

University of Cincinnati (UC)

Accessibility Resources

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INTRODUCTIONS

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Quick Facts about the University of Cincinnati (UC)

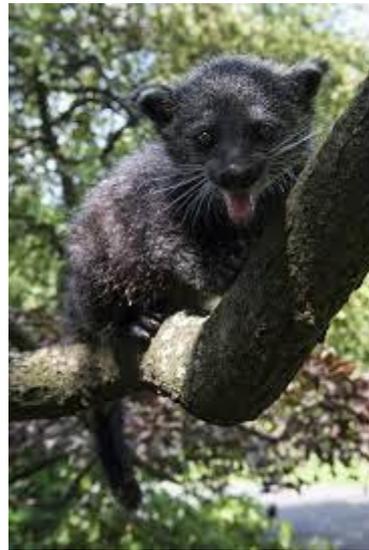
- Founded in 1819
- A public research university with an enrollment of more than 46,000 students and has been named "Among the top tier of the Best National Universities, according to U.S. News & World Report.
- Fall 2021 Enrollment: 46,798
- 414 Degree Programs
- Student: Teacher Ratio 16:1
- 1st Co-op program in 1906
- Mascot: Bearcat

So, what is a Bearcat? Is it a...



A “Bearcat” is really a...

- bin-tu-rong: a tree-dwelling Asian civet with a coarse blackish coat and a muscular prehensile tail found in Southeast Asia.



LUCY, the Bearcat



How to become a Bearcat

Start your journey by scheduling a:

- Self Guided Tour
 - Virtual Visit (Video)
 - Visit Booklet (Booklet)
- In-Person Visit (Monday – Friday)
 - Group Visit

<https://admissions.uc.edu/information/high-school.html>

Application Process:

<https://admissions.uc.edu/apply.html>

Transitioning to Post-Secondary for Students With Disabilities

CHOICES

October 26, 2021

Tonight's Agenda:

- Accessibility Resources – What is our “Why?”
- Receiving Services - Intake Process
- Documentation
- Laws
- Advocacy
- Helpful tips

Accessibility Resources

What is our “Why?”

*Accessibility Resources exists to promote an inclusive and welcoming environment for all persons with disabilities. Our intention is to engage in a conversation with our students, faculty and campus partners and working together create an environment where **equal access** exists within all aspects of the Bearcat experience.*

RECEIVING DISABILITY SERVICES – Intake Process

- **Secondary Environment:** School districts are responsible for identifying students with disabilities, design special education instruction and/or providing and paying for accommodations. The focus is creating student success.
- **Post-secondary (college) Environment:** Students are responsible for locating and seeking services on campus from the disability services office and requesting accommodations. The focus is providing **equal access**.

The Intake Process: Post-Secondary

- Student contacts disability services office to arrange for an registration/Intake appointment
- In an ideal situation, documentation (more information to come about this) can be presented ahead of time to review and develop questions specific for that student.
- Student should be prepared to discuss strengths/challenges.
- Student should be able to discuss their disability and how it affects or impacts them.

Documentation

- **Secondary Environment:** School districts are responsible for providing trained experts to assess eligibility and plan education services. Experts may include: School psychologists, Speech Pathologists, school counselors, etc. Collectively, they develop and implement IEP's and 504 plans.
- **Post-secondary Environment:** In most cases, students are responsible for providing disability documentation from a qualified professional whom can assess their specific disabilities.

HOWEVER.....

.....documentation **IS NOT** the sole determiner if a student will receive services.

The student narrative/voice is.

(Remember this 😊)

What does that mean?

- Students are now in control of their accommodations and have a voice.
- Parents, Grandparents/Guardians - Now is the time to allow the student to shine and take ownership of their education.

LAWS – IDEA vs. ADA

- **Secondary Environment: IDEA** (Individuals with Disabilities Education Act)
 - The student has a legal entitlement to an education regardless of disability.
 - Education offered in the “least restrictive environment”.
 - Schools ensure a Free and Appropriate Public Education (FAPE.)
 - The school has to do everything it can to help the student succeed.

