Differences Between High School and College

High School	College
School staff identifies the student as having a disability.	Student MUST self-identify to school officials.
IEP, 504 plan are required.	High school IEP and 504 plans, are not generally sufficient.
School staff arranges accommodations.	It's up to the student to self-advocate and make arrangements.
Parents have access to student's records.	Parent does not have access to the student's records and cannot represent the student.
Teachers modify curriculum and alter assignments as mentioned in the IEP.	Professors are not required to modify or alter assignments.
Teachers often remind students of assignments and due dates.	Professors expect students to read, save, and consult the course syllabus.
Students often have access to resource room.	There is not a resource room, nor "special education" classes.

High School vs. College

- Students must self-identify to the Disability Services office and request accommodations at the college level.
- Not all accommodations that students receive in high school are appropriate at the college level.
- Accommodations are determined once proper documentation is received.

Required Documentation

If the student has received services in high school, SUNY Suffolk asks for the following documentation:

- If the student had an IEP:
  - Most recent psychoeducational evaluation
  - Most recent IEP

- If the student had a 504:
  - Most recent psychoeducational evaluation*
  - 504

  *If no evaluation has been completed, medical documentation will be needed

Medical Documentation

For students who may not have had a psychoeducational evaluation completed:

The paperwork submitted must include supporting documentation from a physician, appropriate health care provider, or school–on appropriate letterhead and including the signature of the provider. Where appropriate, proof can also be provided by a rehabilitation agency.

All documentation should include the following information:
- Name or type of disability (i.e. diagnosis)
- The limitations caused by the disability
- Length of time the student will be disabled
- The barriers or problems the student may have in a college setting
- The recommended services and accommodations the student will need in college

At the intake appointment, students will receive a digital copy of their accommodations letter.

It is the student's responsibility to provide the letter to the professors each semester to notify them of their accommodations.

SUFFOLK LOGO HERE
Office of Disability Services
Faculty Notice of Accommodations

Re: STUDENT NAME   ID#
Date:

In accordance with the American with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, this student has a documented disability and legally is entitled to the services and accommodations identified below. This information is to remain confidential among you, the student and the Disability Services staff and should not be shared without the consent of the student.

Based on careful evaluation of the documentation as well as information reported by the student, the following accommodations are considered reasonable and appropriate to allow the student's accessibility and full participation in your course:

- Accommodation 1
- Accommodation 2
- Accommodation 3

Reasonable accommodations are determined on a case by case basis depending on the student's disability. Determinations of reasonable accommodations are made by the Office of Disability Services based on knowledge of the student's learning needs. In some cases, reasonable accommodations need to be tailored to be specific to the design of your course, and the Office of Disability Services will consult with you, your department, and/or your program to determine what reasonable accommodation is to be provided to the student. If you believe any of the accommodations listed within this letter do not align with your course activities or may fundamentally alter the course objectives, you must contact the Office of Disability Services to determine how we may create a reasonable or accessible learning environment in your course outside of the accommodations listed.

For testing accommodations, you will be alerted via your College email with instructions on how to provide the exam to the Office of Disability Services or Testing Center on your campus. If a student contacts you directly with a request to utilize testing accommodations and you have not received an email from the Office of Disability Services, please instruct the student to contact the Office of Disability Services as soon as possible. Please note, all exams must be in an accessible Word format. For guidance on what constitutes an accessible format, please refer to the resources published by the Center for Innovative Pedagogy here: https://www.sunysuffolk.edu/explore-academics/online-education/faculty/accessibility.jsp.

For notetaking accommodations, it is recommended you ask for a student volunteer in your

DISABILITY TYPES

- Learning Disabilities/ADHD

- Autism Spectrum Disorder

- Psychological Disorders

- Physical Disabilities

- Visual Impairments

- Deaf or Hard of Hearing

- Chronic Health Conditions

- Temporary Disabilities

TYPES OF ACCOMODATIONS

- Extended Time
  - Online Courses
- Alternate Testing Environment
- Textbooks in Alternate Format
- Electronic Readers for Exams
- Tape Recorders/Live Scribe Pens
- Sign Language Interpreters
- Assistive Listening Devices

- Furniture
- Notes provided by a Peer Volunteer

REASONABLE ACCOMODATIONS DEFINED

Reasonable Accommodations
- Making existing facilities accessible and usable
- Altering non-essential functions and restructuring
- Providing assistive technology and services
- Determined on a case-by-case basis

