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Section I:

Introduction to BMCC’s Office of Services for Students with Disabilities (OSSD)
BMCC's Commitment to Students with Disabilities

Mission Statement

The mission of The Office of Services for Students with Disabilities (OSSD) is to provide a range of reasonable accommodations, academic adjustments, and support services to students with disabilities. Based on nationally regarded best practices, The Office of Services for Students with Disabilities seeks to foster independence and to develop the self-advocacy of students with disabilities. In addition, the office strives to serve as a liaison and resource to members of the BMCC community regarding disability issues.

Hours of Operation

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday</td>
<td>9am-7pm</td>
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<tr>
<td>Tuesday</td>
<td>9am-7pm</td>
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<tr>
<td>Wednesday</td>
<td>9am-7pm</td>
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<tr>
<td>Thursday</td>
<td>9am-7pm</td>
</tr>
<tr>
<td>Friday</td>
<td>9am-5pm</td>
</tr>
</tbody>
</table>

Weekend and other appointments are available upon request.

Location:

N320

Contact Information:

OSSD telephone: (212) 220-8180
TTY: (212) 748-8978
Fax: (212) 220-1264

OSSD staff:

Director, Marcos A. Gonzalez
Disability Accommodation Specialist: Jason Luchs
Learning Disability Specialist: Katwicia Desruisseaux
Coordinator of Sign Language Interpreting: Bobbi Barnfather
Program Assistant: Kokou Doumassi
Rights and Responsibilities

I. Office of Services for Students with Disabilities

The Office of Services for Students with Disabilities has the right to:
- Request and receive current disability documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or the student fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments, and/or auxiliary aids and services;
- Refuse accommodations, academic adjustments, and/or auxiliary aids and services that impose a fundamental alteration of a College program or activity;

The Office of Services for Students with Disabilities has the responsibility to:
- Provide information to students with disabilities in accessible formats upon request;
- Ensure that courses, programs, services, activities, and facilities are available and usable in the most integrated and appropriate settings;
- Review Application for Accommodations and Services to determine eligibility for services and nature of accommodations;
- Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services;
- Maintain appropriate confidentiality of records and communication, and to disclose such information only when permitted by law;
- Serve as a liaison between students and faculty;
- Serve as a resource on disability issues for the BMCC campus community.

II. Faculty

Faculty members have the right to:
- Identify and establish standards for courses and academic programs;
- Verify through the Office of Services for Students with Disabilities the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from the Office of Services for Students with Disabilities.

Faculty members are responsible for:
- Evaluating students solely on the basis of their academic performance;
- Working with the student and the Office of Services for Students with Disabilities to ensure the provision of reasonable accommodations;
- Fostering an accessible learning environment to all learners;
- Addressing concerns about disability accommodations with the Office of Services for Students with Disabilities.
III. Students

Students with disabilities at BMCC have the right to:
- Equal access to courses, programs, services, activities, and facilities offered through the college;
- Equal opportunity to learn;
- Request reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Information in accessible formats.

Students with disabilities have the responsibility to:
- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities;
- Identify themselves as individuals with disabilities when requesting accommodations and seek information, counsel, and assistance as necessary;
- Document their disability according to established guidelines and demonstrate how disability substantially limits their participation in courses, programs, services, activities, and facilities;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

Students are advised to:
- Meet with each of their professors to discuss the testing and academic accommodations that they anticipate needing for each class;
- Self disclose their disability status to faculty and staff when appropriate;
- Exercise self-advocacy to meet their disability related needs.
The Rehabilitation Act of 1973-Section 504:

Provides a 'right of access' statute to people with disabilities. Section 504 provides persons with disabilities the right of access into, or to derive benefits from, any program or activity receiving federal financial funding.

The ADA:

The Americans with Disabilities Act (ADA) of 1990 is civil rights legislation that affects some 54 million Americans with Disabilities. This federal law provides a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The ADA is regarded as the most sweeping civil rights legislation since The Civil Rights Act of 1964. The ADA protects the civil rights of people with disabilities by ensuring equal access to employment, state and local government agencies, transportation, public and private facilities, and telecommunications.

Section 504 of the Rehabilitation Act of 1973 states in part that…..

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

…..or as seen by a person with dyslexia:

“No oderwiz kalifid handicap individul …shl soly by risan of his handicap be eklud from the paticipash in, be denid binitif of, of be sujeted two dikremnashon ender an procrim or aktviti recevng binanshal esistens.”
Section II:

What You Need to Know About

Reasonable Accommodations
Defining Reasonable Accommodations

- Reasonable accommodations are appropriate adjustments to programs, policy, and practice that make aspects of the university experience accessible and provide equal opportunities to BMCC students with disabilities. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without disabilities.

- Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., Sign Language interpreters, note-taking services, text conversion to alternative accessible formats, audio or video tapes, etc.).

- To determine reasonable accommodations, OSSD may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities, and facilities. The director makes the final determinations of reasonable accommodations in collaboration with the student and faculty as warranted.

- Reasonable accommodations are determined by examining:
  1. Environmental barriers limiting curricular, facility, or programmatic access.
  2. Whether or not the student has access to the course, program, service, activity, or facility without an accommodation;
  3. The range of possible accommodations that might remove the barriers;
  4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

Procedure for Requesting Reasonable Accommodations

- Students must follow procedures for requesting accommodations:
  1. Complete Application for Accommodations and Services.
  2. Submit Disability Documentation.

- Students must allow at least two weeks for Office of Services for Students with Disabilities to review all requests for accommodations.

- It must be noted that the BMCC and the Office of Services for Students with Disabilities reserve the right to deny requests for services or accommodations while the receipt of appropriate disability documentation is pending.
Examples of Reasonable Accommodations

- Examples of some of the most frequently requested accommodations include:
  - Extended time for quizzes and exams
  - Sign Language interpreting services
  - Note-taking services
  - Permission to tape record lectures
  - Textbooks on tape or in large-print

Spell-Check Devices, Calculators and Reasonable Accommodations

- Spell-check devices and calculators can certainly be helpful to everyone – both people with and without disabilities. However, the use of these tools is considered a reasonable accommodation only under very specific circumstances.

Spell-Check Devices:

OSSD will only approve use of a spell-check device as a reasonable accommodation for an exam if:
1. Students’ disability documentation indicates specific cognitive difficulties that would cause them problems with spelling and
2. The ability to spell words accurately is not considered an important part of what an exam is designed to test – as determined by the professor and/or the academic department.

Calculators:

OSSD will only approve the use of a calculator as a reasonable accommodation for an exam if:
1. Students’ disability documentation indicates specific cognitive difficulties that would cause them problems with arithmetic comprehension or computation and
2. The ability to add, subtract, multiply, or divide accurately is not considered an important part of what an exam is designed to test as determined by the professor and/or the academic department.

