

WELCOME TO HERKIMER COUNTY COMMUNITY COLLEGE AND THE SERVICES FOR STUDENTS WITH DISABILITIES OFFICE

The Services for Students with Disabilities Office (SSD) is in room 115 of the Academic Support Center (ASC) which is located on the first floor of the Ronald F. Williams Library Building. The SSD office provides accommodations and services for students with disabilities. Tutoring is available through the Academic Support Center.

SSD SERVICES FOR STUDENTS WITH DISABILITIES OFFICE

- Provides a supportive environment for students with disabilities
- Collects and maintains confidential disability-related information
- Determines academic accommodations including alternative text
- Provides alternative testing accommodations
- Has a program called NC 100, Structured Study, which supports students with disabilities
- Has technology including Dragon and Kurzweil

TRANSITION TO POSTSECONDARY EDUCATION – TWO GOOD WEBSITES

Going to college is a major transition and there are many considerations. You may be leaving home for the first time and there are more choices and freedoms but there are also more responsibilities. Here is a good site that contains a lot of information. It is the [Student Advocacy Handbook for High School Juniors and Seniors Transitioning to College](http://www.vesid.nysed.gov/specialed/transition/sah1.html).

Go to: <http://www.vesid.nysed.gov/specialed/transition/sah1.html>

Another good site is from the U.S. Department of Education, Students with Disabilities Preparing for Postsecondary Education: [Know Your Rights and Responsibilities](http://www.ed.gov/about/offices/list/ocr/transition.html). It is available at:

<http://www.ed.gov/about/offices/list/ocr/transition.html>

ADMISSION TO HCCC

HCCC does not have an alternative admission process for students with disabilities.

PLACEMENT TEST

After you have applied to the College and have been accepted, call the Special Services Coordinator at (315) 866-0300 Ext. 8331 or 888 464-4222 Ext. 8331 (toll free in New York state) to request alternative testing accommodations for the placement test.

Students must send a copy of their IEP/504 Plan and psychoeducational evaluation and/or other pertinent medical information to the College at least thirty days in advance of their test day. **Please note that an IEP or 504 Plan alone is insufficient documentation at the postsecondary level but may be included as part of a more comprehensive assessment battery.** You have to request that your school sends this information; it is not automatically sent to HCCC. Request copies of your documentation while you are enrolled in high school; documentation may be difficult to get from your high school in the summer because of staff vacations.

LAWS PROTECTING PERSONS WITH DISABILITIES

THE REHABILITATION ACT OF 1973

Title V of the Rehabilitation Act of 1973 is commonly considered as the first “civil rights: legislation for persons with disabilities on a national level.” Of direct importance to the post-secondary educational community is Subpart E of Section 504 which reads:

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

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act provides civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals within public accommodations, employment, transportation, state and local government service and communications. (“Consumer Law Page”)

Under the Americans with Disabilities Act, an individual with a disability is a person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities;
2. Has a record of such an impairment;
3. Is regarded as having such an impairment.

A physical impairment is defined by the ADA as

‘any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.’ (“Consumer Law Page”)

A mental impairment is defined by the ADA as

‘any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.’ (“Consumer Law Page”)

A record of such impairment protects people who have a history of disability from discrimination, whether or not they currently are substantially limited in a major life activity. It protects people with a history of cancer, heart disease, or other debilitating illness whose illnesses are either cured, controlled, or in remission. (“Definition of Disability”)

According to the ADA, a “qualified person with a disability” is defined as one who meets the academic and technical standards requisite to admissions or participation in the college’s programs and activities. Qualified persons include, but are not limited to, students with any of the following disabilities:

AIDS	Epilepsy	Mental illness	Orthopedic impairment
Cancer	Hearing impairment	Mental retardation	Perceptual impairment
Cerebral palsy	Heart disease	Multiple sclerosis	Speech impairment
Diabetes	Learning disabilities	Muscular dystrophy	Substance abuse
	Visual impairment		

Below are listed some general ADA guidelines for protecting individuals against discrimination based on disability:

- A qualified individual with a disability must be provided access to programs, activities, and services which are offered to others.
- A qualified person with a disability must have an equal opportunity to participate in or benefit from that which is offered to others.
- Programs, activities, services, and accommodations for persons with disabilities cannot be separate or different from those provided to other individuals, unless necessary to achieve equally effective services.
- Programs, activities, services, and accommodations must be provided to an individual with a disability in the “most integrated setting” appropriate. If you find it necessary to set up separate or different programs, activities or services for persons with disabilities to achieve an equal effect, you must still allow disabled students to participate in existing programs if they are capable and desire to do so.
- Standards, tests, criteria, or methods of administration that have the effect of discriminating on the basis of disability may not be used.
- Eligibility criteria cannot screen out or tend to screen out individuals with a disability unless such criteria can be shown to be necessary for the programs, activities, services or accommodations being offered.

