Central Connecticut State University
New Britain, Connecticut

Student Manual
A Guide to Policies, Procedures, and Resources
www.ccsu.edu/learnctr/disability
Spring 2007 Edition
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This manual will be made available in alternative formats upon request.
Welcome to the Office of Student Disability Services!

Dear Student:

The Office of Student Disability Services is committed to providing you with the support and services needed to allow you the opportunity to participate in the rich and varied life at Central Connecticut State University (CCSU).

We want to get to know you personally while you are a student at CCSU. We anticipate that your academic career will be a successful and enriching experience. The following pages are designed to help you on your way!

We hope you will view your interactions with the Office of Student Disability Services as a collaborative exchange. We need to work together so that the quality of service meets your needs. This is a shared responsibility, and we are most effective when we are alerted to problems early on. Knowing about a problem, and your thoughts on possible solutions, enables us to work with you towards its resolution. So let us know, good and bad, how things are going.

This manual is a guide to ease your academic experience, not a rulebook. Read it, and keep it handy for reference. If something arises that is unclear or not covered here, please contact any staff member. We work hard to make our services and policies “user friendly” and are always open to your ideas and suggestions for improvements.

All of us at the Office of Student Disability Services wish you success in your academic pursuits!

Sincerely,

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PURPOSE OF THIS MANUAL

This manual is provided to students with disabilities as a resource and implementation guide addressing accessibility, accommodations, and other services available at Central Connecticut State University (CCSU). In using this guide, students will become acquainted with the services provided by the Office of Student Disability Services and the procedures they need to follow to access them. This publication clarifies for when services are intended and for which accommodation(s) and services a student with a disability may qualify.

This manual is updated each year, or when necessary changes are needed to be documented during a semester. Students with disabilities are encouraged to download a copy at the start of each academic year.

COMMITMENT TO EQUAL OPPORTUNITY

Central Connecticut State University is committed to the full inclusion and equal educational opportunity for all persons with disabilities. The University adheres to the requirements of the American with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, as amended in 1998 and state law. The laws require that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, or denied the benefits of, this institution’s classes, programs, services or facilities. The University will make reasonable modifications in policies, practices, and procedures to accommodate persons with disabilities who take courses through Central Connecticut State University and/or work or visit on campus.

By federal law, persons with disabilities are those who: 1) have a physical or mental impairment which substantially limits one or more major life activities (such as performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); 2) have a record of such an impairment; or 3) are regarded as having such an impairment.

In order to respect the independence, rights, and dignity of persons with disabilities, the University initiates services only after the voluntary disclosure of a disability, request for accommodation, and review of documentation.
OFFICE OF STUDENT DISABILITY SERVICES MISSION

The Office of Student Disability Services has been charged by the University to provide students, faculty, and staff with assistance and information on issues of access and to ensure full participation for persons with disabilities at Central Connecticut State University.

The mission of the Office of Student Disability Services is to provide services and supports that promote educational equity for students with disabilities. Staff upon request will assist students to:

- Explore disability-related needs and locate resources necessary for appropriate accommodations;
- Identify appropriate accommodations and auxiliary aids and services;
- Develop strategies to negotiate campus life;
- Increase self-advocacy skills;
- Communicate needs to faculty and staff;
- Identify personal strengths and weaknesses;
- Develop compensatory skills;
- Understand legal rights and protections and the effective use of them;
- Seek out career development resources both on and off campus.

RIGHTS AND RESPONSIBILITIES

Students who come directly to CCSU from high school programs where they were classified, either under the Individuals with Disabilities Education Act (IDEA) or Section 504, may have received program modifications, accommodations or access to auxiliary aids or services that may not be appropriate in a postsecondary setting (colLEGES and universities). The following information will clarify the rights and responsibilities of students with disabilities and the University.
A student with a disability at CCSU has the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the University;
- Equal opportunity to work, learn, and to receive reasonable and effective accommodations as determined for each individual, including academic adjustments, and/or auxiliary aids, services, and accommodations;
- Appropriate confidentiality of all information regarding their disability except as disclosures are required or permitted by law;
- Information available in alternate format.

