

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

OFFICE OF DISABILITY SERVICES

HANDBOOK

OFFICE OF DISABILITY SERVICES
BRONX COMMUNITY COLLEGE
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INTRODUCTION

To Students

This handbook serves as your official guide to the program and procedures at Bronx Community College for students with disabilities. The handbook is a resource to help you make the most of your college career. We hope that the information you find here is useful in providing you with a firm grasp of the services available to you during your time at the college. If you need an alternate format copy of this handbook, please consult the Administrative Assistant.

Please read this handbook completely. It is your responsibility to be aware of and be guided by the guidelines contained in this handbook. Review these frequently and refer to them as needed during your enrollment at the college. Please note, however that this handbook is not a substitute for the Bronx Community College Catalog, Schedule of Classes, Student handbook and the college regulations, requirements and policies contained in these and other college publications.

We wish you a successful and rewarding educational experience at Bronx Community College.

To Faculty and Staff

This handbook is provided to faculty and staff to enhance their sensitivity to and understanding of the needs of students with disabilities at Bronx Community College, the roles of faculty and staff in meeting those needs related to law and policy guidelines, and the services available at the college. The cooperative efforts of faculty, staff, students and program specialists are all required to achieve our mutual goal of providing each student with the opportunity for academic success at Bronx Community College.

We particularly direct the attention of faculty to the Responsibilities of Faculty sections and to sections near the end of this handbook, which suggest instructional modifications, which might be considered in planning for the needs of students with different types of disabilities.

The staff of the Office of Disability Services stand ready to work with you to meet the program access needs of all students.

HANDBOOK IN ALTERNATE FORMAT

This handbook is available in alternate formats, such as enlarged print and Braille print, etc. Consult the Administrative Assistant in Loew Hall room 213 to obtain an alternate format copy of this handbook.

HANDBOOK REVISIONS AND ERRATA

This handbook is subject to periodic revision. It is your responsibility to consult the Office of Disability Services in Loew Hall room 213 to obtain a copy of current revisions and errata for this for this handbook each semester.

POLICY ON NONDISCRIMINATION FOR STUDENTS WITH DISABILITIES

It is the policy of the City University of New York to comply with Section 504 of the Rehabilitation Act of 1973, as amended, the American with Disabilities Act of 1990, as amended, state legislation (Executive Law 296), local law, and applicable regulations promulgated pursuant to these laws to prohibit the exclusion of qualified students with disabilities in access to its programs or activities. Bronx Community College, as a unit of the City University, does not and will not discriminate against qualified students with disabilities in access to its programs and/or services. “Disability” for purposes of this policy is defined to mean a “physical or mental impairment that substantially limits one or more major life activities” such as walking, seeing, hearing, speaking, breathing, learning, etc.

Pursuant to policy, Bronx Community College will operate its programs and activities such that these programs/activities when viewed in their entirety will provide meaningful accessibility to all qualified students with disabilities in order to maximize their opportunity to meet the challenges of higher education. Pursuant to this policy, the college (1) will provide reasonable individual accommodations and (2) will make structural modifications to existing facilities if no other feasible way exists to make a program or activity accessible, as long as no individual accommodation or structural modification would (a) fundamentally alter the nature of the program and/or (b) result in an undue financial burden or hardship on the college.

Any student who needs a reasonable accommodation in order to more fully participate in college programs/services, pursuant to this policy should direct

his/her request to the Office of Disability Programs and Services, Loew Hall room 213, Telephone: (718) 289-5874. The Office of Disability Services is the primary program for assisting in the successful integration of students with disabilities into the B.C.C. Community, and for making determinations of what will constitute appropriate reasonable accommodations.

In addition, students have access to assistive technology such as a voice recognition, voice-synthesized document and screen reading, and screen and document magnification for use on an individual or group basis. Equipment is available at the Learning Center, and the Computer Labs in the following areas: Colston Hall room 602, Meister Hall room G01, Meister Hall room 224/225, and Loew Hall room 320.

If a requested accommodation cannot be implemented or if the student believes that he/she is being discriminated against on the basis of a disability, the student should consult with the Director of Disability Services. The student may also consult the Office of Affirmative Action, Compliance and Diversity (AACD), Language Hall room 27, which will attempt to resolve the dispute among the parties or if appropriate, accept a formal complaint in accordance with applicable procedures.

THE AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) of 1990 is civil rights legislation that affects some 43,000,000 Americans with disabilities. It is the purpose of this act to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The Act complements but does not replace Section 504 of the Rehabilitation Act of 1973. (See Section 504 of the Rehabilitation Act of 1973, as Amended.) As with Section 504, the ADA is non-discrimination statute, not an affirmative action statute. It seeks to dispel stereotypes and assumptions about disabilities, ensure equal opportunity and encourage full participation, independent living and economic self-sufficiency for persons with disabilities.

Provisions of the ADA

Title I. Title I covers nondiscrimination in employment activities.

Title II. Title II of the ADA is divided into two subparts. Subpart A requires that States and local government entities and programs be made accessible to and

usable by persons with disabilities. Subpart B covers transportation and requires systems be made fully accessible to persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities.

Title IV. Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed-captioning technology.

Title V. Title V contains miscellaneous provisions.

SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

“No otherwise qualified individual with disabilities in the United States. . . shall solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance.”

Definition of Terms

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities, including, for example, communication, ambulation, education, employment and training. An individual is considered to be a person with a disability if he/she (1) has a disability, (2) has a history of a disability, or (3) is perceived by others as having a disability.

Provisions of Section 504

Bronx Community College as a public institution of higher education which receives federal assistance is legally bound to prohibit discrimination in the recruitment process, the admissions process, and the educational process of qualified students with disabilities. Students with documented disabilities are entitled to receive approved accommodations and appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of Bronx Community College.

Under the provisions of Section 504, Bronx Community College **will not:**

- Limit on the basis of their disability status the number of otherwise qualified students with disabilities admitted;
- Make pre-admission inquiries as to whether an applicant is a person with a disability;
- Provide less financial assistance to qualified students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of disability;
- Counsel qualified students with disabilities into more restrictive career paths than are recommended to students without disabilities;
- Measure student achievement using modes that adversely discriminate against a qualified student with a disability; or
- Establish rules and policies that have the effect of limiting participation of qualified students with disabilities in educational programs or activities.

