

TABLE OF CONTENTS

- I. INTRODUCTION**
- II. POLICY**
- III. GLOSSARY**
- IV. STUDENT ELIGIBILITY**
- V. CONFIDENTIALITY**
- VI. ACADEMIC ACCOMMODATION RESPONSIBILITIES**
- VII. CONFLICT RESOLUTION PROCESS**
- VIII. SPECIFIC LEARNING DISABILITIES**
- IX. ATTENTION DEFICIT DISORDERS**
- X. PSYCHIATRIC/PSYCHOLOGICAL DISORDERS**
- XI. PHYSICAL AND SYSTEMIC MEDICAL DISORDERS**
- XII. VISUAL DISORDERS**
- XIII. DEAF AND HARD OF HEARING**
- XIV. ACADEMIC ACCOMMODATIONS**
- XV. SERVICE ANIMAL POLICY**
- XVI. COURSE SUBSTITUTIONS AND WAIVERS**

I. INTRODUCTION

Naugatuck Valley Community College (NVCC) is committed to providing an equal educational opportunity and full participation for qualified students with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. This College strives to provide equality of access through accommodations, auxiliary aids and services determined to be appropriate to address those functional limitations of the disability which adversely affect educational opportunity.

II. POLICY

The Board of Trustees of Community Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the community colleges. To that end, this policy statement is put forth to reaffirm our commitment to insure that no qualified person will be excluded from participation in or be denied access to a program or activity on a community college campus or in the central office of the Board of Trustees.

The Board recognizes that a physical or cognitive impairment is a disability only to the extent that it contributes to eliminating the person from a valued experience, activity or role. Higher education is, therefore, especially important to individuals with disabilities, since it strives to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal, as well as, avoiding the creation of additional barriers.

The efforts of the community colleges to accommodate individuals with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of individuals with disabilities when they complement and support, but do not duplicate the regular services and programs of the college.

Achieving the goal of full participation and integration of individuals with disabilities requires the cooperative efforts within and among institutions of higher education. The Board of Trustees will work with the Board of Governors to achieve a higher level of services and appropriate delivery methods at all Connecticut Community Colleges.

This statement is intended to reaffirm the Board's commitment to affirmative action and equal opportunity for all individuals and in no way to replace the equal opportunity policy statement.

III. GLOSSARY

- A. **Qualified individual with a disability** – an individual who has or is perceived to have a physical, medical, or mental impairment which substantially limits one or more major life activities.
- B. **Qualified student with a disability** – an individual with a disability who meets the academic and technical standards required for admission and participation in an academic program or activity.
- C. **Accommodations** – modifications to the course, program or educational requirements as are necessary and deemed appropriate to prevent discrimination or have the effect of discriminating on the basis of disability. Academic requirements that are essential to a course or program will not be regarded as discriminatory within the meaning of this section. This College is not required to alter or modify a course or program to the extent that it changes the fundamental nature of that course or program or causes undue economic or administrative hardship. The law does not require this College to waive or provide a course substitution for academic requirements considered essential to a particular program or degree.

Possible reasonable and appropriate accommodations that may be considered include, but are not limited to, changes in the length of time permitted for a degree, extended time for an exam, and an alternate testing site. Approved accommodations are determined by the course content and objectives as well as the nature and severity of the documented disability as it relates to the individual's present level of academic functioning in an educational setting. **Changes to approved academic accommodations can only be made by the appropriate disability contact person.**

While the Americans with Disabilities Act of 1990 (ADA) requires that priority consideration be given to the specific requests of the student, eligibility to receive accommodations will be determined on an individual basis as validated by their documentation. **In spite of what may have been provided in previous educational settings, this College reserves the right to determine the nature and extent of reasonable and appropriate academic accommodations and can**

offer an effective alternate option.

- D. **Auxiliary aids and services** – may include, but are not limited to, note takers, readers, scribes, large print materials, and sign language interpreters. Auxiliary aids and services of a personal nature such as personal attendants, individually prescribed devices, and readers or scribes utilized outside of the classroom for personal use or study, are not provided by this College.

IV. STUDENT ELIGIBILITY

A. SYLLABUS DISABILITIES DISCLOSURE STATEMENT

Each course syllabus includes a mandatory disabilities disclosure statement. Students with learning disabilities seeking academic accommodations are directed to contact the Coordinator of Learning Disabilities. Students with all other disabilities (e.g., medical, psychiatric, mobility, cognitive or attention deficit disorders etc.) must contact the Coordinator of Disability Services. Instructors, in conjunction with appropriate college officials, will provide assistance and/or academic accommodations only to those students who have **completed** the disability disclosure and accommodation process.