A student with a disability has the responsibility to:

- Meet qualifications and maintain essential institutional standards for course programs, services, jobs and activities;
- Identify as an individual with a disability when an accommodation auxiliary aid or service is needed and seek information, counsel and assistance when necessary;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

Central Connecticut State University has the right to:

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and use of facilities and to evaluate students on this basis;
- Request and receive, through the Office of Student Disability Services, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny any request for accommodations, academic adjustments, and/or auxiliary aids and services if, based on the assessment of the Office of Student Disability Services, an individual fails to provide the required documentation, the documentation does not demonstrate the need for such accommodations and/or it imposes a fundamental alteration to a program or activity;
- Choose among equally effective accommodations, adjustments, and/or auxiliary aids and services.
Central Connecticut State University has the responsibility to:

- Evaluate current and prospective students without regard to their disability;
- Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services;
- Ensure that courses, programs, services, jobs, activities and facilities are available and usable in the most integrated settings when viewed in their entirety;
- Maintain appropriate confidentiality of records and communication, except disclosure is authorized by the student or required by law;
- Provide, in a timely fashion, information in alternate formats when requested.

Students Served
The Office of Student Disability Services serves all students who provide current documentation of a disability that substantially impacts them in an educational setting. Students with a verifiable disability visible or hidden, qualify for services. Categories of disability include, but are not limited to the following:

- Learning disabilities
- Attention deficit disorders
- Mobility/orthopedic disabilities
- Blind/visual impairments
- Deaf/hearing impairments
- Head injuries
- Psychological disabilities
- Chronic health related disabilities

Services Available
Below is a list of the primary services available through the Office of Student Disability Services:

- On line/Priority registration;
- Identification and provision of appropriate accommodations auxiliary aids, including sign-language interpreters, readers, note takers, etc.;
- Access to assistive computer technology and alternate formats;
- Advocacy/self-advocacy information;
• Liaison services to agencies such as The Commission on the Deaf and Hearing Impaired, Bureau of Rehabilitation Services, Board of Education Services for the Blind, and recordings for the Blind and Dyslexic for taped textbooks;

• Supported sections of math courses – Math 099, Math 101;

• Supported sections of English composition courses – Eng 099, Eng 110;

• Provision of campus accessibility information;

• Liaison between students, faculty and University departments.

Eligibility for these services is determined individually based on documented need.

Inappropriate and/or Threatening Behaviors

A student who is found responsible for engaging in inappropriate and threatening behaviors, i.e. disruption or obstruction of teaching, research or other academic or administrative activities violates the code of Conduct at Central Connecticut State University. The student will be subject to the sanctions described in the Student Code of Conduct and Statement of Judicial Procedures located in the Survival Guide under the Rights and Responsibilities tab.

On-line Registration/Priority Registration

CCSU Registration is now available through a new Banner system on a secure web site. You will be able to register for courses through your own computer or at a specific computer on the CCSU campus. Students should consult their advisors about appropriate courses to take prior to registering for course. The new Banner system will prohibit students from taking courses based on inappropriate major, degree, and level (graduate vs. undergraduate). Therefore, it is essential that students see academic advisors for appropriate courses to take in order that they fulfill requirements for graduation.

Registration is a “live” system, meaning when you complete your registration, you will have an actual schedule of the courses you will be taking in the upcoming semester.

Although you may register on line from your own personal computer, you may also use a computer in the Micro Computer Lab on campus, located in Marcus White. Hours of operation when classes are in session (spring and fall semesters): Monday –Thursday 8:30 a.m.-midnight, Friday 8:30 a.m.-6 p.m., Saturday 9:00 a.m. - 6 p.m., and Sunday 1 p.m.-10 p.m. During the two five-
week summer session’s hours are: Monday-Thursday 8:30 a.m. - 10 p.m., Friday 8:30 a.m.-4:30 p.m., Saturday 9 a.m.-4 p.m., Sunday Closed. During the month of August and winter session hours are: Monday – Friday 8:30 a.m. - 4:30 p.m., Saturday-closed and Sunday-closed. Holidays closed. Spring Break hours are: closed the first weekend, Monday through Friday 8:30 a.m.-4:30 p.m., open regular hours the second weekend.

If you choose not to use the web to register, you can enroll in person at the Enrollment Center and Office of Continuing Education in Willard Hall.

Upon registration, eligible students have the responsibility to notify the Office of Student Disability Services as soon as relevant course information is available. Students must meet with faculty as early as possible to discuss their need for accommodations.

Alternate testing
Students with disabilities are eligible for test accommodations determined on an individual basis. “Test” refers to quizzes and examinations taken during the semester in conjunction with an academic course. Students should discuss their specific needs for testing accommodations (e.g., extended time; separate location; use of computer) with the Office of Student Disability Services as soon as relevant course information is available and obtained.