SERVICES FOR STUDENTS WITH DISABILITIES

Services for students with disabilities are offered through the Office of Disability Programs and Services. If at any time, you wish to receive services and/or request an accommodation at the college, please make an appointment to see the Director/Assistant Director of the Program. **At this meeting, you must provide documentation of your disability.** (See Initial Appointment section below.)

The Office of Disability Services is located in the Loew Hall, Room 213. Program operating hours are 9:00 – 5:00, Monday through Friday, and evening hours by appointment. Come in and register with the program and get to know the staff. They are excellent contacts for you during your career at Bronx Community College. If you have any questions, we will make every effort to provide you with up to date and accurate information.

Initial Appointment

At the initial appointment:

- You will fill out intake form (assistance is available, if necessary).
- You will be given a general overview of services available for all students with disabilities.

- You will be asked to provide documentation of your disability. (See below.) No decision about accommodations, if needed, can be made before all documentation is available for review.
- You will be introduced to the Accommodation Letter, which you will use each semester to arrange accommodations in your courses. (See below.)

DOCUMENTATION OF DISABILITY

General Guidelines

Students diagnosed with a disability who request services or accommodations are required to provide appropriate and current documentation. In the case of multiple disabilities, students must provide documentation for each disability for which accommodations are requested. Prior documentation such as an Individualized Education Program (IEP) or a history of receiving accommodations from a former school does not necessarily validate the need for services or continuation of accommodations at the university level. This history can, however, be attached to the current documentation as part of a comprehensive assessment battery. The determination of reasonable accommodations on campus is based on satisfying the documentation guidelines outlined below and a clear demonstration of the functional limitations on the student's performance in an academic setting. These guidelines apply to all disability types recognized by the ADA.

If necessary, the Office of Disability Programs and Services can provide you with medical/psychological release of information forms allowing your provider to send all appropriate documentation directly to this office. Please have name, address, and phone and fax numbers with you at your initial appointment.

- A qualified professional should conduct the evaluation and provide name, title, professional credentials, including information about state licensure or certification number.
- The evaluation should include the diagnosis (ICD-10 or DSM-IV) and be dated. The document will include the original signature of the professional responsible for the assessment of functioning.
- The evaluation must be current. Disabilities may change in severity over time and documentation should support current accommodation needs.

- Recommendations and rationale for accommodations and/or assistive technology must be based on the analysis of the functional impact of the diagnosis.
- Services, accommodations, and/or assistive technology will be determined on an individual basis upon documentation review and consultation with the disability service professional at each campus.
- Insufficient documentation may result in the delay of services and accommodations.

DOCUMENTATION GUIDELINE BY DISABILITY

- **Learning Disability Documentation Guidelines**

The evaluation should:

- be conducted by an evaluator with comprehensive training with adolescents and adults with learning disabilities.
- be evaluated within the last three years of high school (for those diagnosed in school).
- include a description of functional impact of diagnosis and include specifics of how the learning process may be affected by the diagnosis; and should include recommendations and rationale for accommodations and/or assistive technology.
- include test scores to document the nature and severity of the disability.
- adult students not previously diagnosed must provide appropriate documentation as per guidelines for students not previously diagnosed.

- **ADD/ADHD Documentation Guidelines**

The evaluation should:

- be conducted by a qualified professional whose background includes training and relevant experience in the full range of psychiatric disorders.
- be within the past three years and be updated as required.
- include a summary of relevant historical information including initial onset, diagnosis, medication and indication of ADD/ADHD throughout adolescence or adulthood.
- identify functional limitations in the educational setting.
- include rationale for specific recommendations or accommodations.

- **Psychological & Psychiatric Guidelines**

The evaluation should:

- be made by a professional who is qualified with appropriate training in diagnosing psychological and psychiatric disorders.
- be within the past three years and be updated as required.
- include a summary of relevant historical information including initial onset, diagnosis, medication and indication of psychological/psychiatric disorders throughout adolescence or adulthood.
- include rationale for specific recommendations or accommodations.

- **Visual Impairment or Blindness**

The evaluation should:

- include an ophthalmologic evaluation made by a qualified professional or granted by a recognized resource such as NY State Commission for the Blind (include CBVH Registry Number).
- be current and reflect present condition. In the case of visual acuity changes, new documentation should be submitted.
- identify functional limitations and provide recommendations for academic accommodations/assistive technology.

- **Deaf/Hard of Hearing Guidelines**

The documentation should:

- include a diagnosis based on an audiological evaluation conducted by a qualified professional.
- provide a description of functional limitations and recommendations for academic accommodations, interpreter services, and other services including assistive technology.

- **Mobility/Orthopedic Disabilities**

The evaluation should:

- be made by a qualified professional with the appropriate training in diagnosing physical disabilities.
- be current and relevant. If the conditions change, an updated report will be required.
- include a diagnosis, a description of any functional limitations and recommendations for accommodations and /or assistive technology.

- **Chronic Medical Condition**

The evaluation should:

- be submitted on letterhead (or a standardized medical documentation form provided by the college) by a qualified health professional.

- be within the past six months. In case of changes, new documentation needs to be submitted.
 - identify medication, if any, and include information describing the possible impact of the medication upon academic performance.
 - identify functional limitations in the academic environment and recommendations for accommodations and/ or assistive technology.
- **Substance Abuse /Chemical Dependency**
 - The evaluation should:
 - be submitted from a qualified professional with experience in the field of Chemical Dependency.
 - be current (within one year of submission).
 - identify academic functional limitations and recommendations for accommodations.
 - include treatment program and medication information in the report.
- **Other**
 - Consult with the Director of Disability Services on campus.

ACCOMMODATION LETTER

The Accommodation Letter serves to communicate to your instructor that (1) you have a documented disability and are registered with our office (2) the nature of the recommended classroom and testing accommodations needed for the course. The recommended accommodations are based on the documentation that you provide at the intake interview. No decision about accommodations can be made before all documentation is available for review.

