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*SOUTHERN CONNECTICUT STATE UNIVERSITY*  
**DISABILITY RESOURCE CENTER (DRC)**  
**STUDENT MANUAL**  
**A Guide to Policies, Procedures and Resources**

*“In every respect, universally accessible institutions are welcoming in all they do. They communicate you are us...you are the reason we are here. In short, the real universally accessible institution, emotionally and intellectually, embraces every person.”*

-- Dr. Ron Herron, Vice President of Student and University Affairs

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## **INTRODUCTION**

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### **PURPOSE OF MANUAL**

This manual is provided for students with disabilities as a resource and guide addressing accessibility, accommodations and other disability-related services at Southern Connecticut State University. This publication clarifies for whom the services are intended and for which accommodation(s) and services a person with a disability may qualify.

The manual provides the basis for ensuring timely support and access to services. Students can view a copy of the updated manual on the web at: [www.southernct.edu/drc](http://www.southernct.edu/drc). This manual is available in alternate formats upon request.

### **COMMITMENT TO EQUAL OPPORTUNITY**

Southern 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 Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. These 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 has made and continues to make reasonable modifications in policies, practices, procedures and/or facilities to accommodate persons with disabilities who take courses at Southern 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 activity, such as, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing,

learning or working; 2) have a record of such an impairment; or, 3) are regarded as having such an impairment.

**Note:** In order to respect the independence, rights and dignity of students with disabilities, the University initiates services only after a student makes a voluntary disclosure of a disability and after the DRC reviews documentation to determine eligibility for services.

## **RIGHTS AND RESPONSIBILITIES**

Students who come directly to our campus from high school 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 or may not be appropriate in a postsecondary setting. The following information will clarify the rights and responsibilities of both students with disabilities and the university.

### ***A student with a disability at SCSU has the right to:***

- Equal access to courses, programs, services, jobs, activities and facilities available through the university
- Equal opportunities to work, learn, and receive reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Appropriate confidentiality of all information regarding his/her disability, except when disclosures are required or permitted by law
- Information available in alternate formats

### ***A student with a disability at SCSU has the responsibility to:***

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify to the DRC as an individual with a disability and provide documentation that meets the university's documentation guidelines when an accommodation, auxiliary aid or service is requested
- Seek information, counsel and assistance as necessary
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services

### ***Southern Connecticut State University has the right to:***

- Establish essential functions, skills, knowledge and standards for courses, programs, services, jobs and activities, and evaluate students on this basis
- Request and receive current documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustments and/or auxiliary aids and services if, based on the assessment of the DRC, 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

***Southern 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/or auxiliary aids and services to students with documented disabilities
- 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 where disclosure is authorized by the student or required by law
- Provide, in a timely fashion, information in alternate formats when requested

**THE DIFFERENT APPLICATIONS OF LAWS – HIGH SCHOOL (IDEA/504) VS. COLLEGE (ADA/504)**

There are many differences between high school and college, including laws pertaining to students with disabilities, student responsibilities (social, academic, personal), and adjustment to a new environment.

High School	Postsecondary Institutions
Individuals with Disabilities Education Act (IDEA) Section 504 of the Rehabilitation Act	Section 504 of the Rehabilitation Act Americans with Disabilities Act (ADA)
Covers ages 3 to 21 or until regular high school diploma requirements are met	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or during enrollment, solely on the basis of a disability
Schools are required to identify students with disabilities through free assessment and the individualized education program (IEP) process	Students are required to submit documentation establishing their disability and need for accommodations. Services are only provided once a student self-identifies and provides appropriate documentation. Postsecondary institutions are not required to evaluate or test students
Students receive special education and related services to address needs based on an identified disability	Formal special education services are not available

Services include individually designed instruction, modifications, and accommodations based on the IEP	Reasonable accommodations may be made to provide equal access and participation
Progress toward IEP goals is monitored and communicated to the parents and/or student	Students are required to monitor their own progress and communicate their needs to appropriate personnel

Adapted from *Opening Doors to Postsecondary Education and Training*, Wisconsin Department of Public Instruction, September 2003

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## ACCESS TO SERVICES

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### MISSION

Our principal responsibility is to provide services and supports that promote educational equity for students with disabilities. Assistance includes arranging the appropriate accommodations and auxiliary aids necessary for students with disabilities to pursue their academic careers. The Disability Resource Center 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 SCSU.

### SERVICES AVAILABLE

Below is a list of the services available through the DRC:

- Identification and provision of course and testing accommodations and auxiliary aids, including sign-language interpreters, readers, and note takers
- Assistance with developing compensatory strategies such as time management, study skills, identifying strengths and weaknesses, etc.
- Promotion of self-determination in areas of self-advocacy, goal setting, and career development
- Assistance with course selection and registration
- Supported designated course sections in math -- Mat 095, 102, 103, 107 and a student success course- Understanding Self and College – CSP 100
- Access to assistive computer technology and alternate formats
- Liaison between students, faculty and university departments for disability related issues
- Referral to campus, community and state services

- Short-term loan of equipment (AlphaSmart laptop, four-track tape player, assistive listening device, portable CCTV, manual wheelchair, courtesy scooter, etc.)
- Provision of campus accessibility information and access to campus lift-equipped shuttle
- Provision of information on recruiting and selecting personal assistants

## **WEEKLY APPOINTMENTS WITH DRC SPECIALISTS**

In addition to assisting students with accommodations and other auxiliary aids and services, DRC Specialists offer weekly appointments on a first-come-first-serve basis. Students who wish to work with a DRC Specialist on a regular basis may request appointments at any point during the semester and are required to commit to weekly appointments at the same time each week. Students are encouraged to sign up early for their weekly time slot.