Students are responsible for meeting with professors to discuss exam considerations at the beginning of the semester. Reasonable accommodations depend upon the nature and degree of severity of the documented disability.

Test accommodations determined on a case-by-case basis may include:

- Extended time to complete examinations and quizzes;
- A distraction-reduced testing location;
- Special equipment such as a word processor, magnifier, or braillist;
- Readers and scribes;
- Alternative formats such as oral or taped tests.

Taped Textbooks
Students who have difficulty with printed material may receive their textbooks on tape or computer disks through the Recordings for the Blind and Dyslexic (RFB&D). Arrangements for such accommodations must be made as early as possible. Eligibility for the service is determined on an individualized basis. Students must be able to demonstrate a substantial visual or learning impairment, which requires supplemental materials (such as taped texts).
In general, 6-8 weeks notice is required to obtain taped textbooks. RFB&D’s taped textbooks require special playback equipment. Students are encouraged to purchase their own tape player available through RFB&D, as well as other vendors. These compact units can also be used to record classroom lectures.

**Note Takers**
Students requesting note takers must contact the Office of Student Disability Services before the beginning of the semester with the relevant course information. Students are responsible for notifying the Office of Student Disability Services if suitable arrangements are not made within the first two weeks of class or if other difficulties occur during the semester. *Note takers are not considered a substitute for a student’s full participation in the course, and the disabled student is responsible for obtaining any material covered in class.*

At the beginning of the semester, students are advised to find a student in their class who is willing to take notes and have them copied, should the permanent note taker be absent.

**Readers and Scribes**
The Office of Student Disability Services will serve as a referral source to identify potential readers, or students may identify their own readers. Students are asked to contact the Office of Student Disability Services at the beginning of the semester. Students are responsible for arranging reading/scribing times at their own convenience.

**Interpreters and Captioning Services**
At the time of registration, students needing sign language or captioning services should give the Office of Student Disability Services their schedule of classes for which interpreting services will be needed. Interpreters may be available to students for classroom lectures, fieldwork, meetings with faculty members, and for any program or activity sponsored by Central Connecticut State University. Students should discuss with their instructors and note takers an alternate plan in the event that the interpreter is absent for class.

Provision of interpreters is arranged through the Connecticut Commission on the Deaf and Hearing-Impaired (CDHI). Other agencies may be called to provide interpreting services; deaf and hard of hearing students are eligible to receive note-taking assistance. Students are asked to notify the Office of Student Disability Services if he or she is unable to attend class so that the interpreter can be canceled for the day. *If a student fails to show up for a scheduled interpreter two times without calling, this accommodation may no longer be provided.*
When students expect to miss class, they must immediately contact the Office of Student Disability Services by Fax (860) 832-1924, or call (860) 832-1957/832-1623 between 8:30 a.m. and 4:30 p.m. If students do not cancel prior to the 24 hour cancellation notice, CCSU is still obliged to pay for the interpreting service.

When students arrive late to class, they can expect their interpreters or note takers to wait for a period of fifteen minutes. Students who miss two scheduled classes without canceling interpreting services are required to contact the Office of Student Disability Services to discuss continuation of this service.

**Assistive Computer Technology and Alternate Formats**

Students who anticipate a need for assistive technology should notify the Office of Student Disability Services as soon as possible to arrange for evaluation and training.

Students with visual impairments as well as other disabilities may have access to standard print materials in alternative print formats. Students should inquire about this service at the Office of Student Disability Services. Some alternative formats include audiotape, large print, electronic information, or Braille.

**Designated Mathematics and English Sections**

The University offers designated sections of courses in the areas of mathematics and English composition. These sections have the same course content and standards, as do other sections of the course, and differ only in the provision of additional supports. They are designated to address the needs of those students whose disabilities significantly impact them in these subject areas.

**Foreign Language Course Substitutions**

The University requires that each student complete a foreign language course if they have not passed three years of a foreign language in high school. Student Disability Services does not automatically waive the requirement for students with disabilities, even if they were exempt in high school. All students with disabilities are required to demonstrate “good faith effort”, or show proof that they have a history of attempting a foreign language. If, after “good faith effort”, you are still unable to complete the course, then an appeal for course substitution can be requested. Please discuss with the Office of Student Disability Services so that all options can be considered.

