

Accessibility Services Policies and Procedures Manual

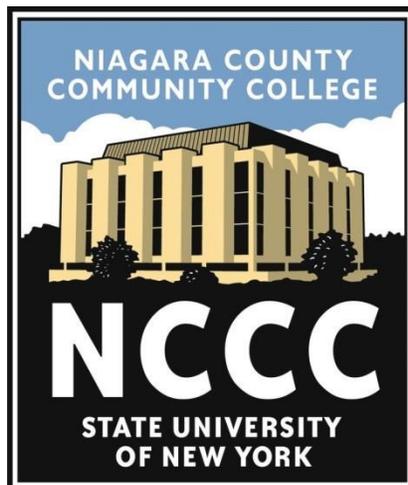


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Introduction

Niagara County Community College (NCCC) is committed to the full participation of students with disabilities in their college education. NCCC strives to make every effort to provide an accessible learning and technological environment for all students who meet the academic standards for admission. Accessibility Services is a part of the Career and Transitional Services department in G-242. Accessibility Services strives to coordinate services that will enable students with disabilities to act as independently as possible in a supportive environment that promotes self-reliance. The Accessibility Services office is premised on the philosophy that the individuals it serves are students first and their disabilities are secondary.

Accessibility Services staff is ready to assist faculty and staff so that students may achieve access to all the educational opportunities offered on campus. We encourage members of the NCCC community to contact Steven Burns, Accessibility Services Coordinator, at 716-614-6222 ext. 4118, or email at sburns@niagaracc.suny.edu with any questions about this document or accessibility issues.

Accessibility Services Mission Statement

The mission of Accessibility Services at NCCC is to provide reasonable academic adjustments and related services to qualified students with disabilities in the most inclusive setting possible and to enhance student independence while promoting self-advocacy in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Amendments Act.

The mission of promoting access across the campus is fulfilled by the Accessibility Services Coordinator who ensures that NCCC adheres to legal mandates stipulated under Section 504 of the Rehabilitation Act and the Americans with Disabilities Amendments Act of 2008. The intent of these laws is to ensure that individuals with disabilities at NCCC have the same access to programs and services as any other student. It should be noted, that the purpose of these laws is not to give students with disabilities an unfair advantage, but rather to eliminate barriers – physical, attitudinal, or programmatic -- that would otherwise deny students with disabilities equal access.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a civil rights and anti-discrimination law that applies to any entity (business, organization, schools, colleges, etc.) that receives federal financial assistance of any kind. It has different subparts that apply to elementary, secondary, and postsecondary education. Subpart D applies to grades K-12, and Subpart E applies to postsecondary education. Subpart E requires that an institution be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow for the participation of students with disabilities in the same programs or activities as their non-disabled peers.

The law states that:

No qualified person with a disability in the United States ...shall solely by reason of a disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance...

A qualified person with a disability is defined as “one who meets the academic and technical standards requisite for admission or participation in the educational program or activity.” In the case of NCCC, a “qualified individual with a disability” means an individual with a disability who, with or without reasonable academic adjustments, meets the essential eligibility requirements for receiving services or for full participation in programs or activities provided by the institution. Furthermore, any college or university that receives federal funding such as PELL grants or federal grant money may not discriminate on the basis of a disability in its recruitment, admission, educational process or treatment of students in any of the institution’s programs, services or activities.

Under the provisions of Section 504, colleges and universities may not:

- limit the number of students with disabilities admitted;
- make pre-admission inquiries as to whether or not an applicant is disabled;
- use admission or placement tests that inadequately measure the academic level of blind, deaf, or otherwise qualified applicants with disabilities;
- exclude a student from a particular course of study;
- counsel a student with a disability toward a more restrictive career when otherwise qualified; or
- institute prohibitive rules that may adversely affect students with disabilities.

Americans with Disabilities Amendments Act

The primary intent of the Americans with Disabilities Act (ADA) of 1990 was to extend the provisions of Section 504 to private entities such as private colleges, regardless of whether or not they received federal funding. The ADA requires the same things from colleges and universities, as does Section 504. There are five major titles, or sections, to the law that cover employment, public accommodations, private entities, telecommunications, and miscellaneous topics.

In order to be considered an individual with a disability under the ADA, a student at NCCC must have a physical or mental impairment that substantially limits one or more major life activities, and have a record of an impairment or a record of being regarded as having an impairment. A major life activity includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, thinking, concentration, breathing, reading, learning, communicating, and working.

In order to determine if a student has a disability that is substantially limiting, the Accessibility Services Coordinator reviews the medical or psycho-educational documentation from a qualified professional to determine whether the student qualifies for academic adjustments. Requests for academic adjustments are evaluated based on the sufficiency of the medical documentation, the student's current functional limitations and the technical standards of the program of study.

Student Rights and Responsibilities

Students with disabilities have the same obligation as any other student to meet and maintain the college's academic and technical standards. They have the responsibility to advocate for their own individual needs and to seek information, counseling, and assistance as necessary, in order to be effective self-advocates.

Every student with a disability has the following rights:

- equal access to courses, programs, services, jobs activities, and facilities available throughout the College;
- reasonable and appropriate academic adjustments, and/or auxiliary aids and services determined on a case-by-case basis;
- control of access to information pertaining to his/her disability except as required by law;
- an equal opportunity to benefit from and participate in the educational program through the provision of academic adjustments, auxiliary aids and services; and
- information reasonably available in alternative formats.