When the Accommodation Letter is completed and provided to you by the Office of Disability Services, it is your responsibility to schedule a meeting with each of your instructors. At this meeting you will discuss your accommodation needs. If questions arise during this meeting with your instructor regarding the appropriateness of any particular accommodation request in relation to a particular course, you must notify the Office of Disability Programs and Services of any problem that you are unable to resolve with the instructor.

WHAT IS A “REASONABLE ACCOMMODATION”?

Reasonable accommodation is just what the term suggests, a logical adjustment and/or auxiliary aids in the work or academic environment to enable a qualified individual with a disability to perform the essential duties of a position or, in the case of students, to fully participate in the academic program.

The need for reasonable accommodations, academic adjustments and/or auxiliary aids can only be determined on a case-by-case basis, taking into consideration the individual, his/her specific disability and existing limitations, the essential functions of the job or the fundamental nature of the course, program or service, and the rational/justification for the requested accommodations, academic adjustments and/or auxiliary aids.

In all cases, the student should be consulted regarding specific accommodations, academic adjustments and/or auxiliary aids because what may have been successful for one individual may not be appropriate for another. Reasonable accommodations, academic adjustments and/or auxiliary aids are as varied as the needs of the individuals involved, the specifics of the academic program and the ingenuity of the parties.

State and federal law and regulation require reasonable accommodations to be made for the known physical and/or mental limitations of an otherwise qualified individual with a disability unless the accommodation, academic adjustments and/or auxiliary aids would impose undue hardship on the college. Undue hardship means an action requiring significant difficulty or expense, which is unduly costly, extensive, substantial, disruptive or that will fundamentally alter the nature of a course, program, or service.

RESPONSIBILITIES OF STUDENTS

It is the responsibility of the student to identify himself/herself to the Office of Disability Programs and Services and to provide professional documentation of his/her disability. If your condition changes during the academic year, you are responsible for providing updated medical documentation.

The student must consult with the Director, or Assistant Director, to determine what specific accommodations, academic adjustments and/or auxiliary aids will be appropriate while he/she is a student at Bronx Community College. The student will authorize any notification to their instructors of modifications and strategies. For each course where an accommodation, academic adjustments and/or auxiliary aids will be needed, the student is expected to meet with the

instructor at the beginning of each semester to discuss arrangements for the accommodations.

Students with disabilities have the same responsibilities for their education as all other students. These responsibilities include complying with the same academic standards, behavior standards, and giving timely advance notification of any special needs.

Planning Ahead for Academic Success

Frequently, it is necessary to plan as far in advance as possible if you need academic accommodations, academic adjustments and/or auxiliary aids due to your disability. This is because of the lead-time required to acquire special equipment and make other arrangements. For example, obtaining textbooks and other course materials in alternative formats may require substantial preparation time—in some instances up to several months. If you have questions about your participation in a science laboratory (e.g., a student with a visual impairment) it is necessary to begin discussing the situation with the Director and/or the Chair of the department approximately one full semester before you want to register for the course.

It is your responsibility to take the initiative to plan ahead and arrange to consult with instructors and the staff of the Office of Disability Programs and Services well in advance – not at the last minute. It is your responsibility to make every effort – in consultation with Program staff – to be aware of potential access issues that you might encounter due to your disability. This is not always easy. You are not required, and you should not attempt, to meet these responsibilities entirely on your own. Even the most sophisticated student may be unaware of or overlook potential problems because they are unfamiliar with the exact content and methods of a course. The instructor and/or department chair can help to advise you on these issues.

Likewise, the disability services staff has had considerable experience with the methods of instructors and with solutions devised for other students in specific and/or related courses. Assistance in identifying potential problem areas or in working out access is available by scheduling an appointment with the Program Director, or Assistant Director.

RESPONSIBILITIES OF FACULTY

The success of the College's nondiscrimination policy requires the full support of all employees. All academic departments and members of the faculty are equal partners with the administration and are expected to assume personal responsibility for the accomplishment of the policy's goals and objectives.

In particular, it is the responsibility of the faculty to cooperate with the Office of Disability Programs and Services and the Office of Affirmative Action Compliance and Diversity in arranging and providing authorized accommodations and support services, in a fair and timely manner, for students with disabilities. Faculty should meet as quickly as possible with students who provide them with an Accommodation Letter to discuss the means of providing accommodations in a particular class. The Accommodation Letter certifies that appropriate documentation of a disability has been provided to and received by the Office of Disability Programs and Services. (**Note: Records documenting a student's disability are confidential and access to them is not permitted unless the student signs a waiver.**) Ideally, students will initiate this meeting by making an appointment, but faculty are expected to be sensitive to the needs of students and encourage those who appear reluctant to contact the Office of Disability Programs and Services.

A student must be able to comprehend the course material and communicate that knowledge to the instructor. The purpose of accommodations is to give the student the opportunity to demonstrate mastery of the course material without altering the nature of the course or program. Faculty members should discuss with students the means of providing accommodations in a particular class. Faculty may not refuse to provide a reasonable accommodation or question the student's disability status when accommodations have been authorized by the Office of Disability Programs and Services.

If a faculty member has questions about the appropriateness of a required accommodation, he or she should consult with the Director of the Office of Disability Programs and Services. If an agreement is not reached, the Director and/or the faculty member should contact the ADA/504 Compliance Officer at the Office of Affirmative Action, Compliance and Diversity in Language Hall, room 27 to resolve the dispute. **However, the faculty member must continue to provide the accommodation until it is set aside or modified by the ADA/504 Compliance Officer.**

If a student requests an accommodation for a disability and the faculty member has had no official notification of the student's need for an accommodation, the student should be referred to the Office of Disability Programs and Services.

ACCOMMODATION REQUEST PROCEDURE

If you wish to make a request for an accommodation not covered in the **Accommodation Letter** please come to the Office of Disability Programs and Services, Loew Hall, Room 213. The request will be evaluated and you will be advised in a timely manner.

PROCEDURES FOR EXAMS

College Examinations

(Exams mean tests, quizzes, midterms, finals and other exams.)

1. If the accommodation approved is double time, use of a spell checker or use of a calculator, the student should make these arrangements directly with the instructor (*After approval* by the Office of Disability Programs and Services, which will provide an **Accommodation Letter** for the student to present to the instructor). It is best if the instructor can administer your exams with the appropriate exam accommodations. This way, problems such as exam security and misplaced exams can be avoided.