B. DISABILITIES DISCLOSURE PROCESS

It is the responsibility of each student to **voluntarily** contact the appropriate disability contact person to initiate or complete the disabilities disclosure process. This process includes providing appropriate documentation validating the nature of his/her disability and completing the paperwork required to request accommodations.

Eligibility to receive accommodations will be determined by this College on an individual basis as validated by their documentation. While consideration will be given to the specific request of the student, this College reserves the right to determine the nature and extent of appropriate and reasonable accommodations and can offer an appropriate effective alternate option. **Approved accommodations are not retroactive.** Students are therefore urged to comply with timelines and procedural requirements to avoid a delay or the inability to provide the approved accommodations.

C. DOCUMENTATION

Eligibility for academic accommodations must be supported by appropriate documentation provided by qualified professionals. This documentation must validate the need for these services based on the individual's current level of academic functioning in an educational setting. Therefore, students are required to provide recent and appropriate documentation relevant to the student's needs and learning environment. In most cases, this means that the diagnostic evaluation has been completed within three years for attention deficit disorders and five years for a specific learning disability with other disabilities evaluated on an individual basis.. **Although a school plan, such as an individualized education program (IEP) may provide supportive information, it does not in and of itself validate a disability.**

However, because this College reserves the right to determine the nature and extent of reasonable and appropriate accommodations, if the documentation is inadequate in scope or content, or does not address the individual's current level of educational functioning, the disability contact person may request additional professional documentation. The student is responsible for any cost incurred by this request. All documentation must be typed and on professional letterhead.

Documentation must include:

1. A clear and detailed comprehensive assessment of the disability and/or diagnosis provided by a qualified professional;
2. Evaluation of possible alternative diagnoses or explanations;
3. Historical evidence of existing impairment;
4. Current impact of (or limitations imposed by) the present disability;
5. Treatments, medications, devices or services currently prescribed or used to minimize the impact of the impairment;
6. Expected duration, stability or progression;
7. Supportive testing and/or qualitative neuropsychological or psychoeducational assessment discussing academic area(s) of impact and/or limitation(s);
8. Recommended academic accommodations with rationale as related to the student's disability;
9. Integrated summary of medical documentation, related testing and supportive information;
10. Name, title, address, and phone number of certifying professional, as well as, the date of diagnosis and/or evaluation on professional letterhead.

V. CONFIDENTIALITY

Documentation received by this College will remain confidential and will not be shared with faculty, administration, or parents without the student's informed and written consent, except where disclosure is required by law. Confidentiality is not maintained relative to child abuse, suicidal or homicidal intent. A written release of information must be completed by the student before documentation will be sent to another source. Submitted documentation becomes the property of this College.

VI. ACADEMIC ACCOMMODATION RESPONSIBILITIES

Disability Contact Person

1. Determine eligibility for the requested academic accommodation(s) after reviewing the submitted documentation.
2. Determine the appropriate and reasonable accommodation(s) for each student based on the individual's need, as validated by appropriate documentation, and course content.
3. Monitor the provision of the accommodation(s).
4. Deny a request for accommodation(s), academic adjustment(s), and/or auxiliary aid(s) if the documentation does not appropriately validate and/or identify a specific disability; comply with disclosure guidelines; fails to verify the need for the requested services; or is not provided in a timely manner.
5. Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
 - Pose a direct threat to the health and safety of others;
 - Constitute a change or alteration to an essential element of a course or program; or
 - Pose undue financial or administrative burden on the College.
6. Interact with faculty when appropriate.
7. Inform students with disabilities of the conflict resolution process.

Student

1. Submit documentation from an appropriate professional source validating the disability with functional limitations and suggested accommodation(s) to the appropriate disabilities office.
2. Students receiving a letter confirming the acceptance of their documentation are then required to schedule an appointment to complete the disability disclosure process. This includes providing signed consent for the disability contact

person to discuss the accommodation(s) and/or disability with college personnel and/or professional source of the documentation.

3. Returning students should contact the appropriate disabilities office prior to, or at the beginning of each semester, so that appropriate and reasonable accommodations can be provided in a timely manner. Students are strongly urged to do this no later than the **first two weeks** of each semester.

Accommodations are not retroactive.

