A NEW BEGINNING, A NEW YEAR

As a new academic year is starting, OARS welcomes our new incoming and returning students, and looks forward to working with you and being a part of your success stories. Every year we are amazed at what you are able to accomplish!

As Bruce Pomeroy the Director says, and all the OARS staff supports, "We believe in you and your potential, and are here to help you realize that potential, achieve success, change your life, and impact the world."

We welcome the incoming class of 2021, and our returning students, and look forward to another productive and successful year with you.

STUDENT SPOTLIGHT

Jeson Hall

Jeson Hall is a first generational, adult transfer student from Lexington, Alabama. Jason graduated from Davidson County Community College receiving his A.A. degree in May 2016 and is a current senior working to complete a Bachelor in Social Work by May of 2018. Mr. Hall currently lives in High Point, NC with his family, their two dogs, and a new edition, arriving in July!

Mr. Hall is a student Veteran, having served in the United States Navy. He feels that his service has taught him leadership skills, and given him a sense of community. He has transferred his leadership skill from the military to the classroom by being instrumental in leading groups, and serving on various student organizations.

Mr. Hall’s short term goals are to apply for the teacher licensure program and receive a license in school social work. Long term he wishes to apply for the MSW program and a become a licensed clinical social worker in the healthcare field. Currently Mr. Hall is employed with the Department of Veterans Affairs as a program support assistant in Salisbury, NC; an office assistant with the Office of Leadership and Services Learning here at UNCG; and with The Quick-stop of Guilford County as a cashier.

More recently, Mr. Hall was elected treasurer for the Student Veterans Association (SVA) for 2016-2017 year. He is very excited to put the skills he has acquired over the years to work to help other Service Members, Veterans, and their families. Mr. Hall is the recipient of the Jo Illman Scholarship and has received the Bronze Medal for the leadership challenge through the Office of Leadership and Service Learning.

Mr. Hall shared that he appreciates the services and resources that OARS has provided for him here at the university. He also spoke about the passion the university has for caring for the students and their interests. Mr. Hall lives by the saying "if you can’t take care of yourself, then you are not capable of taking care of others." He shared that UNCG is giving him the tools to take care of himself, so that he can in turn go out and take care of others.
LOOK WHO’S ROWING IN OARS!

Welcome New Assistant Directors

OARS would like to welcome two new Assistant Directors to our ship, Mrs. Sharon “Shay” Page and Ms. Kadejia Washington!

Sharon Page, or “Shay” as she prefers to be called, grew up in Caswell County where she attended and graduated from Bartlett Yancey High School. After completion of high school, she continued her education at Elon College where she earned a BA in Elementary Education and then a MA in Special Education at North Carolina A & T State University. Shay gained such a passion for field that she completed an add-on licensure in Exceptional Children Leadership at East Carolina University.

Shay has been in the field of education for 20 years as an elementary teacher; special education teacher; program specialist; compliance coordinator; and counselor for disability services at Forsyth Technical Community College. Shay has two daughters, Emily and Victoria. Emily is an alumnus of UNCG and Victoria is an alumnus of UNC-CH. They are both pursuing graduate degrees, one in Georgia and the other in Tennessee. Shay is married and lives on her family farm in Caswell County. She enjoys working in her flowers and reading historical fiction.

“I look forward to working with the students, staff, and faculty at UNC-Greensboro” –Shay

Kadejia Washington is a fellow North Carolinian who grew up right down the road in High Point. Kadejia attended Livingstone College for her undergraduate studies where she earned a BA in History with a minor in Political Science. After a short summer, Kadejia decided to return to school and pursue a Master of Arts in Teaching at UNC-Charlotte. Once completing the program, she became an elementary teacher with the Charlotte Mecklenburg County School System. Kadejia gained an interest in higher education and decided to pursue a MS in Higher Education at North Carolina A & T State University. Upon completing her Master degree, Kadejia became a disability specialist at North Carolina A & T State University.

Kadejia loves reading, running, listening to different types of music, and spending her down time with her loving family, Corey and their two-year-old daughter Collins. She is also very active in her community serving on the executive board of Eta Omicron Omega chapter of Alpha Kappa Alpha Sorority, Inc., as well as serving on the leadership team of Always a Lady, LLC.

“I am so excited to be a part of the Spartan family here at UNCG, and look forward to working with the students, staff, and faculty!” –Kadejia

STUDENT CORNER-TIPS FOR SUCCESS

Making the Transition from High School to College for Students with Disabilities:

The first few years after high school are a huge period of change and growth, when many students fumble through the process of learning to be independent. For students with disabilities, who are now graduating from high school and entering higher education in greater numbers than ever before, the transition can be even more jarring, and the need to develop self-reliance more critical.
The information in this newsletter, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate based on disability.

Use the Q&A below as a standard guide to what your postsecondary accommodations will look like.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate based on disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

Do I have to inform a postsecondary school that I have a disability?

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

U.S. Department of Education, Office for Civil Rights
FYI! FOR YOUR INFORMATION

One of the adaptive technologies in the spotlight this semester is a software named Read and Write Gold. What is Read and Write Gold? Read and Write Gold is a tool used to strengthen one’s reading, writing, and studying skills. Read and Write Gold boasts over 28 different features which can be personalized to fit one’s desired areas in need of improvement. Some of these features include text-to-speech, word prediction, picture dictionary, translator, and speech-to-text. These combined features assist to improve reading comprehension, understanding unfamiliar words, and developing writing skills. How does one acquire Read and Write Gold? Students registered with OARS can request and receive the software indefinitely at no cost! Students that are not registered with OARS can still acquire the software by visiting the UNCG online software catalogue by going to uncg.onthehub.com/WebStore/Welcome.aspx and purchasing the software for only $5.50. For further information on Read and Write Gold or any of our other adaptive technologies contact OARS’ Adaptive Technology Specialist, Sidney Fletcher at Srflect@uncg.edu.

Submitted by: Sidney Fletcher, Assistive Technology Specialist-OARS

FACULTY SPOTLIGHT

Glenda Torres retired from UNC Greensboro this July 2017 after serving for over twenty years. She first came in 1993 to set up the Interpreter Training Program which prepares students to serve as sign language interpreters for Deaf and hard-of-hearing individuals. She also established the American Sign Language Teacher Licensure concentration and was also instrumental in setting up the Advocacy and Services for Deaf concentration. She enjoyed working with students beyond the classroom helping them interact with the Deaf Community. Interpreter trainees were involved at the former Central North Carolina School for the Deaf, assisted in interpreting a cruise, and performed in shadow interpreted theatre both at UNC Greensboro and community theatre.

My name is Shane Byerley and I enrolled into the Interpreter Training Program in 1993 under the guidance of Glenda Torres. During my 4 years at UNC Greensboro Ms. Torres had a great impact on my college and work career. I was able to graduate from the program in 1997 with a major in The Education of Deaf Children with a Concentration in Educational Interpreting. Under the guidance of Ms. Torres I was afforded the opportunity to experience the world of interpreting in the Elementary, Middle and High school levels. I also was able to serve at the Central North Carolina School for the Deaf. I later went on to become a freelance interpreter where I experienced a myriad of different interpreting venues including medical, theatre and platform. I currently serve in The Office of Accessibility Resources and Services (OARS) as the Coordinator of Interpreters and have been since 2007. Ms. Torres has not only impacted my college and work career but has also impacted hundreds of other students through the Interpreting Program here at UNC Greensboro. Thank you Glenda!