If you require an accommodation in addition to or other than double time (e.g., reader, writer, special desk, private room, etc.), you must notify your instructor and the Office of Disability Services. Exams with these accommodations can be administered by the Office of Disability Services.

- a. You must schedule the date and time of the exam with the Office of Disability Services at least seven calendar days prior to your exam. Make certain that you are aware of the office hours of Disability Services when you are planning your finals. We cannot administer exams when the office is closed. If you do not take an exam you have scheduled with us, we will return the exam to your instructor.
- b. If you need a reader, writer, etc., you must arrange this with the Office of Disability Services **at least one week** before the exam.

- c. Your instructor must provide written permission to administer an exam on a different date or time from your class and/or indicate any special exam circumstances (for example, open book tests) on the **Proctor** form.
- d. You must confirm arrangements with the Administrative Assistant at least two days before the actual exam.
- e. When you come to the office to take the test, please be prepared to leave all books and papers with reception (unless the test is an open book test or a book or material is part of your accommodation).

We are unable to make exceptions to these procedures without compromising the security and integrity necessary for us to administer exams. Therefore, it is in your interest to thoroughly understand and comply with these procedures.

In order for the Office of Disability Programs and Services to administer an exam we must have a completed Proctor form on record.

CUNY Assessment Exams

1. Register with the Office of Disability Programs and Services, providing documentation of your disability.
2. Schedule an appointment for your exam with the Testing Office. As a new student you will be sent an appointment in the mail for your CUNY Assessment Exam. However, by registering with the Office of Disability Services, there can be more flexibility in the scheduling of the exams, to allow for accommodations.
3. If the Testing Office has the staff and space available, they will administer exams when the only accommodation needed is extra time. Otherwise, testing will be arranged and administered through the Office of Disability Programs and Services.

PRIORITY REGISTRATION

Priority registration means that you are offered the option of registering before other students.

Priority registration is offered to all students with disabilities, except first and second semester students and first semester transfer students. These students receive an advising/registration date in the mail from the Office of Enrollment Management.

It is your responsibility to be aware of college regulations, policies, etc., before planning your curriculum. Consult department advisors, academic advisors, the Schedule of Classes, and the Bronx Community College Catalog (see Alternate Format Documents section for availability of these documents in alternate formats) for regulations, maximum credits permitted, pre- and co- requisites, etc. Secure all permission slips and necessary advisor signatures. If you are a COLLEGE DISCOVERY student, you register through the COLLEGE DISCOVERY department.

You also need to be aware of various dates and other information concerning registration. This information is found in the Schedule of Classes. Therefore, we urge you to consult the Schedule of Classes carefully.

Finally, make an appointment to see the Director/Assistant Director, if you need help planning your academic program.

PAYMENT OF BILLS

Be sure to check the Schedule of Classes as to the due date for payment of your bill. Your bill will be sent to you through the mail.

If you are sponsored by a rehabilitation agency (e.g., VESID, the Commission for the Blind and Visually Handicapped, or the Veterans Administration), you still must attend to your bill. If your bill is not paid by the deadline, you may be dropped from classes. In order to prevent this from occurring you need to keep on top of the situation as follows:

1. Remind your agency counselor to send your voucher to the college prior to the date your bill is due.
2. Make sure that your agency counselor sends vouchers to the correct person and location. Tuition vouchers are sent to Ms. Barbara Cash,

Bursar and book vouchers are sent to Barnes and Noble, the Bronx Community College bookstore.

Check with the Bursar to confirm that the College has received your tuition vouchers. Check with the Bookstore staff to confirm that the bookstore has received your book voucher.

If your voucher is lost or your agency counselor is unable to mail it out on time, get in touch with the Office of Disability Services as early as possible, so that we can attempt to resolve this problem.

Note: the Bursar's Office suggests that you pay your bill in person (even if you are sponsored and a voucher has been sent), because in-person payment provides you with the opportunity to review your financial record with the Bursar staff.

PROGRAM CHANGES

If you need to change your program, please follow the procedures printed in the Schedule of Classes.

Please note that all regular college procedures and deadline dates must be observed in withdrawing from a course. Academic and/or financial penalties may apply to withdrawal after deadline dates. Details are in the Schedule of Classes. If you have questions about these procedures and deadlines consult with the Director/Assistant Director.

RESOURCES FOR STUDENTS WITH DISABILITIES

Alternate Format Documents

If you need any office and/or college materials in an alternate format, please see the Office of Disability Services so arrangements can be made. Some technology is available in the Office of Disability Services, while other resources may be found in the Learning Resources Center.

Computer and Other Adaptive Equipment

Adaptive equipment and software is available to Bronx Community College students with disabilities at campus locations including:

Office of Disability Services (Loew 213)

ScannaR Reading Machine, Magnisight Explorer CC-TV, Telex Narrator, Franklin Speaking Language Master, Talking Calculators, Monoculars, Illuminated Magnifiers, Quicktionary II – Spanish/English Reading Pen, Large Print Dictionaries, Membership to Recordings for the Blind & Dyslexic (RFB&D).

Sage Hall (202)

ClearView 517XL Hardware, Jaws Professional Software for Windows, Kurzweil 3000/1000 Software for Windows, Magic Software for Windows, Dragon Naturally Speaking Software for Windows.

Colston Hall (602)

ClearView 517XL Hardware, Outspoken Solo Software for Macintosh, Kurzweil 3000 for Macintosh.

Meister Hall (G01)

ClearView 517XL Hardware, Outspoken Solo Software for Macintosh, Kurzweil 3000 for Macintosh.

Loew Hall (320)

ClearView 517XL Hardware, Jaws Professional Software for Windows, Kurzweil 3000 Software for Windows, Magic Software for Windows.

Meister Hall (224/225)

Jaws Professional Software for Windows, Kurzweil 3000 Software for Windows, Magic Software for Windows.

READER ASSISTANCE

Reader assistance is available by arrangement through the Office of Disability Programs and Services to qualified students. The program maintains a pool of qualified readers in various subject areas. Reader's Aid funds are administered through the New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Vouchers may also be obtained through the NYS Commission for the Blind by students registered with that agency. Please contact the Office of Disability Services for information and application procedures. Because of the high cost involved in providing this service, students who require a reader are

encouraged to explore any and all avenues for assistance outside of the college. The college will complete a joint application for Reader's Aid funds for eligible students.