It is important to note:
1. Given these very specific conditions, it is entirely possible for use of a spell checker or calculator to be allowable for some exams, and not allowable for others.
2. OSSD will consider requests for use of a calculator and a spell-checker on a case-by-case basis.
3. OSSD will not approve use of these tools as reasonable accommodations when using them provides students with an unfair advantage or undermines academic standards.
Policy on Calculator Use in Remedial Math Classes for Students with Disabilities

Calculators can certainly be helpful to everyone—both people with and without disabilities. However, the use of these tools is considered a reasonable accommodation only under very specific circumstances. The Office of Services for Students with Disabilities (OSSD) and the Mathematics Department have determined under what circumstances the use of calculator during exams in remedial classes is an appropriate and reasonable accommodation. Students with disabilities who have requested permission to use a calculator as a reasonable accommodation during math exams must be aware of the following policy.

1. OSSD will only approve the use of a calculator as a reasonable accommodation for an exam if:

   - Students’ disability documentation indicates specific cognitive difficulties that would cause them problems with arithmetic comprehension and computation and
   - The ability to add, subtract, multiply, or divide accurately is not considered an important part of what an exam is designed to test as determined by the professor and/or the academic department.

2. Other considerations:

   - Given these very specific conditions, it is entirely possible for the use of a calculator be permitted for some exams and not permitted for others.
   - OSSD and the Mathematics Department will not approve the use of calculators as reasonable accommodations when using a calculator gives students with disabilities an unfair advantage or undermines academic standards.

3. Calculator Use in Remedial Classes:

   - Given the above criteria and specific conditions for calculator use during exams as a reasonable accommodation for students with disabilities, OSSD and the Mathematics Department have determined when using a calculator is appropriate in remedial classes. The following chart indicates when students with disabilities are permitted to use calculators during exams remedial math classes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Calculator Use Permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT010 Basic Mathematics I</td>
<td>Not for exam #1 (whole numbers exam), after passing exam #1 calculator use is permitted</td>
</tr>
<tr>
<td>MAT011 Basic Mathematics II</td>
<td>Not for exam #1 (whole numbers exam), after passing exam #1 calculator use is permitted</td>
</tr>
<tr>
<td>MAT012 Basic Arithmetic &amp; Algebra</td>
<td>Calculator Use Permitted on all Departmental Exams</td>
</tr>
<tr>
<td>MAT051 Elementary Algebra</td>
<td>Calculator Use Permitted on all Departmental Exams</td>
</tr>
</tbody>
</table>
4. Calculator Use on CUNY/ACT Math Exams

- The use of calculators for students with disabilities who have approval from OSSD for CUNY/ACT Math exams has been approved by the Mathematics Department and OSSD.

5. Type of Calculator Permitted

- Only Calculators approved by OSSD will be permitted for student use. Only 4-Function calculators are appropriate for students to use during remedial math exams. OSSD has calculators available to loan students for their use. Talking calculators are also available for students with visual disabilities.
Notification of Eligibility for Accommodations

- A letter is sent to the student stating either approval or denial of accommodations. The approval letter will list the accommodation(s) to which the student is entitled. The letter of denial will explain the appeals process should the student choose to exercise this option.

Changes in Your Accommodations Needs

- Students are entitled to request additional accommodations or academic adjustments during the course of the semester, or at any time during their tenure at BMCC.

- Students are also entitled to request modifications to the nature of the accommodations.

- Students must work with the OSSD to determine what are appropriate changes to accommodations, academic adjustments, and/or auxiliary aids and services. The office should be contacted at earliest indication of emerging accommodation needs. Students must allow at least two weeks for the coordination and provision of new accommodations or modifications to existing accommodations.
Procedures for Registering with OSSD

Complete an Application for Accommodations and Services

Submit Application for Accommodations and Services and Documentation of a Disability

Evaluation of Application by the Director for Students with Disabilities

If Accepted:

Receive Letter of Approval

Obtain an Accommodations Letter from the Office of Services for Students with Disabilities

Present each Professor the Accommodations Letter at the beginning of the semester

If Denied:

Receive Letter of Denial

Initiate Appeal Process (If Desired)
Section III:

What You Need to Know About Disability Documentation
General Guidelines for Disability Documentation

Section 504 of the Rehabilitation Act and the ADA allows colleges to require disability documentation to verify the need for accommodations. The Office of Services for Students with Disabilities (OSSD) established the following guidelines for documentation:

1. Documentation must be recent in order to assess the current impact on academic functioning. The level of currency required for disability documentation varies according to form of disability and type of documentation required. Please consult with specific disability documentation guidelines, which are available through OSSD.

2. Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.

3. Documentation must be relevant to requested accommodations.

4. Documentation must be from a medical or other licensed professional.

5. Documentation must be accompanied by a history of reasonable accommodations and academic adjustments.

Incomplete Documentation:

- If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), BMCC has the discretion to require additional documentation. The student must bear any cost incurred in obtaining additional information. Please refer to specific documentation guidelines for each type of disability.

Missing Documentation:

- When a student does not have the required disability documentation she/he should set up an appointment with the Director for Students with Disabilities for an appropriate referral. Referrals for all types of disability evaluations are available from the Office of Services for Students with Disabilities.

Note: BMCC reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Students must complete the application process and submit disability documentation before they can receive accommodations and services.
Guidelines for Documentation of Learning Disabilities

The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must involve a comprehensive psycho-educational evaluation. The following areas must be assessed:

   **Aptitude:** The Weschler Adult Intelligence Scale Revised (WAIS-R) with subtest scores is the preferred instrument. The Woodcock-Johnson Psycho-educational Battery Revised: Tests of Cognitive Ability or the Standford-Binet Intelligence Scale: Fourth Edition are acceptable.

   **Achievement:** Assessment of academic ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-educational Battery Revised: Tests of Achievement; Santford Test of Academic Skills (TASK), or other specific achievement such as The Test of Written Language-2 (TOWL), Woodcock Reading Mastery Tests Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test is NOT a comprehensive measure of achievement and therefore, is not suitable as a sole measure of achievement.

   **Information Processing:** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the WAIS-R or the Woodcock Johnson Tests of Cognitive Ability is acceptable.

2. Testing must be **current:** administered within the past three years or after age 18. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact on the student’s disabilities on his/her academic performance, it is important to provide recent and appropriate documentation.

3. Testing must state that there is learning disability. Terms such as “learning problems,” “learning differences,” “weaknesses,” etc. are not the equivalent of learning disability.

4. Testing must be performed by a qualified evaluator: clinical or educational psychologists, learning disabilities specialists, or physicians known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly in the report.