4. Provide proof of course registration.
5. Complete the Academic Accommodation(s) Request form with the appropriate disability contact person.
6. Discuss your needs with the instructor(s) at the beginning of each semester and complete the Accommodation(s) Agreement form.
7. Return the white copy of the signed and completed Accommodation(s) Agreement form to the appropriate office.
8. Comply with the timelines and procedural requirements for scheduling extended testing time, note-taking assistance etc.
9. Failure to comply with these responsibilities may result in a delay or inability to provide the accommodations as requested.

Faculty

1. Discuss any concerns related to the accommodation(s) and/or services that have been requested by the student with the appropriate disability contact person.
Changes to approved academic accommodations can only be made by the appropriate disability contact person.
2. Complete the Accommodation(s) Agreement form with the student. Both the instructor and student are required to sign this form indicating their agreement. Accommodations will only be provided to those students who have completed this process.
3. Assure that the approved accommodation(s) are provided, either by meeting their individual responsibilities or by making appropriate arrangements.
4. Determine the conditions under which an exam is to administered (e.g. open book, use of calculator, notes etc.) and complete the testing form.
5. If a student's exam is to be administered outside of the classroom setting, the faculty member is responsible for assuring the timely delivery of the exam and also arranging for the return of the exam, as well as all necessary instructions and materials for proper administration. Arrangements may also be made to have the student deliver and return the exam.
6. Maintain confidentiality of information regarding students with disabilities.

VII. CONFLICT RESOLUTION PROCESS

The following process is designed to proceed as quickly as possible.

1. A student who feels that the approved accommodation(s), as stated in the Accommodation(s) Agreement, are not being effectively provided by the instructor, or has other additional concerns, should contact the appropriate disability contact person.
2. After meeting with the student, if appropriate, the student will be encouraged to meet with the faculty member to discuss the requested accommodation(s) or additional concerns.
3. If the conflict remains unresolved, the disability contact person will contact and/or meet with the faculty member. At the discretion of the disability contact person, this meeting may include the student, division director or academic dean.
4. If a resolution cannot be reached, the student will be referred to the grievance procedures as described in the NVCC Student Handbook.
5. Although each student is encouraged to attempt to resolve a complaint within the established campus process, he/she has the right to file any complaint directly to the Office of Civil Rights (OCR). The statute of limitations for filing a complaint with OCR is 180 days from the time the incident occurred.

VIII. SPECIFIC LEARNING DISABILITIES

The information and documentation required to validate a specific learning disability must be comprehensive and prepared by an individual with training and experience in evaluating adolescent/adult learning disabilities (e.g., clinical or educational psychologists, school psychologists, neuropsychologists and/or other professionals with appropriate training). Use of diagnostic terminology indicating a specific learning disability by an individual without appropriate training will not be accepted. The diagnostician must be an impartial individual who is not a family member.

Documentation must include a diagnosis of a specific learning disability and reflect the current (**in most cases within five years**) impact of the disability on academic performance and support the requested accommodation(s) and or auxiliary aid(s). Documentation that refers to individual learning styles, learning differences, academic problems, test difficulty or anxiety, or other problems that may interfere with learning do not constitute a learning disability. **Although a school plan, such as an**

individualized education program (IEP) may provide supportive information, it is insufficient documentation in and of itself to validate this disability.

This College reserves the right to determine the nature and extent of reasonable and appropriate accommodations. A diagnosis of a specific learning disability does not automatically warrant approval of requested accommodations. If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for accommodations, the disability contact person may request additional documentation. Failure to provide this information may result in a delay or inability to provide the requested services. The student is responsible for any cost incurred by this request.

Documentation must include:

1. Comprehensive and objective testing is required to demonstrate a substantial limitation to learning. The administration of one test/instrument to diagnose a specific learning disability will not be accepted. Standard test scores must be included. Percentiles and grade equivalents are not acceptable. Administered tests must be specific and standardized for the adolescent or adult population. The following is a list of domains to be included in the testing with appropriate tools. Please note that this is not an exhaustive list.