EMERGENCY ASSISTANCE/SECURITY ARRANGEMENTS

In order to provide assistance during an emergency such as a fire, security officers, firefighters and other emergency personnel need to know where to find you. We strongly urge students with mobility-related and other disabilities which might affect their ability to exit a building during an emergency (when elevators may be unavailable or under the control of emergency personnel) to submit to the Office of Disability Services an updated Bursar's receipt with the location of all classes and other regular activities each semester and whenever you change class locations, add or drop a course, etc., so that it may be forwarded to the Security Office. For details concerning the emergency evacuation plan, you may speak to the Office of Public Safety, located in Loew Hall, room 505.

Campus Security provides an escort service to the nearby bus stops and subway stations, to the college parking lot. Please call the Office of Public Safety at least twenty minutes in advance of the time when you will need a security escort.

CAMPUS PARKING

In order to obtain a Bronx Community College parking permit for the special parking area reserved for person with disabilities, you must have a **New York State permit, a New York City permit (both referred to as a special vehicle identification permit) or a special disability license plate.** To apply, contact the Department of Transportation, PPPD Division (Parking Permits for People with Disabilities), at 718-433-3100 / TTY: 718-433-3111. An application will be mailed to you.

Once you have the special permit or license plate, you may then apply for a special parking permit sticker from Bronx Community College. In order to do so, you must make an appointment at the Office of Disability Services. For those without a state or city permit, temporary parking is available, as space permits, for a *maximum* period of one semester pending receipt of your plate or permit. You must show a copy of your application to be considered for available temporary parking.

There are no exceptions to this policy. It is to your advantage to apply immediately to the Department of Transportation for a permit.

Vehicles without approved plates, permits, etc. are prohibited from parking in reserved areas. Infractions should be reported immediately to the Office of Public Safety, Loew Hall 505. Violators will be cited and may be fined and/or have their parking privileges revoked.

Students with temporary conditions may, at times, be granted an on campus parking privilege. See the Director/Assistant Director regarding your individual needs.

SCHOLARSHIPS

Students with disabilities may apply for all scholarships and awards available at the College. Information is available through the Office of Academic Affairs, Language Hall, Room 11. Some scholarship applications may be available through the Office of the Vice President for Student Development, Loew Hall 201 and/or The Office of Disability Programs and Services, Loew Hall, Room 213.

ELEVATOR PROBLEMS – CLASS RELOCATION

Upon registration, students with mobility impairments are encouraged to bring bursars receipt to the disability services office for review. Any courses meeting in inaccessible locations will be moved with the assistance of the Registrars office. Students will be notified of room changes before the 1st day of classes.

Persons with disabilities who require use of elevators because of their disability are entitled to priority in their use. Other passengers must disembark when requested to do so. Notice of applicable regulations is posted in each campus passenger elevator. Contact security personnel or the Office of Disability Programs and Services for assistance.

If you experience a problem reaching a classroom or other facility because of a malfunctioning elevator or other facility problem, contact the Office of Disability Programs and Services immediately (in person or by phone).

Program staff will arrange for alternative means of access (e.g., tape-recording and note-taking of class) as soon as possible. After 5:00 p.m. on weekdays, anytime on weekends and other times when the Disability Services Office is closed, report elevator and other access problems to The Office of Public Safety (718-289-5923).

Program staff will also assist you in arranging alternative access if transportation, extreme weather conditions or other problems related to your disability prevent you from attending class.

If no alternative means of access is available or the access problem cannot be resolved within 24 hours, arrangements will be made to relocate your class to an accessible location (e.g., a ground floor location or location with working elevator) or the duration of the facility problem. The college designates ground-floor classrooms, which can be used to relocate a class, if necessary.

ACCESSIBLE FACILITIES

The following accessible facilities are available for the use of persons with disabilities.

A. The buildings listed below are accessible to wheelchairs or scooters from parking areas. Within these buildings, all floors are accessible by elevator. Please note that some of the elevators require staff assistance (marked with an *).

1. Colston Hall
2. Meister Hall
3. Roscoe Brown Student Center*
4. Loew Hall*
5. Loew Hall Annex
6. Gould Tech (now CPH)
7. Begrish Hall
8. Community Hall
9. Nichols Hall

B. The buildings in the next group are accessible but only on the ground floors.

1. Gould Residence Hall
2. Guggenheim Hall
3. New Hall
4. Systems Science Building
5. Alumni Gym
6. Snow Hall
7. Altschul Hall
8. Sage Hall
9. Gould Memorial Library (Auditorium only)

C. Buildings in the group below are not accessible at all.

1. Bliss Hall
2. Philosophy Hall
3. Language Hall
4. South Hall
5. McCracken Hall
6. Roscoe Brown Student Center Annex
7. Havermeyer & Havermeyer Annex
8. Butler Hall

COMPLAINTS

If you feel that you have not been treated fairly because of your disability, informal and formal resolution processes are available through the college.

The college encourages use of the informal process, the object of which is to achieve a workable resolution in the least adversarial and expeditious manner. You may initiate the informal process by taking steps on your own behalf to individual's administrative supervisor (usually the department chair or the director of the office). The Director of the Office of Disability Programs and Services and the Affirmative Action Officer are available to assist in the process.

If the informal efforts fail to establish mutually acceptable modifications, the dissatisfied party may file a formal complaint. Formal complaints must be filed in writing within fifteen (15) days of the failure to establish mutually acceptable modifications. Complete information on filing a formal

complaint is available from the Office of Disability Programs and Services or the Affirmative Action Office.

WHAT DO YOU SAY TO SOMEONE WITH A DISABILITY...?

The first step in interacting with students with disabilities seems obvious: treat them as you would any other students. Students with disabilities come to college for the same reasons others do. They bring with them the same range of backgrounds, intelligence and academic skills. The following information is offered as a guide for use in everyday situations.