5. Dates of testing must be included in the report.

6. Testing must include information about the functional limitations of the student. Assessments should indicate how the student’s disability may affect his/her current participation in courses, programs, services, or any other activity of the university.
Guidelines for Documentation of Psychiatric Disabilities / Psychological Disorders

Psychiatric disability / psychological disorder documentation must include all of the following elements:

A. Currency of documentation: Documentation must be current, reflecting evaluations conducted within the past year.

B. The evaluation must be performed by a qualified individual: The assessment must be provided by a licensed professional qualified to make the evaluation, such as a psychologist, psychiatrist or neurologist. An assessment from a general practitioner typically does not suffice.

C. Documentation should be a comprehensive psychiatric, psychological or neurological evaluation, and must include the following:

1. Current treatment and medications: Documentation should include any counseling, specific therapies, current prescribed medications and any side-effects that would compromise academic functioning.

2. Specific diagnosis: This should not merely refer to symptoms and should correspond to a specific DSM-IV or ICD-10 category.

3. Impact on academic functioning: Documentation should specify how an individual’s psychological disorder impacts upon his or her performance in the academic context.

4. Recommendations for academic accommodations: Documentation should recommend reasonable academic adjustments that would grant students with psychiatric disabilities equal access to programs and curricula.

Guidelines for Documentation of Physical Disabilities or Mobility Impairments

Students requesting accommodations on the basis of mobility, systemic, or disease-related disabilities must provide documentation consisting of:

- An identification of the disabling condition(s).

- An assessment of the functionally limiting manifestations of the condition(s) relevant to academic functioning or participation in any aspect of college life. All assessments must be performed by licensed medical professionals qualified to diagnose and treat the condition.
Hearing Loss and Deafness

Students who are deaf or hard of hearing must provide documentation consisting of:

- An audiological evaluation and/or audiogram; and
- An interpretation of the functional implications of the diagnostic data.

Visual Impairments and Blindness

Students requesting accommodations on the basis of low vision or blindness must provide documentation consisting of:

- An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate; and
- An assessment of functionally limiting manifestations of the disabbling condition.

Speech Impairments

Students requesting accommodations on the basis of a speech/language disability must provide documentation consisting of:

- A clearly written statement of the disability diagnosed by a qualified professional trained in this area (e.g., physician, speech/language pathologist, neurologist, etc.); and
- A summary of the various evaluation tools used in determining the specific disability; and
- A summary of present symptoms and how these symptoms affect the student’s functioning, specifically in relation to the postsecondary environment.

Additionally, all documentation should be current, i.e. within the last three years.

Guidelines for Documentation of Substance Abuse Disorders

Students requesting accommodations on the basis of a substance abuse disorder must provide documentation consisting of:

- Verification of completion of substance/alcohol abuse program that specifies the nature of the addiction, the treatment course, and plans for continued treatment. The documentation should indicate the side effects of any medications.
- Substance abuse documentation from a medical or other licensed professional, such as a psychologist.
Guidelines for Documentation of ADD and ADHD

Students requesting accommodations on the basis of attention deficit disorder (ADD) and attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. The documentation must include:

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. A history of the individual’s presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors.
- Neuropsychological or psycho-educational assessments needed to determine the current impact of the disorder on the individual’s ability to function in an academic setting.
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual – IV (DSM-IV). Symptoms of hyperactivity/impulsivity, which were present in childhood, and the current symptoms, which have been present for at least the past six months and, which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- Additionally, documentation must be current, i.e. within two years.

Guidelines for Documentation of Traumatic Brain Injury (TBI)

Students requesting accommodations on the basis of a traumatic brain injury (TBI) must provide documentation by a neuropsychologist/neurologist. The documentation that includes:

- A thorough neuropsychological evaluation which includes assessment of the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning, executive functioning, sensory, motor, and emotional status.
- Evidence of current impairment. A history of individual’s presenting symptoms and evidence of behaviors that significantly impairs functioning.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
Guidelines for Documentation for Chronic Medical and Other Conditions

Nonspecific disabling injuries include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.,) orthopedic injuries or impairments (recovery from ankle surgery, broken hand, etc.,) or any other condition which substantially limits a student’s participation academically.

Students requesting accommodations on the basis of other nonspecific disabling injuries and conditions must provide documentation consisting of:

- Medical or other licensed professional describing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- Documentation must be recent in order to assess the current impact on academic functioning. The recency of documentation needed is assessed on a case by case basis by the director for Students with Disabilities.
- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.
Using Accommodations and Disability Services at BMCC:
All you need to know!

- Section IV: Using Accommodations and Disability Services at BMCC
- Section V: Scheduling Accommodations for Academic Assistance
- Section VI: Meeting Your Campus Accessibility Needs
Section IV: Using Accommodations and Disability Services at BMCC

Testing Accommodations

- Accommodative testing allows the student to take his/her exams in an alternative environment, or in an alternative format. Accommodative testing does not alter the content of the exam. Students with disabilities are held to the course requirements and college’s academic standards.

Scheduling Testing Accommodations

- Students must consult their professors about the provision of testing accommodations. Some professors will choose to administer exams themselves with the required accommodations. Other professors will prefer that OSSD administer exams with accommodations. It is important that students confirm with each professor specifically how exams with reasonable accommodations will be arranged.

Taking Exams at OSSD

- Return completed Examination Release Form to OSSD no later than seven days prior to the examination date.
- Schedule day and time for exam. If the exam is re-scheduled by the professor, notify OSSD to reschedule.
- If you are sick or unable to take the exam at the scheduled time, OSSD requires that you (1) provide a doctor’s note to the office and (2) speak to the professor in order to schedule a make-up exam. You must contact OSSD prior to your scheduled exam time if you are going to miss the exam. Make-up exams are only given with permission of the professor.

Testing Accommodations Agreement

- Students eligible for testing accommodations are required to complete and sign the Testing Accommodations Agreement prior to using this accommodation. The Testing Accommodation Agreement outlines the student’s responsibilities for each examination.

Day of Exam Instructions

- Report to OSSD at the scheduled time of exam.
- Review format of the examination with the proctor.
- Any questions should be directed to exam proctor. Do not ask a reader, scribe or interpreter questions regarding exam content. If proctor is unable to answer questions, OSSD staff will arrange for you to ask questions of your professor (when possible).
- Take examination according to approved testing accommodations.
- Return completed exam to proctor. All scrap paper and worksheets must be returned with the exam.
A Final Word on Testing and Academic Integrity

Students registered with the OSSD are expected to uphold all of the college's academic integrity policies and abide by the student Code of Conduct. OSSD is committed to upholding these policies. Any actions that compromise academic integrity, or BMCC’s Campus Behavior Code (2003-2006 Bulletin, p.124) will be referred to the Associate Dean of Student Affairs for appropriate disciplinary action. Furthermore, students who engage in acts of academic dishonesty while receiving testing accommodations through the OSSD risk a suspension of their testing privileges through the office or other disciplinary actions.