INSTITUTIONAL RIGHTS AND RESPONSIBILITIES

Herkimer County Community College has the right to:

- Identify and establish the abilities, skills, knowledge and establish essential functions that are fundamental to its academic programs and courses, and to evaluate a student’s performance on this basis. Fundamental programs and course objectives are not subject to accommodation.
- Request and receive, through the SSD office, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- Deny a request for an accommodation and/or auxiliary aids and services if the documentation demonstrates that the request is not supported.
- Deny a request for an accommodation and/or auxiliary aids and services if the student does not provide appropriate documentation.
- Select from equally effective academic accommodations and/or auxiliary aids and services.
- Deny a request for accommodations, academic adjustments and/or auxiliary aids or services if the documentation does not provide a specific diagnosis of a disability.
- Deny a request for accommodations, academic adjustments and/or auxiliary aids or services if the documentation does not verify the need for requested accommodations, or if the documentation is not provided in a timely manner.

INSTITUTIONAL RIGHTS AND RESPONSIBILITIES - CONTINUED

- Refuse an unreasonable academic accommodation, adjustment and/or auxiliary aid and/or service that impose a fundamental alteration of a program or activity of the College.

Herkimer County Community College has the responsibility to:

- Ensure that College courses, programs, services, and activities, when viewed in their entirety, are available in the most integrated and appropriate settings.
- Provide information to students with disabilities in accessible formats when requested.
- Evaluate students on their abilities, not their disabilities.
- Provide reasonable, appropriate accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities.
- Maintain appropriate confidentiality of records and communication except where disclosure is required by law or is authorized by the student.

STUDENT RIGHTS AND RESPONSIBILITIES

Students with disabilities at Herkimer County Community College have the right to:

- An equal opportunity to participate in and benefit from courses, programs, services and activities offered at the College.
- Reasonable and appropriate accommodations and academic adjustments in an effort to diminish the effect of the disability on academic functioning.
- Self-determine who will receive student-released disability-related materials and information within and outside the College.

Students with disabilities at Herkimer County Community College have the responsibility to:

- Meet the qualifications and essential technical, academic and institutional standards of the College.
- Self-identify as an individual with a disability and if requesting accommodations, must seek information, counsel and assistance as necessary in a timely manner.
- Provide appropriate documentation in a timely manner from an appropriate professional source that verifies the nature of the disability, the functional limitations of the disability and the need for specific accommodations
- Adhere to College procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

If a question arises about your disability and an academic adjustment, conflict resolution should first occur with a dialog between the student, the professor and the Special Services Coordinator. If a satisfactory solution cannot be found then the student, the professor and the Special Services Coordinator have a dialog with the Director of the Academic Support Center.

GUIDELINES

DOCUMENTATION GUIDELINES

Appropriate Documentation

- Verifies existence of a disability
- Explains substantial limitation of a major life activity
- Supports requests for academic accommodations

To be eligible for services, students must provide appropriate documentation regarding their disability as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 (ADA). Documentation requirements in high school are different from documentation requirements at the postsecondary level. An Individualized Education Plan (IEP) or 504 Plan is not sufficient documentation at the postsecondary level, but can be included with more comprehensive documentation.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Must be a professional qualified to conduct assessments and render a diagnosis of ADD/ADHD
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Be current and no more than three years old, using well-known diagnostic criteria
- Include a clear statement of the disability
- Include a description of the current functional limitations in an academic setting

HEARING IMPAIRMENT DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Must be a professional qualified to diagnose hearing impairments
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Include a diagnosis (i.e., deafness or hearing loss)
- Include a current audiogram
- Medical information pertaining to the status of the student's hearing (static or changing)
- List recommendations for accommodations needed in an academic environment

HEAD INJURY/TRAUMATIC BRAIN INJURY DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Must be a professional qualified to make a diagnosis including: physicians, neurologists, neuropsychologists, psychiatrists and licensed, clinical rehabilitation and school psychologists
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Include a clear statement of the head injury or traumatic brain injury
- Documentation must address the current impact the head injury or traumatic brain injury has on the student's functioning
- Include a statement relating to the impact of medication on the student's ability to function in the postsecondary environment
- Include suggestions of reasonable accommodations appropriate at the postsecondary level
- Recommendations should be supported by the diagnosis

LEARNING DISABILITY DOCUMENTATION GUIDELINES

An IEP or 504 Plan is insufficient documentation, but may be included as part of a more comprehensive assessment battery.