Reception Etiquette

1. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
2. Treat adults as adults. Never patronize people using wheelchairs by patting them on the head or shoulder.
3. When addressing a person who uses a wheelchair, never lean on a person's wheelchair. The chair is a part of the body space of the person who uses it.
4. When talking with a person with a disability, look and speak directly to that person, rather than through a companion who may be along.
5. If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with your visitor, not the interpreter.
6. Offer assistance with sensitivity and respect. If the offer to help is declined, do not insist. If the offer is accepted, listen on, or ask for instructions (e.g., allow a person with a visual impairment to take your arm at or above the elbows so that you can guide rather than propel the person).

Conversation Etiquette

1. Relax. Don't be embarrassed if you happen to use common expression such as "see you later" or "got to be running along" That seem to relate to the person's disability. People who are visually/mobility impaired use these expressions.

2. To get the attention of a person with a hearing loss, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly and slowly. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking.
3. When greeting a person who uses a wheelchair for more than a few minutes, please sit down in order to place yourself at the person's eye level.
4. When greeting a person with a severe loss of vision, always identify yourself and others who might be with you. Speak in a normal tone of voice. Indicate in advance when you will be moving from one place to another, and let it be known when the conversation is at an end.
5. Listen attentively when talking with a person who has speech impairment. Keep your manner encouraging rather than correcting. When necessary, ask short questions that require short answers. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions will guide you to understanding.

People with disabilities are people first; they prefer that you focus on their individuality, not their disability. The language used to portray individuals with disabilities is often a barrier to access and acceptance in the community. The following glossary of terms is offered as a guide to acceptable terms:

DON'T SAY *handicap, handicapped*. **SAY** disability, or person with a disability. Emphasize the person, not the disability.

DON'T SAY *victim of or afflicted with a stroke, polio, muscular dystrophy, etc.* **SAY** person who has multiple sclerosis, or person who has had a spinal cord injury.

DON'T SAY *wheelchair-bound or confined to a wheelchair*. **SAY** person who uses a wheelchair or has a wheelchair. Most people who use a wheelchair do not regard them as confining. They are viewed as liberating.

DON'T SAY *deaf and dumb*. **SAY** person who is deaf, hearing impaired, or hard of hearing. Most deaf individuals are capable of speech. The inability to hear or speak does not indicate lower intelligence.

DON'T SAY *normal, healthy (when used as the opposite of disabled)*. **SAY** non-disabled.

DON'T SAY *the deaf, the visually impaired or the disabled*. **SAY** person who is deaf, persons with visual disabilities, persons with disabilities, etc.

DON'T SAY *spastic, Mongoloid, crazy, deformed, defective, or crippled*. These words are offensive, dehumanizing, degrading and stigmatizing. **SAY** the correct terminology for the specific disability. Use terms such as cerebral palsy, Down Syndrome, mental illness, spina bifida, quadriplegia, seizure disorder, speech impairment, or specific learning disability.

GENERAL CONSIDERATIONS FOR STUDENTS AND FACULTY

Students come to Bronx Community College with many different disabilities. In the section that follows, some of the main categories of disability are discussed and related accommodation strategies are suggested. We include this discussion here so that students and faculty may be familiar with the range of accommodation strategies that may be available in the classroom. These are, however, examples, and we encourage you to be creative and imaginative in exploring other possible options. Faculty, in particular, should be aware that accessibility in the classroom includes consideration of adequate light, sound amplification, material format and presentation. Some suggestions for helping students with disabilities are set forth in the discussion below.

We gratefully acknowledge the permission of Calhoun Community College to adapt the following material from their handbook publication. Any errors or omissions are ours.

DEAFNESS AND HARD OF HEARING

The two main types of hearing loss are sensorineural (nerve deafness which involves impairment of the auditory nerve) and conductive deafness (usually a dysfunction of a part of the ear mechanism). Hearing loss is measured by

decibels, and according to the decibel count, the loss may be mild, moderate or profound.

The 21 million people in the United States who have this disability differ considerably. A person may be born with a hearing loss or may become hard of hearing due to an accident or illness. If the age onset occurs before the acquisition of language and the development of speech, the individual may have language-based deficiencies such as poor syntax and vocabulary, and difficulty understanding abstract concepts.

Communicating with Persons Who Are Deaf or Hard of Hearing

Although they may wear hearing aids, many students rely primarily on lip reading. Even highly skilled lip readers usually only comprehend 30-40 percent of what is said. Also, lip reading students frequently miss class members' comments and have difficulty understanding instructors who cover their lips, face the chalkboard, move around, or wear a mustache.

People who wear hearing aids may not hear sounds the way others do. Hearing aids amplify all sounds and can make small noises, loud air conditioners, hissing fluorescent light fixtures, traffic noise and the like overwhelming. Sometimes people with hearing aids hear only jumbled and disjointed fragments. An interpreter may be necessary to convey the oral message to the deaf student by the use of sign language. The interpreter should be placed close to the instructor, or between the instructor and the student, so the student can watch both the signing and the body language of instructor.

During lectures, students with hearing impairments often need to have the instructor's speech amplified so that they can hear. Some students may ask the instructor to wear a small wireless FM microphone that is compatible with their hearing aids. Other students may need to audiotape lectures so that they can play the tape back at a higher volume. Technology is available to make telephone communication available to individuals with hearing impairments. Some students can use a regular telephone if it has a volume control. Other individuals must use a TDD (telecommunication device for the deaf).

Suggested Modifications

1. The student with a hearing disability may need to use a note taker so that he/she can give full attention to watching the speaker and/or interpreter.
2. The speaker should face the class as much as possible and should speak clearly and audibly. It is helpful to all students if the instructor repeats questions asked by the class.
3. Students will need to sit close to the speaker for maximum intake of visual cues.
4. Instructors should keep some amount of lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It would be helpful to supply the student with a written explanation of a demonstration in advance. Videotapes or movies should be open or closed captioned. If they are not, the student should be provided with notes or a summary.
5. Many students with hearing disabilities need to receive assignments in written form, and in advance if at all possible, in order to ensure proper understanding of the requirements.
6. The instructor should write technical or unfamiliar vocabulary on the chalkboard or on an overhead transparency.
7. The instructor should give a student who is deaf adequate time to respond to questions or participate in class discussions. There is a lag time between the end of a comment and the end of the interpretation into sign language.

