

Center for Students with Disabilities at Nassau Community College Procedure Manual

INTRODUCTION

Welcome to the Center for Students with Disabilities at Nassau Community College. As required under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, CSD provides supportive services and accommodations for students with physical, visual, hearing, emotional, medical and learning disabilities. Students must provide comprehensive documentation of their disability (as described in this manual), to be eligible for our comprehensive and flexible services. Reasonable accommodations are modifications to policies, practices or environments that allow an individual with a disability equal access or opportunity. It is not intended to provide special privileges.

MISSION STATEMENT

Our mission is to ensure equal access to all aspects of college life for students with disabilities. In order to facilitate our mission, CSD employs support services and accommodations that are designed to foster independence, self confidence and personal and social growth. We are truly committed to assist students in achieving academic, career and personal success by empowering them, as opposed to enabling them. CSD embraces diversity, heightens sensitivity and strives to promote disability awareness on campus.

PROCESS OF IDENTIFICATION

1. On line 13 of the admissions application, the student must indicate that he/she has a disability, as well as the nature of the disability.
2. In the mail, the student will receive a date and time to take the placement test.
3. If all the student requires is extended time, he/she must arrive at the placement test center 15 minutes prior to the exam, and bring an IEP indicating the need for extended time, or a letter from the guidance counselor or resource room teacher. The placement test is computerized and untimed, with the exception of the essay component, which is to be handwritten.

4. Should the student wish to request any accommodation(s) other than extended time, the student, and not the parent or guardian, must contact the Center for Students with Disabilities (CSD) directly and speak with one of our test proctors so that the placement test may be administered properly. The proctor will identify the actual accommodations that the student is entitled to, which may not necessarily be what the student has requested.
5. When the student takes the placement test at CSD, he/she must:
 - arrive promptly
 - bring appropriate I.D.
 - bring appropriate documentation of disability
 - bring calculator
 - bring appropriate writing tools
6. Appropriate placement is determined once the placement test is scored. Should the student place into the Basic Education Program (BEP), self-identification will take place at the BEP registration; BEP personnel will provide students with appropriate support services. ***Please refer to BEP section.***
7. Once CSD receives the student's placement test scores, he/she will be sent a "Documentation of Disability" form. The student must bring this form to the high school psychologist or other private professional, and it must be completely filled out and returned to CSD. An IEP is not sufficient documentation of disability.
8. We will determine the student's eligibility for appropriate accommodations. The student will then receive a letter from CSD that will indicate the assigned counselor. The student should then call CSD for an appointment to meet with his/her counselor and discuss advisement, registration and accommodation issues.
9. Should the student not have sufficient documentation of disability, CSD will request that the student provide us with additional documentation. In the interim, we may decide, in conjunction with the TRIO director, to provide provisional accommodations not to exceed one semester.
10. If a student disagrees with the eligibility and/or accommodation decisions made by CSD, it is recommended that the student meet with the department chair to discuss his/her questions and concerns.
11. If the student is not seeking a degree, but simply wishes to take no more than 12 credits, the process is slightly different; the student must contact the admissions office for further details. Once this is done, he/she will

need to also contact CSD so that the student can provide appropriate documentation of disability in order to receive services.

PLACEMENT TESTING

Reasonable Accommodations

In accordance with federal legislation, Nassau Community College provides students with disabilities the opportunity to achieve equal access by providing a range of accommodations.

All requests for accommodations are reviewed by the testing staff at the Center for Students with Disabilities during the initial contact. These requests for accommodations must be grounded in the student's documentation and deemed appropriate at the post-secondary level. While students may request a particular type of accommodation, it is the testing staff at CSD that determines the validity of the request. Testing center staff determines how and when the placement test may be administered based on the type of accommodation the student requires.

The types of accommodations for placement testing provided by NCC may include, but are not necessarily limited to:

- Reader
- Scribe for either the essay, the scantron, or both
- Assistance with computer if disability impedes use of technology
- Sign language interpreter
- Separate Location
- Time and a half for the essay
- Unlimited time for both the Accuplacer (computer) and Companion (paper and pencil) versions of the placement test
- Copy enhancement – size of print and/or color of paper for visually impaired students
- Dictionary and thesaurus for essay only
- Calculator

Documentation

Documentation requirements for placement testing are discussed with the student at the time he/she makes an appointment. If the requested accommodation is not specified on the current documentation, the student will be referred back to the issuing institution for an appropriate updated version. An appointment confirmation letter is mailed to the student outlining the requirements for taking the placement test with accommodations.

