO will determine what accommodations are appropriate for the student and advise the instructor to make the necessary adjustments. The DSO will also inform the instructor's chairperson, Dean, and Vice President of Academic Affairs.
7. If a faculty member does not respond to the recommendation, the DSO will refer the matter to the Affirmative Action Office for resolution.

FREQUENTLY ASKED QUESTIONS

- How much will it cost me to utilize DSO?
All services provided by DSO are included in tuition charges.

- Can DSO help me with a temporary disability?
Yes. DSO works with students with temporary disabilities. For instance, if you sustain an injury to your hand and are unable to write, DSO may be able to assist by identifying note-takers or providing scribes for exams. In the case of an orthopedic injury where you may have limited mobility, we can assist by assuring that your classes are in an accessible location.

- I have a disability and I was not required to take a foreign language in high school. Do I have to take one in College?
There are several factors taken into account before consideration for a foreign language substitution is granted. Students should contact DSO for specific information. Students will be expected to provide documentation of a "language-based" learning disability.

- What services are available to me at DSO?
All of the services provided by DSO are on an individualized basis. Consideration is given to the student's needs as well as the documentation regarding his/her disability.

- How do I get extra time on the placement exam?
Students who need accommodations for the placement exam should make an appointment with DSO well before the date of the exam.

LEGAL RIGHTS OF PEOPLE WITH DISABILITIES

What is the law?

There are two laws that protect persons with disabilities in post-secondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93 -112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. NO.1 001-336).

The Rehabilitation Act of 1973

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States ... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving Federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 coordinator). This individual office has responsibility for ensuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At Westchester Community College, the established office is the Disabilities Services Office (DSO).

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with The Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. Postsecondary institutions are covered in many ways under the ADA.



The ADA in Relation to Section 504 of the Rehabilitation Act

Universities and Colleges who receive any federal funding, have a legal obligation to uphold the laws and regulations of both The Rehabilitation Act of 1973, section 504, and the Americans with Disabilities Act.

Who is protected under the ADA?

A "handicapped person" means "any person who has a physical or mental impairment which substantially limits in one or more of such person's major life activities, has a record of such an impairment, or is regarded as having such an impairment."

A "qualified handicapped person" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities.

Section 504 protects the civil rights of individuals who are qualify to participate in higher education and who have disabilities such as, but not limited to, the following:

- ADD/ADHD
- AIDS
- Alcohol/Substance Abuse Recovery
- Arthritis
- Autism Spectrum Disorder
- Basic Chronic medical Conditions
- Blindness or Visual Impairments
- Complex Chronic Medical Conditions
- Cerebral Palsy
- Cancer
- Cardiac Diseases
- Epilepsy or Seizure Disorders
- Diabetes
- Deaf
- Hard of Hearing
- Learning Disabilities
- Low Vision
- Mental Retardation
- Multiple Disabilities
- Motor
- Mobility
- Mobility Restriction
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedic
- Psychiatric Disorders
- Specific Learning Disability
- Speech Disorder
- Spinal Cord or Traumatic Brain Injury

(Section 504 and ADA cover former users and those in recovery programs and not currently using drugs or alcohol.)

How does the law affect the post-secondary education?

Colleges and universities receiving Federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request accommodations, or auxiliary aids, which will enable them to participate in and benefit from all post-secondary educational programs and activities. Post-secondary institutions must make such changes to ensure that the academic program is accessible to the greatest extent possible for all students with disabilities.

Under the provisions of section 504, universities and colleges cannot:

- Limit the number of students with disabilities admitted
- Make pre-admission inquiries as to whether or not an applicant has a disability
- Use any admissions criteria for students with disabilities without providing accommodations for them
- Exclude a **qualified** student with a disability from any course of study
- Limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of a disability
- Counsel a student with the disability toward a more restrictive career
- Measure student achievement using modes that adversely discriminate against a student with a disability
- Establish a rules and policies that may adversely affect students with disabilities

How is it determined that a disability "substantially limits one or more major life activities" and requires an accommodation?

The law has defined learning as one of the "major life activities." The courts have determined that not every impairment is substantially limiting. **Each accommodation must be made on a case-by-case basis.** The key determinant is the effect of the impairment on the individual's life as determined by assessments using both clinical judgment and objective evidence such as testing. The assessment shows the individual to be significantly impaired when compared to the average person. An appropriately qualified professional will address the current impact of the disability on academic performance and provide a rationale for all recommended accommodations. (Psychologists, psychiatrists, speech-language specialist, physician, etc.)

Confidentiality

Students with disabilities currently attending Westchester Community College are protected from discrimination under Section 504 of The Rehabilitation Act of 1973 the Americans with Disabilities Act of 1990, and the ADA Amendments Act (ADAA) of 2008.

