

HANDBOOK FOR STUDENTS
WITH DISABILITIES

Prepared by
the Division of Student Services
Suffolk County Community College
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PHILOSOPHY

Suffolk County Community College is committed to providing all students with the opportunity to reach their full potential. This includes promoting independence and assisting students to become their own best advocates. Although the college will assist with all necessary support services, students are expected to assume an active role in making such arrangements on their own behalf.

GOALS AND OBJECTIVES

The goal of Suffolk County Community College with regard to students with disabilities is to equalize educational opportunities by minimizing physical, psychological and learning barriers. We attempt to provide as typical a college experience as is possible, encouraging students to achieve academically through the provision of special services, auxiliary aids, or reasonable testing accommodations.

The main objectives are to:

1. insure that students with disabilities have equal access to all programs and services of the institution;
2. promote independence and preparation for entry into a competitive society;
3. facilitate the development of self-advocacy skills; and
4. assist students to transfer skills learned in the classroom to the world at large.

LEGAL RIGHTS OF THE DISABLED

The Rehabilitation Act of 1973 (amended 1977) prohibits discrimination on the basis of disability. Section 504 specifically refers to all colleges and universities and mandates that they be free from discrimination in recruitment, admissions and treatment of students. The college must also make reasonable accommodations in the academic program to ensure maximum participation by all students with handicapping conditions.

The term “handicapping conditions” includes such conditions as speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, dyslexia, minimal brain dysfunction and developmental aphasia. A person who is addicted to drugs but is not actively using drugs is considered a person with a disability and is protected by law. Physical or mental impairments do not constitute a handicap, however, unless they are severe enough to substantially limit one or more of the major life functions. A copy of the law can be obtained in its entirety from the Section 504 Compliance Officer, the Executive Assistant to the President, 451-4118.

Under Section 504, the student who has a disability is assured of an equitable chance to compete in college. The post-secondary institution's responsibility is to provide accommodations that will enable students with disabilities to take part in the typical activities and services that are open to its students. These accommodations do not ensure success, nor do they take the form of privileges. Accommodations are implemented so that a person's academic prerogative is not impeded by barriers which have been either consciously or unconsciously presented to the person as a result of his or her disability.

If a student with a disability feels that his or her rights have been violated, and the situation cannot be resolved between the parties involved, several avenues of recourse are available on campus. First, the student's disability services counselor and/or the Dean of Student Services should be contacted for an in-depth discussion of the situation. If the situation can still not be resolved and it is felt that the student's rights have been violated, established grievance procedures should be followed to investigate and/or remedy the problem. For information about this procedure, students should contact the Section 504 Compliance Officer (i.e., the Executive Assistant to the President).

ENROLLMENT PROCESS FOR NEW STUDENTS¹

All applicants for admission to any of the three campuses of Suffolk County Community College must submit a completed admissions application to the Admissions Office. As part of the admissions process, all students are asked to complete a Health History Form and return it to the appropriate Health Services Office. Students with disabilities are especially encouraged to complete the Health History Form in detail and to discuss any medical requirements or problems with the nursing staff prior to the beginning of classes.

At the time of acceptance, students with a disability will also have the opportunity to indicate the nature of their disability and to request services from the disability services counselor on their campus. This can be done by filling out a disability services request card, which is included in the acceptance packet, and returning it to the disability services office on your home campus. Prior to placement testing, students should provide documentation of their disability to the disability services counselor and arrange an initial meeting.

1. See Enrollment Checklist on Page 14.

At the initial meeting, students should be prepared to provide the counselor with documentation (if they have not already done so) regarding the specific nature of their disability along with recommended accommodations or modifications. Documentation typically includes a psycho-educational report, high school Individual Education Plan (IEP), records from Vocational and Educational Services for Individuals with Disabilities (VESID) or the Commission for the Blind and Visually Handicapped, records from social services agencies, and/or medical documentation from a hospital or rehabilitation agency (see additional information regarding documentation on page 7).

