



University of  
New Haven

# Welcome to **SOAR**

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STUDENT ORIENTATION  
ADVISING & REGISTRATION

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New Haven

**SOAR**

# Accessibility Resources Center (ARC)

"I have always had great experiences with the people in ARC and I am very proud to be a part of the program."



# Our Staff

## ***Professional Staff***

### *Director:*

Linda Copney-Okeke

### *Assistant Director:*

Yvonne Sanders

### *Accessibility Specialist:*

Olivia St. John

### *Accessibility Services Coordinator:*

Erica Hutchinson

### *Administrative Secretary:*

Kristen Poulin

## ***Student Staff***

### *Learning Assistants:*

Alexandrina Naughton

Deepak Singh

Imani Parks-Williams

Maria Elena Mendoza

TBD

### *Academic Resource Assistants:*

William Stowell

Chitra Agastya

Andrea Ramirez

Timilihen Oluwole

Karen Ni



# What can the Accessibility Resources Center do for YOUR Student?

**Accessibility Resources Center provides a comprehensive range of services to enable access for students with disabilities for their academic pursuits and/or their out of classroom experiences.**

- Identify (along with your student) and coordinate reasonable accommodations utilized in the classroom to support academic success.
- Coaching with a staff member to support students with reaching academic goals.
- Learning Assistants who work to support executive function skills, teach or enhance academic skills, and provide limited one-to-one tutoring.
- Coordinate requests for modifications to housing and dining options, parking exceptions, late medical withdrawals, and accessible van transportation.
- Ensure physical access to classrooms and other campus facilities.



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# What can the Accessibility Resources Center do for YOUR Student?

- **DREAM Transition Program** (includes information about our services, connection, support for changes students can expect, and orienting workshops such as how to approach faculty about accommodations. It also provides an opportunity for students to get to know the ARC Staff Learning Assistants and Academic Resource Assistants and to connect with peers and our DREAM Ambassadors.)
  - If students participated with an IEP or a 504 plan in high school, they should consider attending this orientation even if they think they don't want to use services in college. They need to be able to make an informed decision.
  - Follow-up statistics on this program have proven that it has been an impetus for connecting students to services and resources provided by our office resulting in first year higher average GPA and student persistence.
- **Delta Alpha Pi International Honor Society** (an honor society for high achieving students with disabilities).
- **"How Do I? Workshop Series"** open to ALL students to enhance academic skills and understanding of university processes.



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# What Transition Changes to Expect?

- Students have a right to choose to whom they will disclose a disability, so not everyone on campus will automatically know about your student's disability... this includes the student's faculty unless the student makes a request.
- The University provides students with a significant level of support, but it is the student's responsibility to ask for help and/or to respond to staff outreach offering support.
- Student must identify as an individual with a disability and follow the process to receive disability-related academic resources each semester.
- Some conditions you might not have thought as disabilities are considered disabilities under the ADAAA definition of disability (e.g. mental health disorders, chronic health-related disorders). These conditions may enable your student's eligibility for reasonable accommodations.
- Temporary conditions such as a concussion, dominant hand injury, or the onset of a significant medical condition or temporary flare in symptoms of a mental health condition may qualify for accommodations on a temporary basis.



# Legal Transition Changes: High School Vs. College

- **High School - (IDEA & Section 504, subpart D)**
  - IDEA ensures that the student is successful in the K-12 system.  
  
**504, Subpart D**, which applies to "preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance" ([section] 104.31). Ends as the student graduates from high school and enters college or other postsecondary education.
- **College – (ADAAA & Section 504 subpart E)**
  - **Subpart E** "applies to postsecondary education programs and activities, including postsecondary vocational education programs and activities, that receive or benefit from Federal financial assistance" ([section] 104.41).
- **Subpart D** Preschool, elementary, middle level/junior high and secondary programs must take into account the needs of qualified persons with disabilities in determining the aid, benefits, or services to be provided under these programs or activities. The school **must provide a free appropriate public education (FAPE)** to students with disabilities in its jurisdiction who are eligible under Section 504.
- **Subpart E** states that postsecondary students **must be granted the opportunity to complete with their non-disabled peers**; they shall not be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services to which this subpart applies.



# Some Important Changes. . .

- Air Conditioners or other Modifications to Housing and/or Dining Meal Plans that you take for granted at home are not automatic in college.
- Students are not automatically eligible for services if they had a 504 Plan or IEP in High School.
- We cannot add or subtract reasonable accommodations based on parent's requests.
- Students need to apply for and be approved for these modifications in college.
- Students must self-identify, submit documentation of a disability, (not just a diagnosis) and be found eligible for services in college.
- Students must make any and all requests for services, and/or additional accommodations and there must be a documented need for them.





# More Important Changes. . .

- Students have the right to choose to **Not** use services and/or any approved accommodations. Reasonable accommodations are also not made retroactively.
- The curriculum is not modified nor are academic standards lowered to meet the student's disability or assure success.
- Free and Appropriate Education no longer apply. We cannot ensure your student's SUCCESS.
- Students should learn about services and resources in order to make an informed choice about self-identifying and/or choosing to use services or accommodations.
- We do, however, make accommodations for students in instructional programs that do not alter the essential components or requirements of a course or program.
- We ensure ACCESS to course materials, programs, and services through the provision of reasonable accommodations.



# Who is Considered a Person with a Disability?

**The ADA definition of disability:** (A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) record of such an impairment; (C) being regarded as having an impairment.

The Broader Definition outlined in the 2008 Amendment to the ADA includes more activities that are considered **major life activities** that include, but are not limited to:

- caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.



# What Are Major Life Activities

- The term Major Life Activity now also includes the operation of major bodily functions including, but not limited to:
  - functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- An impairment that is episodic or in remission **IS** a disability if it would substantially limit a major life activity when active.



# How to Access Accommodations

1. Complete Student Information Form in AIM (found inside MyCharger).
2. Submit Documentation of a Disability, Chronic Health Related Disorder, or Military-Service Related Disorder in AIM.
3. Schedule and Attend a Welcome Appointment.
4. Request Faculty Notification of Approved Accommodations Each Semester.
5. For Physical Access needs notify ARC immediately if a student encounters an inaccessible classroom location.



# Questions??





# How to reach us!

<https://www.newhaven.edu/student-life/diversity-inclusion/accessibility-resources-center/>

[ARC@newhaven.edu](mailto:ARC@newhaven.edu)

203.932.7332

*Location: Sheffield Hall, Ground Floor,  
Rear of the Building*