Support is offered in the following areas:

- Self advocacy, time management and organization, goal setting, course selection and registration assistance, compensatory skills and study strategies, such as note-taking, active reading, and test taking techniques.
- In addition, DRC Specialists are prepared to respond to students' questions or concerns about how their disability may impact them in courses, chosen careers or in other settings. When appropriate, staff will refer students to campus and community resources.

At the start of each semester, students are encouraged to set goals and objectives for the academic term, and look ahead to plan for career-related needs. Students should come to weekly sessions prepared to:

- Discuss specific concerns, and bring with them relevant textbooks, notebooks and/or other materials.
- With a desire to follow through on the objectives they set during each meeting.

Students who miss two appointments without sufficient cause will be dropped from the weekly caseload. Students may request to be reinstated under the following conditions:

- Reinstatement of weekly support is dependant upon available space and the student's commitment.
- Students will be allowed one reinstatement each semester.
- If students should have an unexcused absence after their reinstatement, they will lose the privilege of weekly appointments for the semester. Students are always welcome to schedule one time appointments as needed.
- Students are expected to be on time for each session. Those who are late more than ten minutes will forfeit that day's appointment.

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# DETERMINATION OF ELIGIBILITY

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## STUDENTS SERVED AND DOCUMENTATION GUIDELINES

In order to fully evaluate your eligibility for services and request for accommodations or auxiliary aids, the Disability Resource Center (DRC) requires documentation of your disability. Documentation must validate the presence of a disability, as covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and is necessary to support accommodation requests and provision of auxiliary aids and services. Students with verifiable disabilities, visible or hidden, qualify for services. Categories of disability include, but are not limited to the following:

• Mobility/orthopedic disabilities	• Learning disabilities
• Blind/low vision	• Deaf/hearing impairments
• Attention deficit disorders	• Emotional/psychological disabilities
• Head injuries	• Chronic health-related disabilities
• Autism spectrum disorders	• Speech impairments

The guidelines listed below will assist you in working with your treating/diagnosing professional(s) to prepare the information needed to evaluate your request. In addition to the general guidelines listed below, please refer to specific documentation guidelines for each category of disability. Southern Connecticut State University determines all accommodations on a case-by-case basis. ***A student who does not meet the exact documentation criteria may qualify for services through the DRC, but not qualify for accommodations if documentation does not support the request.*** In addition, please note that accommodations cannot alter an essential standard of a course or program of study at the postsecondary level. If, after reading these guidelines, you have any questions, feel free to call the DRC at (203) 392-6828, 392-6131 (TTY).

**1. A diagnostic statement identifying the disability from a licensed/certified professional:** The diagnosis should include a description of diagnostic methods, including the DSM-IV TR diagnosis if applicable and criteria utilized along with the date of evaluation. The licensed professional providing the diagnosis cannot be a family member.

**2. Current functional impact of the condition:** Describe the current relevant functional impact of the disability in an educational setting.

**3. The expected progression of the disability over time:** Provide a description of the expected change in the functional impact of the condition over time. If the condition is variable, describe the known factors that may exacerbate the condition.

**4. Treatment:** List treatments, medications, accommodations/auxiliary aids, and/or services currently in use and their estimated effectiveness in addressing the impact of

the condition. Include any significant side effects that may affect physical, perceptual, behavioral, or cognitive performance. List any additional recommendations/auxiliary aids along with a clear rationale of why they may be of benefit to the student. All recommendations will be evaluated on a case-by-case basis.

**5. Transfer Students:** In addition to your documentation, we encourage you to provide written verification from your previously attended school about the accommodations used.

**For Further Information:** To request a brochure or for information about upcoming workshops for prospective students, contact the Disability Resource Center by telephone (203) 392-6828 (VOICE), 392-6131 (TTY), by email at [DRC@southernct.edu](mailto:DRC@southernct.edu) or on the web at: [www.southernct.edu/drc](http://www.southernct.edu/drc)

## **DOCUMENTATION GUIDELINES FOR STUDENTS WITH LEARNING DISABILITIES**

The requested documentation profile for individuals with specific learning disabilities requires a comprehensive psycho-educational test battery. This assessment includes intelligence/ability testing and educational/achievement testing, along with a full diagnostic report that includes all subtest and standard test scores and the evaluator's narrative.

If you are providing information from school, include the most recent evaluation, Individual Educational Program (IEP), original eligibility evaluation, and any other assessments that include the results of a psycho-educational test battery. A diagnostic report for a learning disability should include:

- 1) An assessment normed for adults. What this means is that your assessment, ideally, should not be an assessment for children, but tests that are designed for adults, i.e. WAIS rather than WISC.
- 2) A diagnosis statement identifying the specific type(s) of learning disability(ies) that is supported by test data, and includes a description of functional limitations.
- 3) A diagnosis made by a qualified professional i.e., licensed school psychologist, licensed psychologist, learning disabilities/educational specialist.

## DOCUMENTATION GUIDELINES FOR ACQUIRED BRAIN INJURIES

Students requesting accommodation on the basis of an Acquired Brain Injury (ABI) must provide documentation (in most cases within two years) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists). Documentation for students requesting accommodations on the basis of an ABI must include but not be limited to:

1. A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention.
2. Utilization of particular evaluation techniques are at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts), selected parts of the Illinois Test of Psycholinguistic Ability (ITPA) (or other psycholinguistic tests); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test (PIAT) (or other adult individual achievement tests); Woodcock Reading Mastery Tests- Revised; Woodcock-Johnson Psychoeducational Battery; and the Spache Written Language Assessment.
3. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
4. An integrated summary that:
  - indicates the substantial limitations to major life activities posed by the specified brain injury,
  - describes the extent to which these limitations impact the academic context for which accommodations are being requested,
  - suggests how the specific effects of the brain injury may be accommodated, and
  - state how the effects of the brain injury are mediated by the recommended accommodations.