A. Aptitude

- Wechsler Adult Intelligence Scale – Revised WAIS-R or WAIS-III with subtest scores is the preferred instrument.
- Woodcock-Johnson Psychoeducational Battery – Revised (Tests of Cognitive Ability)
- Stanford-Binet Intelligence Scale (4th ed.)
- Kaufman Adolescent and Adult Intelligence Test
- **Kaufman Brief Intelligence Test (KBIT) and the Slosson Intelligence Test-Revised are primarily screening devices and will not be accepted.**

B. Academic Achievement – Current levels of functioning in reading, mathematics, oral and written language

- Woodcock-Johnson Psycho Educational Battery-Revised
- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Test of Written Language-3 (TOWL-3)
- Woodcock Reading Mastery Tests-Revised
- Stanford Diagnostic Mathematics Test

- Nelson-Denny Reading Skills Test
 - **Wide Range Achievement Test-3 (WRAT-3) and the Mini Battery of Assessment are not comprehensive measures of achievement and will not be accepted.**
- C. Information Processing – Specific areas must be assessed (e.g. short- and long- term memory, sequential memory, auditory and visual perception/processing, processing speed and motor ability)
- Detroit Tests of Learning Aptitude-3 (DTLA-3)
 - WAIS-R (or WAIS-III)
 - Woodcock-Johnson Tests of Cognitive Ability
2. Clear statement identifying a specific learning disability.
 3. Detailed history of the student’s educational, medical, and family history relevant to the diagnosis.
 4. Integrated summary which:
 - Demonstrates the evaluator having ruled out alternative explanations for academic problems;
 - Indicates how patterns in cognitive ability, achievement, and information processing were used to determine the presence of a learning disability;
 - Demonstrates substantial limitation to learning as it affects specific educational areas;
 - Recommendation for accommodations that are realistic and validated by the current documentation. This should include a description of prior accommodations or auxiliary aids used at the secondary or postsecondary level.
 5. Name, title, address and phone number of certifying professional, as well as, the date of diagnosis and /or evaluation. This report should be typed and on professional letterhead.

IX. ATTENTION DEFICIT DISORDERS (ADD/ADHD)

The information and documentation required to validate an attention deficit disorder must be comprehensive and prepared by a qualified **medical** professional with training in differential diagnosis and psychiatric disorders (e.g., clinical psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). Use of diagnostic terminology indicating ADD/ADHD by an individual without the appropriate training will not be accepted. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation for attention deficit disorders, with or without hyperactivity, must reflect the current (**in most cases within three years**) impact of the disability on academic performance and support the requested accommodation(s) and/or auxiliary aid(s). **Although a school plan such as an individualized education program (IEP) may provide supportive information, it does not in and of itself validate this disability.**

This College reserves the right to determine the nature and extent of reasonable and appropriate accommodations. A diagnosis of an attention deficit disorder does not automatically warrant approval of requested accommodations. If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for accommodations, the disability contact person may request additional documentation. Failure to provide this information may result in a delay or inability to provide the requested services. The student is responsible for any cost incurred by this request.

Additional information may be requested to evaluate the effectiveness of recently prescribed or discontinued medications. Given that many individuals may benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis of an attention deficit disorder, nor does the use of medications in and of itself either support or negate the need for accommodations.

Documentation must include:

1. Evidence of early childhood impairment manifesting itself in more than one setting.
2. Evidence of current impairment. A history of the individual's presenting symptoms and statement of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.
3. A diagnostic interview including information from third parties pertaining to: significant developmental history; family history of ADD/ADHD or other educational, learning, physical or psychological difficulties; relevant medical and medication history; a thorough academic history; employment history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
4. Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
5. Relevant and current (**in most cases within three years**) neuropsychological and/or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic

setting. Such data should include standard scores, standard deviations and percentiles with relevant interpretations. Administered tests must be specific and standardized for the adolescent or adult population. However, this information does not in and of itself, establish the presence or absence of ADD/ADHD. This information should be used in conjunction with clinical observations and sound diagnostic judgment. All data must logically reflect a substantial limitation to learning for which the individual is requesting an academic accommodation.

6. Alternative diagnoses or explanations should be thoroughly discussed and eliminated. The documentation must investigate the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of ADHD. This process should include the exploration of possible, alternative diagnoses, and medical and psychiatric disorders as well as educational and cultural factors impacting the individual which may result in behaviors mimicking ADHD. For a diagnosis of ADHD, the symptoms should not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and which may actually be due to another psychiatric diagnosis.
7. A specific DSM-IV psychiatric diagnosis of ADHD as defined by the Diagnostic and Statistical Manual IV of the American Psychiatric Association (1994). The diagnostic report should include a review and discussion of the following DSM-IV criteria:
 - Symptoms of hyperactivity/impulsivity or inattention that cause impairment which must have been present in childhood;
 - Current symptoms that have been present for at least six months;
 - Impairment due to the symptoms present in two or more settings (for example, school, work, and home);
 - Clear evidence of significant impairment in social, academic or occupational functioning; and
 - Symptoms which do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better attributed to another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
8. An assessment of present and past prescribed medications including dosages, responses and possible side effects. This should also include whether the student was evaluated while taking medication.
9. Recommendations for realistic academic accommodations based on current (**in most cases three years**) documentation that validates the need for services based on the individual's present level of functioning in an educational setting. A prior

history of accommodations, without demonstration of a current need, does not in itself warrant the provision of this accommodation.

