

Asnuntuck Community College

PROCESS FOR WORKING WITH STUDENTS WITH
DISABILITIES

I. INTRODUCTION

Asnuntuck Community College welcomes students with disabilities and seeks to provide opportunities for a positive college experience. The college is committed to providing an equal educational opportunity and full participation for qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Notification of a disability, with supporting documentation should be submitted to the Coordinator of Student Disability Support Services in order to determine appropriate and reasonable services, academic adjustments, auxiliary aids and implementation. Requests accompanied by appropriate documentation can be submitted at any time. Students with disabilities are advised to contact Kim Quinn, Interim Disability and Academic Support Coordinator @ 860 253-3005 kquinn@asnuntuck.edu.

DEFINING REASONABLE ACCOMMODATIONS

A reasonable accommodation is a modification or adjustment to a course, program, service, job activity, or facility that ensures an equal opportunity for qualified students with disabilities to participate in, and enjoy the benefits of, a service, program, or activity. Aids, benefits, or services need not produce equal results, but must afford an equal opportunity to achieve equal results. When necessary, DRC staff will consult with faculty regarding whether an accommodation would fundamentally alter the nature of the service, program or activity or whether an academic requirement is essential to the instruction being pursued or to any directly related licensing requirement. In doing so, DRC will examine the following:

- *Barriers between individuals with disabilities and the campus environment in accessing courses, programs, services, jobs, activities or facilities without accommodations;*
- *Requested modifications, accommodations, and auxiliary aids;*
- *Whether the proposed accommodations would fundamentally alter the nature of the course, program, service, job, activity, or facility;*

Whether an academic requirement is essential to the instruction or to any directly related licensing requirement;

- *Whether effective alternatives exist that would allow the individual with a disability to participate without lowering essential requirements or fundamentally altering the nature of the program.*
- When the University determines that a modification related to facilities or communication would result in a fundamental alteration or undue burden, DRC shall acquire the written opinion of the proper authority, i.e. department chair of impacted discipline, providing the reasoning supporting the decision.*

II. GLOSSARY

- Individual with a disability** - an individual who has, has a record of or is perceived to have a physical, medical, or mental impairment (disability) which substantially limits one or more major life activities.
- Qualified student with a disability** - an individual with a disability who meets the academic and technical standards required for admission or participation in an academic program or activity.
- Academic Adjustments** - modifications to academic requirements that are necessary to ensure that students with documented disabilities have equal access to academic and other college programs. A variety of different academic adjustments may include, but are not limited to,

extended time for exams, preferential seating, an environment with minimal distractions for tests and quizzes and adaptive technology.

- D. **Academic Requirements** - Those requirements that the College can show 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. While Section 504 and the Americans with Disabilities Act requires that priority consideration be given to the specific requests of a student, eligibility to receive academic adjustments is based on the documentation provided. **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 adjustments.**
- E. **Auxiliary aids and services** - assistance for students with impaired sensory, manual or speaking skills, which may include, but are not limited to closed captioning, note takers, 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.

III. STUDENT ELIGIBILITY

A. Syllabus Disabilities Disclosure Statement

Each course syllabus includes a mandatory disabilities disclosure statement. Students with disabilities seeking academic adjustments and/or auxiliary aids are directed to contact the Interim Disability and Academic Support Coordinator, Kim Quinn @860 253-3005 kquinn@asnuntuck.edu. Instructors, in conjunction with appropriate college officials, will provide academic adjustments and/or auxiliary aids only to those students who have **completed** the disability disclosure process.

B. Disabilities Disclosure Process

It is the responsibility of each student to **voluntarily** initiate and complete the process for obtaining disability-related accommodations. The process for a student seeking academic adjustments and/or auxiliary aids at the College requires that the student contact the Coordinator of Student Disability Support Services (not faculty or others) to identify him/herself as a student with a disability seeking academic adjustments and/or auxiliary aids. The student must submit to the Coordinator appropriate documentation establishing the student's disability, as specifically described at Sections VI- XI, below. The Coordinator will review such documentation for adequacy and then will meet with the student to discuss his/her specific needs and requests for academic adjustments and/or auxiliary aids, and whether the documentation provided supports the requested adjustments. Once the student and the Coordinator have agreed upon the academic adjustments and/or auxiliary aids that will be provided, the Coordinator will prepare and forward to the appropriate faculty an Academic Adjustments letter detailing the adjustments and/or auxiliary aids the faculty member must provide the student in the course.

While Section 504 and the Americans with Disabilities Act require that priority consideration be given to the specific requests of the student, eligibility to receive academic adjustments and/or auxiliary aids is based on the documentation provided. If a request for an academic adjustment and/or auxiliary aid is denied, the Coordinator will explain the reason for denial in a letter to the

student. The letter will also identify specifically how the request is not supported by the documentation.