Under the Campus Behavior Code, any form of cheating is prohibited.
Section V: Scheduling Accommodations for Academic Assistance

Priority/ Early Registration

- Early Registration is available to students with disabilities determined according to documented need. This accommodation allows students with disabilities to register for classes for the next semester during the early registration period regardless of the other early registration requirements.
- Students are only eligible for early registration if they have been cleared by the Bursar, Registrar, Admissions Office, Library, and Health Services Office. In other words, students who have holds (impounds) on their records are not able to register until those impounds have been cleared.
- Students must be advised before Early Registration. Academic Advisement occurs in the student's department or the Transfer and Advisement Center (S752). Students who have not been advised are not eligible for Early Registration.

Note-takers

If a student with a disability is eligible for a note-taker, OSSD arranges for the student to receive a copy of a classmate’s notes OR for a note-taker to be assigned to the class. This is determined by the Director of Services for Students with Disabilities according to disability documentation.

- Students who need note-taking services must notify OSSD at the time of registration. Students must complete the Request for Note-takers Form when requesting note-takers.
- Student must inform OSSD of any changes to their class schedule. Students must allow at least one week for note-taking services to begin in any new classes or new sections.
- Students reserve the right to monitor the quality of notes. If a student is not satisfied with the note-taking services, they must contact OSSD immediately. It may be requested that the student must put his or her complaint in writing. When appropriate, OSSD will arrange for a different note-taker.
- Students should find a classmate who is willing to serve as a back-up note-taker in the event that the regularly scheduled note-taker is out sick.
- Students must inform OSSD if they are planning to miss class. Note-taking services are not a substitute for class attendance. Note-taking services are not provided when the student is not in class.
Textbooks-on-Tape/ Audio-Books

Students who require their textbooks in alternative audio format (on tape) as an accommodation must adhere to the following procedures:

- Register with Recording for the Blind & Dyslexic (RFB & D) and/or the Library of Congress.
- Students must complete the Request for Books-on-Tape Form. Students should notify OSSD at the time of registration. Late notification will result in a delay in the acquisition of books on tape. Students must provide a list of classes for which they need books on tape.
- When books on tape arrive, OSSD will notify you. Books on tape are available for pickup Monday to Friday, 9:00 A.M. to 5:00 P.M or by appointment. Books on tape will not be mailed to the student’s home.
- Books on tape must be returned at the end of each semester. The cost of any books not returned will be billed to the student.
- The student is responsible for obtaining his or her own four-track, variable speed tape recorder; the approximate cost is $100.00. However, OSSD does have four machines available for on-campus use. These machines can be reserved at OSSD based on availability.
- In some circumstances when books on tape are unavailable through RFB & D and/or the Library of Congress, the Kurzweil reading software is located in the Computer/AT Lab (N323) for your use.

Books, College Publications, or class materials in Alternate Formats.

- Books, college publications and class materials are available in large print, audio format or in Braille upon request.
- Students must notify OSSD of their need for materials in alternate format. Requests take at least five days to fulfill. Requests for textbooks in large print must be made each semester. You must notify OSSD at the time of registration. Late notification will result in a delay in the acquisition of textbooks in large print.
- Students who need class materials in audio format are strongly encouraged to use the Kurzweil reading software available in the AT Lab (N323). When this is insufficient, students can request materials in audio format through OSSD. Students must allow at least five days for conversion of materials to audio format. Students are required to obtain their own tape recorders.
Sign Language Interpreters

Sign Language interpreting services are arranged for students who are deaf or hard of hearing. Students must adhere to the following protocols in order to receive interpreting services:

- Students must notify the Coordinator of Sign Language Interpreting at the time of registration of interpreting needs for interpreters to be assigned to their classes. Class schedules must be submitted to the Coordinator of Sign Language Interpreting no later than four weeks prior to the start of classes.

- All requests for interpreting services must be in writing. Student must complete the Request for Sign Language Interpreting Services form for all Sign Language interpreting needs. It must be submitted to the Coordinator of Sign Language Interpreting no later than two weeks prior to the assignment.

- When you are unable to attend class due to illness or other reasons, notify OSSD 48 hours in advance. At least 48 hours advance notice is required to cancel interpreting services without a penalty. Students who develop a pattern of missing classes without notifying OSSD may be held responsible for interpreting costs and/or have their services suspended.

- Students must notify OSSD of class scheduling changes, including room location changes, course selection changes, or of class time changes.

Assistive Listening Devices

- The use of Assistive Listening Devices (ALDs) can be arranged upon request with proper documentation. ALDs can be checked out by the student for daily or weekly use. ALDs are available for use in classes and other campus programs and events. Students will be billed for any damages or lost ALDs.
Section VI: Meeting Your Campus Accessibility Needs

Classrooms

OSSD arranges for classroom relocation for students with disabilities when appropriate.

Students must:
• Notify OSSD of their classroom accessibility needs at the time of registration.
• Students must provide information regarding their limitations with:
    -- Desks
    -- Seating
    -- Stairs and/or elevators
    -- Specific buildings on campus

Attending Campus Events

• Accommodations for campus events are coordinated primarily by the department sponsoring the event with assistance provided by OSSD. Students must notify sponsoring department of accommodations needed to attend the event (examples: Sign Language interpreters for a theatrical production or accessible transportation for off-campus trip sponsored by BMCC.)

Service Animals Policy

• In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. Technically speaking, a service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. Examples of the functions of services animals include but are not limited to: guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. Therapy or companion animals are not service animals and are not covered under the ADA. To work on campus, a service animal must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag or other gear that readily identifies its working status. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.
Section VII: Assistive Technology
What is Assistive Technology?

- Assistive technology (AT) is any item, piece of equipment, or product system used to increase, maintain, or improve access for individuals with disabilities.

What are some of the Assistive Technologies that are available?

- **Voice recognition system** (Dragon Naturally Speaking/Voice Express) – allows students to write by simply speaking to a computer system that is programmed to recognize their voices. Particularly helpful to: students with motor disabilities and students with learning disabilities.

- **Screen readers** (Jaws/ Magic) – allow students who are unable to see a traditional computer monitor to access the screen via a voice output system that literally reads the contents to users. Particularly helpful to: blind and low-vision students.

- **Screen enlargers** (Zoom Text/ Magic) – allow students who have difficulty seeing screen contents on a standard computer monitor to see the computer by enlarging the screen up to 16 times. Particularly helpful to: low-vision students.

- **Braille Translation Software** (Duxbury) – allows for the conversion of text to Braille using a scanner and braille printer. Particularly helpful to: blind students.