Further documentation may be required once the student has been assigned to a counselor.

For placement testing purposes however, it is sole responsibility of the student to acquire the necessary documentation before the test appointment. When the student arrives, if it is determined that the documentation does *not* support the request, the requested accommodation will not be provided during the examination. If a student arrives with no documentation at all, the student can still be seated. However, the test will be administered according to the standard that has been established by NCC for non-disabled students (extended time only). The student may also reschedule the test to a time when additional documentation can be presented.

Types of documentation that are acceptable for Placement testing with accommodation, but are not necessarily limited to:

- An Individualized Education Program (IEP)
- A Section 504 document
- A letter from a high school psychologist, guidance counselor or resource room teacher on letterhead
- A letter from a qualified professional who can make an assessment of prospective student's need for specific accommodation/s on letterhead.

PLEASE NOTE:

Documentation necessary for placement testing does not automatically entitle the student to the same accommodations for academic testing.

Student Identification

When prospective students arrive to take the placement test they must present photo ID. CSD adheres to the same ID standard that the Placement Department has determined to be appropriate. No one may be seated without a photo ID.

BASIC EDUCATION

Students are placed in the Basic Education Program when the college placement test indicates that they need college-preparatory work in writing, reading, and math. Students take these three classes along with a weekly seminar. The specialists for students with disabilities help students develop learning and study

techniques necessary to become independent learners as well as provide tutoring in all BEP courses. The BEP Help Center also supports students with reasonable classroom and testing accommodations. Upon completion of BEP, students with disabilities transition to the Center for Students with Disabilities for support services. NCC policies and procedures regarding BEP students with disabilities parallel those of CSD wherever appropriate.

DISABILITY DESCRIPTIONS

Health and Physical Disabilities

Students who are seeking accommodations through the Center for Students with Disabilities at Nassau Community College are required to submit documentation to verify eligibility. Documentation of disability must be kept on file at the Center for Students with Disabilities or The Basic Education Program in order for accommodations to be considered. The cost and responsibility for providing this documentation **shall be borne by the student**.

Health and physical disabilities include but are not limited to: mobility impairments, Traumatic Brain Injury, Multiple Sclerosis, Cerebral Palsy, spinal cord injuries, cancer, AIDS, Muscular Dystrophy, and Spina Bifida. Any health or physical disabilities are considered to be in the medical domain and require the diagnosis by a qualified medical professional. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation must be provided.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation should include:

1. a clear statement of the medical diagnosis of the physical disability or systemic illness;
2. how the disability limits a major life activity, including but not limited to walking, breathing, seeing, hearing, performing manual tasks, caring for one's self, learning, or working;
3. a description of the type and severity of current symptoms and functional impact of the disability;
4. a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
5. medical information relating to the student's needs to include the existing side effects of medication on the student's ability to meet the demands of

- the postsecondary environment (physical, perceptual, behavioral, or cognitive);
6. a description of treatments, medications, assistive devices/services currently prescribed or in use;
 7. a description of the expected progression or stability of the disability over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Center for Students with Disabilities or The Basic Education Program.

Specific Learning Disabilities

Students who are seeking accommodations through the Center for Students with Disabilities at Nassau Community College are required to submit documentation to verify eligibility. Documentation of disability must be kept on file at the Center for Students with Disabilities or The Basic Education Program in order for accommodations to be considered. Documentation of a learning disability consists of professional testing and evaluation including a written report, which reflects the individual's present level of information processing as well as his/her achievement level. The cost and responsibility for providing this professional evaluation **shall be borne by the student**.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation must:

1. be prepared by a *professional* qualified to diagnose learning disabilities, which would include but not be limited to: a licensed neuro-psychologist or psychologist, learning disability specialist, or other appropriate professional certified to administer class "C" psychological tests.
2. *be comprehensive*. The use of a single test and/or instrument (such as Slingerland, and Scopotic Sensitivity Screening) is not acceptable for the purposes of diagnosis. Minimally, areas to be addressed must include but not be limited to:
 - a. *Aptitude*. The Wechsler Adult Intelligence Scale-Revised (WAIS-III) with subtest scores is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability is acceptable. The Leiter International Performance Scale or the Comprehensive Test of Non-Verbal Intelligence (C-TONI) is accepted when cultural bias, or hearing loss is a concern.
 - b. *Achievement*. Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement Stanford Test of Academic Skills (TASK): or

specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. (The Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable.)