VISUAL DISABILITIES

Visual impairments are disorders in the function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting. A person who is "legally blind" is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or whose visual field is less than an angle of 20 degrees. Ninety percent of

individuals who are legally blind have some useful vision or light perception. Total darkness is rare.

Visual disabilities are so varied that it is often difficult to detect such a student in the classroom or on the campus. The student may appear to get around without assistance, read texts, and/or take notes from the chalkboard. However, in many cases some form of assistance is needed.

Some students use aids such as guide dogs. These dogs are trained to move at the direction of their masters and are well disciplined to function in group settings. It is important to note that guide dogs are not to be petted or distracted in any way while they are on duty. Guide dogs are allowed by law in all college buildings, including laboratories, food services areas, classrooms and administrative offices.

Other students may use white canes, and a few use special electronic sensing devices to enhance mobility. Some students use magnifying devices such as telescopes or binoculars. Special consideration may be needed for the visually impaired student when a class is moved to a new location, when a group goes on field trip, or when the furnishings in a room are moved for a special program.

Suggested Modifications

1. Provide reading lists, syllabi, or other classroom materials as far in advance as possible to allow time for arrangements to be made, such as the audio taping or Brailing of texts. (Up to several months of lead-time may be required for text conversion.)
2. Allow the student to use note-taking devices such as Braillewriters.
3. Allow audio recording of lectures and class discussions.
4. Team the student with a classmate or lab partner that has typical vision.
5. Reserve front seats for students with low-vision. Make sure seats are not near or facing windows. Glare from the light can make it hard for a student to see the instructor or the board.
6. Verbalize the content printed on transparencies or on the chalkboard.

7. Face the class when speaking.
8. Provide large print copies of classroom materials by enlarging them on a photocopier or have them Brailled or audio taped.
9. Be flexible with assignment deadlines, especially if library research is requested.
10. If a specific task is impossible for a student to carry out, consider an alternative assignment.
11. Provide alternative testing formats (e.g. oral, large print, Braille or taped).
12. Some students will need extra time and/or special arrangements (e.g. typewriter, computer, scribe, audio-taping answers or oral exams).
13. Other adaptations suited to specific situations, such as tactile materials in presenting graphs or illustrations may be helpful.

ORTHOPEDIC/MOBILITY DISABILITIES

A variety of mobility-related disabilities result from neuro-muscular and orthopedic impairments. These disabilities may be congenital or they may be the result of an accident or illness. They may include conditions such as spinal cord injury, paralysis, cerebral palsy, severe forms of arthritis, polio, spina bifida, orthopedic injury, amputation, cardiac functions, cystic fibrosis, later stages of AIDS, stroke, and muscular dystrophy.

The range of disabilities in this category is large. Functional abilities and limitations will vary widely, even within one disability group. Some conditions are such that the person experiences pain, spasticity or lack of coordination. In other conditions there are intermittent flare-ups (when a student might be absent from class) and periods of remission, where the student seems to have no impairment of function (e.g. multiple sclerosis).

A number of students who use wheelchairs are able to stand but not walk. Some who use wheelchairs can walk with the aid of canes, crutches, braces,

or walkers. Using a wheelchair may help these individuals conserve energy or move about more quickly. Some students who use wheelchairs have full use of their arms and hands, whereas others do not. Students with muscular and mobility impairments also may have a hearing or speech impairment (e.g. cerebral palsy). Others may tire very easily. Because of vast difference among students, even when they have similar impairments, the best judge of what the student can or cannot do is the individual.

Suggested Modifications

1. It may be necessary to be lenient with this student population when they are occasionally late getting to class, particularly in inclement weather. Advisors and students should schedule classes to allow extra time for getting from class to class. Also, it may be necessary to schedule classes physically close together on campus.
2. Many of the students will need note takers, use of laptop word processors, and/or tape recorders in class.
3. Most students will have no unusual difficulty with tests. Some, however, will need extra time and/or special arrangements (e.g. typewriter, computer, scribe, audio-taping answers or oral exam).
4. Extra time may be needed for assignments due to slow writing speed or medical concerns which may involve large chunks of time in doctor's offices or hospitals.
5. Adjustable tables, lab benches, drafting tables, and the like may need to be made accessible for students who use wheelchairs.
6. When instructors intend to hold a class in new location or to go on a field trip, they should check to be sure that the new site is accessible. If the college provides transportation for field trips it is required to provide accessible transportation.
7. Some students will require help manipulating tools, laboratory equipment, and/or chemicals. An assistant or lab partner, who merely functions as the student's hands or legs, also may be needed.

LEARNING DISABILITIES

Several definitions of specific learning disability exist. The definition most used in higher education is that of the U.S. Department of Education, Rehabilitation Services Administration which states:

“A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding,

and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity.”

Each definition of specific learning disability concludes that individuals with this disability have:

- Average to superior intelligence;
- A chronic disorder of neurological origin which causes difficulty in receiving, processing, integrating, and/or expressing information;
- A severe discrepancy between achievement and intellectual capacity in one or more areas that did not primarily result from inadequate sensory acuity; environmental, economic or academic disadvantage; emotional disturbance; or mental retardation.

Often people assume that students with learning disabilities are unmotivated and unintelligent. Many question whether these students can succeed in college. Students with learning disabilities are not intellectually limited. They have the potential to succeed in higher education.

Terms referring to disorders included under the umbrella term “specific learning disabilities” include, but are not limited to: dyslexia (difficulty with reading), dysgraphia (difficulty with writing), dyscalculia (difficulty with mathematics), and ADHD (Attention Deficit/Hyperactivity Disorder).

Adults with learning disabilities may also have social skill problems due to inconsistent perceptual abilities. He or she may be unable to detect the difference between a joking wink and a disgusted glance. The student may not notice the difference between sincere and sarcastic comments, or be able to recognize other subtle changes in tone of voice. These difficulties in interpreting nonverbal messages may result in lowered self-esteem for some adults with learning disabilities, and may cause them to have trouble meeting people, working cooperatively with others, and making friends.

Although a learning disability cannot be “cured”, its impact can be lessened through instructional intervention and compensatory strategies. Appropriate academic adjustments made for students with learning disabilities may include some of the following examples of strategies, depending upon individual need/circumstances.