10. An integrated summary which:

- Demonstrates the evaluator having ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological, medical disorders or non-cognitive factors;
- Indicates how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings are used to determine the presence of ADHD;
- Indicates whether the student was evaluated while on medication, and whether or not there is/was a positive response to the prescribed medication;
- Discusses the substantial limitation to learning presented by ADHD and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
- Indicates why specific accommodations are needed and how the effects of ADHD, as designated by the DSM-IV, are mediated by the accommodation(s).

11. Name, title, address and phone number of certifying professional, as well as, the date of diagnosis and/or evaluation. This report should be typed and on professional letterhead.

X. PSYCHIATRIC/PSYCHOLOGICAL DISORDERS

Comprehensive and detailed information documenting a psychiatric disability and the need for academic accommodations must be provided by a qualified 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, psychiatrist, neurologist, licensed clinical social worker, psychiatric nurse practitioner and other relevantly trained medical doctors). The diagnostician must be an impartial individual who is not a family member of the student. Although personality issues such as fear, test anxiety, and feeling down may have a negative impact on academic performance, these in and of themselves, do not constitute a psychiatric disability.

Documentation validating a disability must reflect the current impact on the student's academic functioning and support the requested accommodation(s) and/or auxiliary aid(s). The age of acceptable documentation is dependent upon the disabling condition, the current medical and/or course requirements and the requested accommodations.

This College reserves the right to determine the nature and extent of reasonable and appropriate academic accommodations. If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for accommodations, especially as it relates to the effectiveness of recently prescribed or discontinued medications, the disability contact person may request additional documentation. The student is responsible for any cost incurred by this request. Failure to provide this information may result in a delay or inability to provide the requested accommodation(s). A psychiatric diagnosis in and of itself does not automatically warrant approval of the requested accommodation(s).

Documentation must include:

1. A clear statement of the disability, including the DSM-IV diagnosis and a discussion of present symptoms. This should include a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and educational testing with standardized scores if applicable.
2. A description of the current functional limitations in the academic environment as well as across other settings. This should include a history of presenting symptoms, duration and severity of the disorder, and relevant historical and family data. A diagnosis without a list of current symptoms is not sufficient and will not be accepted.
3. Where indicated, a discussion of a dual diagnosis should also be included.
4. Prescribed medications, dosages and schedules which may influence the provision of academic accommodations, including the individual's response to the medication(s) and possible side effects.
5. An integrated summary which:
 - a. Indicates the substantial limitations to major life activities;
 - b. Academic area(s) of impact and/or limitation(s) validating the diagnosis as a disability within the college setting;
 - c. Recommendations for academic accommodations that are realistic and validated by current documentation.
6. Name, title, address and phone number of certifying professional, as well as, the date of diagnosis and/or evaluation. This report should be typed and on professional letterhead.

XI. PHYSICAL AND SYSTEMIC MEDICAL DISORDERS

Any physical (mobility/orthopedic) disability or systemic medical disorder is considered to be in the medical domain and requires the student to submit recent documentation

(specific to each disability as determined by appropriate College personnel) provided by a qualified physician with supportive testing or qualitative information. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation validating a disability must reflect the current impact on the student's academic functioning and support the requested accommodation(s) and/or auxiliary aid(s). The age of acceptable documentation is dependent upon the disabling condition, the current medical and/or course requirements and the requested accommodation(s).

This College reserves the right to determine the nature and extent of reasonable and appropriate accommodations. If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for accommodations, the disability contact person may request additional documentation. The student is responsible for any cost incurred by this request. Failure to provide this information may result in a delay or inability to provide the requested accommodation(s). A diagnosis of a physical or systemic disorder does not in and of itself automatically warrant approval of the requested accommodation(s).