Qualifications of the Evaluator

- Licensed/certified medical doctor, psychologist or other qualified diagnostician
- Assessment reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

LEARNING DISABILITY DOCUMENTATION GUIDELINES - CONTINUED

Documentation Should

- Be current and no more than three years old
- Substantiate the need for services based on the student’s current level of functioning in an educational setting
- There must be a specific diagnosis. Individual “learning styles, learning differences” and “test anxiety” in and of themselves do not constitute a learning disability
- Contain a summary of assessment procedures, evaluation instruments used in making the diagnosis and a summary of evaluation results.
- Recommendations for reasonable accommodations will be considered
Recommendations should be supported by the diagnosis

MEDICAL DISABILITIES DOCUMENTATION GUIDELINES

To qualify for services, the student with a disability must provide documentation of a disability from an appropriate evaluator, such as a physician, audiologist, ophthalmologist etc.

Qualifications of the Evaluator

- Must be a professional qualified to diagnose a disability
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Be current
- Include a clear statement of diagnosis and if there are substantial limitation on one or more major life activities
- Include a date of diagnosis. Is the condition static or changing?
- Include a statement of impact and limitations of the disability in an academic setting

PSYCHOLOGICAL DISABILITIES DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Must be a professional qualified to diagnose and treat mental disorders (i.e., physician, psychologist)
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Include a specific diagnosis
- Describe the current functional limitations in an academic environment

PHYSICAL AND SYSTEMIC DISORDERS DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Licensed medical doctor
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed

Documentation Should

- Include a medical diagnosis of the orthopedic/mobility disability or systemic illness
- Describe the severity of the symptoms
- Include a statement of impact and limitations of the disability in an academic setting

PROCEDURES

ELIGIBILITY FOR SERVICES

A student is eligible for accommodations if he/she:

- Is otherwise qualified for the program
- Has self-disclosed a disability to Herkimer County Community College through the SSD office and
- Has provided appropriate documentation pertaining to the disability (see documentation guidelines) in a timely manner and
- Requires accommodations and has requested accommodations in a timely manner through the SSD office

Please note that the student with a disability must meet with the SSD Coordinator to discuss accommodations and develop an Accommodation Letter and the student must deliver the Accommodation Letter to his/her professors before accommodations become effective. Accommodations are not retroactive. The Special Services Coordinator may request additional documentation to determine eligibility for disability services.

Some accommodations take a certain amount of time to arrange. Students are urged to discuss accommodative services well in advance of the start of a semester.

Please note that documentation required at Herkimer County Community College may not be sufficient at other schools or testing agencies.

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REGISTERING WITH SSD (New Students)

Students with documented disabilities who are requesting accommodative services must provide documentation of a disability that is current – no more than three years old.

The documentation must:

- Be prepared by a licensed, qualified professional such as a medical doctor or psychologist
- All reports need to be on letterhead, must include the name and title of the practitioner and must be typed, dated, and signed
- Include a diagnosis, effects of the disability on major life activities and recommendations for appropriate academic adjustments
- Clearly support requested accommodations

The student must meet with the Special Services Coordinator to discuss:

- Documentation
- Strengths and weaknesses
- Services available
- SSD procedure
- Academic and career goals
- A release of information form

The student should be able to describe

- His/her disability and accommodations needed
- Preferred learning style

The student and the Special Services Coordinator develop:

- The Accommodation Letter that the student delivers to his/her professors
- A plan of action for the semester

The student needs to make and keep several appointments with the Special Services Coordinator during the semester and maintain contact with SSD to ensure that accommodations are appropriate.

Disclosure of a Disability

- **Is voluntary**
- **However, if a student is seeking academic accommodations, he/she must self-identify as having a disability, provide appropriate documentation in a timely manner and request accommodations in a timely manner**

If you choose not to self-disclose

- **If you self-accommodate, you are responsible for your own performance**

REGISTERING WITH SSD (RETURNING STUDENTS)

- Returning students must meet with the Special Services Coordinator at the beginning of each semester to develop the Accommodation Letter for that semester.