## **DOCUMENTATION GUIDELINES FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Students requesting accommodations on the basis of Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). Documentation for students requesting accommodations on the basis of ADHD/ADD must include:

1. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
2. Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in an academic setting must be provided.
3. An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD/ADD or other educational, learning, physical or psychological difficulties; relevant medical and medication history; a thorough academic 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. Evidence of alternative diagnoses or explanations being ruled out. The documentation should investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD/ADD diagnosis. For a diagnosis of ADHD/ADD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
6. A discussion of the neuropsychological 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 reported in table format for those subtests administered.

7. A specific diagnosis as per the Diagnostic and Statistical Manual-IV (DSM-IV) of the American Psychiatric Association (1994). Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
8. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
9. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
10. An integrated summary which:
  - indicates the substantial limitations to major life activities posed by the disability,
  - describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
  - suggests how the specific effects of the disability may be accommodated, and
  - states how the effects of ADHD/ADD are mediated by the recommended accommodations.

## **DOCUMENTATION GUIDELINES FOR AUTISM SPECTRUM DISORDERS**

Students requesting accommodation on the basis of Autism Spectrum Disorders (ASD) must provide documentation from an appropriately credentialed professional who has undergone comprehensive training and has experience diagnosing ASDs in children, adolescents or adults. The preferred form of documentation is in the form of a comprehensive neuropsychological evaluation accompanied by a clinical statement reviewing history and current symptoms. Comprehensive diagnostic evaluations should include, but not be limited to, the following:

- Thorough medical, family, and developmental history gather by appropriate professional (developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist, etc.)
- Comprehensive psychological or neuropsychological examination, within the past three years, including a detailed discussion of the individual's current cognitive functioning as it impacts the educational environment.
- Academic testing – standardized achievement tests, including standard scores; and a review of the academic record.
- Current level of social/emotional functioning
- Integrated narrative summary, including impact of symptoms on learning and/or communicating, ability to function in a college setting and executive functioning deficits as relevant to postsecondary education.
- Clear identification of symptoms as they pertain to Diagnostic and Statistical Manual IV TR (DSM-IV TR) criteria for all relevant diagnoses.
- A clinical interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of co-morbid diagnoses (if relevant).
- Prescribed medications, dosages and schedules which may influence the learning environment, including any possible side effects.
- Supplemental documentation may include evaluations by allied health professionals such as speech/language assessments, occupational therapy records, statements from therapist or other treating professionals.

## **DOCUMENTATION GUIDELINES FOR BLINDNESS OR LOW VISION**

Documentation for students requesting accommodations on the basis of low vision or blindness must include:

1. An ocular assessment or evaluation from an ophthalmologist.
2. A low-vision evaluation of residual visual function, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

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## **DOCUMENTATION GUIDELINES FOR DEAF OR HARD OF HEARING**

Documentation for students requesting accommodations on the basis of on the basis of being deaf or hard of hearing must include:

1. An audiological evaluation and/or audiogram.
2. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

## ***DOCUMENTATION GUIDELINES FOR PHYSICAL, DEXTERITY AND CHRONIC HEALTH RELATED CONDITIONS***

Documentation for students requesting accommodations on the basis of physical mobility, dexterity, or chronic health-related disabilities must include:

1. An identification of the disabling condition(s) from a licensed physician.
2. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested.
3. Degree and range of functioning for a chronic or progressive condition.
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
5. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

## ***DOCUMENTATION GUIDELINES FOR PSYCHIATRIC DISORDERS***

Students requesting accommodations on the basis of a psychiatric disorder must provide current documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologists, psychiatrists, neurologists, marriage and family therapists, licensed clinical social workers, and other relevantly trained medical doctors). Documentation must be no older than one year.

Documentation for students requesting accommodations on the basis of a psychiatric disability must include:

1. An interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of dual diagnosis where indicated.
2. A specific, current psychiatric diagnosis as per the Diagnostic and Statistical Manual-IVTR (DSM- IVTR) of the American Psychiatric Association (2000), which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Serious emotional Disturbance (SED) is not an acceptable diagnosis at the postsecondary level.
3. Primary and secondary Axis I and Axis II diagnoses. A measure of functioning using the Global Assessment of Functioning (GAF) Scale in the DSM-IV is highly recommended. Using the GAF, indicate the student's general, highest and lowest GAF score and describe behaviorally the student's performance at each GAF level using as much detail as is known.
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
5. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
6. An integrated summary that:
  - indicates the substantial limitations to major life activities posed by the psychiatric disorder,
  - describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
  - suggests how the specific effects of the psychiatric disorder may be accommodated, and
  - states how the effects of the psychiatric disorder are mediated by the recommended accommodations.

## **CONFIDENTIALITY AND RELEASE OF INFORMATION**

The DRC views all materials pertaining to the documentation of a student's disability as materials that are kept confidential within the DRC. This includes:

- Information pertaining to the identification of a disability, quantitative/qualitative information as to areas of impact and/or limitations, history, and clinical observations or recommendations helpful in serving the student.
- Only those faculty or staff members directly involved in the provision of accommodations and/or auxiliary aids and services need to know that a student has a documented disability. However, specific details of a student's disability will not be revealed unless the student chooses to disclose this information.
- Additionally, the DRC does not release such information to any persons, agencies, other students, parents or associates (including other University personnel) without permission from the student, except in certain cases as defined by law.

## **RETENTION OF STUDENT FILES**

All DRC student records and documentation are kept on file for no more than seven years from the date students were last registered at the University. All information in the file is the property of the DRC. Documentation that is sent to the DRC by prospective students is kept only for those students who subsequently attend Southern the following semester. Students requesting a copy of their disability documentation must submit their request in writing or in person to the DRC.