- **Post Secondary Environment: Section 504-ADA** (Americans with Disabilities Act)
 - The student has a civil right to have access to educational program & services
 - Institutions are obligated to provide “access” and the “opportunity” to programs and services
 - Institutions have no obligation to guarantee an education. College is voluntary
 - Institutions are not obligated to ensure that the individual student succeeds.

ADVOCACY

- **Secondary Environment** : In some cases, students learn of their disability and the importance of self-advocacy. The parents act as strong advocates for their student. In some cases, the student's don't have a voice.
- **Post-secondary**: Students must self-identify and be able to describe their disability, identify strengths & weaknesses, identify accommodations needed and become a competent self-advocate. Students are considered adults.

HELPFUL TIPS

- High School students, are you ready to transition? What is your responsibility?
- High Schools, how can you make the Transition Easier for students? What should you do make this process easier for students?

High School students, what can you do now that will make the transition easier for you?

- Learn how your disability impacts your ability in a particular course/subject.
- Become comfortable talking about your disability.
- Learn that asking for help is a strength, not a weakness.
- Approach Teachers/Special Education Personnel if accommodations are not working.
- Utilize accommodations at least once so you know what works/doesn't work for you
- With help of your Guidance Counselor/Teacher, research colleges that will provide you the services that you need
- Advocate for yourself.

High Schools, what can YOU DO to make the transition easier for your students?

- **#1 Give the student a voice!** Allow them to be a part of the transition meetings, IEP meetings, etc.
- Before the student transitions to Postsecondary, ask your Special Education teacher, intervention specialists, if the student's documentation offers insight into how their disability impacts them within the academic environment.
- Can your student answer this question: *How does your disability impact you in the academic setting?* Remember: The student's voice is key in the post-secondary space.
- Work with your student to help identify what their strengths and weaknesses are.

Registration with Accessibility Resources at the University of Cincinnati (UC)

- Students whom are interested in receiving accommodations must complete our Online Application for Services (OAS) which will allow the student to provide a narrative to how their disability impacts them with the academic setting along with any documentation that they may have.
- Documentation of a student's disability may include, but not limited to:
 - 504 Plans
 - IEP's
 - Psychological Evaluations
 - Physicians notes
 - Other documents from qualified professionals.
- HOWEVER, at UC **documentation is not required** to register for services. If it is available, it can be a useful tool to help ensure that full and appropriate accommodations and services are provided.
- If a student has documentation, they can use our "Good-to-Go Documentation" Checker on our website which would provide some guidance and direction as to what we would to see within documentation.
- After submitting an application, a follow-up meeting with an Accommodation Coordinator will occur so that reasonable accommodations can be determined.

Student Self-Report

Within our Online Application for Services (OAS), we ask the following question:

“How does your disability impact you in the academic setting? (Examples: test-taking, class attendance, taking notes, understanding materials, speaking, comprehension, etc.)”

As a future college student, you should be able to answer this question. Your response will allow our Accommodation Coordinators better understand your needs and determine the most appropriate accommodations for you.

Registration complete. Now what?

- After a student completes their registration with our office and accommodations have been determined, we formulate a document called an “Accommodation Form”.

The Accommodation Form does not indicate disability but only accommodations which have been identified as appropriate based on the impact of the disability. Accommodations are individualized per each student.

- The student forwards their Accommodation Form to their faculty informing them of:
 - 1) Their registration with Accessibility Resources is complete.
 - 2) Reasonable accommodations
- Student has access to their accommodations as long as they are enrolled as a student.
- Accessibility Resources serves as an advocate if problems or issues occur.

Categories of Disability

- Learning Disability
- ADD/ADHD
- Deaf
- Physical
- Visual
- Mobility
- Mental Health
- Other

Available Accommodations

Accommodations are determined based on the **impact** of the disability, not a diagnosis of a disability.

- Notetakers
- Scribe
- Extended Test Time/Alternative Testing
- Quiet Test Room
- Alternate textbooks – Digital Textbooks
- Sign language interpreters
- Reader for Exams
- Communication Access Real Time Writer (CART)
- Use of calculator/computer
- Assistive Technology
- Other, specific to the students disability related needs

All accommodations are assigned on a case-by-case basis

Thank you for your time.

Q & A

Does anyone have any questions?

How can you reach me?

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www.uc.edu/accessibility