OTHER THINGS TO KEEP IN MIND... IF YOU ARE A NONTRADITIONAL STUDENT (twenty-four years old or older, a working adult, a part-time student, etc.)

- If you are requesting accommodations, you must meet with the Special Services Coordinator
- Bring any documentation supporting a disability – IEP or 504 Plan, psycho educational evaluation or medical documentation.
- The IEP/504 Plan are insufficient documentation at the postsecondary level, but may be included as part of a more comprehensive report

DISTANCE LEARNERS

- If you are requesting accommodations, you must meet or contact the Special Services Coordinator in a timely manner and provide an IEP or 504 Plan, psychoeducational evaluation or medical documentation in a timely manner
- The most frequently requested accommodation utilized by on-campus students with disabilities is extended time for testing. Extended time is generally time and a half. If an exam is scheduled for one hour in the classroom, time and a half would allow the student with a disability an hour and a half.
- Extended time is usually “built into” tests online. If you anticipate the need for time extensions, you must contact your professor at the beginning of the semester.

Accommodations are appropriate academic adjustments that are based on your disability. They are designed to lessen the impact of the disability and ensure access to the educational program for those otherwise qualified to meet the standards of the College. Accommodations are individual and made on a case-by case, course-by-course basis. Students with disabilities are expected to maintain the same academic standards as other students. Accommodations are intended to ensure equal access, but do not guarantee student success.

EXAMPLES OF POSSIBLE ACCOMMODATIONS INCLUDE, BUT ARE NOT LIMITED TO:

- Alternative text may be appropriate for students with certain learning disabilities, those with physical disabilities, etc.
- Alternative text is a copy of your textbook on a computer disk
- Assistive Technology is available in the SSD Office and the Academic Support Center
- Currently HCCC has Kurzweil (text to speech), Dragon (speech to text), Premier Assistive Technology and Zoomtext
- Extended time for tests may be appropriate for students with multiple cognitive and/or physical disabilities. The general standard for extended time is time and a half or 50% more time on a test in the classroom. For example, if students in the classroom have one hour for a test, a student taking the same test in the SSD with accommodations may need a little more time to complete the test. Distance learners please note that most tests are open for long periods of time and extended time is built in. If 24 hours is allotted to complete a test, it does not mean that the student with a disability has 36 hours to complete the test.
- Note taker or copy of notes may be appropriate for students with certain learning disabilities, students with attention deficits, students with hearing impairments, etc.
- Separate location - Provides a distraction-reduced area in which to take tests
- Use of a tape recorder may be appropriate for students with certain learning disabilities, attention deficits, etc.

IN ORDER TO INITIATE ACCOMMODATIVE SERVICES, IT IS THE STUDENT'S RESPONSIBILITY TO:

- **Self-disclose a disability**

- **Meet with the Special Services Coordinator**
- **Submit appropriate documentation in a timely manner to the SSD Coordinator**
- **Request and discuss accommodations with the Special Services Coordinator in a timely manner and collaborate with the Special Services Coordinator to develop an Accommodation Letter**
- **Meet with his/her professors, deliver the Accommodation Letter and discuss the Accommodation Letter**
- **Follow procedures as described in this handbook**

IF AN ACCOMMODATION IS NOT WORKING OR IS NO LONGER NEEDED IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE SPECIAL SERVICES COORDINATOR, OR HER DESIGNEE IN THE SSD OFFICE.

REQUESTING ACCOMMODATIONS

ALTERNATIVE TESTING PROCEDURES

Once the student has delivered the Accommodation Letter to his/her instructors, he/she is eligible to take tests and quizzes in the Services for Students with Disabilities Office. Students need to come to the SSD to make arrangements for any tests taken with accommodations. You will schedule an appointment to take the test with an SSD staff member who will give you a pink Testing Accommodations Form for each test. You then have to give the pink Testing Accommodations Form to your professor at least 3 working days in advance of the test.

Scheduling tests:

- Students must schedule their tests/quizzes at least 4 working days in advance of the test/quiz
- If your test is on:
 - Monday you must sign up by the previous Tuesday
 - Tuesday you must sign up by the previous Wednesday
 - Wednesday you must sign up by the previous Thursday
- Students must begin the test at the scheduled time

ALTERNATIVE TESTING PROCEDURES –CONTINUED

Scheduling finals:

- Finals must be scheduled at least 10 days in advance of the test date. This extra time is needed to schedule extra proctors and extra rooms. You are responsible

for knowing the date of the final. If the date of a test changes for any reason or if you become exempt from a final that you have scheduled, you must notify the SSD Office immediately.