The term “Good Faith Effort” is used in reference to modifications to Central’s academic requirements for students with disabilities. This means that the student seeking changes to requirements for a course must exhibit a certain level of effort in completing the requirements of the course. This includes, but is not limited to regular attendance, class participation, use of a tutor, regular communication with the professor and completion of course work to the student’s
best ability. The student would be helped by entering into a dialogue with the professor regarding their needs for the class with proper documentation provided by the Office of Student Disability Services.

**Communication with Faculty**
During the first two weeks of school, after being approved for accommodations by the Office of Student Disability Services, students should make appointments to discuss their accommodations with their instructors. They should avoid waiting until there is a crisis. Upon approaching faculty members, student should consider these recommendations:

- Make an appointment during instructors’ office hours. Explain to the instructor your affiliation with the Office of Student Disability Services;

- Make it clear that you are a serious and motivated student. When appropriate, discuss what has worked in the past;

- Understand and be able to articulate needs in relation to the specific accommodations;

- Initiate discussions on any other disability-related concerns that may not be accommodations per se, but need to be brought to the attention of an instructor early in the semester, such as elevator break downs, responding to emergencies or attendance issues;

- Discuss other concerns/considerations besides the accommodations;

- Be assertive-not aggressive and remain calm and courteous. If there is a disagreement, or the instructor has indicated an unwillingness to provide authorized accommodations, immediately make an appointment with the Office of Student Disability Services staff to obtain assistance.
DETERMINATION OF ELIGIBILITY

General Documentation Guidelines
Students who seek support services from the Office of Student Disability Services are required to submit current documentation to verify eligibility as defined under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is based upon documentation of a disability that currently substantially limits at least one major life activity, i.e. performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and/or working.

Eligibility for accommodations must be supported by documentation and be determined reasonable by the Office of Student Disability Services. Current relevant documentation is the key to identifying appropriate accommodations and auxiliary aids at the college level. The documentation must demonstrate present need for accommodation and should avoid terms like “suggests,” “is indicative of,” and nonspecific diagnoses such as “slow reader,” “attention problems,” and “test difficulty/anxiety.” In addition, the evaluator should recommend and provide a rationale for all accommodations recommended. Any accommodations/auxiliary aids listed will be taken into consideration, but not automatically implemented. By law the University is only required to offer a reasonable accommodation, not the best accommodation or the one preferred by the student.

For all documentation the evaluator should be a licensed or certified professional. The documentation should include the name, title, and professional credentials of the evaluator, including information about his/her license or certification as well as his/her area(s) of specialization. All reports should be on official letterhead, typed, dated, signed and otherwise legible.

Students who submit documentation that does not adequately address their current level of functioning and/or need for accommodation will need to provide the appropriate additional documentation required. A school plan, such as an IEP or a 504 Plan is insufficient documentation to support a student’s eligibility for accommodation and/or services in the postsecondary setting.

Students with physical, sensory or chronic health-related disabilities must provide current documentation (completed within the last six months) from a medical doctor, which clearly states the diagnosis and its history. If the documentation is older than six months, an update from the physician should be provided. The documentation must include a summary of the assessment procedures and tools used by the physician should be provided. The documentation must include a summary of the assessment procedures and tools used by the physician and should describe the disability-related limitations faced by the individual in an educational setting.
Students with psychological disabilities (emotional/psychiatric) must provide documentation no older than three years (in some instances the documentation can be older) from a psychiatrist, psychologist or licensed therapist stating the disability, the DSM IV-TR diagnosis and detailing the functional limitations faced by the individual in an educational setting. A diagnostic interview should be included in the documentation.

Students with specific learning disabilities must provide a current psycho-educational or neuro-psychological assessment administered by a licensed psychiatrist, psychologist, neurologist, educational therapist or speech and language clinician. The documentation should be no older than three to five years and must include:

- A clear statement of disability/diagnosis;
- Client history;
- Clinical observations;
- Tests that are normed for an adult population;
- Quantitative/qualitative information to support the diagnosis (actual test scores, including sub scores):
  - A full cognitive battery
  - Comprehensive achievement testing, such as Woodcock-Johnson or Wechsler Adult Intelligence Test (WAIT)
  - Information processing data;
- Areas of impact and evidence of functional limitations in an educational setting;
- Detailed psycho-educational report with clinical summary;
- Names, titles, addresses and telephone numbers of the certifying professionals;
- Dates of diagnosis/evaluation.