Every student with a disability has responsibility to:

- Meet the College’s qualifications, essential academic requirements and technical standards;
- Identify himself or herself in a timely manner to the Accessibility Services Coordinator, as an individual with a disability when seeking academic adjustments;
- Provide documentation to the Accessibility Services Coordinator from an appropriate professional in a timely manner that verifies the nature of the disability, functional limitations, and the need for specific accommodations;
- Follow specific procedures as outlined below for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids;
- Make themselves available to faculty and advisors to discuss any concerns about accommodations; and
- Exercise due diligence to make the academic adjustment process work.

NCCC Rights and Responsibilities

- Maintain the College’s academic standards;
- Ensure that all programs are made accessible to students with disabilities;
- Inform its applicants and students about the availability and range of academic adjustments offered;

- Require current documentation as stipulated on the NCCC website to verify the need for reasonable academic adjustments, and/or auxiliary aids and services in accommodating students;
- Determine the essential requirements of educational programs that all students must satisfy;
- Refuse to provide academic adjustments, auxiliary aids and services that are inappropriate or unreasonable including any that:
 - pose a direct threat to the health and safety of others;
 - constitute a fundamental alteration to an essential element of a course or program; or
 - pose an undue financial burden or administrative burden to the College.

Student Identification Process

In order to be eligible for academic adjustments, and/or auxiliary aids and services, students must first make an appointment to meet with the Accessibility Services Coordinator to register for support services. In this meeting, the student should identify him or herself as having a disability and should provide the Accessibility Services Coordinator with diagnostic testing and/or medical assessments from a qualified professional.

The Accessibility Services Coordinator will then review the documentation and determine if it is sufficient. Documentation should include a diagnosis of an impairment that is substantially limiting to one or more major life activities. Disability documentation should be printed on professional letterhead with the name, title/credentials, address, phone number of the certifying professional and the date of the evaluation(s).

The documentation should also include a listing of all diagnostics tests and assessments used including the results of the diagnostic procedures, the examiner's narrative interpretation, and summary of test and subtest scores. Data should logically reflect a substantial limitation and relate to the specific functional limitations that necessitate academic adjustments. The expected progression or stability of the disability, if relevant, should also be included. Documentation of a disability must be written by a medical/professional in the related field of disability. Specific guidelines for what constitutes adequate disability documentation for a variety of conditions are posted on the NCCC website and is included in this document based on AHEAD's Seven Essential Elements of Quality Documentation (Appendix I).

During the initial intake interview and documentation review, the Accessibility Services Coordinator and the student should discuss the student's academic history and use of academic adjustments in the past, and determine if the documentation provided is sufficient given the requested academic adjustments. If the documentation is deemed adequate and provided in a timely manner (two weeks before classes begin), the Accessibility Services Coordinator will provide the student with an academic adjustment letter on NCCC letterhead from Accessibility Services within five business days prior to the start of the semester. The student is advised to meet with the professor for each class in which he/she wishes to use academic adjustments. It is the Accessibility Services Coordinator job to serve as a liaison to faculty concerning all academic adjustment issues.

If the original documentation is incomplete or inadequate to determine the extent of the disability or necessary academic adjustment(s), the College has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by the student. The Accessibility Services Coordinator, if possible, will provide the student with a list of reputable places that perform evaluations in the area, including a free service, NY State ACCESS-VR (<http://www.acces.nysed.gov/vr/buffalo>).

Provisional academic adjustments may be granted when a student has a prior history of a disability, but needs additional time to provide Accessibility Services with updated disability documentation. This may be granted for one semester while the student secures adequate documentation. The College is not obligated to provide these academic adjustments beyond one semester, and any informal academic adjustments with faculty will not be honored without approval of the Accessibility Services Coordinator.

*Please note: Although a student may give the academic adjustment letter to the professor at any time throughout the semester, it is highly recommended that students make the contact as soon as possible. **Academic adjustments begin at the point of contact when the professor receives the letter and may not be granted retroactively.***

Examples of academic adjustments include, but are not limited to:

- Testing academic adjustments, such as extended time, scribes, a reduced distraction environment, and use of adaptive/assistive technology;
- Notetaking assistance;
- Permission to record lectures or use a Livescribe pen;
- Sign language interpreters;
- Printed materials in alternative format (e-text); and □ Use of service animals.

Services such as note taking are typically requested at the beginning of each semester. Testing academic adjustments should be scheduled in advance according to the course syllabus. Students requesting sign language interpreters are strongly encouraged to provide as much notice as possible due to shortages of freelance interpreters.

It is the student's choice whether or not to utilize the academic adjustments, auxiliary aids and services offered in response to an academic adjustment request. However, students are encouraged to first try utilizing the academic adjustments; if they feel they no longer need them, they can be gradually eliminated.

Academic Adjustments

Testing Academic Adjustments

Students with disabilities may receive test academic adjustments as determined by the Accessibility Services Coordinator on an individual basis. A test, as used in this context, refers to quizzes and examinations taken during the semester in conjunction with academic coursework. New students should discuss their specific needs for testing academic adjustments with the Accessibility Services Coordinator before the beginning of their first semester. Continuing students should contact the Accessibility Services Coordinator if they need or anticipate changes to their previously approved academic adjustments.