All newly admitted students will also be contacted by the campus Counseling Center or Advisement and Testing Office to arrange for taking the computerized placement tests (CPT's). These tests are given to all new students to determine the appropriate level of course work to be taken in reading, writing and mathematics. **Students with disabilities who would like to request special testing conditions must contact the disability services counselor and document their disability prior to taking the CPT's.**

After completing the CPT's, all students are scheduled for an advising appointment to review their choice of a major and plan their first semester's courses. When possible, students with disabilities should schedule an advising appointment with their disability services counselor before actually registering in order to review their course selections, receive scheduling assistance, and make final arrangements for the upcoming semester.

ACCESSIBILITY

All major buildings on the three campuses are physically accessible. It should be noted that the Ammerman Campus is hilly, and as a result, wheelchair attendants may be needed during the winter months.

Automatic doors have been installed in all major campus buildings. Adequate handicapped parking is available on all three campuses.

DOCUMENTATION OF A DISABILITY

(How to Obtain Services If You Have a Disability)

Students who need services or accommodations must submit written proof of their disability. This proof must include supporting documentation from a physician, appropriate health care provider, or school. Where appropriate, proof can also be provided by a rehabilitation agency such as Vocational and Educational Services for Individuals with Disabilities (VESID) or the Commission for the Blind and Visually Handicapped. All documentation should include the following information:

- name/type of disability (i.e., diagnosis)
- the limitations caused by the disability
- length of time the student will be disabled
- what barriers or problems the student may have in a college setting
- what services or accommodations the student will need while in college

Note that documentation from a school district typically involves an Individual Educational Plan (IEP). In those cases where an IEP is submitted, the student must also provide an up-to-date psycho-educational profile as well.

The college generally requires all written proof of a disability to be less

than three years old. However, the college will accept test results and other proof which is more than three years old if the disability is not likely to substantially change over time. Students required to submit more current proof may receive services on a temporary basis if they can show that services and/or accommodations have been received in the past. Temporary services will not be provided if there is no previous history of services and/or accommodations.

Students should send all written proof of a disability to the home campus office (see below) as soon as they are accepted to the college. This will allow the college enough time to make arrangements for services before taking the placement tests and before the start of classes.

Ammerman Campus
Disability Services
(631) 451-4045
(631) 451-4473 (FAX)
(631) 451-4041 (TTY)
[disabilityserv-amm@
sunysuffolk.edu](mailto:disabilityserv-amm@sunysuffolk.edu) (e-mail)

Michael J. Grant Campus
Disability Services
(631) 851-6250
(631) 851-6330 (FAX)
(631) 851-6255 (TTY)
[disabilityserv-west@
sunysuffolk.edu](mailto:disabilityserv-west@sunysuffolk.edu) (e-mail)

Eastern Campus
Disability Services
(631) 548-2524
(631) 548-3613 (FAX)
(631) 548-2699 (TTY)
[disabilityserv-east@
sunysuffolk.edu](mailto:disabilityserv-east@sunysuffolk.edu) (e-mail)

SERVICES, ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

As previously stated, it is the college's responsibility to make reasonable accommodations so that students with a disability have the opportunity to 1) succeed in their chosen educational endeavor, and 2) participate in the activities and services open to the campus community. In order for this to occur, students must register with the disability services counselor, request services in a timely manner, and provide supporting documentation as required. It is the responsibility of the disability services counselor to gather all available information (e.g., student's input, IEP's, agency reports, medical recommendations) and to make the final determination as to which accommodations and modifications are warranted in a particular case. The following are examples of the most commonly utilized services, accommodations and modifications.

Interpreters/Signers 1

Notetakers

Use of a Tape Recorder in Classes

Use of a Calculator 2

Use of a Scribe

Special Seating Arrangements

Special Testing Conditions

- (a) extended time
- (b) readers/writers
- (c) alternative testing location
- (d) use of a spell checker/word processor

Registration and Scheduling Assistance

1. See agreement for interpreting services on page 15.

2. Note that special provisions apply for MA01 and the math placement test.

OTHER SERVICES

Co-Curricular Activities

All students have access to a full range of student life programs (e.g., concerts, speakers, movies, clubs, publications, theater, athletics, etc.). Contact the Office of Campus Activities for additional information about student life programs in general as well as any special clubs for students with disabilities.

Specialized Library and Computer/Skills Center Equipment

Adaptive equipment is generally available at various locations, including the campus library and computer/skills center, on all three campuses. Typical equipment and software currently include Kurzweil and Omni reading machines, Zoom Text Xtra, Dragon Dictate Naturally Speaking, JAWS for Windows, Smart View Magnifiers, Low-Vision Keyboards, and adjustable tables.