Documentation must include:

1. Clear statement of medical diagnosis of the orthopedic/mobility issue or systemic illness;
2. Description of present symptoms and functionally limiting manifestations as they affect the individual's ability within the college environment. Disabilities that are chronic or degenerative may require frequent documentation;
3. Interpretive summary of assessment tools including standardized scores if applicable;
4. Prescribed medications, dosages and schedules which may influence the provision of academic accommodations, including the individual's response and possible side effects;
5. Academic area(s) of impact and/or limitation(s) due to diagnosis;
6. Recommendations for accommodations that are realistic and validated by current documentation.
7. Name, title, address and phone number of medical professional, as well as, the date of the diagnosis and/or evaluation. This report should be typed and on professional letterhead.

XII. VISUAL DISORDERS

Individuals requesting services due to blindness or low vision must submit documentation provided by a medically trained ophthalmologist with supportive testing/assessment. Learning related visual disabilities include, but are not limited to, the following disorders: ocular motility dysfunction/eye movement disorders, convergence dysfunction/inefficiency in using both eyes simultaneously, strabismus/misalignment of the eyes, amblyopia/lazy eye, accommodative disorders/focusing issues, visual sensory disorders, and motor integration. Documentation must be submitted by a licensed optometrist with supportive testing/assessment. The diagnostician must be an impartial individual who is not a family member.

Documentation validating a disability must reflect the current impact on the student's academic functioning and support the requested accommodation(s) and/or auxiliary aid(s). The age of acceptable documentation is dependent upon the disabling condition, the current medical and/or course requirements and the requested accommodations.

This College reserves the right to determine the nature and extent of reasonable and appropriate accommodations. If the documentation is inadequate in scope or content, or does not address the current level of academic functioning and need for accommodations, the disability contact person may request additional documentation. The student is responsible for any cost incurred by this request. Failure to provide this information may result in a delay or inability to provide the requested accommodation(s). A diagnosis of a visual impairment in and of itself does not automatically warrant approval of the requested accommodation(s).

Documentation must include:

1. Clear statement of diagnosis of the visual impairment;
2. Description of present symptoms and functionally limiting manifestations as they affect the individual's ability within the college environment. Disabilities that are chronic or degenerative may require frequent documentation;
3. Interpretive summary of assessment tools including standardized scores if applicable;
4. Prescribed medications, dosages and schedules which may influence the provision of academic accommodations, including the individual's response and possible side effects;
5. Academic area(s) of impact and/or limitation(s) due to diagnosis;
6. Recommendations for accommodations that are realistic and validated by the current documentation;

7. Name, title, address and phone number of medical professional, as well as, the date of the diagnosis and/or evaluation. This report should be typed and on professional letterhead.

XIII. DEAF AND HARD OF HEARING

Individuals requesting services who are deaf or hard of hearing are required to submit recent documentation (as determined by appropriate college personnel) provided by a qualified physician (including an otorhinolaryngologist and otologist) with supportive testing. An audiologist is qualified to provide a current audiogram. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation validating a disability must reflect the current impact on the student's academic functioning and support the requested accommodation(s) and/or auxiliary aid(s). The age of acceptable documentation is dependent upon the disabling condition, the current medical and/or course requirements and the requested accommodations.

This College reserves the right to determine the nature and extent of reasonable and appropriate accommodations. If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for accommodations, the disability contact person may request additional documentation. The student is responsible for any cost incurred by this request. Failure to provide this information may result in a delay or inability to provide the requested accommodation(s). A diagnosis in and of itself does not automatically warrant approval of requested accommodations.

Documentation must include:

1. Clear diagnosis of deafness or a hearing loss, with a current (as determined by appropriate college personnel) audiogram that reflects the current impact on the student's ability to function in the college environment.
2. Pertinent medical information relating to the student's needs and the status of the individual's hearing (static or changing) as it relates to educational demands.
3. Interpretive summary of assessment procedures including standardized scores if applicable.
4. Statement regarding the use of hearing aids (if appropriate). **Refusal by the student to utilize prescribed hearing aids and/or repair or complete recommended modifications does not, in and of itself, require the College to provide sign language interpreters and/or other assistive services.**

5. Academic area(s) of impact and/or limitation(s).
6. Recommendations for accommodations that are realistic and validated by current documentation.
7. Name, title, address and phone number of medical professional, as well as, the date of the diagnosis and/or evaluation. This report should be typed and on professional letterhead.