Disability related information should be treated as medical information and handled under the same strict rules of confidentiality, as is other medical information. This includes the documentation that students with disabilities must provide to establish the existence of their disability and their need for accommodations.

According to the United States Department of Justice, a faculty member does not have a "need to know" what the disability is, only that it has been appropriately verified by the appropriate office of tile institution. At Westchester Community College, the DSO is that office.

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, provides faculty with access to educational information in the institutional files,

regarding students with whom they are working. However, disability records are not subject to free access. Faculty and staff do not have the right to access diagnostic information regarding a student's disability. Faculty and staff need only know the accommodations that are necessary to guarantee an equal opportunity for the student. These records are available only to service providers and other professionals chosen by the student.

AFFIRMATIVE ACTION & DISABILITY RIGHTS

If you have a disability that substantially limits one or more major life activities, you are protected under Section 504 and the ADA. If you have a physical, psychological, medical or learning disability that may impact your coursework, the DSO will review your documentation to determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

SECTION 504 & GRIEVANCE PROCEDURE

In accordance with Federal regulations, the New York State Human Rights Law and Section 504 Rehabilitation Act of 1973, Westchester Community College does not discriminate on the basis of disability or handicap in educational programs, activities and employment. Section 504 and ADA state, in part, that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Westchester Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA).

A student who wishes to file a grievance about a faculty member, a staff member, or another student regarding alleged discrimination based on disability, he or she must register a complaint with the ADA Coordinator in writing. This formal grievance must be filed within thirty (30) working days following the alleged discriminatory act, or when the complainant first become aware of the alleged act.

All such grievances should be submitted to:

Dr. Ruben Barato, Associate Dean of Enrollment Management, ADA Coordinator
Administration Building 112, 914 606-6777 (private voicemail)
Ruben.Barato@sunywcc.edu

- A grievance should be filed in writing, with the name and address of the person filing it.
- A brief description of the alleged violation of the regulations.
- A grievance should be filed within 30 days after the complainant becomes aware of the alleged violation.
- An investigation, as may be appropriate, shall follow a filing of a complaint. The investigation shall be conducted by the ADA Coordinator. These rules contemplate through investigations affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
- A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA Coordinator and a copy forwarded to the complainant no later than 60 working days after its filing.
- The ADA coordinator shall maintain files relating to the complaints filed.
- The right of a person to a prompt and equitable resolution of the complaint filed here under shall not be impaired by the person's pursuit of other remedies such as filing of a section 504/ADA complaint with the responsible federal department or agency. Utilization of this grievance procedure is not a prerequisite to the pursuit of other remedies.
- These rules shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that Westchester Community College complies with section 504/ADA and implementing regulations.

Section 504, Rehabilitation Act of 1973

(29 U.S.C. § 701)

Section 794. Nondiscrimination under Federal grants and programs; promulgation of rules and regulations

(a) Promulgation of rules and regulations

No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees.

(b) "Program or activity" defined

For the purposes of this section, the term "program or activity" means all of the operations of —

(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or (B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or (B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;

(3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship –

(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or

(ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or

(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or (4) any other entity which is established by two or more of the entities described in paragraph (1), (2) or (3); any part of which is extended Federal financial assistance.

(c) Significant structural alterations by small providers

Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this subsection shall be construed with reference to the regulations existing on March 22, 1988.

(d) Standards used in determining violation of section

The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.

Section 794a. Remedies and attorney fees

(a)(1) The remedies, procedures, and rights set forth in section 717 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-16), including the application of sections 706(f) through 706 (k) [42 U.S.C. 2000e-5(f) through k)] shall be available, with respect to any complaint under section 791 of this title, to any employee or applicant for employment aggrieved by the final disposition of such complaint, or by the failure to take final action on such complaint. In fashioning an equitable or affirmative action remedy under such section, a court may take into account the reasonableness of the cost of any necessary work place accommodation, and the availability of alternative therefor or other appropriate relief in order to achieve an equitable and appropriate remedy.

(2) The remedies, procedures, and rights set forth in title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) shall be available to any person aggrieved by any act or failure to act by any recipient of Federal assistance or Federal provider of such assistance under section 794 of this title.

(b) In any action or proceeding to enforce or charge a violation of a provision of this subchapter, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs.

(United States Department of Labor Website, 2014)

***WESTCHESTER COUNTY RESOURCES
FOR INDIVIDUALS WITH DISABILITIES***

ACCES-VR provides vocational counseling and rehabilitation services that result in successful employment outcomes for individuals with disabilities and their employers.