In the test room:

- Cell phones, backpacks, coats, etc. are not allowed in the test room
- If you are sick on the day of the test, you must notify your professor and then notify the SSD Office. Please be aware that your professor may have a no makeup policy for exams. Check your class syllabus. Tests that are not administered on the scheduled date are immediately returned to the professor.
- If the date of your test is changed, you must notify the SSD Office to reschedule it. Tests that are not administered on the scheduled date are immediately returned to the professor.
- Once you have made the appointment for the test and have the pink Testing Accommodations Form, you must give your professor the form at least three working days in advance of the test
- The SSD Office reserves the right to change test times due to staffing issues/meetings

ALTERNATIVE TEXT

Alternative text is a copy of your textbook on a computer disk. The student must have a qualifying disability and must own a physical copy of the book and provide a sales receipt. The student must also sign an Agreement on Use of Recorded, Electronic or Other Alternatively Formatted Course Materials. The student has use of the alternative text for one semester and the alternative text must be returned before the end of the semester.

INTERPRETIVE SERVICES

Prior to the semester, students with hearing impairments are strongly encouraged to contact Vocational and Educational Services for Individuals with Disabilities (VESID) or any other sponsoring agency as far in advance as possible to initiate services. It is imperative that documentation regarding a hearing impairment be sent to the College at least six weeks in advance of the semester to ensure that the documentation can be reviewed and to ensure that appropriate services can be arranged.

INTERPRETIVE SERVICES-CONTINUED

Students with hearing impairments who are requesting interpretive services must meet with the Special Services Coordinator or her designee at least six weeks prior to the start of the semester. The student must also submit a written request for an interpreter at least six weeks prior to the beginning of a semester.

During the semester, if a student does not show up for class, the interpreter will leave the class 15 minutes after the start of the class. The student must notify the SSD Office if:

- She/he is going to be absent from a class
- A class is cancelled
- She/he has difficulty understanding the interpreter

NOTE TAKER OR COPY OF NOTES

A note taker or copy of notes is an accommodation that may be appropriate for students with hearing impairments, certain learning disabilities and certain physical disabilities. The student and the Special Services Coordinator will discuss this accommodation.

- Students are asked to attend at least one class to determine the need for a note taker or copy of notes. Some classes are hands-on, or notes may be available online or on Powerpoint. Attending at least the first class session will allow the student to determine his/her actual needs.
- Students are asked to identify a peer who could serve as a note taker. However, students with a disability are not required to disclose a disability and may choose not to ask a prospective note taker for assistance.
- If the student with a disability cannot identify a peer for the purpose of note taking, the Special Services Coordinator will ask the professor for his/her input regarding a note taker.
- Students are expected to attend class regularly. Students are also expected to take their own notes (as able) and the note taker's notes supplement the notes of the student with a disability.

OTHER INFORMATION

PERSONAL AIDES AND SERVICES

Personal aides and services such as help with bathing or a reader for personal use are not provided by postsecondary institutions.

If a provision for an aide is made through VESID, etc. the SSD Office must be notified prior to each semester. It is very important that the student, the aide and the SSD Coordinator or her designee meet in the SSD Office before the start of the semester.

SERVICE ANIMALS

The Americans with Disabilities Act (ADA) defines service animals as "...any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sound, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

The College reserves the right to ask for verification of the training the service animal has had and a description of the services being performed. The College reserves the right to ask that the service animal receive additional training or be removed if does not fit the ADA description or if it has become disruptive. Disruptive behavior includes barking, jumping, growling, and urinating or defecating indoors. Such behaviors indicate that the service animal has not been successfully trained to function in public settings.

The service animal must be in good health, licensed, and leashed on campus. If the animal is in ill health, the owner may be asked to remove it from the College.