XIV. ACADEMIC ACCOMMODATIONS

While the Americans with Disabilities Act (ADA) of 1990 requires that priority consideration be given to the specific requests of the student, eligibility to receive academic accommodations will be determined on an individual basis as validated by their documentation. In spite of what may have been provided in previous educational settings, Naugatuck Valley Community College reserves the right to determine the nature and extent of reasonable and appropriate academic accommodations and can offer an effective alternate option. **Accommodations are not retroactive.** Students are therefore urged to comply with timelines and procedural requirements to avoid a delay or the inability to provide the approved accommodation(s). Each student is responsible for notifying the appropriate disability contact person of any difficulties occurring during the semester. The accommodations provided by this College may include, but are not limited to, the following services.

A. NOTE TAKERS, READERS and SCRIBES

Student Responsibilities

- Complete the Disabilities Disclosure Process.
- Provide proof of course registration.
- Contact the appropriate disability contact person prior to, or at the beginning of each semester to allow for the provision of accommodations in a timely manner. Students are strongly urged to do this no later than the **first two weeks** of each semester. **Accommodations are not retroactive.**
- Complete the Academic Accommodation(s) Request form with the disability contact person.
- Discuss your needs with the instructor(s) at the beginning of each semester and complete the Accommodation(s) Agreement form. Return the white copy of the completed form to the appropriate office.

- The student is responsible for finding a note taker in his/her class, and/or a reader or scribe for in class assistance. This College is not responsible for providing a reader or scribe for course assignments outside of the classroom.
- Note taking assistance is intended for a student's personal study use only and is not to be shared with other individuals.
- Receiving note taking assistance is not considered a substitute for a student's class attendance or full participation in the course.
- Abuse of these policies will result in an accommodation evaluation and possible cancellation of this service.
- The student and identified individual (note taker, reader, and/or scribe) must return to the appropriate office to complete the necessary paperwork required to obtain payment for their services.
- Failure to comply with these responsibilities may result in a delay or inability to provide the accommodation(s) as requested.
- Notify the appropriate disability contact person of any difficulties occurring during the semester.

B. TAPED TEXTBOOKS

Student Responsibilities

- Complete the Disabilities Disclosure Process.
- Provide proof of course registration.
- Contact the appropriate disability contact person, **as early as possible**, following course registration. Complete the Academic Accommodation(s) Request form with the disability contact person.
- Every attempt will be made to provide materials as promptly as possible. However, late requests will result in a delay or inability to provide these materials. In general, 10 to 14 days notice is required to obtain pre-existing taped textbooks through the Recording for the Blind and Dyslexic (RFB&D).
- Textbooks that must be recorded through RFB&D will be subject to the availability of volunteer recorders (often requiring 3 to 6 months notice). The student is responsible for providing a copy of the textbook to be recorded.
- **Complete form with information regarding the title, author, publisher with telephone number, publication date, and edition and ISBN number of required text books and submit to the appropriate disability contact person.** This information may be obtained by contacting the instructor of each course, Division Director or secretary, or the College bookstore. When requesting this information, please indicate that you are working with a specific disability contact person.

- For textbooks obtained from RFB&D, the student is responsible for purchasing a special 4 track tape player.
- Taped textbooks must be returned to the appropriate office at the end of each semester. **Failure to do this will result in the student not being eligible to receive additional taped texts and also being responsible for incurred costs as determined by RFB&D. A hold will also be placed on the student's ability to register for additional courses until either the tapes are returned or the incurred costs have been paid.**
- Notify the appropriate disability contact person of any difficulties occurring during the semester.

C. SIGN LANGUAGE/ORAL INTERPRETERS, CAPTIONING SERVICES & LISTENING DEVICES

Student Responsibilities

- Complete the Disabilities Disclosure Process.
- Provide proof of course registration.
- Contact the appropriate disability contact person **as early as possible following course registration** to avoid a delay or inability to provide the requested accommodation.
- Complete the Academic Accommodation(s) Request form with the disability contact person.
- Discuss your needs with the instructor(s) at the beginning of each semester and complete the Accommodation(s) Agreement form. Return the white copy of the completed form to the appropriate office.
- Contact the appropriate disability contact person when not attending class or other College sponsored activity or program. This should be done as early as possible so that the interpreter, or other service, may be cancelled. Failure to meet with their scheduled provider without calling to cancel (twice) during an academic semester will result in a meeting to discuss these occurrences and possible cancellation of this service.
- Notify the appropriate disability contact person of any changes in class schedule etc. **Failure to do this, may result in an inability to obtain an interpreter.**
- An assistive listening device (FM System) is available for students to borrow and must be returned on a daily basis. **The student is responsible for costs incurred due to loss of the device or damage beyond normal usage. Failure to return this device or pay the required costs will result in a cancellation of this service. A hold will also be placed on the student's**

ability to register for additional courses until either the device is returned or the incurred costs have been paid.