Testing academic adjustments are determined on a case-by-case basis and may include:

- Extended time to complete examinations and quizzes
- A reduced distraction environment that is separate from the class
- Use of special equipment such as a word processor, assistive software programs, magnifier, or braille
- Electronic readers, e-text, and/or scribes.

Students are expected to take examinations at the scheduled time of the course unless the professor approves an alternative time. Students should be advised that it is at the discretion of the professor to administer exams within the academic department. Exam questions and content will not be clarified or explained by the test proctor. Testing Center staff will proctor all examinations given in the Testing Center.

Exam Administration Procedures

Students who decide to take tests or quizzes in the Testing Center must reserve a seat.

Students will access the Online Test Reservation Form (Appendix II) which is housed on the Accessibility Services website. Once the student completes their section of the online form, it is sent electronically to the professor who will complete a section and then send it to the Testing Center so a seat can be reserved:

- Exams must be scheduled at least three business days in advance in order to ensure adequate academic adjustments. Failure to provide adequate notice may result in the academic adjustments not being available.
- Exams should be sent by email, or hand delivered in a sealed envelope by the professor or department designee. Professors should not send exams to the Testing Center or to Accessibility Services through inter-campus mail.
- The Testing Center will secure all exams upon receipt.
- Student may not return exams.

Please note: The Testing Center staff will check all test materials, including calculators, prior to the start of the exam. Once the student has begun an exam, he/she will not be permitted to leave the room. In case of an emergency, the Testing Center staff will document why the student left and will inform the instructor. All cell phones, MP3 players, iPods, student backpacks, coats, bags, etc. will be set aside in a designated area during exams. Students who are more than 5 minutes late for a scheduled examination will not be administered the exam without approval from the instructor. Students may ask for a 10-minute warning during their testing session. When allowed test time is over, Testing Center staff will inform the student and allow them to finish the question/section they are on.

During an examination, if a student is suspected of misconduct or utilizes a potentially questionable resource that was not noted on the student's exam sheet by the professor (ex. note cards) the following steps will be taken:

The student will be asked for clarification and a notation will be made on exam for the professor. The professor will determine the ultimate decision regarding the appropriateness of the resource or any subsequent course of action.

Notetaking Assistance

Notetaking assistance is provided as an academic adjustment for students whose documented disabilities interfere with their ability to take notes. Whenever possible, students with disabilities should first be introduced to a variety of technological aids that may make the hiring of a note taker

unnecessary. For example, the Smart Pen from Live Scribe may allow the student to take his or her notes without being dependent on another student.

Please note: If class notes are available on-line or from the instructor as PowerPoint slides, note taking assistance may not be indicated.

Notetaking assistance is intended for a student's personal study use only and is not to be shared with other individuals. The service is provided as a necessary academic adjustment and is not considered a substitute for the student's full participation in each class. In most instances, note takers are students recruited by the professor from the class during the first week of the semester. The funding of note takers is provided by Accessibility Services and includes a stipend or credit for community service.

- Upon receipt of an academic adjustment letter, the professor is encouraged to make an announcement to the class that Accessibility Services is seeking a qualified note taker for this course. Professors will not reveal the name of the student who requires the note taker in any announcement to the class.
- Instructors may be able to assist Accessibility Services by nominating a potential note taker based on the quality of their notes.
- Note takers will receive training through Accessibility Services. The training will summarize the responsibilities of a note taker, confidentiality issues, and the procedure for duplicating completed notes.
- Note takers are only to perform duties stipulated and should not be asked to tutor the student, take notes from the textbook, or recopy notes.
- If a class is dropped or a schedule changes it is the student's responsibility to inform the note taker.
- If notes are determined to be unsatisfactory (e.g., legibility, organization, completeness), the student requiring the service should discuss the problem with the Accessibility Services Coordinator.
- Note takers must attend all scheduled classes, except in cases of illness or emergencies. In such instances, the note taker must inform the student directly at least 24 hours in advance.
- If a note taker wishes to resign, they are required to give the Accessibility Services Coordinator and the student at least two weeks' notice.

Adaptive Technology

In accordance with the mission of Accessibility Services, Accessibility Services understands that the use of adaptive technology allows persons with disabilities greater independence in pursuing their academic goals.

In most cases, the need for adaptive technology must be:

1. Justified through documentation (i.e. an adapted technology evaluation report, or past use of specific adapted technology), and
2. Requested by the student

If adaptive technology is approved, the student must sign an Adaptive Technology Equipment Contract (Appendix VI).

Students with disabilities are encouraged to become familiar with technology specific to their needs to facilitate appropriate technology requests. The Accessibility Services Coordinator serves as an Adaptive Technology Specialist who can offer information about available technology on campus and will provide in-depth training in the use of such technology. A list of available adaptive technology aids can be found on the Accessibility Services website under the "Adaptive Technology" tab.

Niagara County Community College is not required to provide students with adaptive technology, which would be considered for personal use or study. Individuals may contact service providers such as ACCES-VR or The New York State Commission for the Blind and Visually Handicapped (CBVH) to acquire technology for personal use. The Accessibility Services staff or administrator can direct students to additional community resources available to qualifying individuals with disabilities. Information can also be found on the Accessibility Services website under the "Resources" tab.