THINGS TO KNOW ABOUT SERVICE ANIMALS

- Speak first to the person
- Do not pet a service animal without asking permission, the animal is working
- Do not feed a service animal
- Do not make noises or startle a service animal
- Do not be offended if the person does not want to talk about the service animal and the assistance it provides

FREQUENTLY ASKED QUESTIONS

I HAVE PERSONAL CONCERNS. IS THERE A COUNSELING CENTER AT THE COLLEGE? The Counseling Center, located in RMCC 262 provides confidential and free services to HCCC students. Services include career counseling, personal counseling and transfer counseling. (See Campus Resources P. 19)

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WHO DO I CONTACT IF I HAVE CONCERNS ABOUT MY DISABILITY AND LIVING ON CAMPUS? When applying for on-campus housing, the last page of the housing application is called the Roommate Assignment Survey and gives students an opportunity to inform the housing office about any documented disabilities or special needs. Please contact Mr. Lohmann by July 1 or as close to that date as possible, with any inquiries about special housing accommodations. (See Campus Resources P. 19)

WHAT DO I DO IF I HAVE A NIGHT CLASS AND I NEED ALTERNATIVE TESTING ACCOMMODATIONS? If a student has night classes and is requesting alternative testing accommodations and if the SSD is not open, the professor determines whether the student will take the test earlier during the day of the test or the next day. For example, if a class is at 6:00 PM on a Monday, the professor may make the decision that you take it at 2:00 PM on Monday, or the professor may make the decision that you take the test on Tuesday. Please make these testing arrangements as early as possible because the Special Services Coordinator needs time to communicate with your professor.

WHAT SUPPORT SERVICES ARE AVAILABLE FOR DISTANCE LEARNERS? First, you must provide appropriate documentation pertaining to a disability to the SSD Office in a timely manner and you must contact the Special Services Coordinator in a timely manner. Alternative text may be appropriate as an accommodation for those with print impairments, visual impairments, etc. The student must also own a physical copy of the book and provide a sales receipt. The student must sign an Agreement on Use of Recorded, Electronic, or Other Alternatively Formatted Course materials. The student has use of the alternative text for one semester and the alternative text must be returned before the end of the semester. Online tutoring is available through the Academic Support Center. Online tests usually have time extensions built into them. For example, you may have twenty-four hours to complete a test.

HOW DO I REQUEST A TUTOR? Tutorial services are available to all HCCC students through the Academic Support Center. Tutors are available for over 150 different courses. Online tutoring is also available. Stop by in person or call 866-0300 Ext. 8288 for information.

WHAT DO I DO IF I THINK I HAVE A LEARNING DISABILITY? Make an appointment with the Special Services Coordinator at 866-0300 Ext. 8331. Colleges are not required to provide testing but can provide information on obtaining an evaluation from a professional.

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WHAT DO I DO IF MY DOCUMENTATION IS MORE THAN THREE YEARS OLD? Contact VESID (Vocational and Educational Services for Individuals with Disabilities) and contact the Special Services Coordinator.

DO I HAVE TO USE SERVICES? You do not have to use services. However, if you are requesting an academic adjustment or accommodation, you must disclose a disability in a timely manner and follow SSD procedures.

CAMPUS RESOURCES

ACADEMIC SUPPORT FOR STUDENT ATHLETES

Academic Advisor

John Campagna

PE 142

(315) 866-0300 Ext. 8398

Email campagnjw@herkimer.edu

ACADEMIC SUPPORT CENTER (ASC)

The ASC offers tutorial services and learning strategies such as note taking skills, and time management. Computers are available for word processing and research. The SSD office is located in the ASC.

Director, Academic Support Center

Marjorie Moore

LB 106

(315) 866-0300 Ext. 8288

Email mooremj@herkimer.edu

Special Services Coordinator

Leslie Cornish

LB 115

(315) 866-0300 Ext. 8331

Email cornishld@herkimer.edu

English/Writing Specialist

Ellen Curry

LB 110

(315) 866-0300 Ext. 8780

Email curryea@herkimer.edu

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ACADEMIC SUPPORT CENTER (ASC) CONTINUED

Math Specialist

Lindsay Taube

LB 109

(315) 866-0300 Ext. 8553

Email taubelp@herkimer.edu

Universal Design for Learning Coordinator

Deni Frederick
LB 116
(315) 866-0300 Ext. 8244
Email frederidm@herkimer.edu

HCCC CAMPUS SAFETY
Director of Campus Safety
Timothy Rogers
CA 138
(315) 866-0300 Ext. 8276
Email rogerstd@herkimer.edu

HCCC COUNSELING CENTER
Robert McLaughlin College Center CC-262
(315) 866-0300 Ext. 8284

HCCC HEALTH OFFICE
Debra Lynch, RN
PE 104 (located across from the pool)
(315) 866-0300 Ext. 8372
Email lynchda@herkimer.edu

HCCC HOUSING
Director of Residence Life, Carl Lohmann
(315) 867-2222
Email lohmanncw@herkimer.edu

HCCC LIBRARY
Ronald F. Williams Library Building
(315) 866-0300 Ext. 8270
There are books to borrow, online reference databases and personnel to help you access information.