Suggested Modifications

1. Allow late withdrawal from class without penalty.
2. Consider the possibility of allowing substitution for otherwise required coursework on an individual basis, if the course is not found to be essential to the area of study and if making a substitution would not require a fundamental alteration in the nature of the program or activity.
3. Extend time to complete a course.
4. Provide taped textbooks.
5. If the textbook has a study guide or computer tutorial, suggest that the student use it and help him or her obtain it.
6. Double-space all material.
7. Make sure the syllabus is available prior to the first day of class to allow students to begin their reading early.
8. Use multi-media presentations.
9. Use note-taking modifications:
 - a. Use of note taker.
 - b. Photocopy classmate's notes.
 - c. Copies of instructor's notes.
 - d. Tape record classes.
 - e. Copies of transparencies.
10. Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.
11. Allow alternative formats of equal difficulty such as taping, visual displays or oral presentation.
12. Allow student to dictate to a scribe or to dictate and transcribe his or her own dictation.
13. Allow the student to use a word processor in class.
14. Allow use of a dictionary or electronic spellchecker.
15. Minimize penalties for misspellings, incorrect punctuation and poor grammar.
16. Critique an early draft of a paper.
17. Allow extended time for in-class writing assignments.

Exams

1. Allow tests to be taken in a quiet environment.

2. Allow the student to use a blank card to assist in reading.
3. Allow extended time.
4. Provide alternatives to computer-scored sheets.
5. Allow the student to respond orally to exam questions.
6. Give the student prompt, explicit feedback, both written and oral.
7. Consider alternative test designs. Some students with learning disabilities may find multiple-choice formats confusing. A student with a perceptual impairment will have trouble with tests requiring students to match different items.
8. Consider alternative or supplementary assignments to evaluate students' mastery of the course material. Taped interviews, slide presentations, photographic essays, or handmade models may lead to more accurate evaluations of mastery.

PSYCHOLOGICAL DISABILITIES

The term “psychological disabilities” covers a wide range of acute conditions and may include chronic conditions such as those categorized as severe personality disorders, psychoneuroses and psychoses.

The U.S. National Institute of Mental Health has reported that one in five Americans has some form of mental illness in any given six months. With appropriate treatment, the vast majority of psychological disorders are effectively cured or controlled. Treatment, which often combines medications and psychotherapy, can effectively stop acute symptoms in 80 percent of those living with schizophrenia, end the terror of phobic disorders, and halt the downward spiral in approximately 90 percent of those living with depressive disorders.

The greatest problems related to providing educational support services to students with a history of mental illness are founded in the misconceptions and stigma about the illness. Media attention to crimes involving persons with a psychiatric history and television dramas depicting persons with mental illness as psychotic killers play on deep, unconscious fears. Isolated and infrequent incidents on college campuses or in the community help to feed and justify these fears. As a result, college faculty and staff are often reluctant to approach students realistically because of fears that the students are very fragile or could be violent. In reality, people with mental illness do not commit more violent crimes than the rest of the population. Although comparatively few students with psychological disabilities may react to stress by becoming agitated or even

threatening, faculty who are familiar with this group of students with disabilities report that incidents of disruptive behavior by individual students can often be predicted, and, therefore, prevented.

Dealing with Disruptive Behaviors When They Occur

All students, including students with psychological disabilities, have the responsibility to meet general conduct requirements by adapting behavior to the educational environment. Although most students with psychological disabilities never draw attention to themselves by behaving disruptively, a few, because their symptoms are more persistent and/or cyclical, may experience periods in which “holding it together” becomes more difficult. Disciplinary issues should not be confused with mental health issues. If disruptive behavior persistently occurs, the issue should not be defined as a health issue. It should be defined as a disciplinary issue, and a referral to the appropriate college authorities should be made.

Suggested Modifications

1. Assistance with orientation/registration/financial aid forms.
2. Assistance choosing classes and instructors.
3. Extended time for exams.
4. Change of location for exams.
5. Note takers, readers, and tape recorders.
6. Modifications in seating arrangement.
7. Beverages allowed in class.
8. Peer support.
9. Identified, non-threatening place on campus for meeting before or after class.
10. Flexibility in the attendance requirements in case of hospitalization\crises.
11. Incompletes or late withdrawals rather than failures in the event of prolonged illness-related absences.
12. Time management and study skills assistance.

Educators of persons with disabilities are especially helpful to students with psychological disabilities when they help the student identify and explain his or her own functional classroom limitations, such as difficulty with oral presentations, or the need to accommodate side effects of medications (e.g. thirst, itching, agitation, frequent trips to the bathroom, etc.).

SPEECH AND LANGUAGE DISORDERS

Speech and language disorders refer to problems in communication. Examples include dysfluency (stuttering), articulation problems, voice disorders, and aphasia, (a difficulty using words, usually as a result of brain injury or loss of voice).

Speech and language disorders may result from many factors, including hearing loss, learning disabilities, cleft lip or palate, or cerebral palsy. Speech disorders may be aggravated by anxiety inherent in oral communication in a group.

Suggested Modifications

1. Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement.
2. Do not compel the student to speak in class, unless speech is a required course competency appropriate for the particular student.
3. Consider course modification, such as one-to-one presentations and the use of a computer with a voice synthesizer.

OTHER DISABILITIES

There are other impairments, neurological and medical conditions, which don't fit under the major categories discussed above but which are covered under non-discrimination laws. These disabilities can affect students by significantly impairing their energy level, memory, mobility, speech, vision, or muscular coordination (e.g. heart conditions, sickle cell anemia, hemophilia, arthritis, asthma, diabetes, respiratory disorders, seizure disorder, cancer, kidney problems, Tourette's Syndrome, severe chronic pain, AIDS). In some cases, the degree of impairment may vary from day to day because of the nature of the medical condition, medication received, or therapy. Some conditions are progressive and get worse year by year, resulting in emotional consequences for the student. Some students may be absent from class as a direct result of their disabilities, and they may require flexibility in attendance policy (which should be arranged and documented before the fact.) Some students will need similar

accommodations to those found elsewhere in this handbook. Others will need no special modifications. A good starting point is to begin by asking the student what, if any, accommodation is needed.