Students with attention disorders (ADD, ADHD) must provide a psycho-educational or neuro-psychological assessment administered by a licensed psychiatrist, psychologist, or neurologist within the last three to five years. A brief statement of disability from a physician or therapist is, in itself, insufficient documentation to determine or support accommodations at the University. Documentation of an attention deficit disability must include:

- Clear statement of ADD or ADHD and the rationale for this diagnosis (the diagnosis must be medical or clinical);
- Written psycho-educational report with clinical summary including:
  - Evidence of early impairment and current impairment
• Names of assessment instruments used;
• Additional observations relevant to an educational settings;
• Areas of impact and/or limitations;

Students with head injuries **must** provide a current neuro-psychological assessment administered by a licensed psychiatrist, psychologist or neurologist within the last three years. Documentation may need to be updated. Documentation of head injury due to an acquired brain injury or stroke **must** include:

- Medical documentation;
- Appropriate neurological tests;
- Clear statement of disability/diagnosis;
- Areas of educational impact and/or limitations;
- Additional observations relevant to an educational setting;

These guidelines are provided so that the Office of Student Disability Services can respond appropriately to the individual needs of students. The Office of Student Disability Services has the right to determine eligibility for services based on the appropriateness of the submitted documentation. All documentation must be kept on file in the Office of Student Disability Services and is confidential.
POLICY ON CONFIDENTIALITY AND RELEASE OF INFORMATION

Our obligation to students with disabilities is to ensure nondiscrimination based on disability. The Office views all materials pertaining to a student’s disability as confidential. Within the jurisdiction of University policy, this includes information pertaining to the identification of a disability, quantitative/qualitative information as to areas of impact and/or limitations, history, and observations or recommendations helpful in serving the student. This documentation is essential to verify the disability, and to plan and implement appropriate services and/or accommodations to ensure educational equity as provided under the Americans with Disabilities Act.

Only those faculty or staff members directly involved in the provision of accommodations and/or auxiliary aids and services would need to know that a student has a documented disability. However, neither the documentation of the disability nor the specific details of a student’s disability will be revealed unless the student chooses to disclose this information.

Additionally, we do not release such information to any persons, agencies, other students, parents or associates (including university personnel) without permission from the student except in certain cases as defined by law.

Retention and Review of Student’s Files
Student files and documentation are kept on file for no more than seven years from the time students were last registered at the University. All information in the file is the property of the Office of Student Disability Services. Documentation that is sent to the Office of Student Disability Services by prospective students is kept only for those students who register at CCSU the following semester. Students wishing a copy of the documentation of their disability must submit their request in writing to the Office of Student Disability Services.

ACCOMMODATIONS AND OTHER SUPPORT

Defining Reasonable Accommodations
A reasonable accommodation is a modification or adjustment to a course, program, job, activity or facility that ensures educational equity for qualified students with disabilities. Educational equity means an opportunity to attain the same level of performance or to enjoy benefits and privileges equal to those available to students without a disability. When necessary, the Office of Student Disability Services staff will consult with faculty regarding essential standards to determine reasonable accommodations by examining the following:
• Barriers resulting from the interaction between individuals with disabilities and the campus environment, for example, access to courses, programs, services, jobs, activities or facilities without accommodations;

• Needed modifications and/or auxiliary aids and/or services;

• Whether the essential elements of the course, programs, services, jobs, activities, and facilities would be compromised by the proposed accommodations.

Information Regarding Course Accommodations and Auxiliary Aids:

• Colleges are required to provide reasonable, appropriate and effective accommodations and auxiliary aids and services for students whose disabilities have been adequately documented;

• Accommodations are determined on an individual basis and may change over time. A prior history of accommodation, in and of itself, does not warrant a continuation of the same accommodation. Documentation must support the current request for accommodation;

• Students need to be aware that accommodations cannot be arranged unless a student initiates a request for accommodation through the Office of Student Disability Services and provides the necessary documentation. Planning for accommodations can begin only after these steps have been completed and there has been adequate time to evaluate the request and supporting documentation. Any grades earned prior to implementation of accommodations will not be changed. Students who qualify for course accommodations and auxiliary aids and services should follow the procedures listed below;

• At the beginning of each semester, students must arrange to meet with the Office of Student Disability Services staff to prepare Course Accommodation Forms addressed to each of their instructors. These forms certify that students are eligible for the accommodations indicated;