- **Kurzweil 1000/3000 Reading System** – assists students whose disabilities affect their reading by simultaneously reading text out loud and highlighting each spoken word on a computer display. Students can have the system pause at any time and using its pull-down menus, have instant access to dictionary, thesaurus, grammar check, and note-taking. Students can also use the system’s scanner, voice-output and recording capabilities to create books-on-tape. Particularly helpful to: students with learning disabilities and blind/low-vision students.

- **Inspiration** - software that assists students in organizing ideas for essays and papers using symbolic, graphical displays. Particularly helpful to: students with learning disabilities.

Where can I find assistive technology at BMCC?

- BMCC has set-up a centralized computer lab dedicated to assistive technology and meeting the needs of students with disabilities. This lab is located in room N-764. Technical assistance and help is available from OSSD staff. The hours of the lab vary each semester. Students should contact OSSD for current lab hours of operation.
BMCC’s Commitment to AT:

- Assistive technology is a rapidly evolving field, with innovative AT solutions constantly emerging. In the effort to provide students with the most effective AT solutions, BMCC is committed to consistently upgrading its AT resources. Please periodically check with OSSD to learn about its latest improvements to BMCC’s AT resources.

Requesting AT in classrooms/ lab: When you need AT in your classroom:

- Students must complete and submit the Request for Assistive Technology in the Classroom/Labs Form (Appendix I).

- Students are advised to submit these requests at the time of registration and must allow three weeks for assistive technology to be installed.
Section VIII:

Talking to Your Professors
Talking to Your Professors

Although there are more students with disabilities in postsecondary education today than ever before, it is very possible that there are situations in which the college instructor has had little prior experience with students with disabilities. Also, the student does not often know how to advocate for him/herself or his express his/her needs.

OSSD recommends the following strategies to use when talking to your professors for the first time about your disability and need for accommodations:

- Be prepared! Practice what you are going to say and be prepared to discuss your abilities (and your disabilities) as well as accommodations you are requesting. Bring your accommodation letter from OSSD with you.
- Don’t procrastinate! Make an appointment to talk with your instructor(s) within the first two weeks of each semester. Adjustments and accommodations need to be planned as early as possible, especially in regards to testing accommodations.
- Take it with you! Bring your Accommodation Letter from OSSD. Remember the Accommodation Letter verifies your need for accommodations and your registration with OSSD. YOU must request these letters at the beginning of each semester.
- Problems? When problems arise, contact the Director of OSSD as soon as possible. In most situations, you and the instructor will work out the provision of accommodations in a way that is agreeable to all parties involved. When you have difficulties working this out, contact OSSD.
10 Tips for Self-Advocacy

1. Know and understand your rights and responsibilities
2. Ask questions whenever you need clarification
3. Repeat a question until it is satisfactorily answered
4. Keep a “paper trail” of all written communication regarding your education. It’s okay to request copies of all records and documentation
5. Remember that you are an equal partner in your education
6. Let people know that you intend to resolve issues
7. Learn all you can about your disability, needs, strengths, and weaknesses
8. Know what resources are available and use them
9. Know who the key people are. Find the right person with whom to talk, and try all avenues.
10. Praise and thank people when appropriate
Section IX:
Confidentiality and Grievance Procedures
Policy on Confidentiality

General Rule:

The Family Educational Rights Privacy Act (FERPA) regulates disclosure of disability documentation and records maintained by OSSD. Under this federal act, prior written consent by the student is required before OSSD may release disability documentation or records.

Exception to the Rule:

Under FERPA, OSSD is permitted to release information to any school official who has a “legitimate educational interest.”

What does this mean?

Professors or other school officials, such as tutors, may request information about the impact of a student’s disability on their ability to learn. OSSD will only share information with other school officials when appropriate and will carefully balance a student’s request for confidentiality and the request for additional, relevant information about the student. OSSD seeks to preserve the student’s wish to keep their disability information and status confidential. OSSD is extremely sensitive to this issue.

Other Student’s Rights under FERPA:

FERPA also allows students to inspect and review their files maintained by OSSD. Students have the right to challenge any information contained in the files that is incorrect, misleading, or not accurate and request an amendment to this misinformation.
Section 504/ADA Grievance Procedure for Students with Disabilities

BMCC has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped [sic] individual ... shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance ... "

- Complaints should be addressed to Angela Sales at (212) 220-1237, who has been designated to coordinate all Section 504 compliance efforts;

- A complaint may be filed in writing or verbally;

- The complaint should contain the name and address of the person filing it, and briefly describe the alleged violation of regulations;

- A complaint should be filed within 30 after the complainant becomes aware of the alleged violation. This requirement may be waved at the discretion of the Committee on the Disabled. Processing of allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis;

- An investigation, as may be appropriate, shall follow a filing of a complaint. The college’s compliance officer shall conduct the investigation. S/he may, at his/her discretion, request the assistance of one or more members of the Committee on the Disabled;

- A written determination as to the status, validity of the complaint, and a description of the resolution, if any, shall be issued by the compliance officer, a copy shall be forwarded to the complainant no later than 60 days after its filing. This requirement can be waived at the discretion of the Committee on the Disabled;

- The Section 504 coordinator shall maintain the files and records of the college relating to the complaints filed.
Important Legal Decisions

It is important for students with disabilities to be familiar with important OCR rulings and/or court cases. The following cases have impacted providing services to students with disabilities in the college setting.

Disability Documentation

- **Temple University** (OCR Region III, 1999) OCR ruled that Temple University is entitled to seek documentation from qualified professionals to establish diagnosis, functional limitations, ability to benefit and need for accommodation; it may also seek a second opinion at its own expense.

- **Montgomery College** (OCR Region III 1999) OCR ruled that the college generally has no duty to accommodate until receipt of sufficient documentation establishing disability and nature of accommodations warranted.

Disability Defined

- **el Kouni v. Trustees of Boston University** (D. Mass. 2001) The court ruled that a student diagnosed with clinical anxiety and depression and later with bipolar disorder, which slowed his thought processing and caused “cognitive blunting” is disabled under the ADA and Rehabilitation Act.

- **Saint Vincent’s College of Nursing** (OCR Region I, 2000) OCR ruled that a student’s test anxiety does not raise to the level of being disabling under the ADA; achievement and intelligence test results were within the average range.

Processing Accommodation Requests

- **Chesapeake College** (OCR Region III, 1996) OCR upheld the college’s policy obligating students to register with disability services office two months prior to semester and request accommodations two weeks in advance of need.

Test Accommodations

- **Florida Atlantic University** (OCR Region IV, 1997) OCR upheld the practice that students give minimum three days notice of need for testing accommodations and one week notice for exams.

- **Edmonds Community College** (OCR Region X, 1996) OCR upheld the college’s refusal to accommodate a student who only provided one hour’s notice of disability prior to test.