Academic Standards
- Accommodations are meant to provide equal access; not guarantee success
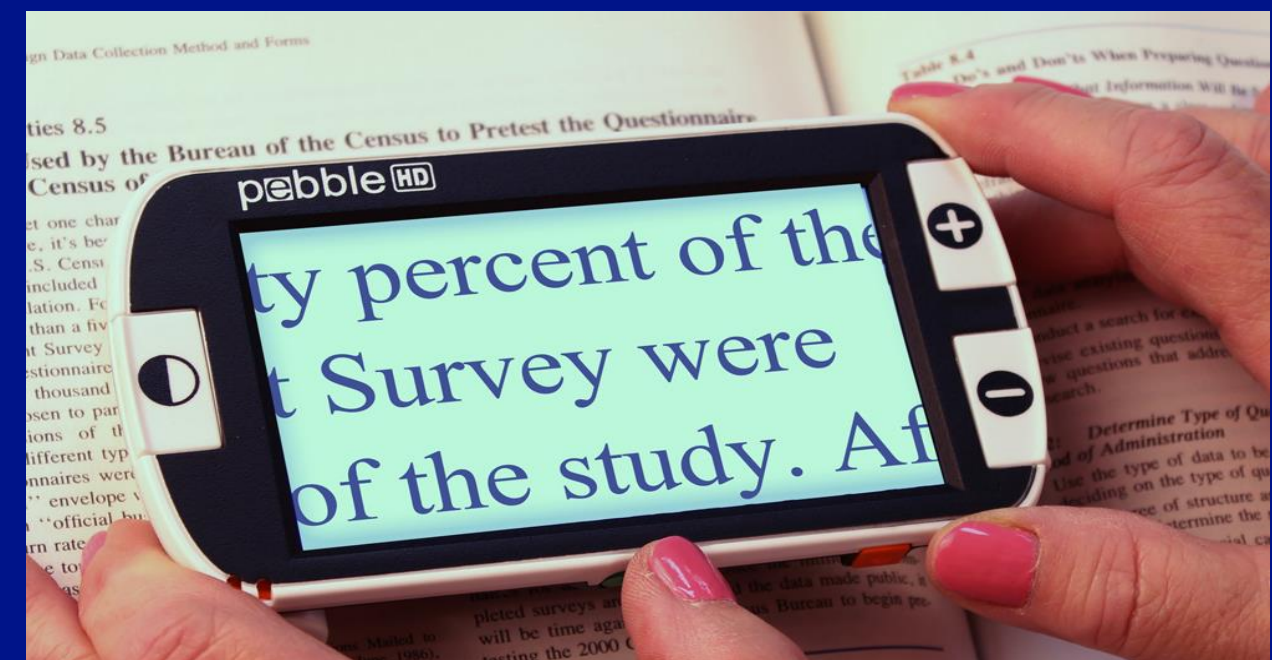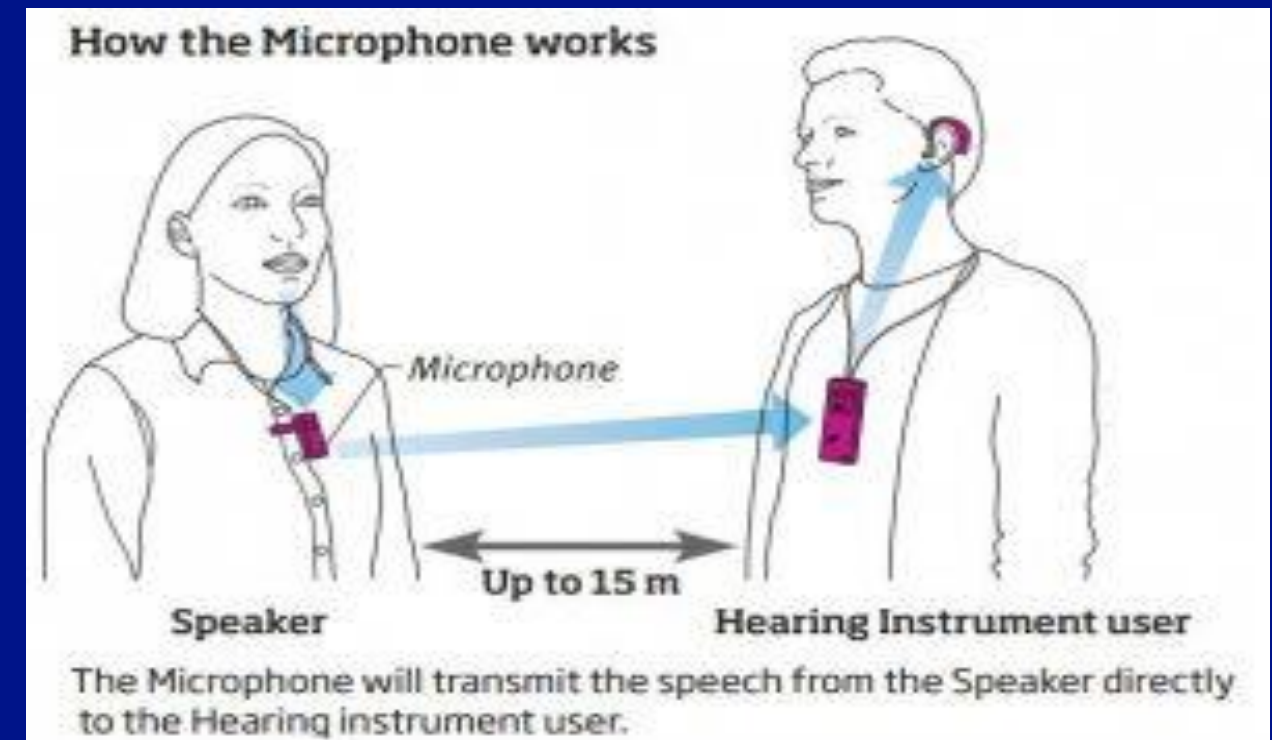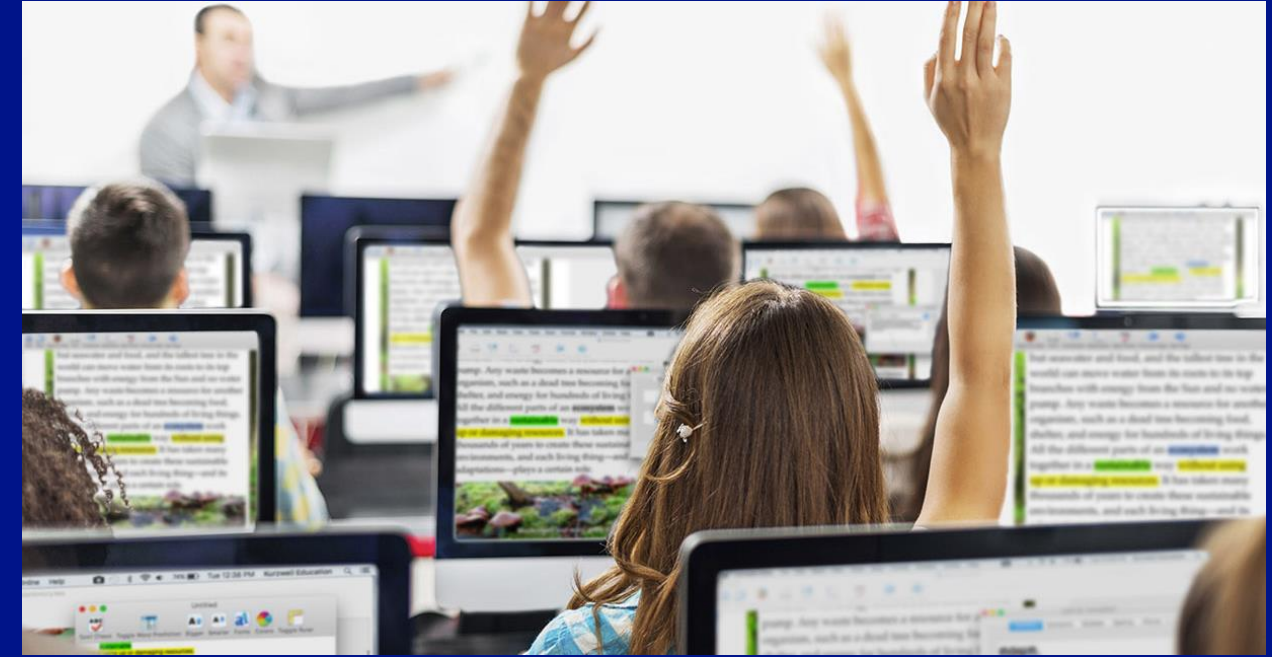
PRACTICAL/CLINICAL TESTING