Student Support Services (SSS)

The SSS program provides special support services for a limited number of new, full-time students who are first generation, low income, and/or disabled. Services include one-to-one assistance with academic and educational needs, tutorial services, peer mentoring, and financial aid assistance. For additional information, contact the SSS Office on your home campus (see directory on pages 12-13).

Academic Skills/Learning Centers/Tutorial Assistance

Each campus maintains academic computing labs with open computer rooms and academic skills/learning centers for tutorial assistance in reading, writing, and math as well as other disciplines. Specialized tutoring and assistance with learning strategies may also be available for students with learning disabilities. For additional information, contact the appropriate center listed in the directory on pages 12-13.

APPENDICES

DIRECTORY OF SUPPORT SERVICES

	AMMERMAN CAMPUS	MICHAEL J. GRANT CAMPUS	EASTERN CAMPUS
Admissions Office	Ammerman Bldg Rm. 103 451-4022.	Caumsett Hall Rm. 110 851-6719	Peconic Bldg. Rm. 112 548-2512
Career Services/Cooperative Education	Babylon Student Ctr. Rm. 205 451-4049	Nesconset Hall Rm. 1 851-6876	Peconic Bldg. Rm. 0122 548-2527
Child Care	Campus Kids Child Care Center 451-4388	Suffolk Kids Cottage 851-6517	No Child Care Ctr.
Counseling	Ammerman Bldg. Rm. 209 451-4053	Caumsett Hall Rm. 20 851-6250	Peconic Bldg. Rm. 122 548-2524
Disability Services	Ammerman Bldg. Rm. 202 451-4045	Caumsett Hall Rm. 20 851-6250	Peconic Bldg. Rm. 122 548-2524
Dean of Student Services	Ammerman Bldg. Rm. 200 451-4043	Caumsett Hall Rm. 106 851-6521	Peconic Bldg. Rm. 224 548-2514
EOP	Babylon Student Ctr. Rm. 20 451-4356	Caumsett Hall Rm. 111 851-6707	Peconic Bldg. Rm. 122 548-3646
Financial Aid	Ammerman Bldg. Rm. 16 451-4072	Caumsett Hall Rm. 30 851-6712	Peconic Bldg. Rm. 112 548-2525
Health Services	Kreiling Hall Rm. 25 451-4047	Captree Commons Rm. 110 851-6709	Peconic Bldg. Rm. 115 548-2510
Campus Activities	Babylon Student Ctr. Rm. 105 451-4375	Captree Commons Rm. 106 851-6702	Peconic Bldg. Rm. 119 548-2530
Student Support Program	Huntington Library Rm. 19A 451-4693	Sagtikos Bldg. Rm. 103 851-6778	Peconic Bldg. Rm. 122 548-2582

DIRECTORY OF SUPPORT SERVICES

	AMMERMAN CAMPUS	MICHAEL J. GRANT CAMPUS	EASTERN CAMPUS
Tutorial Assistance	<p>Islip Bldg. Writing Center Rm. 101 451-4150</p> <p>Islip Bldg. Reading Center. Rm. 116 451-4162</p> <p>Riverhead Bldg. Math Learning Ctr.. Rm. 235 451-4002</p>	<p>Sagtikos Bldg. The Center for Academic Excellence Rm. 100 851-6795</p>	<p>Orient Bldg. Academic Skills Center Rm. 234 548-2594</p>
Computer Assisted Learning Centers	<p>Hunting Library Computer Center 451-4211</p> <p>Huntington Library Media Resources Center 451-4187</p>	<p>Sagtikos Bldg. Library Rm. 141 851-6556</p> <p>Sagtikos Bldg. The Center for Academic Excellence Rm. 101A 851-6797</p>	<p>Orient Bldg. Academic Skills Ctr Rm. 234 548-2594</p> <p>Peconic Bldg. Library Rm. 200 548-2536</p>

ADDITIONAL COLLEGEWIDE RESOURCES

Suffolk County Community College Web Site: www.sunysuffolk.edu

ENROLLMENT CHECKLIST

1. Apply for admission (Admissions Office).
2. Apply for financial aid (Financial Aid Office).
3. Document your disability (Disability Services Counselor).
4. Take placement tests (Counseling Center/Advisement and Testing).
5. Satisfy immunization requirements (Health Services Office).
6. Get advising for first semester (Counseling Center/Advisement and Testing).
7. Finalize plans and arrangements for first semester (Disability Services Counselor).
8. Register for classes (Registrar's Office).
9. Pay your bill (Cashier/Business Office).
10. Attend new student orientation (Campus Activities).