• Students are responsible for delivering Course Accommodation Forms to their instructors. Accommodations begin each semester only after course accommodations have been requested;

• An accommodation, such as requests for alternate formats, assistive technology classroom or sign-language interpreters, requires sufficient lead-time to arrange. Reasonable time must be allowed to complete this process. Students who anticipate requiring these kinds of accommodations should make an appointment with the Office of Student Disability Services immediately after registering for courses;
• Students should contact the Office of Student Disability Services immediately if approved accommodations are not implemented in an effective or timely way. The Office of Student Disability Services will work with University personnel and students to resolve any disagreements regarding these accommodations;

• Students who believe they have been discriminated against on the basis of their disability may file a grievance through the Grievance Procedure section (Page 20);

• The ADA does not require the University to provide personal assistants, individual tutors or equipment and assistive technology that have been individually prescribed by outside agencies or medical rehabilitation professionals. Whenever possible, the Office of Student Disability Services will refer students to agencies that may provide resources to meet these needs.

Examples of accommodations and auxiliary aids and services are:

✓ Extended time, scribes and/or readers for exams and or quizzes;
✓ Assistive technology in classrooms;
✓ Permission to record a lecture;
✓ Accessible desks and adjustable tables in the classroom;
✓ Large-print materials;
✓ Classroom amplification;
✓ Note taking support;
✓ Sign-language interpreters;
✓ Captioned films and videos;
✓ Taped of scanned reading material.

Information for scheduling exams/quizzes accommodations at the Office of Student Disability Services

Students who have been approved for exams/quizzes accommodations are encouraged with their instructors to arrange to take exams with the instructor or in the department when possible. When an instructor or department cannot proctor the exam for the student because of time conflicts or because of the unavailability of readers, scribes or access to computers, the exam can then be scheduled in the Office of Student Disability Services.

• Exams or quizzes must be scheduled to start on the hour and between the hours of 8:00 AM and 4:00 PM on Monday through Friday.

• Students requiring exam accommodations for evening or Saturday classes will make exam/quiz arrangements with their instructors.
• A distraction-free testing space is not always available within the Office of Student Disability Services; therefore, students are encouraged to bring their own earplugs to reduce noise distractions.

• Exams must be taken in one setting unless a professor has made prior arrangements with the Office of Student Disability Services to divide the exam into sections.

• Ordinarily, only testing and writing materials are allowed in the exam area. To further clarify this point, coats, backpacks, purses and cell phones are not permitted; the professor solely grants exceptions.

Procedures for scheduling exams/quizzes accommodations through the Office of Student Disability Services

• During the spring and fall semesters, exams/quizzes must be scheduled at least one week in advance. Discuss alternate arrangements with professors and the Office of Student Disability Services if unannounced quizzes are a possibility. Once arrangements are determined, student must schedule the exam/quiz in the Student Disability Service Exam Binder.

• Students should schedule their exams on the same date and as close to the time of the class as possible. Exceptions to this requirement may be made due to the Office of Student Disability Services ability to have available a scribe, reader or computer at the requested time or due to a student’s schedule not permitting the full use of extended time.

• Students needing extended time should determine their starting time to ensure that exams are completed by 4:00 PM.

• Students entitled to additional test accommodation, such as scribes, readers; captioned and/or other adaptive technology will need to request these accommodations when they schedule their exams.

THE OFFICE OF STUDENT DISABILITY SERVICES ADHERES TO THE UNIVERSITY’S POLICY ON ACADEMIC HONESTY. TESTING WILL BE DISCONTINUED IF A STAFF MEMBER BELIEVES THAT A VIOLATION HAS OCCURRED. STUDENTS FOUND TO HAVE VIOLATED THIS POLICY LOSE THE RIGHT TO TAKE FUTURE EXAMS IN THE OFFICE OF STUDENT DISABILITY SERVICES.
Provisional Adjustments

For one semester only, students whose documentation of a disability does not meet the Office of Student Disability Services guidelines may be considered for provisional adjustments. Students must submit the required documentation before the end of the current semester to be able to receive accommodations and support for the following semester.

Requests for Accommodations in Residence Life
Housing accommodations are based on medical, psychological or other related needs, and must be supported by documentation. Students will need to provide the Office of Student Disability Services with supporting documentation outlining specific needs.

Documentation should include:

- A diagnostic statement of the disability;
- A clear description of the needed housing accommodation(s);
- An explanation of how the request relates to the impact of the condition.