- **University of California, Santa Cruz** (OCR Region IX, 1999) OCR faulted the
university for failing to ensure that test proctors provided student with same level of instruction clarification afforded non-disabled students.

- **Redlands Community College** (OCR Region VI, 1999) OCR ruled that a student with learning disability who receives extended time on tests cannot challenge manner of test administration after receiving final grade.

**Use of Calculator on Exams**

- **Hamilton v. City College of the City of New York**, (S.D.N.Y. 2001) Court upheld engineering faculty's refusal to permit use of calculator by student with learning disability on final exam, despite permitting use on previous tests.

**Personal Assistance on Exams**

- Florida Atlantic University (OCR Region IV, 1997) OCR ruled that providing assistance to help student complete essay exam constituted a personal service not required by Section 504/ADA.

**Altering Test Administration**

- Hoffman v. Contra Costa College, 21 Fed. Appx 748 (9th Cir. 2001) Court ruled that the college provided reasonable accommodation to student with multiple sclerosis by offering her extended time, a quiet testing location, and use of formula sheets; college is under no obligation to require professor to permit student to access notes and other materials during examination. Nor of college obligated to locate a professor who would honor student request.

- Pima Community College (OCR Region VIII, 1998) OCR upheld professor’s refusal to allow student to take open book exam which defeated exam purpose of measuring recall, despite physician’s recommendation based on student’s poor memory occasioned by learning disability.
Course Substitution

- **Parkland College** (IL, Case No. 05-01-2034 (OCR Region V 2001)) (upholding two year college's requirement that all students seeking to transfer to four year institutions take mathematics coursework, despite student's documented learning disability in math)

Note-taking Assistance

- **University of Massachusetts** (OCR Region, 1998) University practice of limiting provision of note-taking services to when student attends class does not violate Section 504 or the ADA when class attendance is deemed essential)
Section X:

Campus and Community Resources for People with Disabilities
## Getting Assistance on Campus: Student Services at BMCC

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Description</th>
<th>Location/ Telephone/Hrs</th>
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<tbody>
<tr>
<td><strong>A. Philip Randolph Memorial Library</strong></td>
<td>Houses textbooks on reserve, paperbacks, periodicals and microfilm. Also, provides internet access, video, database training, and copiers for students.</td>
<td>S400, 212-220-1442  &lt;br&gt;Mon.-Fri. 8am – 9pm  &lt;br&gt;Sat. 10am – 5pm  &lt;br&gt;Sun. 12 am – 5pm</td>
</tr>
<tr>
<td><strong>Academic Advisement and Transfer Center</strong></td>
<td>Provides academic advisement to students on course selection; provides transfer information, academic audits, and information about the Out-In-Two Program.</td>
<td>S763, 212-220-8000 x7122  &lt;br&gt;Mon.-Thurs. 9am-6:45pm  &lt;br&gt;Fri. 9am – 1pm  &lt;br&gt;Sat. 10am – 3pm* (first and 3rd Saturdays of each month)</td>
</tr>
<tr>
<td><strong>Admission Services</strong></td>
<td>Provides enrollment assistance to incoming freshmen and transfer students.</td>
<td>S300, 212-220-1265  &lt;br&gt;M.-Th. 9am – 7pm  &lt;br&gt;F. 9am – 1pm</td>
</tr>
<tr>
<td><strong>Athletics, Recreation, &amp; Intramurals</strong></td>
<td>Offers BMCC community a full range of recreational activities including swimming, aerobics, and weight training. Intercollegiate teams are offered in men’s soccer, women’s volleyball, men’s and women’s basketball and baseball.</td>
<td>N210 and Gymnasium  &lt;br&gt;(2 North)  &lt;br&gt;M.-F. 8:30am – 8pm</td>
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<tr>
<td><strong>Basic Skills/English Lab</strong></td>
<td>Provides academic support services to students in English 088 and 095. Prepares students to re-take CUNY-ACT.</td>
<td>S500, 212-220-8295  &lt;br&gt;M. – Th. 10am – 7pm  &lt;br&gt;F. 10am – 1pm</td>
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<tr>
<td><strong>Bursar</strong></td>
<td>Provides services to students, such as billing, check distribution, TAP certification and refunds</td>
<td>S320, 212-220-1300  &lt;br&gt;M. – Th. 9am – 7pm  &lt;br&gt;F. 9am – 12pm</td>
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<tr>
<td><strong>Career Development and Placement</strong></td>
<td>Assist students with gaining full and part-time employment and with the development of academic/professional objectives pertaining to future employment.</td>
<td>N210  &lt;br&gt;212-220-8170  &lt;br&gt;M. – Th. 9am – 7pm  &lt;br&gt;F. 9am – 5pm</td>
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<tr>
<td><strong>College Discovery Program</strong></td>
<td>Provides outreach and enrichment services, such as counseling, tutorial and financial assistance to selected students.</td>
<td>S325, 212-220-8152  &lt;br&gt;M. – Th. 9am – 7pm  &lt;br&gt;F. 9am – 5pm</td>
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<tr>
<td><strong>Cooperative Education Department</strong></td>
<td>Provides internships to students majoring in business, liberal arts, accounting, corporate and cable communications, etc.</td>
<td>N757, 212-220-8055  &lt;br&gt;M. 9am – 7pm  &lt;br&gt;T.-Th. 9am – 6pm  &lt;br&gt;F. 9am – 5pm</td>
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<tr>
<td><strong>COPE (College Opportunity to Prepare for Employment)</strong></td>
<td>Provides academic support, job skills training and job referral services and advocacy for students on public assistance.</td>
<td>S404, 212-220-8072  &lt;br&gt;M. – F. 9am – 5:30pm</td>
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<td>Support Service</td>
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<tr>
<td><strong>Counseling and Advisement</strong></td>
<td>Professional counselors and academic advisors provide information and support in the areas of career counseling, social, financial, personal, and academic development.</td>
<td>S330, 212-220-8140</td>
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<td>M.-Th. 9am – 7:30pm</td>
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<td>Fri. 9am – 5pm</td>
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<tr>
<td><strong>English as a Second Language (ESL) Lab</strong></td>
<td>Provides academic support services for students placed in ESL courses.</td>
<td>S503, 212-220-1422</td>
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<td>M.-Th. 9am – 7pm</td>
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<td>Sa. 10am – 2pm</td>
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<tr>
<td><strong>Early Childhood Center</strong></td>
<td>Provides highest quality childcare and early education, and many additional services, to student parents and their children.</td>
<td>N310, 212-220-8250</td>
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<td>M. – Th. 7:50am – 9pm</td>
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<td>Sa. 9am – 5pm</td>
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<tr>
<td><strong>Financial Aid Office</strong></td>
<td>Helps students seeking financial assistance by providing counseling and other services related to establishing eligibility for federal and state awards.</td>
<td>N340, 212-220-1430</td>
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<td>M. &amp; Th. 9am – 5pm</td>
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<td>Tu. &amp; W. 9am – 7pm</td>
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<tr>
<td><strong>Health Services</strong></td>
<td>Provides first aid, counseling workshops, and free immunizations for measles, mumps, and rubella.</td>
<td>N303, 212-220-8257</td>
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<td>Fri. 8:30am – 2pm</td>
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<td><strong>Instructional Technology</strong></td>
<td>Provides computer support services for students via open lab and computer lab maintenance programs. Open lab services are provided on a drop-in basis.</td>
<td>N612, 212-220-8122</td>
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<td><strong>Learning Resource Center</strong></td>
<td>Offers students academic support services to strengthen academic skills and meet their learning needs. Tutorial services include scheduled weekly appointments, walk-in/drop-in tutoring and supplemental instruction. Computer labs provide students with open lab hours for independent work, computer training workshops, support for classroom related computing activities, study skills, and course-specific software.</td>
<td>S500, 212-220-1376</td>
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<td>Online Assistance (Email): <a href="mailto:lrc@bmcc.cuny.edu">lrc@bmcc.cuny.edu</a></td>
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<tr>
<td><strong>Math Lab</strong></td>
<td>Provides students with academic support in math exams for remedial and credited math courses.</td>
<td>S511, 212-220-1366</td>
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<td>M. – Th. 10am – 8pm</td>
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<td>Su. 11am – 4pm</td>
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<tr>
<td><strong>Reading Lab</strong></td>
<td>Provides academic support and tutorial assistance in reading to students</td>
<td>S500, 212-220-1410</td>
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<td>M. – Th. 8:30am – 8:30pm</td>
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<td>Support Service</td>
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<tr>
<td>Registrar’s Office</td>
<td>Administers students’ records, Provides transcripts and change of major forms. Allows students to file for graduation and make changes to their records; change of address</td>
<td>S310, 212-220-1290 M. – Th. 9am – 7pm F. 9am – 12pm</td>
</tr>
<tr>
<td>Science Learning Center</td>
<td>Provides students with academic support services in science courses</td>
<td>N635 Walk in to schedule appointments</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Plans and coordinates educational, cultural and social programs on campus in cooperation with the student government</td>
<td>S360, 212-220-7098 M. – F. 9am – 6pm</td>
</tr>
<tr>
<td>Scholarship &amp; Emergency Funding Office</td>
<td>Provides scholarship related information and emergency funds to registered students.</td>
<td>S343, 212-220-8133 M. – F. 9am – 6:30pm M. – F. 9am – 5pm* (when classes are not in session)</td>
</tr>
<tr>
<td>Women's Resource Center</td>
<td>Provides support services for the growth and development of women students</td>
<td>S360, 212-220-8165 M. – Th. 10am – 6pm F. 10am – 5pm</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Provides student support in writing and prepares students to take the CUNY Proficiency Exam.</td>
<td>S500, 212-220-1384 M. – Th. 10am – 8pm F. 10am – 5pm Sa. 10am – 4pm</td>
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</tbody>
</table>
Vocational Educational Services for Individuals with Disabilities (VESID) and Commission for the Blind and Visually Handicapped (CBVH)