- c. *Information Processing.* Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is accepted. (This is not intended to be an exhaustive list, or to restrict assessment in other pertinent and helpful areas such as a vocational interest and aptitudes.)
3. *be current.* In **most cases**, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's needs for accommodations in an academically competitive environment.
4. *present clear and specific evidence.* This identifies specific learning disabilities and reflects the individual's present level of functioning in processing and intelligence, as well as achievement. Individual "learning styles" and "learning differences" in and of themselves do not specify a learning disability.
5. include in the report, the exact instruments used and procedures followed to assess the learning disabilities, test results (including subtests score data), a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and dates of testing. A list of academic accommodations which would benefit the student as the post-secondary level may also be included and helpful, but not necessary.
6. provide sufficient data to support the particular academic adjustments requested. Requests which are not supported by documentation may not be approved without additional verification.

Please note: these guidelines reflect only minimum requirements for documentation. Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Center for Students with Disabilities or The Basic Education Program.

Psychiatric Disabilities

Students who are seeking accommodations through the Center for Students with Disabilities at Nassau Community College are required to submit documentation to verify eligibility. Documentation of disability must be kept on file at the Center for Students with Disabilities or The Basic Education Program in order for accommodations to be considered. The cost and responsibility for providing this documentation **shall be borne by the student**.

For the purpose of this policy, a psychological/psychiatric disability is defined as an impairment of cognitive, educational and/or social functioning caused by a disorder as described in the *American Psychiatric Diagnostic Statistical Manual, 4th edition* (DSM IV) or successive editions.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report must be prepared by a qualified Medical Doctor, Psychologist (Ph.D.), Licensed Clinical Social Worker or Licensed Mental Health Counselor. The documentation should:

1. specify the nature, severity, current impact of the disability, and anticipate duration;
2. state the diagnosis in the nomenclature used by the DSM IV or successive editions;
3. address the student's current ability to function in the college environment (e.g. ability to focus, organize one's time, attend class, work in groups or alone, etc.);
4. include medication and the current side effects that may impact the student in an educational setting.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Center for Students with Disabilities or The Basic Education Program.

Vision Disabilities

Students who are seeking accommodations through the Center for Students with Disabilities at Nassau Community College are required to submit documentation to verify eligibility. Documentation of disability must be kept on file at the Center for Students with Disabilities in order for accommodations to be considered. The cost and responsibility for providing this documentation **shall be borne by the student**.

The definition of legal blindness is vision that can only be corrected to the acuity of 20/200 or higher. Another criterion is peripheral vision measuring 20 degrees or less. However, students not diagnosed as legally blind may be eligible and need accommodations. Other vision issues to consider include but are not limited to tracking, extreme photosensitivity, nystagmus, eyelid muscle issues, or low vision.

Documentation should show current impact of the disability. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

Any vision loss evaluation would be considered to be in the medical domain and require the expertise of a qualified licensed eye care professional. The documentation should include:

1. the date of most recent visit, diagnosis of the eye disorder, and its pathology specific to this individual;
2. a brief description of the severity of the vision loss, and current impact or limitations;
3. include any medically relevant testing results;
4. a description of assistive devices or services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
5. a description of the expected progression or stability of the vision loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Center for Students with Disabilities.

Hearing Disabilities

Students who are seeking accommodations through the Center for Students with Disabilities at Nassau Community College are required to submit documentation to verify eligibility. Documentation of disability must be kept on file at the Center for Students with Disabilities or The Basic Education Program in order for accommodations to be considered. The cost and responsibility for providing this documentation **shall be borne by the student**.

A hearing loss can range from mild to profound. Each student's hearing loss, background, course of study, and language preferences should be considered when determining appropriate classroom accommodations. Students' self perceptions and communication strengths are often at variance with external measures of hearing loss.

Any hearing loss evaluation would be considered to be in the medical domain and require the expertise of a credentialed audiologist (CCC – Certificate of Clinical Competence). Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation must be provided.