Alternative Format Text

Students with disabilities who require alternative access to print materials may receive their textbooks and related materials in an alternative format. Eligibility for this academic adjustment is determined on an individual basis, and the student must be able to demonstrate a substantial physical and/or learning disability, which requires alternative media materials.

Students who are eligible to receive alternative format versions of their textbooks are responsible for submitting their requests as soon as they identify their need. This is important due to the time required to submit, be approved for, and receive/produce texts. Typically, it can take six to eight weeks to obtain alternative media materials, so it is preferable to find a digital format from a repository, such as Bookshare or AccessText, if one is available.

Students are responsible for providing:

1. A copy of their textbook list from the NCCC Barnes and Noble Bookstore or the course instructor as soon as possible after they register for classes.
2. NCCC students who require alternative media are required to complete the Text Media Request Form (Appendix V).
3. This is both a request for media and an agreement that converted materials will not reproduced or shared with others, that alternative media will be returned, and that electronic files will be deleted from computers and players at the end of the semester.
4. Once the student has submitted his/her request for alternative text, Accessibility Services Staff will submit the request through Bookshare, AccessText, or Individual Publisher Permissions Departments.
5. Once Accessibility Services has received the e-text or permission to scan materials, the student will need to provide proof of purchase (receipt/invoice) in order to receive his/her e-text.

The Accessibility Services staff will make every attempt to provide materials as promptly as possible, and in the format requested by the student. However, consideration will be given to the most expedient manner to obtain materials. Late requests will result in a delay in providing materials.

The following formats are available:

- E-text (DOC or PDF) provided from the publisher to the Accessibility Services Staff
- Text scanned by the Accessibility Services Staff and converted to e-text (DOC or PDF)
- Large print
- Braille
- MP3 file from AccessText.org or Bookshare.org

If the material is not readily available from any of these sources, the Accessibility Services Coordinator should obtain permission from the publisher to scan the material. In New York State, Chapter 194, Laws of 2010 require publishers and manufactures of instructional materials to share with colleges the responsibility for the timely provision of alternative format materials to students with print disabilities in the higher education setting. Contact information can be found at the Publisher Lookup Service (www.publisherlookup.org).

If necessary, the Accessibility Services staff may have to scan and convert course materials to e-text for student use. However, students are encouraged whenever possible to scan their own materials in the Testing Center (A-167) office using the portable scanner. This process requires the student to purchase the book and provide proof of purchase in order to receive an alternative format.

Confidentiality of Student Records

Documentation is housed in a locked cabinet in the Accessibility Services Coordinator office and is not released without the student's expressed permission. According to FERPA provisions, a school or institution may not generally disclose personally identifiable information from a student's educational records to a third party without the student's written consent unless it satisfies a regulatory exception. Educational records are considered to be records that are directly related to students (individuals in attendance, including distance learning participants) maintained by an educational institution or agency. Disclosures of personally identifiable student information, including disability status, are subject to the protections of FERPA.

Faculty Guidelines

The College is obligated to provide academic adjustments to students with disabilities in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act and the New York State Human Rights Law.

The Accessibility Services Coordinator determines which students are eligible for academic adjustments based upon their disabilities and identifies the academic adjustments, auxiliary aids and services that the students should be provided.

Faculty members are valuable participants in the College's program to accommodate students with disabilities and have the following responsibilities:

- To ensure that students with documented disabilities receive the academic adjustments identified by the Accessibility Services Coordinator.
- To refer students who disclose information about a medical condition or a disability and/or who you observe as having performance deficiencies that may be based upon a medical conditions to the Accessibility Services Coordinator if they have not already sought academic adjustments from or registered with Accessibility Services.
- To report all situations where a student with a disability is being denied access to programs, services or activities because of the lack of necessary academic adjustments to Accessibility Services staff.
- To adhere to accessibility guidelines when developing on-line and/or distance learning courses.

What actions are impermissible?

- It is a violation of the law and College policies and procedures to refuse to provide students with disabilities academic adjustments identified by Accessibility Services Coordinator.
- To unilaterally change or modify the academic adjustments identified by the Accessibility Services Coordinator for a student.
- To engage a student with a disability in a discussion or debate about the appropriateness or need for prescribed academic adjustments.

- To interfere with a student's ability to receive and use prescribed academic adjustments.
- To discriminate, harass, treat students differently or retaliate against students based upon their disabilities.

What should you do if you believe that the academic adjustments identified by the Accessibility Services Coordinator are not appropriate?

- If you believe that a student is not qualified because he or she cannot meet the essential requirements of the course or educational program; the prescribed academic adjustment(s) would fundamentally alter the educational program or impose an undue hardship and/or the suggested academic adjustment(s) would infringe upon your academic rights you should raise these concerns, not with the student; but with the Accessibility Services Coordinator. Any issue that cannot be resolved between a faculty member and the Accessibility Services Coordinator will be referred to the Assistant Vice President of Student Services and the Academic Dean/Department Chair.