AGREEMENT FOR INTERPRETING SERVICES

Student Name

College I.D. Number

1. I understand that I must request interpreting services for my classes at least one month before the beginning of a semester.
2. I understand that I must request interpreting services for on-campus, non-classroom activities at least one week in advance.
3. I understand that it is my responsibility to notify the interpreter if I will not be able to attend a class or scheduled activity.
4. I understand that if I miss a class on two consecutive occasions without giving advance notice to the interpreter, that interpreting services will be automatically suspended. In that event, I understand that in order to resume interpreting services, I must contact the Disability Services as indicated below.

Ammerman Campus

Disability Services
(631) 451-4045
(631) 451-4473 (FAX)
(631) 451-4041 (TTY)

Michael J. Grant Campus

Disability Services
(631) 851-6250
(631) 851-6330 (FAX)
(631) 851-6255 (TTY)

Eastern Campus

Disability Services
(631) 548-2524
(631) 548-3613 (FAX)
(631) 548-2699 (TTY)

Student Signature

Date

Special Services

Date

S.C.C.C. #1009

DOCUMENTATION RELEASE FORM

I, _____, hereby authorize
(Student's Name)

(Name of High School, Agency, or Individual)

to release to Suffolk County Community College the following information:

_____ Academic transcript and related school records

_____ Health evaluation

_____ Individual Educational Plan

_____ Psycho-educational evaluation

_____ Other: _____

If appropriate (i.e., for high school), indicate:

Date of Graduation

Resource Room Teacher

HS Counselor

I understand that all such information will be treated as confidential. All records are to be sent to my home campus address as indicated below.

Ammerman Campus
Disability Services
(631) 451-4045
(631) 451-4473 (FAX)
disabilityserv-amm@
sunysuffolk.edu

Michael J. Grant Campus
Disability Services
(631) 851-6250
(631) 851-6330 (FAX)
disabilityserv-west@
sunysuffolk.edu

Eastern Campus
Disability Services
(631) 548-2524
(631) 548-3613 (FAX)
disabilityserv-east@
sunysuffolk.edu

Signature

Date

Witness

Date

S.C.C.C. #1040

COLLEGE SUCCESS TIPS

Attend All Classes - Do not miss any lectures or presentations. All classes are important and provide an opportunity to learn.

Sit in the Front of the Room - Where you sit in class can be important. If you sit in the front of the room, there is less chance for distraction.

Review While the Information Is Fresh in Your Memory - Immediate review is important so that you can move information from short-term to long-term memory. Tapes and notes should be reviewed after class, highlighting and summarizing the information covered during the class.

Learn Material - You should review frequently in order to master material and commit information to memory. Some techniques include listing, grouping by category, alphabetizing, associations, flash cards, and oral review. Index cards are easy to carry and can be used when you have extra time.

Establish a Study Schedule and Stick to It - Most students require 2 - 3 hours of study time per week for each hour spent in class. You should plan blocks of time to study.

Plan Ahead; Do Not Wait Until the Last Minute - You should allow for enough time to complete assignments. It is helpful to break larger assignments into smaller steps which then will not seem so overwhelming.

Make Sure You Understand an Assignment Before Starting It - Ask for help well in advance of the due date for the assignment. It does not make sense to ask for help after you have completed an assignment only to discover that it was done incorrectly.

Know Who to Ask for Help, and Get Help Early - You should know who to ask for help if you become confused or begin to flounder in a course. Seek out an academic counselor or disability services counselor early. Do not wait until you are failing to ask for help.

TEST TAKING

Taking exams can be stressful. It is imperative that test accommodations are organized well in advance of the test date. Do not expect your instructor to remember that you need a special location for an exam or that he/she can arrange a reader for the exam on short notice. Here are some techniques to help reduce the stress.