A student can request academic adjustments and/or auxiliary aids at any point during the school year. Approved **academic adjustments and/or auxiliary aids are not retroactive**, but will be implemented immediately following the disabilities disclosure process. Students are required to meet with the Coordinator of Student Disabilities Services each semester and confirm academic adjustments and/or auxiliary aids for that semester. Academic adjustments and/or auxiliary aids will not be continued into the next semester without this meeting.

If a student disagrees with the College's determination regarding a requested academic adjustment and/or auxiliary aid, that student can file a grievance through the College's grievance procedure, located in the College Catalog.

C. 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.

D. Academic Adjustments Responsibilities

Coordinator of Student Disabilities Services

1. Determine eligibility for the requested academic adjustment and/or auxiliary aids after reviewing the submitted documentation.
2. Schedule a meeting with the student to discuss eligibility and specific student requests.
3. If a request is denied, provide written justification for the denial including how the request is not supported within the documentation or if the request does not constitute a "reasonable" request, i.e. the reasons why the requirement sought to be changed is essential to the program or directly related to licensure; how the request would fundamentally change or alter the course or program; or, how the request would create an undue financial or administrative hardship when considering the resources of the College as a whole.
4. Monitor the provision of the academic adjustments and/or auxiliary aids.
5. Serve as the point of contact for students and faculty if any concerns regarding the provision of an academic adjustment arise, to ensure that agreed upon academic adjustments and/or auxiliary aids are provided and to provide on-going support and guidance for both students and faculty.
6. 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 academic adjustments and/or auxiliary aids to the Coordinator of Student Disability Support Services.
2. Students are required to schedule an appointment to complete the disability disclosure process with the Coordinator. This includes providing signed consent for the Coordinator to discuss the academic adjustments and/or auxiliary aids with college personnel and/or professional source of the documentation. This meeting is also an opportunity for students to

- request specific academic adjustments and/or auxiliary aids and discuss learning styles and needs.
3. Students are encouraged to provide documentation prior to the start of the semester. However, academic adjustments and/or auxiliary aids can be requested at any point during the semester. Academic adjustments and/or auxiliary aids are not retroactive.
 4. Work with the Coordinator of Student Disability Support Services to report any concerns or issues with the provision of academic adjustments and/or auxiliary aids and/or the effectiveness, or lack thereof, of academic adjustments and/or auxiliary aids, including requesting any changes or modifications to the agreed upon academic adjustments and/or auxiliary aids.
 5. Complete and sign the Academic Adjustments Agreement Form.

Faculty

1. Sign the Academic Adjustments Agreement Form indicating their agreement to provide the academic adjustments and/or auxiliary aids on the form.
2. Provide agreed upon academic adjustments and/or auxiliary aids.
3. Discuss any concerns related to the academic adjustments and/or auxiliary aids on the Academic Adjustments Agreement Form with the Coordinator of Student Disability Support Services, including confusion as to what an academic adjustment and/or auxiliary aid means; how to implement an academic adjustment and/or auxiliary aid and/or any concerns that an academic adjustment and/or auxiliary aid may change a requirement of a course or of a licensing requirement. The faculty member should work with the Coordinator regarding such issues. **Changes to approved academic adjustments and/or auxiliary aids can only be made by the Coordinator of Student Disability Support Services.**
4. Assure that the approved academic adjustments and/or auxiliary aids on the Academic Adjustment Form are provided during any time that a faculty member is disputing any such academic adjustments and/or auxiliary aids.
5. Determine the conditions under which an exam is to be administered (e.g. open book, use of calculator, notes, etc.) and complete the testing form.
6. 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.
7. Maintain confidentiality of information regarding students with disabilities.
8. If a student discloses a disability to a faculty member and requests academic adjustments and/or auxiliary aids without an Academic Adjustments Agreement Form, faculty should inform the student that all such academic adjustment requests must go through the Coordinator of Student Disability Support Services. As noted above, **additions or changes to approved academic adjustments and/or auxiliary aids can only be made by the Coordinator of Student Disability Support Services.**

E. Documentation for Learning Disabilities

The information and documentation required to validate a 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 learning disability and reflect the current (**in most cases within five years**) impact of the disability on academic performance and support the requested academic adjustment(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, without a related diagnosis, 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 a disability.**

Asnuntuck Community College follows the guidelines as established by Connecticut Association of Higher Education and Disability. These guidelines can be found at:

<https://www.ahead.org/learn/resources/documentation-guidance>

If the documentation is inadequate in scope or content, or does not address the individual's current level of academic functioning and need for academic adjustments, the Coordinator of Student Disability Support Services may request additional reasonable documentation. The student is responsible for any cost incurred by this request.