- Notify the appropriate contact person of any difficulties occurring during the semester.

D. ALTERNATIVE TESTING

Student Responsibilities

- Complete the Disabilities Disclosure Process.
- Provide proof of course registration.
- Contact the appropriate disability contact person prior to, or at the beginning of each semester, so that accommodations can be provided in a timely manner. Students are strongly urged to do this no later than the **first two weeks** of each semester. **Accommodations are not retroactive.**
- Complete the Academic Accommodation(s) Request form with the disability contact person. Test accommodations determined on an individual basis without altering course objectives may include: extended time; testing in an area with minimal distractions; special equipment such as a calculator or magnifier; enlarged print; readers and scribes; and alternative formats.
- Discuss your needs with the instructor(s) at the beginning of each semester and complete the Accommodation(s) Agreement form. Return the white copy of the completed form to the appropriate office.
- Comply with the timelines and procedural requirements for scheduling an alternative testing accommodation as outlined in the “Guidelines for Alternative Testing”.
- Failure to comply with these responsibilities may result in a delay or inability to approve and/or provide the accommodation(s) as requested.
- Notify the appropriate disability contact person of any difficulties occurring during the semester.

E. EDUCATIONAL TRAINERS/PERSONAL AIDES

Student Responsibilities

- Complete the Disabilities Disclosure Process.
- Provide proof of course registration.
- Contact the appropriate disability contact person prior to, or at the beginning of each semester, so that accommodations can be provided in a timely manner. Students are strongly urged to do this no later than the **first two weeks** of each semester. **Accommodations are not retroactive.**

- Complete the Academic Accommodation(s) Request form with the disability contact person.
- Although the usage of an educational trainer/personal aide in the classroom is considered to be an academic accommodation, Naugatuck Valley Community College is not responsible for providing this service (e.g., individually prescribed equipment or services of a personal nature).
- Schedule an appointment for the student and educational trainer/personal aide to meet with the appropriate disability contact person to review responsibilities/guidelines.
- Discuss your needs with the instructor(s) at the beginning of each semester and complete the Accommodation(s) Agreement form. Return the white copy of the completed form to the appropriate office.
- Failure to comply with these responsibilities may result in a delay or inability to approve the accommodation(s) as requested.
- Notify the appropriate disability contact person of any difficulties occurring during the semester.

XV. SERVICE ANIMAL POLICY

Service animals are certified and trained to assist people with disabilities in routine activities of daily living. The Americans with Disabilities Act (ADA) defines a service animal as any “animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to: guiding individuals with impaired vision; alerting individuals who are hearing impaired to intruders or sounds; providing minimal protection or rescue work; pulling a wheelchair or fetching dropped items.” The animal is not a pet, but a specially trained guide or service animal.

Therefore, a therapy pet is not considered an ADA mandated service animal and is not allowed in this College.

A service animal is used by individuals with disabilities to facilitate access. Although a service animal is permitted to accompany a person with a disability everywhere on campus, there may be some restrictions. For example, they may be prohibited in allied health clinical practicums, food service programs, or in laboratories that can pose a safety risk. These exceptions are evaluated on an individualized basis to determine whether the animal poses a possible danger, and if other reasonable accommodations can be provided. It is the student’s responsibility to ensure the safety of the animal.

In addition to licensing requirements, the owner must provide the appropriate

disability contact person with a health statement including vaccinations from a licensed veterinarian dated within the last year. **The owner is responsible for making suitable arrangements for the disposal of animal waste.** The animal must wear a commonly recognized identification symbol at all times.

A service animal may be excluded from campus when the animal's behavior is determined to be disruptive or poses a direct threat to the health and safety of others. All incidents will be treated on an individualized basis.

XVI. COURSE SUBSTITUTIONS AND WAIVERS

Students requesting a course substitution or waiver must complete the disabilities disclosure process and provide appropriate documentation validating a severe learning or communication disorder which may preclude learning in the math or language area even with reasonable and appropriate accommodations. The decision to provide a course substitution will be made by the appropriate disability contact person in conjunction with the Division Director. These courses are often a core or prerequisite requirement and each case will therefore be carefully considered on an individual basis.