Preparation:

- Find out as much as you can about the exam - what will it cover and what types of questions will be asked. If possible, ask the instructor for an old test so that you can check the format.
- Review and recite throughout the semester, not just before the exam.
- Develop a summary/review sheet from assignments and notes.
- Memorize terms throughout the semester. Use flash cards and ask a friend or tutor to quiz you often.
- Ask someone in the class to review with you. Organize a study group.

Test Taking:

- Read all directions first. If you are not sure what to do, ask.
- Skim the exam. Plan your time. If an item is only worth 1 point, don't spend a lot of time on it; if it is worth 50 points, plan to spend more time.
- Answer the questions you know first. When you are not sure of a question, try to develop a reasonable answer. Partial credit is better than none. Look back at other questions for clues.
- Use all of your time. Review questions to make sure you did not miss any or misunderstand directions.

Time Management:

- Prepare a schedule and set priorities. You will be faced with many deadlines and commitments in college. Use calendars for planning.
- Use a monthly calendar. Check each course outline for deadlines throughout the semester. Pencil in due dates for assignments, papers, and exams. Also, put in personal plans (e.g., holidays, etc.).
- Use a weekly calendar for the times of all classes, labs, tutoring sessions, jobs, and appointments. Also, include times you sleep, play sports, or relax. The empty slots are times that you can study. Keep the calendar handy (in your notebook, perhaps).
- Make a daily list of things you must do each day and cross them out as you complete them. Make a new list each evening for the next day. Check course outlines for reading assignments, etc., and your monthly calendar for upcoming exams and papers. Be sure you leave enough time for studying.

Other Tips:

- Try to study at the same time, in the same place, each day.
- Do not read in bed. Your brain is trained to sleep in bed, so you will probably end up falling asleep while trying to read.
- Use index cards to copy your schedule. Keep it handy (taped to your desk, in your wallet, etc.).
- Tape the course outline for each course in that subject notebook so it will not get lost.
- Set aside time to work on large assignments. Count backwards from the due date and estimate how much time you will need. Write your plan on your calendar.
- Schedule time before each class to review notes and tapes.
- Schedule time right after class to review. The sooner you review, the better your recall will be.
- Set priorities. Do the most important things first.

NOTE TAKING

NOTE TAKING is a difficult task that can often become overwhelming.

The best way to take good notes is to be a good listener, and listening skills require training. Listening skills can be broken down into three areas: pre-listening, listening, and post-listening (Deshler 1988).

Pre-listening:

- Preview all notes from the last class and any assignments related to this session before class begins.
- Review vocabulary words likely to be used in class. Keep a vocabulary list for each reading assignment.

Listening:

- Sit in the front of the room so that you are not distracted.
- Write down any outline that is on the board.
- Date your notes, include the course name and number all pages.
- Use notebook paper with a margin where you can make notes or write down key words and phrases.
- Listen for organizational clues (e.g., “the three stages...”).
- Put large question marks in the margins when you miss a point or do not understand. Ask these questions in class.
- Use any visual techniques that will help you to focus on important information

Post-listening:

- Clarify with your instructor anything that you did not understand.
- If necessary, rewrite your notes.
- Ask someone else to go over your notes to make sure you did not miss any important information.
- Review your notes no more than eight hours after class.
- Keep your notes in chronological order.

OTHER HELPFUL HINTS

STUDY SKILLS

There is no RIGHT way to study. By trying different methods, you will find one that suits your needs and learning style.

The following are techniques that you may find helpful:

- Develop a filing system for each subject. Keep handouts in separate folders for each subject. Try color-coded folders (e.g., red for math, blue for English, etc.).
- Separate your subjects. Keep a separate notebook with built-in folders for each course.
- Find a place for everything. For instance, if you use a calculator, use a pocket in your backpack or briefcase and always put it back right after using it. Find a spot for texts, notebooks, etc. Then you will always know exactly where each item can be found.
- Use a weekly calendar so you can see the week ahead at a glance. Check that you have everything you will need for a certain day.
- Write yourself reminders (on paper such as post-it notes). Put the notes where you will see them (e.g., on your steering wheel, taped to a doorknob, etc.).