<http://www.acces.nysed.gov/vr/white-plains-district-office>

White Plains District Office

75 South Broadway, Suite 200

White Plains, NY 10601

- General Information Phone: **914-946-1313**
- Fax: 914-946-1726
- Fax: 914-946-2588
- Video Phone: 866-970-1327 or 866-970-0963

Spring Valley Office

Pascack Plaza

15 Perlman Drive, 2nd Floor

Spring Valley, NY 10977

- General Information Phone: **845-426-5410**
- Fax: 845-426-5427
- TTY: 845-426-5431
- Video Phone: 866-326-4052

Blind/Visual Impairments

NY Commission for the Blind (NYSCB)

<http://ocfs.ny.gov/main/cbvh/about.asp>

NYSCB provides vocational rehabilitation and other direct services to legally blind New York State residents, including children, adults, and elderly persons. One of CBVH's primary objectives is to assist students in achieving economic self-sufficiency. Of special note to college students is that college is considered a form of vocational training in terms of seeking assistance from CBVH.

District 5: White Plains

445 Hamilton Avenue, 5th Floor, Room 503

White Plains, NY 10601

Telephone: **(914) 993-5370**

New Winsor Outstation: 845-567-1054

Serves: Dutchess, Orange, Putnam,

Rockland, Sullivan, Ulster, and Westchester

Counties

Client Assistance Program (CAP)

New York State Client Assistant Program ("CAP")
CAP advocates assist New Yorkers who apply or are receiving services from Vocational and Educational Services for Individuals with Disabilities (VESID). CAP is committed to: resolving disputes and complaints with VESID; speeding up access to services; and linking clients up with a wide range of services and training leading to employment.

Independent Living Centers

Westchester Independent Living Center (WILC)
200 Hamilton Avenue, 2nd Floor
White Plains, NY 10601
Phone: (914) 682-3926
TTY: (914) 682-0926
Fax: (914) 682-8518
jbravo@wilc.org

Westchester Independent Living Center Minority Outreach Project (MOP)
c/o Westchester ILC
200 Hamilton Avenue, 2nd Floor
White Plains, NY 10601
Phone: (914) 682-3926
TTY: (914) 682-0926
Fax: (914) 682-8518
jbravo@wilc.org

Putnam Independent Living Services (WILC)
1961 Route 6, 2nd Floor
Carmel, NY 10512
Phone: (845) 228-7457
TTY: (845) 228-7459
Fax: (845) 228-7460
jbravo@wilc.org

Mel Tanzman, Executive Director
Westchester Disabled on the Move, Inc. (WDOM)
984 N. Broadway, Suite L - 01
Yonkers, NY 10701
V & TTY: (914) 968-4717
Fax: (914) 968-6137 Fax
info@wdom.org

General

Abilities!

201 IU Willets Road
Albertson, NY 11507
(516) 747-5400
Fax: (516) 465-1591
TTY: (516) 747-5355
<http://www.abilitiesonline.org/index.aspx>

Learning Disability

Adults & Children with Learning & Development Disabilities (ACLDD)

807 South Oyster Bay Road
Bethpage, NY 11714
(516) 822-0470
Fax: (516) 822-0470
<http://www.acldd.org/>

National Center for Learning Disabilities

381 Park Avenue South - Suite 1401
New York, NY 11016
(212) 545-7510
Fax: (212) 545-9665
www.ld.org

International Dyslexia Association

728 Rt. 25A
Northport, NY 11768
(631) 261-7441
www.interdys.org
Email: indyslas@suffolk.lib.ny.us

Cerebral Palsy

United Cerebral Palsy (UCP)
of Nassau County
380 Washington Avenue
Roosevelt, NY 11575
(516) 378-2000
www.ucpn.org
Email: info@ucpn.org

United Cerebral Palsy (UCP)
of Suffolk County
250 Marcus Boulevard
P.O. Box 18045
Hauppauge, NY 11788
(631) 232-0011
Fax: (631) 232-4422
www.ucp-suffolk.org
Email: info@ucp-suffolk.org

Psychiatric Disabilities/Psychological Disorders

Mental Health Association of Nassau County
186 Clinton Street
Hempstead, NY 11550
(516) 489-2322
Fax: (516) 489-2784
www.mhanc.org
Email: mhanc.org@mhanc.org

Mental Health Association of Suffolk County
199 North Wellwood Avenue
Lindenhurst, NY 11757
(631) 226-3900
Fax: (631) 225-1708
<http://www.mhasuffolk.org/>

Head Injuries

Long Island Head Injury Association
65 Austin Boulevard
Commack, NY 11725
(631) 543-2245
Fax: (631) 543-2261 <http://www.lihi.a.org/>
Email: www.lihia.org

Physical Disabilities

Nassau County Office of the Physically Challenged
60 Charles Lindbergh Boulevard
Uniondale, NY 11553
(516) 227-7399
Fax: (516) 227-8991
TTY: (516) 227-8989