Essential Requirement/Technical Standards Determinations

All questions concerning whether a student's disability prohibits him or her from meeting or satisfying essential academic requirements and/or technical standards will be resolved by the Accessibility Services Coordinator and the representatives of the academic department following the procedures outlined below:

- The academic department must provide evidence that establishes the essential nature of the standard or requirement in question. Such evidence includes a "rationally justified" decision made by those knowledgeable and experienced in the relevant instructional area or field of study and/or the importance of the standard or requirement to educational purpose or objective of the course or program. Further, the actual application of the standard or requirement must reflect its essential nature.
- The Accessibility Services Coordinator will conduct an individualized assessment to determine whether the student's functional limitations do in fact inhibit him or her from meeting or satisfying the standard or requirement.
- Available options of accommodating the student must be explored to determine whether there is a reasonable academic adjustment that would permit the student to participate in the course or program.

Program Access

All College programs, activities and services must be accessible to individual with disabilities. The following statements should be used to inform individuals with disabilities of the availability of assistance with respect to their accessibility needs.

Events, programs and activities:

To be included on flyers, announcements and all forms of marketing materials: *"If you have a disability and need assistance, auxiliary aids or services to participate, please contact Accessibility Services (A-168) to request academic adjustments at least one week prior to the event or program."*

Publications (e.g., catalogs, brochures): *“To request this information in an alternate format, (e.g., electronic file, large print, audio, and Braille) please contact Accessibility Services (A-168).”*

Web Pages: *“If you have difficulty accessing any portion of this site with adaptive technology, please contact Corey Wright, Coordinator of Multimedia and Web Services (716) 614-6897.”*

Service Animal Policy

Individuals are permitted to be accompanied by service animals on campus. They are not required to provide proof that the animal has been certified, trained, or licensed as a service animal. If the reason for the use of the animal is not readily apparent, the individual will only be asked to provide:

- Verification that he or she has a disability; and
- Evidence of the dog’s training and function, (i.e., what work or tasks the animal has been trained to perform).

Any question or concern that the individual is not entitled to have the animal on campus should be directed to Accessibility Services Coordinator and not the individual. The Accessibility Services Coordinator will conduct an individualized assessment to determine whether the presence of the animal on campus is appropriate.

A “service animal” may be excluded if:

- **The evidence reflects that the animal is not in fact a “service animal” trained to assist the individual;**
- **The animal is disruptive or out of control and the handler does not take steps to control it (The individual is solely responsible for the care or supervision of the animal.);**
- **The animal is not housebroken; and**
- **The animal poses a “direct threat” (actual behavior or history).**

Individuals with service animals are required to provide evidence that the animal has had recent vaccinations and meets statutory health requirements. The individual must ensure that the animal is properly groomed and must attend to the animals toileting needs.

Students with service animals are requested to advise Accessibility Services of the use of the service animals so that faculty can be advised that the service animal will be present in the class. A student has an absolute right to be accompanied by his or her service animal in all areas that students in the program are permitted to go, any decision that the animal is not permitted must be supported by clear evidence of a health and safety risk that cannot be removed or eliminated by any means other than denying the animal entrance. This determination must be made in consultation with the Accessibility Services Coordinator. If the student is denied access to his or her service animal, the denial will be limited to the circumstances that give rise to the health and safety risk and the student will be provided an alternative access.

Grievance/Complaint Procedures

These procedures are applicable to all student complaints alleging discrimination, harassment, and retaliation on the basis of disability.

Any student that believes that he/she is a victim of discrimination, harassment and/or retaliation may address his or her concerns by seeking informal resolution and/or filing an official complaint.

Informal Complaint Resolution

Individuals who feel they have been denied academic adjustments and/or have been discriminated against on the basis of disability may contact the Accessibility Services Coordinator and the administrative head of the department where the discrimination occurred in an effort to resolve the complaint informally. The responsible official will attempt to resolve the matter within 30 days of receiving the complaint.

Formal Complaint Procedures

Step 1: An individual has the right to file a formal complaint to address any incident of alleged discrimination, harassment and/or retaliation. Complaints must be in writing. The complaint process is initiated by the individual submitting a signed Grievance/Complaint form (Appendix III) to the Assistant Vice President of Student Services. Forms may be obtained from the Career and Transitional Services office or downloaded from the Accessibility Services website. The form must be submitted no later than ten business days following the alleged incident. [At the discretion of the Assistant Vice President of Student Services, under certain circumstances, a complaint filed beyond the stated deadline may be investigated.]

Step 2: All complaints will be promptly and impartially investigated. The investigating official is the Assistant Vice President of Student Services or a designee. The complainant will be advised in writing when the investigation is initiated which will be no later than five business days following receipt of the completed complaint form.

Step 3: The investigation will include interviews with the complainant, the accused party and any named witnesses. Both the complainant and the accused will be permitted to submit any documentation

they consider relevant. The investigation will be completed within ten business days following initiation. If the completion of the investigation will be delayed beyond the stated time period, the complainant will be advised of the delay and the reason in writing.

Step 4: The complainant and other relevant parties will be advised of the outcome of the investigation in writing. If the conclusion is that discrimination occurred, the written disposition will also include information regarding the corrective and/or remedial action that will be taken to address the discrimination.

Step 5: If the complainant disagrees with the investigative findings or the recommended corrective/remedial action, he or she may appeal the case to the Assistant Vice President of Human Resources for Compliance. Appeal requests must be submitted in writing within five days of receiving the written disposition of the investigation (Appendix IV). Anyone needing assistance in filling an appeal may contact either the Accessibility Services Office or the Human Resources Office.