ADDITIONAL TOPICS, INFORMATION

ASTHMA

Please do not wear perfume, aftershave, highly scented hair products, etc. in the SSD Office. There is a person with asthma who works in the office and there are students registered with the SSD Office who have asthma. Asthma is a chronic respiratory disease that affects millions of people in the US.

ATTENDANCE

It is expected that students with or without disabilities consider their academic responsibilities and attend class regularly. Attendance may be fundamental to course objectives. Please refer to your class syllabus and the HCCC Student Code of Conduct.

CAMPUS SAFETY

Campus safety is responsible for ensuring the safety of HCCC's students, faculty, staff and visitors. In case of a weather emergency or other emergency, those who may have special needs are requested to contact Tim Rogers, Director of Campus Safety, to discuss these needs before any emergency may exist. The Campus Safety number is (315) 866-0300 Ext. 8276 or 1-888-464-4222 Ext. 8276.

COLLEGE WORK STUDY

Different work study positions entail different skill sets. Students with disabilities are encouraged to talk to the Special Services Coordinator regarding the possible impact of a disability in a work study setting.

CELL PHONES

- Are not to be used in the Academic Support Center, including any part of the SSD suite
- Will be collected by the test proctor prior to testing for the duration of any test administered in the SSD
- Are not to be used in classrooms, are not to ring in the classroom; also check your class syllabus for possible further information from your professor regarding his/her cell phone policy

Conversations and ringing phones impact those with and without disabilities. Please be courteous. For further information on College cell phone policy, consult the [HCCC Student Handbook](#).

DIVERSITY

There are students with many different disabilities on campus and there are students from many different parts of New York, the US, and the world. Please be respectful of diversity, such as race, age, national origin, disability, etc. Remember that many disabilities, such as learning disabilities are hidden.

NOTE TAKING SKILLS

Make an appointment with a tutor in the Academic Support Center; also see "Useful Websites" below.

PARENTS

Students at the postsecondary level are considered to be adults and are learning how to be independent for the next stage in their lives. The parental role changes to become more of a mentor or guide for their student.

Go to <http://www.ncset.org/topics/sdpse/default.asp?topic=7> for an article on self-determination for students.

SELF-ADVOCACY

Students at the postsecondary level are considered to be adults. You will need to be able to advocate for yourself. You need to:

- Understand your disability
- Keep copies of your disability-related documentation
- Understand your disability-related documentation
- Be able to explain what accommodations have worked for you in the past
- Know what learning style(s) work for you
- Initiate and keep appointments with campus counselors, SSD personnel, professors, etc.

TIME MANAGEMENT

Make an appointment with a tutor in the Academic Support Center; see “Useful Websites” below.

WHAT IS A SYLLABUS?

- A syllabus is a document that each instructor will hand out during the first week of class. It is very important that you read, understand and keep the syllabus and refer to it during the semester.
- A syllabus may contain a calendar of events including due dates for assignments, tests, etc. (Dates may be subject to change, not all tests, quizzes may be included)
- A syllabus describes the course content, the grading policy, and contains classroom rules
- A syllabus lists the instructor’s office hours and contact information

WHAT IS VESID?

Vocational and Educational Services for Individuals with Disabilities (VESID) is an office within the New York State Education Department that serves individuals with disabilities. Certain services may be available if you are determined to be eligible. Visit VESID’s site at <http://www.vesid.nysed.gov/>

WHAT IS CVBH?

Those who are legally blind are served by the New York State Commission for the Blind and Visually Handicapped (CVBH). The CVBH provides vocational rehabilitation and other services to legally blind New York State residents.

Go to <http://www.ocfs.state.ny.us/mail>

THINGS I WISH SOMEONE HAD TOLD ME ABOUT COLLEGE...

- Know yourself. You probably know what your disability is; be able to explain it and know what modifications have worked for you in the past.
- Know your abilities. Concentrate on your strengths.
- Go to the Services for Students with Disabilities Office early in the semester to arrange for appropriate accommodations.
- Use campus resources such as the Academic Support Center, or the Counseling Center
- Read the class syllabus, keep the syllabus and refer to the syllabus.
- Go to class
- Make friends on campus. Socialize. There are lots of programs, activities, and movies available to you.
- Study. College is your job. If you already do have a job, then you will have to find a balance between work and college.
- Know who your advisor is
- Know the names of your professors and refer to the class syllabus for office hours
- Work hard now. It will pay off later.