Documentation should show current impact of the disability. The age of acceptable documentation is dependent upon the stability of the hearing loss. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The documentation should include:

1. a copy of the audiology report;
2. a brief description of the severity of the hearing loss;
3. a description of assistive devices/services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
4. a description of the expected progression or stability of the hearing loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Center for Students with Disabilities or The Basic Education Program.

Providing Services for Deaf and Hard of Hearing Students

Under the Americans with Disabilities Act (ADA), institutions are required to provide effective communication for deaf students in the college classroom. At NCC the student will meet with the counselor for deaf and hard of hearing students to discuss which will be the most effective accommodation. This will be based on the student's audiogram, past usage and current needs. Students are required to give enough lead time (3 weeks) in requesting these services so that the counselor will have reasonable time to set up these services. The types of services a student may request are:

1. Interpreters
2. Assistive Listening Devices (ALDs)
3. C-Print or CART service
4. Notetakers

The Counselor will register the students and then work on scheduling the services that are requested. Interpreters for deaf students will be hired based on a seniority system outlined by the adjunct faculty union (AFA) as well as the specific needs of the students. The type, length and difficulty of the class will dictate the scheduling of the interpreters and the number of interpreters hired for each class. Each interpreter will be given an *Interpreter Handbook* in which procedures are outlined and will follow the Code of Ethics as outlined by RID (Registry of Interpreters for the Deaf).

For those students that require ALDs, information sheets will be sent to their professors to instruct them in usage. In addition, a *Faculty Handbook for Deaf and Hard of Hearing Students* will be sent out to provide information that will assist them in understanding how to teach more effectively when a deaf or hard of hearing student is in their classroom.

C-Print or CART service will be provided only after determining that the student cannot use other accommodations. C-Print, which is a notetaking system as opposed to CART which is verbatim will be used in the event a student needs the real time transcription to participate fully in the classroom. Reasonable time is required to obtain the services of a transcriber.

If a student is entitled to a notetaker it is the student's responsibility to approach the professors and ask them to secure a volunteer from the class who would be willing to make a copy of their notes for the student. Copies can be made on the Center for Students with Disabilities copy machine or carbon paper can be used. These notetakers would be entitled to Reader's Aid payment from New York State.

CSD COMPUTER ACCESS SYSTEMS

Alternate Keyboards

2 Intellitools Intellikeys; 1 keyguard
Windows On Screen Keyboard

Screen Reader

Jaws for windows 4.51 5 users
Windows Narrator (minimal)

Screen magnifiers

Zoomtext 8.1 10 users
Premier Assistive Technology Scan and View
Windows Magnifier (minimal)

Reading Machine and software

Xerox information Systems Kurzweil Reading Edge (in lab)
Premier Assistive Technology Scan and Read Pro
Premier assistive Technology Universal reader Plus
Premier Assistive Technology Text Cloner
Kurzweil 3000 OCR (in testing center)
Kurzweil 3000 reading Station Version 4 (in lab)

Video Magnification / CCTV

Video Eye Millennium Edition
Aladdin Personal Reader (several units)
Voyager

Dictation systems

Dragon naturally speaking versions 5, 7 and 8

Talking software

Premier Assistive Technology suite including:
 Talking Word Processor
 Universal Reader
 Universal Talking Dictionary
 Talking Calculator
 Text to Audio
 E-text Reader
 PDF Magic 3.0

Braille Translation software- Duxbury Braille Translator for Dos

Braille embosser- Index Basic-S single-sided tractor-fed

Reading software

Victor Soft Reader for DAISY books
Adobe Acrobat Reader version 6

CSD TUTORING

- English, Reading and Math Tutoring: weekly one-on-one tutoring for students taking non-credit and credit English, Reading and Math courses.
- Math Skills Workshops: Held Thursday prior to the Fall and Spring Semester. An additional Skills workshop held the first week of the semester, provides a second chance at attendance if required.
- Weekly Remedial Math workshops: alternating weeks for Math 001 and Math 002 courses.

Blumen[®] Database for TRIO compliance

In order to comply with the Federal Mandates and Regulations for the NCC TRIO Grant (SSS) at the Center for Students with Disabilities (CSD), we must maintain an in-depth and comprehensive Database. CSD has chosen the FoxPro database called Blumen[®] which was purchased four years ago from Compansol (contact: 1.800.597.8204) to assist us in collecting the required data and filing our Annual Performance Reports (APR). CSD also purchases an annual service contract with Compansol which is due in November of each year.