Step 6: Appeals will be heard by the Assistant Vice President of Human Resources for Compliance or a designee. The appeal process will involve a review of the investigative findings and interviews with the complainant and the accused. Within ten days of receiving the appeal request, the final resolution of the complaint will be provided in writing to the complainant. If a delay is necessary, the complainant will be advised of the extent of the delay and the reason in writing.

*All information related to the complaint and its investigation will be treated as confidential. Complaints will remain confidential to the extent allowed by law and to the extent that a complete investigation can be conducted. Retaliation against a person who files a complaint or the individuals who participate in the investigative proceedings is prohibited. Anyone who believes that he or she is the victim of retaliation should advise the Assistant Vice President of Human Resources immediately.

Appendices	
APPENDIX I	Ahead Seven Essential Elements
APPENDIX II	Test Reservation Form
APPENDIX III	Accessibility Services Grievance Complaint Form
APPENDIX IV	NCCC Student Grievance/Complaint Appeal Form
APPENDIX V	Alternative Format Requests - Textbooks
APPENDIX VI	Adaptive Technology Equipment Contract
APPENDIX VII	College Staff Contact Information

AHEAD Seven Essential Elements of Quality Documentation

(As developed by AHEAD, the Association of Higher Education and Disability, www.ahead.org)

1. The credentials of the evaluator(s).

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability.

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used.

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition. Generally, current testing and documentation is less than three years old. Students requesting accommodations with documentation older than three years may be asked to submit more current documentation depending on the nature of the disabling condition.

5. A description of the expected progression or stability of the disability.

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for reevaluation are most helpful.

6. A description of current and past accommodations, services, and/or medications.

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the postsecondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Guidelines adapted from AHEAD, Association on Higher Education and Disability (www.AHEAD.org), Seven Essential Elements of Quality Disability Documentation.



Online Test Reservation Form

Overview:

To reserve a seat in the Testing Center students will complete an online Test Reservation Form, (follow the steps below). The form assists the Testing Center with tracking of test reservations, accommodations, and contact with instructors as needed. Please complete form at least three days in advance of the test, to ensure that your test is ready by your test date.

Step 1: Access the Test Reservation Form:

Please access the Testing Reservation Form on the [Accessibility Services webpage](https://www.niagaracc.suny.edu/accessibility-services/) (<https://www.niagaracc.suny.edu/accessibility-services/>). Click the button to “schedule your test.”

Welcome to Accessibility Services

Accessibility Services staff work to assist all qualified students with disabilities at NCCC in the pursuit of their educational objectives. Our goal is to support and empower you in your quest to become your own self-advocate.

The mission of Accessibility Services at NCCC is to provide reasonable academic adjustments and related services to qualified students with disabilities in the most inclusive setting possible and to enhance student independence while promoting self-advocacy in accordance with Section 504 of the Rehabilitation Act and the American with Disabilities Amendments Act.

Accessibility Services is a National Voter Registration Act (NVRA) voter registration site. Please go to our [voter registration page](#) for more information or to register to vote.

To schedule an appointment or to request more information contact us by email at accessibility@niagaracc.suny.edu or by phone at: 716-614-6285.

Questions? Take a look at some [frequently asked questions](#) by students with disabilities.



SCHEDULE YOUR TEST

You will be prompted to log into your T-Wolves account if you are not already. Log in to your T-Wolves and continue on to Step 2.

Step 2: Enter your Instructors Name and Email:

This screen is for filling out your **instructor's** name and email. This form will forward the test reservation form to your instructor. Please use your instructor's NCCC email address. All fields are required. Once the instructor's name and email are entered, click [continue] to go to the test reservation form.

Note: When you fill out the form once, it will save your instructor's email address so you do not have to look it up again.

Instructions

Please enter your instructor's name and email address.

Form Participants

Instructor		
First Name	Last Name	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
<small>This field is required.</small>	<small>This field is required.</small>	<small>This field is required.</small>

Step 3: Complete the Student Section:

Your first name, last name, student ID, email, and today's date are automatically populated into the form. You will enter:

- Your phone number
- Your instructor's name
- Date of the test
- Your academic adjustments

Check the box that states "I have read and understand the Test Accommodation Procedures above and agree to them."

Below is a screen shot of what the form will look like. Once you finish the form, scroll down and click [next].

Step 3: The professor will e-mail, upload, or drop on the test at least 5 business days prior to the test date. (Please do not send tests via interoffice mail.)

Step 4: Student will arrive promptly to take test at the designated testing area at the time prearranged with the instructor. Students may only test at the prearranged time; tardiness will not be tolerated.

Remember... it is *your* responsibility as a student to contact your instructors before the test to make these arrangements and to schedule a test time that allows you adequate time for your granted academic adjustment(s).

STUDENT SECTION

First Name: *Kevin	Last Name: *Beato	Student ID#: *
Email Address: *kbeato@niagaracc.suny.edu	Phone: *	Today's Date: *9/23/2020
Instructor First Name: *	Instructor Last Name: *	
Day of Test: *		

Please check academic adjustment(s) approved/needed for this test: (check all that apply)

- Extended Time (time and a half)
- Extended Time (double time)
- Test Reader (Read & Write Gold Software)
- Calculator = Basic
- Calculator = Scientific
- Calculator = Graphing
- Scribe
- Screen Enlargement (Magnification/ZoomText)
- Enlarged Print
- Computer for Typing
- Voice Recognition Software (Dragon)
- Other

I have read and understand the Test Accommodation Procedures above and agree to them.