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# **ACCOMMODATIONS AND OTHER SUPPORTS**

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## **DEFINING REASONABLE ACCOMMODATIONS**

A reasonable accommodation is a modification or adjustment to a course, program, service, 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, DRC staff will consult with faculty regarding essential standards in order 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 courses, programs, services, jobs, activities or facilities would be compromised by the proposed accommodations

## REQUESTING COURSE ACCOMMODATIONS AND AUXILIARY AIDS

Accommodations cannot be arranged unless a student initiates a request for accommodation through the DRC, provides the necessary documentation and schedules an intake appointment at the DRC. 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. Accommodations cannot be retroactive. The procedures listed below are for students who qualify for course accommodations and auxiliary aids and services.

- At the start of each semester, students schedule an appointment to meet with a DRC Specialist to prepare *Course Accommodation Forms* addressed to each of their instructors. These forms certify that students are eligible for the accommodations listed.
- Students are responsible for delivering *Course Accommodation Forms* to their instructors and discussing accommodation needs with each instructor (See Section - Tips When Communicating with Faculty).
- An accommodation, such as requests for alternate formats, assistive technology in the classroom or sign-language interpreters, usually requires sufficient lead-time to arrange. Students who anticipate requiring these kinds of accommodations should make an appointment with a DRC Specialist immediately after they register for courses.
- If approved accommodations are not implemented in an effective or timely way, contact the DRC immediately. DRC staff 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 with the University's ADA Compliance Officer. (See Section - Complaint and Grievance Procedure)
- 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 or rehabilitation professionals. Whenever possible, the DRC 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
- Reduced-distraction setting for exams and/or quizzes
- Assistive technology in classrooms and the DRC test-taking facility
- 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 or scanned reading material
- Accessible transportation for university sponsored events – on and off-campus

## PROVISIONAL ACCOMMODATIONS AND SERVICES

Students whose documentation of a disability does not fully meet DRC documentation guidelines may be considered eligible for provisional accommodations and services through the DRC for no more than one semester. They must agree to submit complete documentation during the semester for which they are currently registered.

## SCHEDULING EXAMS AND/OR QUIZZES THROUGH THE DRC

Students who have been approved for exam/quiz accommodations are encouraged to work 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, either because of time conflicts or the unavailability of readers, scribes or access to computers, the exam can then be scheduled at the DRC.

### ***Exams/Quizzes Scheduled in the DRC***

- Exams or quizzes must be scheduled to start on the half hour and must be taken during the hours of 8:30 AM to 4:00 PM Monday through Friday.
- During the fall and spring semesters, exams/quizzes must be scheduled **at least one week in advance to ensure space is available**. Discuss alternate arrangements with professors and the DRC if unannounced quizzes are a possibility. There is more scheduling flexibility during the summer and winter sessions.
- Students pick up a *Test Proctoring Envelope* and take it to their professors to confirm exam arrangements and exam drop off.
- Students should schedule their exams on the same date and as close as possible to the same time as their class. Exceptions to this requirement may be made due to the DRC's inability to have a scribe, reader or computer available at the requested time or due to a student's academic schedule not permitting the full use of allotted extended time. Students needing extended time should determine their start time to ensure that exams are completed **by 4:00 PM**.
- Students requiring exam accommodations for evening or Saturday classes will need to make arrangements with their instructors.
- Exams are taken in one sitting unless a professor has made prior arrangements with the DRC to divide the exam into sections.

- There are several methods to reduce distraction and testing anxiety for eligible students while taking exams in the DRC. In addition to a reduced distraction testing room, students may supply their own ear plugs.
- Students approved for additional test accommodations, such as scribes, readers, computers and/or other adaptive technology, will need to request these accommodations when they schedule their exams.

***Please Note:*** Scheduled exams will not be held if students are more than 15 minutes late. Exams not taken at the scheduled date and time will be returned to the instructor. The student will need to obtain permission from the instructor to reschedule the exam.

### ***Procedures for Taking Exams***

- Prior to the start of an exam, staff will remind students of the time they have been allotted based on their approved accommodations.
- Bags, books, cell phones, pagers, beverages and other personal belongings may not be brought into the testing area. Items must be left outside of the testing room and placed in the designated storage area. The DRC will not be responsible for lost or stolen property.
- The DRC must have written permission from the instructor (noted on the *Test Proctoring Envelope*) authorizing the use of notes, books, calculators, etc. When authorization is not noted on the envelope by the instructor, the DRC staff will attempt to contact the instructor for verification. If the instructor cannot be reached, use of these items will be allowed and will be noted on the return envelope.
- Students are encouraged to use the restroom before the exam starts. If the restroom must be used during an exam, staff will note on the *Test Proctoring Envelope* the time a student leaves the testing room and returns.
- For those students who use a computer as an exam accommodation, only the DRC disk may be used, and nothing may be saved to the hard drive. Exam answers are printed out once and DRC staff will seal them in the *Test Proctoring Envelope* (no other copies may be made). Students may not use their own laptop for an exam.
- For exams that are scheduled to be taken over two or more sittings, the student may only view the section of the exam that is currently being proctored. Once completed, each section is sealed in a *Test Proctoring Envelope* and is not accessible to the student again.
- DRC staff will perform random paper checks while students are taking their exams.

***Please Note:*** The DRC adheres to the University's policy on academic honesty. If a staff member believes that a violation has occurred, the student's instructor will be notified and students in violation may lose the right to take future exams in the DRC.