In addition to annual Db support the Compansol contract makes available up-to-date information on the latest announcements and changes from the Department of Education for the SSS TRIO Grants. Not only are we able to record all the necessary data to comply with demands by the TRIO Grant, but this database supports additional requests from Institutional research, and other NCC or in-house statistical data demands. This database assists us in generating our comparative Cohort studies and statistics. It allows us to track student outcomes for four years and is an invaluable and integral part of writing the new Grant every four years

The Blumen database has been customized to receive a mainframe download (in-house by MIS) of the demographic and semester data information and is totally supported by MIS. We have not added any custom features to Blumen, and therefore all upgrades are clear of any customized changes.

CSD must also manually input additional data not available from the mainframe which is required for APR compliance. Our Blumen Db Instructional Manual, written by Catherine Vanek, is upgraded frequently as needed, assuring a trouble-free and accurate inputting of data. The database manager, whose duties are outlined in the Instructional Manual, works closely with the counselors to insure that the additional data gleaned from the Intake forms, Registration cards, Exit interview forms and other documents provides CSD with all required data necessary to comply with the TRIO regulations. All documentation, both hard copy and software records, must be kept for three years, and be available for a "Site Visit" or an "Audit" by the TRIO Grant examiners from the Department of Education.

Our APR which is normally due in November of each year is prepared by the TRIO Director and the Database Manager, with the assistance of all our counselors. See the detailed instructions for TRIO Grant compliance which is sent out every fall from the Department of Education. The TRIO Grant itself is written every four years, and submitted in August.

The Blumen database is Networked throughout the CSD office, and used by all of the Counselors as well as the secretary to access information quickly in order to better serve our disabled population. Records are updated and corrected continuously due to the interaction of the staff.

CSD's Factoids – Adopted as of September 1, 2007

1. Beyond the initial intake, students 18 and older are expected to initiate all contact with CSD.
2. CSD will communicate with parents/guardians **only** if the student is directly involved in the conversation.
3. Once CSD receives documentation of disability from a qualified professional, CSD is not permitted to transmit or transfer this documentation to another party or institution. If a student requires a copy of this documentation, he/she must make appropriate arrangements with the professional/school before it is sent to CSD.
4. CSD has adopted a **zero tolerance** policy on cheating. Students caught cheating will immediately be referred to the appropriate dean for corrective action. This issue is non-negotiable.
5. **For learning/psychiatric disabilities:** Within the documentation of disability form(s), all accommodations requested **must be directly supported** with actual test/subtests scores, **along with** a written explanation of how this test/subtest translates into the need for the specific accommodation.
6. CSD reserves the right to determine **reasonable** accommodations.
7. CSD requires that students ask their instructors to provide the testing accommodation of extra time (**time and a half**); CSD will only offer the **extra time** accommodation for testing situations when arrangements cannot be made with the instructor. CSD can not mandate that professors offer extra time for class readings/assignments.
8. With the exception of deaf/hard-of-hearing technologies, students requiring any other type of assistive technology **must** contact John Jeavons. For deaf/hard-of-hearing students, students are to contact Sharon Grossman directly.
9. It is not the responsibility of the college to provide services to meet the personal needs of the student. Examples of those services may include transfer from a car/van to a wheelchair; transfer from the van to the classroom; administering medication; and addressing toilet, feeding or dressing needs.

- 10.** It is expected that students will arrange for appropriate child care so as not cause a disruption to the services that CSD provides.
- 11.** Students with disabilities who are taking a part-time course load may apply for APTS (Aid to Part-time Students). Please contact the Financial Aid Office for further information.
- 12.** CSD is not required to provide testing accommodations to those students who have not followed appropriate appointment-making procedures. Students must remember to make their appointments one week ahead of time, unless extenuating circumstances exist which are verified by the instructor.
- 13.** If a student is entitled to a notetaker, it is the student's responsibility to approach the professors and ask them to secure a volunteer from the class who would be willing to make a copy of their notes for the student. Copies can be made on the CSD copy machine or carbon paper can be used.
- 14.** Nassau Community College's Student Code of Conduct supercedes disability status.