Documentation must include:

1. Comprehensive and objective testing to demonstrate a substantial limitation to learning. Standard test scores must be included. The following is a list of appropriate testing tools.
 - A. Aptitude
 - Wechsler Adult Intelligence Scale - Revised WAIS-R or WAIS-III with subtest scores is the preferred instrument.
 - Woodcock-Johnson Psycho-educational Battery –Revised (Tests of Cognitive Ability)
 - Stanford-Binet Intelligence Scale (4th ed.)
 - Kaufman Adolescent and Adult Intelligence Test
 - B. Academic Achievement - Current levels of functioning in reading, mathematics, oral and written language
 - Woodcock-Johnson Psycho Educational Battery-Revised
 - Weschler Individual Achievement Test (WAIT)
 - 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
 - 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;
 - Includes recommendation for academic adjustments that are realistic and validated by the current documentation. This should include a description of prior academic adjustments or auxiliary aids used at the secondary or post-secondary 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.

F. ATTENTION DEFICIT DISORDERS (ADD/ADHD)

Documentation must include:

1. Relevant and current (**in most cases within three years**) neuropsychological and/or psycho-educational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting.
2. A specific diagnosis based on DSM-5 diagnostic criteria.
3. An integrated summary report that makes recommendations for academic adjustments and/or auxiliary aids based on current (**in most cases within 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 academic adjustments, without demonstration of a current need, does not in itself warrant the provision of this accommodation.
4. 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.

G. PSYCHIATRIC/PSYCHOLOGICAL DISORDERS

A specific diagnosis based on DSM-5 diagnostic criteria.

1. A clear statement of the disability, including the DSM-5 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. An integrated summary report which indicates the substantial limitations to major life activities; academic area(s) of impact and/or limitation(s) validating the diagnosis as a disability within the college setting; recommendations for academic adjustments that are validated by current documentation and date of diagnosis.
3. 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.

H. PHYSICAL AND SYSTEMIC MEDICAL DISORDERS

Documentation must include:

1. A clear statement of medical diagnosis of orthopedic/mobility issue or systemic illness.
2. Interpretive summary of assessment tools including standardized scores if applicable.
3. Academic area(s) of impact and/or limitation(s) due to diagnosis and recommendations for academic adjustments and/or auxiliary aids that are validated by current documentation.
4. 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.

I. VISUAL DISORDERS

Documentation must include:

1. Clear statement of diagnosis of the visual impairment.
2. Interpretive summary of assessment tools including standardized scores if applicable.
3. Summary report including academic area(s) of impact and/or limitation(s) due to diagnosis and recommendations for academic adjustments and/or auxiliary aids that are validated by the current documentation.
4. 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.

J. DEAF AND HARD OF HEARING

Documentation must include:

1. Clear diagnosis of deafness or a hearing loss, with a current audiogram that reflects the current impact on the student's ability to function in the college environment.
2. Interpretive summary of assessment procedures including standardized scores if applicable, academic area(s) of impact and/or limitation(s) and recommendations for academic adjustments that are validated by current documentation.
3. 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.

K. CONFLICT RESOLUTION PROCESS

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

1. A student who feels that the approved academic adjustments and/or auxiliary aids, as stated in the Academic Adjustments Agreement Form, are not being effectively provided by the instructor, or has other additional concerns, should contact the Coordinator of Student Disability Support Services.
2. After meeting with the student, if appropriate, the Coordinator will meet with the faculty member to discuss the requested academic adjustments and/or auxiliary aids or additional concerns. At the discretion of the Coordinator, this meeting may include the student, Division Director or Dean.
3. If a resolution cannot be reached, the student will be referred to the grievance procedures as described in the Asnuntuck Community College Catalog.

- Pending the resolution of any dispute regarding academic adjustments and/or auxiliary aids in the Academic Adjustments Agreement Form, such adjustments will continue to be provided. However, students are not entitled to non-agreed upon academic adjustments/auxiliary aids during the resolution of the dispute.
4. 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).

Notice of Non-discrimination: Asnuntuck Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal record. The following individuals have been designated to handle inquiries regarding the non-discrimination policies: Yhara Zelinka, Title IX Coordinator, yzelinka@asnuntuck.edu (860) 253-3092 and Kimberley Quinn, Interim Disability and Academic Support Coordinator, kquinn@asnuntuck.edu (860) 253-3005 Asnuntuck Community College, 170 Elm Street, Enfield, CT 06082.

Políticas Antidiscriminatorias: Asnuntuck Community College no discrimina por razones de raza, color, creencias religiosas, edad, género, nacionalidad, estado civil, ascendencia, historia presente o pasada de discapacidad mental o física, problemas de aprendizaje, orientación sexual, identidad y expresión de género, o información genética, en sus programas o actividades. Adicionalmente Asnuntuck no discrimina individuos por razones pertinentes a la categoría de veteranos o historia criminal. Las siguientes personas han sido designadas para resolver cualquier inquietud pertinente a las políticas antidiscriminatorias: Yhara Zelinka, Title IX

Coordinator, yzelinka@asnuntuck.edu (860) 253-3092 and Kimberley Quinn, Interim Disability and Academic Support Coordinator, kquinn@asnuntuck.edu (860 253-3005), Asnuntuck Community College, 170 Elm Street, Enfield, CT 06082.

Adopted by Asnuntuck Community College from NVCC. 8/12
©CT. Association on Higher Education and Disability.