## REQUESTS FOR ACCOMMODATIONS IN RESIDENCE LIFE

Accommodations in Residence Life are based on medical, psychological or other disability-related needs and must be supported by documentation. Documentation from an appropriate professional should include:

- A diagnostic statement of the disability
- A clear description of the needed accommodation(s)
- An explanation of how the requested accommodation relates to the impact of the disability

**Current students** already registered with the DRC who wish to live on-campus for the first time, and who require accommodations in Residence Life, should indicate this need on the Residence Life application. This application is available from the Department of Residence Life.

**Freshmen or transfer students** who apply to live on campus and require accommodations should alert DRC staff after completing the application included in the acceptance packet. Students will need to provide the DRC with supporting documentation outlining specific needs.

Every effort will be made to provide requested accommodations; however, it may be necessary to substitute equally effective alternatives. Students who use wheelchairs or scooters will be assigned wheelchair accessible housing. Availability of housing is limited and spaces are assigned on a first-come-first-serve basis. Students who need accessible housing should contact both Residence Life and the DRC to make an appointment when they send in their application to Residence Life.

## AUDIO TEXTBOOKS: RECORDING FOR THE BLIND AND DYSLEXIC (RFB&D)

Students with print disabilities, such as blindness, low vision and reading disabilities or with physical limitations, are eligible for taped or digitized textbooks. In order to access services from RFB&D, students should contact RFB&D directly by visiting: [www.rfbd.org](http://www.rfbd.org).

***Please Note:*** Should RFB&D be unable to provide recorded text material when needed, see the section below.

## ELECTRONIC-TEXT, AUDIO AND SCANNED PRINTED MATERIALS: THE CENTER FOR ADAPTIVE TECHNOLOGY (CAT)

The Center for Adaptive Technology (CAT) can perform volume scanning of texts in order to accommodate the needs of SCSU students with print disabilities. This service has been developed to convert printed text, such as textbooks, into electronic formats for use with screen readers and other text-to-speech reading systems.

### ***TO QUALIFY FOR ELECTRONIC TEXT***

To qualify for the electronic format of text books, a student must be a current SCSU student, registered with the DRC, and require the use of a screen reader or text-to-speech program for reading. Generally, these are students who have a visual disability, reading disability, learning or perceptual disability, or a physical disability that prevents them from holding or manipulating information in print form.

### ***HOW VOLUME SCANNING WORKS***

Once it has been determined that textbooks will be required in electronic format, the CAT can begin the process of creating an electronic version of the text.

Students must own the books to be scanned in order to comply with copyright law. Students should purchase books as early as possible so that an electronic version can be ready for the start of the semester. Students should make their request at the CAT for the electronic format of textbooks **at least two weeks in advance**. Other reading materials, such as journal articles, class syllabi or class handouts, can be provided in alternate formats in less time. The earlier a request is made, the sooner the material can be provided.

### ***PROCEDURE:***

1. The student brings the purchased book or other reading material to the CAT and completes the Electronic Text Form. On the form, the student indicates the desired file format (MS Word, text only, Kurzweil 3000, etc.) Scanning jobs are processed in order of request date.
2. The CAT researches the availability of the book in electronic format from other sources, such as the publisher and e-text exchange repositories. Even if the book is available through these outside sources, the student must own a print copy to receive the electronic version.
3. If the electronic version of the book is not available elsewhere, the CAT can scan the entire book using the volume scanner. This process requires the book's binding to be removed, since the pages are fed into the scanner's sheet feeder. Students requesting this type of scanning sign an authorization form allowing the CAT to have the binding removed. The CAT will not rebind books; however, TYCO provides binding services for a minimal fee.
4. The CAT makes every attempt to provide the electronic version of a book as quickly as possible. However, the completion time for any scanning job depends on several factors, including the current demand for book scanning, the size and condition of the book, graphic elements, and the subject matter. Additional time may be required for proofreading and editing the text or creating zones for its use in Kurzweil 3000. Please keep in mind that the CAT is busiest at the start of the semester, so it is important to make requests early on.
5. The electronic version of the book is saved to a CDRW provided by the CAT. Students must agree not to make additional copies of the electronic version, which would be in violation of copyright law. The unbound hard copy of the book is returned to the student.

6. Math and science books containing graphic equations, formulas, and symbols cannot be scanned for use with a text-to-speech reader, since screen readers will not recognize such elements. For blind students, these books are best accessed by using a live reader.

***Please Note:*** Students may choose to scan their own books using Kurzweil and a flatbed scanner. CAT staff is available to train students in this process. In some cases, this may be a faster way to scan material that is needed immediately, depending on the current demand for the volume scanner and the material to be scanned. Kurzweil stations are located at the CAT in EN B-17 and in Buley Library.

## **SIGN-LANGUAGE INTERPRETERS**

Interpreting services are contracted through the Connecticut Commission on the Deaf and Hearing-Impaired (CDHI). Other agencies may be called to provide interpreting services when CDHI is unable to provide them. The shortage of certified sign-language interpreters in the State poses a serious concern in ensuring the availability of this support for deaf students. For this reason, students who use interpreters are eligible for early registration. As soon as students register for class, they should give the DRC a copy of their schedule of classes so that the process of securing interpreting services can begin. Switching of sections or making other schedule changes may cause delays in ensuring the availability of interpreters. Inform the DRC promptly of any course schedule adjustments so there is sufficient lead time to accommodate the request.

In addition to the provision of sign-language interpreters, deaf and hard of hearing students are eligible to receive note-taking assistance. A volunteer or paid student notetaker is recruited to attend each class session. For further information, see the section below on Academic Assistants.

### ***Cancellation of Interpreter Services***

When students know in advance that they will miss class, it is their responsibility to call the cancellation number at CDHI (860-566-7414) between 8:30 AM and 5:00 PM. CDHI requires that there be at least 48 hours notice of cancellation. If students do not cancel prior to the 48 hour cancellation notice, Southern is still obligated to pay for the interpreting service.