Every effort will be made to provide essential accommodations as requested. However, it may be necessary to substitute equally effective alternatives. Students who use wheelchairs or scooters will be assigned housing that is accessible. Availability of accessible housing is limited and spaces are assigned on a first-come, first-served basis.

Service Animals
Service animals are certified and trained to assist people with disabilities in routine activities of living. The Americans with Disabilities Act of 1990 (ADA) definition of a service animal is 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.

A service animal is permitted to accompany a person with a disability everywhere on campus. However, some places, such as specific research labs, mechanical rooms and areas where special protective clothing is required, may not be safe for animals.
Owners of service animals are responsible for the following:

- Animals must be licensed in accordance with local regulations;
- Animals must have all appropriate vaccinations;
- Animals must be in good health. Animals to be housed at the University must provide an annual clean bill of health from a licensed veterinarian;
- Animals must be on a leash at all times;
- Owners must make suitable arrangements for disposal of animal waste.

Owners of disruptive and aggressive animals will be asked to remove them from University property. If improper behaviors happen repeatedly, the animals will not be allowed to return to campus until their owners correct the behaviors. Such steps, as recommended by the University, may include muzzles for barking dogs and refresher training for the owners and animals.

**Accessible Parking**
A state-issued parking permit is required for parking in any of the designated handicap parking spaces on campus. Students whose vehicles display the appropriate state handicap-parking permit may use spaces in any University lot except those specifically reserved for state vehicles and administrators.

CCSU issues medical passes for those who bring in a doctor’s note. This does not grant permission to park in a Handicap space but does give permission to park in a Staff/Faculty lot.

**Access to Clubs and Other Campus Events**
Students with disabilities who wish to participate in campus clubs and other extracurricular events should be aware that all University sponsored events, both on and off campus, must be made accessible. An example might be stage access for the drama club or sign-language interpreters for a debating team. Those who need disability-related accommodations in order to participate should notify the organizers of the events in a timely manner. Accommodations include, but are not limited to accessible transportation, and sign-language interpreters. Students with concerns regarding access should contact the Office of Student Disability Services.
GRIEVANCE PROCEDURES

For students with documented disabilities, the University is required to provide reasonable, appropriate and effective accommodations as long as they do not change the essential academic requirements of a course or major. The ADA requires that accommodations be developed in a give-and-take process between the institution and students with disabilities. For more information, see the section on Reasonable Accommodations (Page 14).

Students who believe they have not received the appropriate services or accommodations are encouraged to follow the procedures listed below:

- Meet with an Office of Student Disability Services staff member to discuss the concerns.
- Upon written notification, the Office of Student Disability Services staff will initiate and complete a review process as expeditiously as possible.
- The Office of Student Disability Services staff may request that a University staff member provide the approved accommodation until the concerns are resolved.
- If the student’s concern is about the Office of Student Disability Services or the Director of Student Disability Services, contact the Coordinator of Special Student Services, Copernicus 241, or call (860) 832-1957. Grievances involving the Office of Student Disability Services or its Director should be filed within ten working days of the event or action-giving rise to the concern.
- If you are unsatisfied with the Office of Student Disability Services decision, or if you believe you have been discriminated against on the basis of your disability, file a formal grievance with the ADA/504 Compliance Officer located in Davidson Hall, Room 102, or by calling: (860) 832-1653.
In addition to the procedures listed above, students can file a formal complaint at the following state and federal agencies:

**Offices of the Connecticut Commission on Human Rights and Opportunities:**

- 1229 Albany Avenue, Hartford CT 06112  (860) 566-7710  
- 100 Broadway, Norwich CT  (860) 886-5703  
- 55 W. Main Street, Suite 210, Waterbury, CT 06702  
  (203) 805-6530  
- 1057 Broad Street, Bridgeport, CT 06604  (203) 579-6246

**United States Department of Education, Office for Civil Rights**

- 33 Arch Street, Ninth Floor, Boston, MA 02110  
  (617) 289-0111

**EVACUATION POLICY OF THE PHYSICALLY IMPAIRED**

Under Federally mandated regulations, the University has been eliminating physical barriers in and around the campus buildings. This will allow expanded services for the disabled and temporarily impaired student, visitor or employee. Unfortunately, as disabled individuals travel upward in a structure, their ability to evacuate diminishes with each ascending floor.