- VESID (Vocational Educational Services for Individuals with Disabilities) and CVBH (Commission for the Blind and Visually Handicapped) are New York State agencies, authorized by the Rehabilitation Act to provide vocational and educational services to students with disabilities.

- Eligible students may receive the following services from these vocational rehabilitation agencies:
  - Vocational assessment
  - College tuition support (policies regarding this can be found at www.vesid.nysed.gov/policies/405.htm)
  - Funding for books
  - Funding for transportation
  - Assistive technology
  - Mobility training
  - Vocational counseling
  - Job placement services
  - Equipment

- Students with disabilities are encouraged to apply for services from these agencies. Contact information is listed on the following pages.

- More information about VESID can be found at www.vesid.nysed.gov

- More information about CBVH can be found at www.ocfs.state.ny.us/main/cbvh
VESID Regional Offices

BRONX DISTRICT OFFICE
1215 Zerega Avenue
Bronx, NY 10462
(718) 931-3500
(718) 828-4003 TTY
Fax (718) 931-4299

BROOKLYN DISTRICT OFFICE
55 Hanson Place – 2nd floor
Brooklyn, NY 11217
(718) 722-6700
(718) 722-6736 TTY

HAUPPAUGE DISTRICT OFFICE
State Office Building – Room 3A-12
Veterans Memorial Highway
Hauppauge, NY 11788
(631) 952-6357
(631) 952-6370 TTY
Fax (631) 952-6716 or 631-952-3796

RIVERHEAD SATELLITE OFFICE
Plaza 518, East Main Street
Riverhead, NY 11901
(631) 727-6496

HEMPSTEAD DISTRICT OFFICE
50 Clinton Street- room 708
Hempstead, NY 11550
(516) 483-6510
(516) 483 6087 TTY
Fax (516)-483 6058

MANHATTAN DISTRICT OFFICE
116 West 32nd Street- 6th Floor
New York, NY 10001
(212) 630-2300
(212) 630 2300 TTY
Fax (212) 630-2365

STATEN ISLAND SATELLITE OFFICE
1139 Hylan Boulevard
Staten Island, NY 10305
(718) 816-4800
Fax (718) 448-4843

HARLEM SATELLITE OFFICE
A.C. POWELL JR STATE OFFICE BLDG
163 West 125th Street – 7th Floor
New York, NY 10027
(212) 961-4423
Fax (212) 961-4423

QUEEN DISTRICT OFFICE
One Lefrak City Plaza
59-17 Junction Blvd. –20th Floor
Corona, NY 11368
(718) 271-9346
(718) 271-9799 TTY
Fax (718) 760-9554

WHITE PLAINS DISTRICT OFFICE
55 Church Street-3rd Floor
White Plains, NY 10601
(914) 946-1313
(914) 946-1520 TTY
(800) 258-3743
Fax (914) 946-1726
CBVH Regional Locations

Hempstead:
175 Fulton Avenue, Room 300
Hempstead, New York 11550
Phone (516)-564-4311
Fax (516)-292-7448
TDD (516)-564-4325

New York City:
163 West 125th Street, Room 1315
New York, New York 10027
Phone (212)-961-4440
Fax (212)-961-4133
TDD (212)-961-4444

New York City:
20 Exchange Place, 2nd Floor
New York, New York, 10005
Phone (212) 825-5710
Fax (212) 825-7143

White Plains:
150 Grand Street
White Plains, New York 10601
Phone (914)-993-5370
Fax (914)-993-0238
TDD (914)-993-5327
Section XI:

Important Terms and Disability Resources to Know
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**Access-A-Ride**—Access-A-Ride is a shared ride, door-to-door paratransit service for people with disabilities. Access-A-Ride provides transportation for people who are unable to use public bus or subway service for some or all of their trips. MTA New York City Transit administers Access-A-Ride; private carriers under contract to NYC Transit provide service.