### ***Late Arrival or Failure to Attend Class***

Students who arrive late to class cannot expect their interpreters or notetaker to remain in class after a waiting period of fifteen minutes. Students who are absent from class are not entitled to notes unless they have received prior approval from a DRC Specialist. Students who miss two scheduled classes without canceling interpreting services are required to meet with DRC staff to discuss continuation of this service.

### ***Absence of Interpreters***

At the start of the semester, students should discuss with their instructors and notetaker an alternate plan in the event that the interpreter does not show up for class.

Students, who can demonstrate that remaining in a class would not be beneficial without an interpreter, may be permitted to leave; however, their notetaker should stay to take notes for them.

### ***Working with Interpreters***

Students who experience difficulties working with interpreters are encouraged to make an appointment with a DRC staff member to discuss their concerns.

## **ACADEMIC ASSISTANTS: NOTETAKERS, READERS, LAB AND LIBRARY AIDES**

An academic assistant can function as a notetaker, reader, library or lab assistant for a student with a disability who has been determined eligible for this auxiliary aid. At the start of each semester, the DRC compiles a list of students interested in being hired to work as academic assistants. Students requesting this assistance can also recruit their own assistants with guidance from DRC staff.

To qualify for funding for academic assistants through the DRC, students must:

- Meet with a DRC Specialist at the beginning of each semester to verify documented need.
- Students approved for this service sign a contract to establish the number of hours of assistance authorized and the method of payment to be used.
- Academic assistants must also meet with DRC staff to complete necessary forms prior to starting their assignments.
- Students who receive funding for academic assistants through the Bureau of Rehabilitation Services, the Board of Education and Services for the Blind or the Veteran's Administration should inform the person that they have hired the source of their funding and the method of payment.

### ***Notetaker Assistance —Volunteers/Stipend***

The DRC assists eligible students approved for notetakers by notifying their instructors of this need through the *Course Accommodation Form* and the *Sample Classroom Notetaker Request*.

- This information directs the professor to ask if someone in the class would be willing to either volunteer to take notes for a student with a disability or perform this service and receive early registration for the next semester.
- As a backup, DRC students are encouraged to identify a second classmate for notetaking purposes in the event that the designated notetaker is absent.
- The student requesting the notetaker is responsible for ensuring that notetakers register at the DRC and complete necessary forms prior to starting their assignment.

- Please be aware that students who are receiving a classmate's notes are not entitled to these notes when absent from class unless authorized by a DRC staff member.

### ***Notetaker Assistance—Paid Hourly***

A paid notetaker is secured for students who are deaf or hearing impaired and others who qualify for this service as determined by the DRC. Paid notetakers must keep a record of the hours they work and have the hours verified by the student who employs them and by the DRC. Paid notetakers cannot work elsewhere on campus.

### ***Access to DRC Copier***

Permission to use the DRC copier is reserved for students who have been given the accommodation of a notetaker. It is to be used **for class notes only**; it cannot be used to duplicate textbook material or class handouts.

***Please Note:*** The student with a disability is responsible for obtaining notes or other material covered in class whether using taped lectures, notes of a classmate or a paid notetaker.

## **PERSONAL ASSISTANTS (PAs)**

The DRC assists students with recruiting a pool of potential personal assistants. Personal assistants work directly for the student with a disability. Students who use PAs are responsible for securing, training, supervising and paying their assistants.

- As a service to students, the DRC collects applications for students who are interested in becoming a personal assistant. Completed applications are available for review in a binder at the DRC. Students may view and copy any applications they are interested in during DRC office hours.
- The pool of applicants are not interviewed or screened by the DRC.
- Students should begin to recruit PAs as soon as they know their schedule for the upcoming semester.
- While students may find the DRC helpful in identifying PAs, they may also need to advertise independently and broaden their search beyond the campus community.
- The DRC will copy and distribute flyers on-campus for students who provide them. Flyers should state all pertinent information regarding students' needs.

For additional information on managing personal assistants, download a copy of the "DRC Personal Assistants Informational Manual", which offers helpful information on recruiting, hiring and training PAs, or find it online at the DRC website at: [www.southernct.edu/DRC](http://www.southernct.edu/DRC). If you need the manual in an alternate format, please contact the DRC.

## SERVICE ANIMALS

Service animals are certified and trained to assist people with disabilities in routine activities of living. According to the Americans with Disabilities Act of 1990 (ADA), a service animal describes any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals who are blind, alerting individuals who are hearing impaired to doorbells or telephone calls, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items. The animal is not a pet, but a trained service animal.

Service animals are 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 have an annual clean bill of health from a licensed veterinarian
- Animals must be on a leash at all times
- Animals must be under control at all times
- Waste disposal

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 corrections as recommended by the university may include muzzles for barking dogs and refresher training for the owners and animals.

## DESIGNATED SECTIONS OF COURSES

The university offers designated sections of courses in several subject areas. A designated section of a course has the same course content and standards as the other sections of the course and differ only in the provision of additional supports. Because they are designed to address the needs of those students whose disabilities significantly impact them in the subject area, students must secure permission from the DRC before registering.

### ***Mathematics (MAT 095, 101, 102, 103, 107)***

There are no waivers or substitutions given for the math requirement at Southern. Some students with disabilities have significant difficulty meeting the basic university math requirement due to a math-related disability. Additionally, these students may have experienced inadequate preparation, lowered expectations by school systems or a combination of these factors. Each semester, in conjunction with the Mathematics Department, the DRC offers

supported designated sections of Math 095 (Elementary Algebra), Math 101 (Intermediate Algebra A) Math 102 (Intermediate Algebra B) and Math 103 (Mathematics for Liberal Arts). In addition, during alternate semesters, a supported designated section of Math 107 (Elementary Statistics) is offered.