The University is aware of this situation and has developed a policy that addresses the evacuation of the disabled during an emergency. Currently, the concept of “Defend in Place” is the policy adopted by fire professionals to handle evacuation of the disabled from high-rise fires. Briefly stated, this policy holds that it is better to locate disabled persons trapped above the fire to protected areas of safety rather than out of the building through stairway.

**Policy**

During a fire, disabled individuals located on or above the fire floor should locate on the opposite end of the building (horizontal movement only) in a protected room (door closed), preferably with an outside window and telephone. The window will provide fresh air and the telephone will be used to notify emergency personnel of their location and degree of need. They should remain there until evacuated by Fire Department personnel.

If the building is designed with an area of refuge at a stairwell, this area should be used if accessible. If not, the person should be horizontally moved as far from the fire as possible. If the floor that the person is located has a direct exit to outside via a ramp, this option should be used.
This policy seeks to eliminate the potential for further injury to both the disabled and the public. (Stairwells already occupied by people exiting the building would become further congested should disabled persons, some with wheelchairs, use the stairwell.) If, however, conditions become untenable on or above the fire floor, evacuation to a safer place must be attempted. **At no time during a fire are the elevators to be utilized by anyone except trained fire personnel.**
CONTACT INFORMATION FOR STUDENT DISABILITY SERVICES

Natalie Stimpson-Byers  
Coordinator of  
Student Disability Services  
Phone: (860) 832-1957  
Fax: (860) 832-1924  
E-mail: Byers@ccsu.edu

UNIVERSITY SUPPORT SERVICES AND RESOURCES

Learning Center  
Copernicus 241  
Phone: (860) 832-1900

The Learning Center provides study skills, tutorials, individual and small group sessions, a nine-week study skills program called Methods of Inquiry, The Mathematics Center, learning styles and study skills assessment, and a computer-based Praxis I practice program.

Career Services/Cooperative Education  
Willard 100  
Phone: (860) 832-1630

The Career Services/Cooperative Education Office offers comprehensive career resources for all students. Its mission is to connect students to their future by assisting with all the aspects of employment, such as experience through cooperative education, full-time or part-time employment, or information about career opportunities and employers.

Advising Center  
Willard 100  
Phone: (860) 832-1615

If you are an undeclared undergraduate major, please contact The Advising Center to schedule an appointment with an advisor. The Advising Center also advises students in the Pre-Communication and Pre-Graphic/ Information Design programs, as well as pre-law students. The Advising Center assists students in developing and implementing academic and career plans.
**Counseling and Wellness Center**  
**Willard 100**  
Phone: (860) 832-1945

Counselors are available to help students adjust to and succeed at Central Connecticut State University. Counseling Services offers personal, academic, and career counseling.

**Recording for the Blind & Dyslexic**  
**National Headquarters:**  
20 Rozel Road  
Princeton, NJ 08540  
Phone: (609) 452-0606

**Connecticut Unit:**  
209 Orange Street  
New Haven, CT 06510  
Phone: (203) 624-4334

RF&B records educational and reference materials that are not available on tape or disk from other sources.

**The President’s Advisory Committee for Students with Disabilities**  
**Davidson Hall Room 102**  
Phone: (860) 832-0178

The President’s Committee for Students with Disabilities is charged with coordinating the University’s efforts for full participation of persons with disabilities who attend, visit, or work at CCSU; improving accessibility and retention of students with disabilities; receiving comments and proposals from members of the University community and the general public regarding accessibility and retention; promoting awareness of disability issues and University policies among the CCSU community and the public; and advising the University President.

**Affirmative Action & ADA/504 Compliance Office**  
**Davidson Hall 102**  
Phone: (860) 832-3025

The Affirmative Action/ADA Compliance Officer reports to the President of the University and is responsible for developing and reporting on affirmative action plans and 504, ADA, and Title IX compliance activities. Faculty, staff, students are encouraged to report any barriers that appear to deny full participation to any program, benefit, or service offered by the University. Complaints can be made directly to the ADA Compliance Officer.
Central Access & Student Development
Barnard Hall 219
Phone: (860) 832-0078
www.ccsu.edu/casd

Central Access & Student Development (CASD) is a Supported Educational Service for current and potential students who are in recovery from mental illness and/or substance abuse. CASD offers one-to-one pre-admission assistance, academic and financial aid counseling, ADA education, mentoring, and information and referral to both on and off campus resources.