Name: _____ Student #: (copy of WCC ID required) _____

Phone/Cell #: _____ E-mail address: _____

- Equipment lending service is available to support the educational needs of Westchester Community College students. All equipment is property of Westchester Community College. Equipment is available for academic use only by students. **No personal/recreational use is permitted under any circumstances.**
- Equipment is available to current WCC students with a valid WCC ID and an account in good standing. Eligible students must agree to the **Equipment Borrowing Policies** which are assumed at time of checkout.
- The user's student ID will be copied, the copy will be held in the Disabilities Services Office and will be returned to the user upon the return of the equipment.
- Equipment may be reserved by other students after scheduled return date, so late equipment returns may result in a loss of equipment checkout privileges.

Laptops

- All file saving shall be the responsibility of the user. **DO NOT** save anything on the laptop; it will be deleted. Westchester Community College does not assume responsibility for the user's data.
- Users may not add, delete, or change any programs, applications, files, screen savers, or bookmarks residing on the borrowed laptop.
- The adjustment of settings on laptops that are checked out will result in fees as well as a loss of equipment checkout privileges.
-

Equipment	Damage-Loss Replacement Cost	Notes
___ Digital Recorders	\$60.00	student is responsible for battery replacement
___ Wireless microphone	\$270.00	student is responsible for charging microphone
___ Livescribe Smart Pen	\$150.00	student is responsible for obtaining "smart pen" paper
___ Laptop	\$1,600.00	
___ Reading Pen	\$200.00	student is responsible for battery replacement
___ Talking Graphing Calculator	\$620.00	student is responsible for battery replacement

Damage/Theft

Users will be responsible for the full replacement cost of the equipment that are lost or damaged (see fee schedule above). A student who returns equipment damaged, or fails to return it will have his or her borrowing privileges suspended, and a hold will be placed on his or her student account preventing the student from receiving grades or transcripts or from registering for classes and graduating.

I accept all responsibility for the equipment being checked out until it is returned and will return it on the date and time specified in Checkout Date and Due Date. The equipment will be returned in the same state as it was handed to me and I understand all damages are my responsibility.

Student Signature: _____ **Date:** _____

This section is completed by Disability Services Office

Approved By: _____ **Inventory #:** _____

Checkout Date: _____ **Due Date:** _____

Checked In By: _____ **Date Returned:** _____

Requests for Remote Captioning Services Policies and Procedures (8/14/14)

Student Responsibilities

Student must submit proper documentation to Westchester Community College Disabilities Services Office. Documentation must include an updated audiological report, assistive technology evaluation and recommended accommodations.

Student understands and consents, via signature below, the following:

- Instructors will be informed there is a student who will be using remote captioning services
- Instructors must allow for preferential seating of the student using remote captioning services and will be responsible for wearing a microphone (to be handed to them by the student) prior to each class session
- Instructor will be directed to repeat what is said by other students in the class and to verbalize what is written on the board or overhead
- The Remote Captioning Service provider will be given the student's name, schedule, and email address in order to create the individual account
- Remote Captionists transcribe to the best of their ability all spoken utterances in the classroom including lecture and asides

Student must complete online training with Remote Captioning Service provider.

Student must come to WCC two weeks prior to start of semester and go to each classroom to determine seating placement. (student needs to sit near an outlet in order to plug in the laptop)

Student is responsible for the set up the laptop and wireless microphone.

Student must give the wireless microphone to the instructor prior to the start of each class and retrieve it at the end of each class.

Student understands that WCC cannot guarantee consistent Wi-Fi access, in the event of Wi-Fi failure student will have to notify the instructor, activate the recorder and give it to the instructor.

I have read and accept these conditions

Student Signature

Date

Equipment Usage

Student must pick up and sign out wireless microphone and digital recorder from Disabilities Services Office prior to the start of the semester.

Upon pick up, student must sign an “Equipment Borrowing Policies/Agreement” for the wireless microphone and digital recorder.

Student must leave a copy of a photo ID with the Disabilities Services Office upon signing out the equipment.

Student must return equipment to Disabilities Services Office at the end of the semester.

The equipment provided to the student is property of Westchester Community College Disabilities Services Office. The student may use the equipment for Remote Captioning only.

When a student receives remote caption accommodations it is expected that students attend all classes throughout the semester, students who do not attend class will not receive transcripts for that class session.

The student is responsible for charging the wireless microphone and battery replacement of the digital recorder.

WCC Responsibilities

Disabilities Services Counselor collects and reviews documentation to determine appropriate accommodations.

Disabilities Services will meet with the student prior to the start of the semester to assist in determining classroom seating placement of the student (near electrical outlet).

I have read and accept these conditions.

Student Signature

Date