*

Step 4: Electronic Signature:

You will be prompted with an electronic signature. Fill out your name as it appears and click [sign electronically]. This will notify the Testing Center of your reservation, and prompt your instructor to finish their part. A screen shot of the screen is shown below:

Electronic Signature

Please read the [Disclosure / Consent](#) before you sign your form electronically.

Typing your name exactly as it appears below signifies you are completing this form using an electronic signature. By signing electronically, you are certifying that you have read and understand the Disclosure/Consent and agree to electronically sign. You also agree to receive required disclosures or other communications related to this transaction electronically.

To continue with the electronic signature process, please enter your name and click the "Sign Electronically" button to save your information and submit your electronic signature.

<p>Kevin</p> <input type="text" value="Kevin"/>	<p>Beato</p> <input type="text" value="Beato"/>
<input type="button" value="Previous"/> <input style="background-color: #333; color: white; padding: 5px 15px;" type="button" value="Sign Electronically"/>	

If you would like to opt out of electronic signature, please click the "Opt out and print" link below to save your information and print a local copy for your signature.

[Opt out and print](#)

Step 5: Receive a Receipt:

In your email you will be sent a receipt that will look like this. The accommodations that apply will be listed as "true":

Dear Kevin,

Thank you for your submission. The Testing Center will pass this information on to your instructor as indicated.

Please make sure the information below is correct.

Accommodations allowed display as "True":

Extended Time (1.5x Time)	True
Extended Time (2x Time)	False
Test Reader (Read & Write Gold Software)	False
Basic Calculator	False
Scientific Calculator	False
Graphing Calculator	False
Scribe	False
Screen Enlargement (Magnification/ZoomText)	False
Enlarged Print	False
Computer For Typing	False
Voice Recognition Software (Dragon)	False
Other	False

If you have any questions or concerns regarding your testing day/time, etc. please contact the Testing Center at 716-614-6728 or via email at testingcenter@niagaracc.suny.edu.

Step 6: Completion by Instructor Receipt:

Once the instructor finishes their section, you will be notified that your test is all set by email. This will contain your instructor's name, test date, time of test, and any materials that are required for the test. Below is an example of this receipt.

Submitted by: Kevin Beato on 9/23/2020
Instructor: Steven Burns
Test Date: 09/24/2020
Time of Test: 9:00AM

In-Class Time Allotted for Test: 30.

Accommodations allowed display as "True":

Scantron	True
Scrap Paper	False
Basic Calculator	False
Scientific Calculator	False
Graphing Calculator	False
Scribe	False
Formula Sheet Provided by Student	False
Formula Sheet Provided by Instructor	False
Computer	False
Dictionary	False
Books/Notes	False

[Click here to complete your section of the form.](#)

Questions:

If you have any questions please contact the Accessibility Services Office/Testing Center at (716) 614-6728 or by email at: testingcenter@niagaracc.suny.edu, Hours of operation are 8 am – 4pm Monday thru Friday.

APPENDIX III



Niagara County Community College Accessibility Services Grievance/Complaint Form

These procedures are applicable to all complaints alleging discrimination, harassment, and retaliation on the basis of disability.

Please enter:	
Complainant's Name:	
Contact Information	
E-mail address:	
Telephone number:	
Mailing Address:	

Complaint Information

A description of the discriminatory act or behavior including the date (s) it occurred:

Name(s) and/or title(s) of the person or persons against whom the complaint or grievance is filed:

Name(s) and contact information of any witnesses:

Please provide all the information and facts that you believe is relevant to your complaint. You may attach additional sheets. Please attach any relevant documentation.

Please list the actions or steps that you feel would resolve this matter to your satisfaction and the reasons you feel they are necessary?

Signature: _____

**Date: _____

Anyone needing assistance in filling out the complaint form may contact either the Accessibility Services Office or the Human Resources Office.

**Only complaint forms received within ten business days of the alleged discrimination will be accepted for investigation.

Submit the form to:

Assistant Vice President of Student Services

Received by: _____

Date: _____

APPENDIX IV



Niagara County Community College Student Grievance/Complaint Appeal Form

These procedures are applicable to all appeals from decisions responding to allegations of discrimination, harassment, and retaliation on the basis of disability.

Complainant's Name: _____

Contact Information

E-mail address: _____

Telephone number: _____

Mailing Address: _____

Complaint Information

Did you file a formal complaint?

Yes _____ No _____

Please provide a brief summary of the original complaint. You may attach a copy of the original complaint form or any other relevant documentation.

Has a decision been rendered?

Yes _____ No _____

Date Received _____

Please provide a brief summary of the decision. You may attach a copy of the original written decision or any other relevant documentation. If no decision has been rendered please explain why.

Please state the reasons for the appeal:

Signature: _____

**Date: _____

Anyone needing assistance in filling out the appeals form may contact either Human Resources or the Accessibility Services Office.

**Only appeal forms received within five (5) business days of the appellant receiving the decision of the investigation will be accepted.