Examples of support may include copies of class notes and individual tutoring sessions. To enroll in a designated math section, students must contact the DRC to discuss their documented math-related disability and sign a contract detailing their responsibilities for the course. Students in these sections must adhere to the terms of the contract in order to continue in the sequence of supported designated math sections.

### ***Understanding Self and College (CSP 100) -- Transition/Student Success Course***

Each semester CSP 100 is open to students with disabilities to help them negotiate college life. CSP 100 can help students to understand and manage their disability, acquire study skills and compensatory strategies, identify appropriate accommodations, and direct their own learning by promoting self-determination.

## **FOREIGN LANGUAGE SUBSTITUTIONS**

For students whose disability significantly impacts their ability to fulfill the university's foreign language requirement, the university has established a procedure to petition for an approved substitution course(s) in lieu of the requirement.

To establish eligibility for a foreign language substitution(s):

1. Make an appointment with a DRC Specialist.
2. Fill out a DRC Intake form if one is not already on file.
3. Complete and submit a DRC *Foreign Language Self-Report* before your scheduled appointment.
4. Provide a personal letter addressing past problems with foreign language learning.
5. Provide appropriate documentation of the disability to be reviewed by DRC staff. No course substitutions are granted unless documentation substantiates the need for a course substitution.
  - If students do not have the necessary documentation, a DRC Specialist will discuss documentation guidelines and community resources available to obtain the needed diagnostic evaluation. Students pay for their own evaluation.
  - An evaluation does not guarantee a diagnosis of a disability that would qualify for a course substitution.
  - Once the evaluation has been completed and forwarded to the DRC, students must make a follow-up appointment with a DRC Specialist to discuss the results of the evaluation.

6. Students who are determined eligible will complete Part 1 of the *Petition for a Foreign Language Substitution Form* with a DRC Specialist.
7. Students will select a substitute course(s) from an approved list - one course for a B.S. degree and two courses for a B.A. degree. A substitution course may not be used to fulfill any other requirement except W-Course requirements. Be sure that the correct number of substitute courses is selected if your degree program should change after completing the initial foreign language paperwork.
8. Make another appointment with the DRC to complete Part 2 of the *Petition for a Foreign Language Substitution Form*, after successfully completing the approved substitution course(s), which is then sent to the Foreign Language Department. The Foreign Language Department forwards the waiver to the Registrar's office so that the student gets credit for the substitution courses. Students should keep a copy of this completed form.

**Please Note:** An evaluation that supports the need for a foreign language substitution may not meet the university's documentation requirements to qualify for other accommodations and auxiliary aids or services.

## **PLANNING FOR USE OF ADAPTIVE TECHNOLOGY OR ALTERNATE FORMATS IN THE CLASSROOM**

Students who require assistive technology or alternate formats to participate in courses may need training on the technology or may need to work with the DRC and Center for Adaptive Technology to implement these accommodations prior to the start of the semester. Training is available by appointment at the Center for Adaptive Technology (CAT). Early planning is essential, as training may take up to a full semester, depending upon the technology needed. Students who anticipate a need for assistive technology and/or alternate formats should notify the DRC and Center for Adaptive Technology as soon as possible. For more information, see the section on Adaptive Technology on Campus.

## **EARLY REGISTRATION**

An earlier registration date is granted to those students whose accommodations require additional lead-time to ensure that they are in place at the start of the new semester. The following students may be eligible for Early Registration:

- Students who use alternate formats such as e-text, captioned videos, etc.
- Students who use personal assistants or academic assistants (notetakers, readers, lab or library assistants)
- Students who use sign-language interpreters
- Students who have documented medical needs
- Students who use assistive technology in courses and/or classrooms

***Please Note:*** Students using academic assistants, sign-language interpreters and assistive technology in courses and/or classrooms must give the DRC a copy of their schedule as soon as they register.

## **DISTANCE LEARNING**

### ***Distance Learning for Southern DRC Students***

It is important that students request accommodations as soon as they register or prior to the start of the course, as online accommodations may take time to arrange. It may also be helpful if students contact their professors to request a copy of the course syllabus and to inquire about the format of the class, as well as exams.

Students will then need to make an appointment with a DRC Specialist to discuss accommodations. The DRC will e-mail completed accommodation forms to the student requesting accommodations. Students are responsible for ensuring that professors receive their accommodation form. After receiving accommodations from the DRC, students will need to correspond with professors again via e-mail or telephone to finalize arrangements.

### ***Distance Learning for Students from Other Colleges***

Visiting students who plan on taking online courses sponsored by SCSU must submit documentation of a disability prior to the start of the course, contact the DRC to receive an intake form and set up an appointment with a DRC Specialist to arrange accommodations. If a student is out of state, appointments with a DRC Specialist can be arranged via telephone or e-mail.

Accommodations are based on documented need. (See section on Documentation Guidelines and Accommodations). Once eligibility for services and accommodations has been determined, the DRC Specialist will complete accommodation forms and send these to instructors. It is the student's responsibility to follow up with the instructor via e-mail or telephone. If there is a problem with the implementation of accommodations, students should contact the DRC immediately.

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## **ARCHITECTURAL ACCESS<sup>1</sup>**

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### **CLASSROOMS**

Only one classroom on campus is inaccessible to persons with mobility limitations. If a course is scheduled in Davis Hall—Room 102, students are urged to inform the DRC as soon as possible to ensure relocating the class to an accessible location.

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<sup>1</sup> Be aware that due to construction projects occurring on campus, access to buildings and pathways has been affected. Please alert DRC staff about any difficulties you encounter.