For information, call 1-877-337-2017 and press "1" when you hear the recorded message. You will be connected to the Eligibility Determination Unit/Customer Information Line. Ask the staff person responding to send you an application for Access-A-Ride. Please note: Eligibility Determination Unit/Customer Information Line staff are available from 9 AM to 5 PM Monday through Friday to respond to your questions about Access-A-Ride service.

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**The Americans with Disabilities Act**—Regarded as the most sweeping civil rights legislation since 1964. Signed July 26th, 1990 by President George Bush, it is a federal legislation that protects the civil rights of disabled persons by guarantying equal access to employment, state and local government services, public and private transportation, public facilities and private facilities open to the general public, and, telephone services. Website: [http://www.ada.gov/](http://www.ada.gov/)

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**Assistive Technology (AT)**—The general term used to describe any item, piece of equipment or software that improves access to computers and technology for students with disabilities. Some examples of assistive technology include screen readers (JAWS) and screen enlargers (Zoom Text)

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**CBVH: Commission for the Blind and Visually Handicapped**—Commission for the Blind and Visually Handicapped (CBVH) provides rehabilitation services to individuals who are legally blind and reside in New York State. CBVH programs include:

1. Training for Employment
2. Business Enterprise Program
3. Programs for Older Adults
4. Programs for Children

Contact Toll-Free: (866) 871-3000
Website: [http://www.ocfs.state.ny.us/main/cbvh/](http://www.ocfs.state.ny.us/main/cbvh/)

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CUNY Committee on Student Disabilities Issues (COSDI)—This committee consists of service providers from the 19 CUNY campuses and addresses the needs and issues of importance to students with disabilities throughout CUNY.

Equal Employment Opportunity Commission (EEOC)—created by the Civil Rights Act and provides enforcement of Section 504 of the Rehabilitation Act of 1973, which prevents discrimination of the handicapped. Tel: (212) 336-3620  TTY: (212) 336-3622
Website (Federal):  http://www.eeoc.gov/

Eastern Paralyzed Veterans Administration (EPVA)—Eastern Paralyzed Veterans Association is a non-profit organization dedicated to serving the needs of spinal cord injured/diseased veterans residing primarily in New York, New Jersey, Eastern Pennsylvania and Connecticut. EPVA is a regional chapter of a national association, the Paralyzed Veterans of America, headquartered in Washington, D.C. Since its founding in 1946, EPVA has been operating valuable programs designed to enable its members, as well as other persons with disabilities, to live full and productive lives.
Executive Office Tel: (718) 803-3782
Website: http://www.unitedspinal.org/

Federal Communications Commission (FCC)—Sets regulations and standards for telephone hearing devices [TDD] and all other communications devices; Tel:1-888-225-5322.
Website: http://www.fcc.gov/

Individualized Educational Plan (IEP)—A strategic, but generic, plan of action prepared by a student’s teachers, that targets various academic, developmental and other deficit areas. This plan is developed for students while they are in elementary and secondary schools. IEP’s are not used in the college setting.

International Center for the Disabled (ICD)—Provides employment services for young adults aged 16-21. ICD works with employers, individuals and the school system to increase employment opportunities. Located 340 East 24th Street, New York, NY 10010; (212) 679-0100.
Independent Living Centers (ILC’s)—Community-based service organizations that provides services to any disabled persons and to family members and friends.

Queens: 140-40 Queens Boulevard, Jamaica, NY, 11435; Tel: (718) 658-2526.
Manhattan: 841 Broadway, Suite 205, New York, NY 10003; Tel: (212) 674-2300 (V/TTY)
Brooklyn: 2044 Ocean Avenue, Suite B-3, Brooklyn, New York 11230 Tel: (718) 998-7406.
 Bronx: 3525 Decatur Avenue, Bronx, New York 10467 Tel: (718) 515-2803.

Lighthouse International—A non-for-profit organization that provides services to individuals who are blind or visually impaired. The Lighthouse provides comprehensive computer training and Orientation and mobility training helps people with impaired vision navigate safely within the home, neighborhood and work environments.

Lighthouse International Headquarters Website: http://www.lighthouse.org/
The Sol and Lillian Goldman Building
111 East 59th Street
New York, NY 10022 Tel (212) 821-9200 or (800) 829-0500 TTY (212) 821-9713

Mayor’s Office for Disabilities: Established to direct and guide city policies that concern disabled persons. Located 100 Gold Street, 2nd Floor, NY, NY 10038. For information call Tel: 212-788-2830 or TDD/TTY 212-788-2842. Website: http://www.nyc.gov/html/mopd/

NYS Office of Advocate for Persons with Disabilities: One Empire State Plaza, Suite 1001, Albany, N.Y. 12223-1150; Tel: 1-800-522-4369.


Reasonable Accommodation: An appropriate adjustment makes something accessible to people with disabilities. Examples include extended-time testing, Sign Language interpreting services and assistive technology.

The Rehabilitation Act of 1973: Originally passed in 1973 to ensure that individuals with disabilities were provided equal educational and employment opportunities on all levels. This federally mandated law had the greatest impact on ALL post-secondary institutions that received any type of federal funds. Specific to the law, no special or separate program was required. However, all college programs were to be made accessible to students with disabilities, and, in addition, all educational options available to non-disabled students were to be made available to the disabled.
Recordings for the Blind and Dyslexic (RFB&D): RFB&D provides books on tape. RFBandD's library contains more than 90,000 titles in a broad variety of subjects, from literature and history to math and the sciences, at all academic levels, from kindergarten through post-graduate and professional.

Office of Vocational and Educational Services for Individuals with Disabilities (VESID) Provides vocational rehabilitation services to disabled individuals in order to prepare them for entrance into the job market. Each VESID client is assigned to a vocational rehabilitation counselor, who will work with the student to meet his or her individual employment goals. Sometimes, VESID will pay for and sponsor a student to attend college. An important program available through VESID is the Client Assistant Program (CAP) which allows students to appeal any decision that you disagree with. CAP provides information, support and strategies to get access to VESID services.

**CAP Local Offices: NYC Region**

**C.I.D. N.Y., INC.**
841 Broadway, Suite 205
New York, NY 10003
(212) 674-2300 (Voice and TTY)

**Brooklyn Center for the Independence of the Disabled Inc.**
2044 Ocean Avenue – Suite B-3
Brooklyn, NY 11230
(718) 998-3000
(718) 998-7406 (TTY)