When are accommodations considered reasonable?

TECHNOLOGY AVAILABLE

- Zoomtext
- Kurzweil 3000
- CCTV
- Magnifiers
- Alternate Format Textbooks
- FM Systems

How the Microphone works

Microphone

Up to 15 m

Speaker

Hearing Instrument user

The Microphone will transmit the speech from the Speaker directly to the Hearing instrument user.

AIDES IN THE CLASSROOM STUDENT PROGRAMS

Types

- Scribes
- Interpreters
- CART (Communication Access Real-time Translation) Providers
- Nurse
- Aide

Roles and responsibilities

Transition to the Remote Environment

Suffolk County Community College

Accommodations in the Remote Environment

- Extra time
- Tools to minimize distractions
- Assistive Tech Tools
- Transcripts/Recordings
- Synchronous vs asynchronous courses
- Remote vs. online

Disability Service Contact Information

Jennifer Forni, College Director of Disability Services
Ammerman Campus

Eastern Campus

Christine Miceli
Daniel Lauterman

Peconic Bldg., Room 122
Phone: (631) 548-2524

Disabilityserv-east@sunysuffolk.edu

Ammerman Campus

Christina Stoss
Kimberly Birnholz

Ammerman Bldg., Room 202
Phone: (631) 451-4045

Disabilityserv-ammr@sunysuffolk.edu

Michael J. Grant Campus

Suzanne Cook
Andrea Vittorio
Carissa Scarfi

Caumsett Hall, Room 17
Phone: (631) 851-6355

Disabilityserv-west@sunysuffolk.edu

Please note, students are asked to submit all documentation to the home campus

Questions?

Ammerman: Disabilityserv-ammr@sunysuffolk.edu

Michael J. Grant: Disabilityserv-west@sunysuffolk.edu

Eastern: Disabilityserv-east@sunysuffolk.edu

Suffolk County Community College