Submit the form to:

The ADA Coordinator / Assistant Vice President of HR for Compliance
A-264

Received by: _____

Date: _____



Alternative Format Request - Textbook

Name

Student ID @

Contact Phone Number

E-mail Address

I agree that I am enrolled in the below semester and course for which I am requesting the alternative format instructional materials.

- I have provided the Accessibility Services Coordinator with appropriate documentation of my disability. I understand that this documentation will be kept on file at the college.
- I understand that I must provide proof of purchasing the textbook to Accessibility Services.
- I agree that the alternate format materials I receive will be used solely for my own educational purposes, and I will not copy or reproduce the alternatively formatted materials in any form nor allow anyone else to do so, pursuant to the Copyright Revision Act of 1976 as amended (17 USC §101 et seq.).
- I will not share the alternatively formatted materials with any other party.
- I agree to make all requests for alternate formatted materials in a timely fashion due to the time required to process my request and obtain requested materials. Accessibility Services will make every attempt to honor late requests; however, materials may not be available for the start of the semester.
- I agree to return materials to Accessibility Services by the last day of final exams in the semester the materials were requested.
- Before receipt of materials, this agreement must be signed by the student and kept on file for each book the student is requesting in an alternate format.

I have read and understand the policies and procedures outlined above and agree to comply with them.

Signature of Student

Date

**Please type or print legibly; forms which cannot be read will not be processed.

Appendix V(a):

Use the form below to list the course(s) you need the textbooks for, and the details about the textbook(s). Please turn this form into the Accessibility Services Office for processing.

Course Name (ENG
101)_____

Semester: Fall/Spring/Summer
20_____

Professor Name

Receipt (purchase/rental)
yes/no

Attached:

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Title/Edition	
Author/Publisher	
ISBN #	
Format Requested	DOC/ PDF / XML Other: _____
<i>For AS Office Use Only</i>	
Date Obtained by AS	
Date Completed/Picked-up	AS _____ Student initial & date _____

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Professor Name

Receipt (purchase/rental) Attached:
yes/no

Title/Edition	
Author/Publisher	
ISBN #	
Format Requested	DOC/ PDF / XML Other: _____
<i>For AS Office Use Only</i>	
Date Obtained by AS	
Date Completed/Picked-up	AS _____ Student initial & date _____

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Professor Name

Receipt (purchase/rental) Attached:
yes/no

Title/Edition	
Author/Publisher	
ISBN #	
Format Requested	DOC/ PDF / XML Other: _____
<i>For AS Office Use Only</i>	

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Date Obtained by AS	
Date Completed/Picked-up	AS _____ Student initial & date _____

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Professor Name

Receipt (purchase/rental)
yes/no

Attached:

Title/Edition	
Author/Publisher	
ISBN #	
Format Requested	DOC/ PDF / XML Other: _____
<i>For AS Office Use Only</i>	
Date Obtained by AS	
Date Completed/Picked-up	AS _____ Student initial & date _____

Course Name (ENG
101) _____

Semester: Fall/Spring/Summer
20 _____

Professor Name

Receipt (purchase/rental)
yes/no

Attached:

Title/Edition	
Author/Publisher	
ISBN #	
Format Requested	DOC/ PDF / XML Other: _____
<i>For AS Office Use Only</i>	
Date Obtained by AS	
Date Completed/Picked-up	AS _____ Student initial & date _____



Adaptive Technology Equipment Contract

Loan Agreement:

Student Name _____ Date _____

Student Phone _____ Student ID @ _____

Accessibility Services Staff Member _____

Campus Location Sanborn Campus NFCI

Equipment _____ Bar Code # _____

Current Retail Value \$ _____

Return Device By: _____

I have received the above listed equipment on loan from NCCC Accessibility Services. I understand the purpose of this loan is to assist me in attaining my stated academic adjustments. I agree to the following conditions:

1. I will participate in a training session in order to be able to appropriately use the equipment.
2. I will not allow other students to use the device without the permission of an Accessibility Services staff member.
3. I will notify the Adaptive Technology Specialist when I have a problem with the device (if the device is not working properly).
4. I will ask the Adaptive Technology Specialist or Accessibility Services staff member when I have a question about the device (e.g., how a specific feature of device works).
5. I will try to remember to bring the device to the appropriate classes as discussed with the Accessibility Services staff member.
6. I understand that this device is on loan from the college and that I am required to return it by the end of the semester. If I fail to return the device by this date, a hold will be placed on my account until I return the device or refund the college the above stated retail value.

Student's Name _____ Date: _____

Signature _____

APPENDIX VII

College Staff Contact Information

Student Services Vice President

Ms. Julia Pitman

jpitman@niagaracc.suny.edu · A-161 · (716) 614-6240

Assistant Vice President of Student Services

Ms. Alissa Shugats-Cummings

acummings@niagaracc.suny.edu · G-242 · (716) 614-6238

Accessibility Services Coordinator

Mr. Steven Burns

sburns@niagaracc.suny.edu · A-168 · (716) 614-6222 ext.4118

Assistant Vice President of Human Resources, Compliance/ADA Coordinator

Ms. Catherine Brown

cbrown@niagaracc.suny.edu – A 261 716-614-5951

(Last Page)

Accessibility Services
Niagara County Community College