THINGS I WISH SOMEONE HAD TOLD ME ABOUT LIFE AFTER COLLEGE...

- If you have never had a job, volunteer so that you can start a work record. Check with Career Counseling at HCCC for job fairs on campus.
- Talk to your guidance counselor, family, friends, etc. about the work world, network.
- Talk with your professors about their work experiences.
- If you are going to transfer to another college, see the Transfer Counselor early.

DURING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE, YOU SHOULD:

- ✓ Attend IEP (Individualized Education Program) meetings
- ✓ Discuss and understand your psychoeducational evaluation with your high school psychologist, special education teacher and parents

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- ✓ Be able to describe your disability and be able to talk about accommodations you have received in the past and accommodations that you may need in the future
- ✓ Take high school courses such as math during your senior year to keep the material fresh in your mind
- ✓ Attend College Nights
- ✓ Tour campuses and meet with disability services providers

While living on campus, are your independent living skills adequate?

- ✓ Can you manage your money and any medications?
- ✓ Can you handle a bank account, cook and do laundry?

DURING THE TRANSITION FROM HCCC TO ANOTHER COLLEGE, YOU SHOULD:

- ✓ Make an appointment with the transfer counselor in the HCCC Counseling Center well in advance of transferring
- ✓ Sign a release in the SSD Office so that your documentation can be sent to your next college
- ✓ Maintain contact with VESID or any other sponsoring agency

DURING THE TRANSITION FROM HCCC TO A CAREER, YOU SHOULD:

- ✓ Work with Career Counseling in the HCCC Counseling Center well in advance of graduating
- ✓ Maintain contact with VESID or any other sponsoring agency

Making The Transition From High School To College

The following chart summarizes the differences in student rights and responsibilities from high school (K – 12) to college (Post – Secondary).

	K – 12	Post - Secondary
Regulations	Individuals with Disabilities Education Act (IDEA)	Americans with Disabilities Act of 1990 (ADA)

	Section 504 (subsection D) of the Rehabilitation Act of 1973	Section 504 (subsection E) of the Rehabilitation Act of 1973
Intent	To provide a free appropriate public education (FAPE) in the least restrictive environment	To ensure access to the educational program for persons otherwise qualified to meet the standards of the college
Identification	Schools are responsible for identifying, evaluating, and classifying students.	Students are responsible for self-identifying and providing appropriate documentation.
Educational Plan	Schools are responsible for creating an individualized education program (IEP).	IEP / 504 Plan from high school does not continue into college.
Service Provision	Schools provide special education program and services as part of student's schedule	No special education. Students are responsible for their education. Accommodations are available for students who choose to use them.
Advocacy	Parents and school personnel advocate for the student.	Students are self-advocates.
Parents	Parents are active participants in the educational process. They attend meetings and share in decision-making.	Students are responsible for their own educational process. Parents are not actively involved.

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USEFUL WEBSITES

Asperger's Syndrome – resource and online community
<http://www.wrongplanet.net/>

College Survival Skills for Students with Disabilities

<http://www.washington.edu/doi/Brochures/Academics/survival.html>

Disability Resources on the Internet – hundreds of topics related to disabilities, an A to Z menu

<http://www.disabilityresources.org/>

Guide to Grammar and Writing

<http://grammar.ccc.commnet.edu/grammar/>

Internet Public Library

<http://www.ipl.org/>

Study Skills, time management, note taking

<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

Vocational and Educational Services for Individuals with Disabilities (VESID)

<http://www.vesid.nysed.gov/>

Consumer Law Page. Home Page. 14 July 2004
<http://consumerlawpage.com/brochure/disab.shtml>.

“Definition of a Disability.” Whatsada. 15 July 2004
<http://www.adata.org/whatsad-definition.html>.

HERKIMER COUNTY COMMUNITY COLLEGE

STUDENT HANDBOOK SERVICES FOR STUDENTS WITH DISABILITIES

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I HAVE RECEIVED A COPY OF THE HCCC STUDENT HANDBOOK SERVICES FOR STUDENTS WITH DISABILITIES

- FALL 2008. IT IS MY RESPONSIBILITY TO READ AND UNDERSTAND THE HANDBOOK.

NAME OF STUDENT (SIGN AND PRINT)

DATE, SSD STAFF SIGNATURE

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