## **ELEVATORS**

If students, who require the use of elevators, find that the elevator is out of service, contact either the DRC or University Police immediately. There is a 24-hour repair service available that the Police or the DRC can contact. Call the DRC for assistance Monday through Friday (8:00 AM to 4:30 PM) at 392-6828 and University Police after hours at 392-5375. If the problem persists, contact the DRC for possible relocation of the class.

At the start of the semester, students who rely on the elevators should discuss with their instructors how to handle emergency evacuations and/or missed classes due to an elevator malfunction.

## **FACULTY OFFICES, BULEY LIBRARY, COMPUTER AND LANGUAGE LABS, AND OTHER DEPARTMENTS OR FACILITIES**

If students need to meet with an instructor whose faculty office is located in an inaccessible location, such as those located in the upper levels of Seabury Hall, they will need to contact their instructor and request to meet in an accessible alternate location. Students are urged to bring to the attention of the DRC staff any problems they encounter when accessing departmental offices or arranging to meet with faculty in alternative locations.

## **LIFT-EQUIPPED CAMPUS SHUTTLE**

There is a campus-based lift-equipped shuttle available to provide transportation on campus for students with mobility impairments or other disabilities that limit their ability to get around campus. Shuttle service is only available weekdays. Students will need to allow for extra time when there is inclement weather, as the demand for service increases, and there may be delays in service. To inquire about or arrange for this service, contact the DRC. There is a brochure available at the DRC on accessible transportation for both on and off campus.

## **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 other specifically assigned spaces.

Students, who have a temporary medical condition that requires the use of parking spaces that have been designated for medical needs, should contact Health Services to arrange for permission at 392-6300.

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# ADAPTIVE TECHNOLOGY ON CAMPUS

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## CENTER FOR ADAPTIVE TECHNOLOGY

The Center for Adaptive Technology (CAT) helps students with disabilities learn to use assistive technology. The CAT, located in Engleman Hall B17 assesses students' technology needs and provides training on the use of adaptive hardware and software. Students may then use this technology at the CAT or other locations on campus. They may also borrow certain items on a short-term basis, such as an AlphaSmart Notetaker, ReadingPen or a portable CCTV. The CAT arranges for technology-based accommodations, both in and out of the classroom, including alternate text formats.

The CAT has fifteen workstations, both Macintosh and Windows-based, and a variety of computer adaptive technology, including mouse and keyboard alternatives, screen magnification and speech output software. Also available are scan-and-read systems, graphic outliners, word-prediction and other tools to assist students with difficulties with spelling, reading and writing. The CAT is open Monday through Friday, and students may stop in to make an appointment for an assessment and/or training. Please call (203) 392-5799 for more information.

## COMPUTER LABS AND BULEY LIBRARY

To improve campus-wide technology access, adaptive technology has been installed in several locations on campus. The PC lab in the Adanti Student Center, Jennings 130 and the Macintosh labs in Buley 309 and 314 have stations with adjustable height tables, large monitors, large-print key labels and various adaptive software programs.

The Student Technology Resource Center located in the basement of Schwartz Hall is the newest addition to the computer network. Helpful staff members are on hand to answer your questions. Screen magnification, screen readers and an adjustable table are available in this lab.

Buley Library houses three Kurzweil scan-and-read systems and four CCTVs (closed-circuit TVs) for magnifying printed material. There is a Liberty Plus portable CCTV with a hand-held camera that can be borrowed from the circulation desk for use within the Library. To learn how to use this equipment, students should contact the CAT.

## ADAPTIVE TECHNOLOGY AND AUXILIARY AIDS IN THE DRC

In addition to the computers in the DRC Testing Center, some of which are equipped with a range of assistive technology, as well as other adaptations that can be located upon student request, below is a list of additional auxiliary aids available for loan. Students need to complete a short-term loan agreement each semester for any of the following:

- Portable assistive listening devices

- Manual wheelchairs
- Courtesy scooters
- Talking calculators for in-office exams
- CCTV screen magnification on moveable table

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## OTHER POLICIES AND PROCEDURES

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### EVACUATION PROCEDURES FOR PERSONS WHO REQUIRE ASSISTANCE<sup>2</sup>

#### ***Students Who Are Unable to Vacate a Building for Any Reason Should:***

- Notify someone who is leaving the building, or if possible, use either a cell phone or emergency phone to call 911 to inform authorities of their location. Persons receiving this information should be instructed to pass it on to the University Police or the responding Fire Department units.
- Protect themselves as well as possible, for example, by closing the door to the room where they are located; by seeking refuge in stairwells (but not blocking the stairs); or by seeking refuge in other inside rooms that have been designated as places of refuge. If available, they should use a wet towel or place a coat or similar material under the door to restrict the passage of smoke.
- Read and follow the designated evacuation procedures posted within the residence halls. Students living in residence halls who have questions or concerns or special needs regarding evacuation procedures, should contact their hall director. DRC staff can also provide assistance if requested.
- Wait until directed by University Police or Fire Department officials before reentering the building.

For more detailed information on university evacuation procedures, request a copy of the DRC's pamphlet on "Emergency Evacuation Procedures for Students with Disabilities."

### ACCESS TO EXERCISE SCIENCE CLASSES, ATHLETICS AND SIMILAR ACTIVITIES

The university is committed to ensuring that all students have an equal opportunity to participate in Exercise Science courses, intercollegiate and intramural athletics or similar activities, whether as part of the required curriculum or as an extracurricular activity. For example, a student who uses a wheelchair should not be denied the

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<sup>2</sup> Fire code requirements mandate that elevators not be used during emergency evacuations.

opportunity to enroll in an archery class, nor should a student who has a visual impairment be excluded from participating in a wrestling match.

DRC staff can assist students with disabilities who require modifications, adjustments and/or course accommodations in order to participate in courses, athletic programs or campus intercollegiate activities.

## **ACCESS TO CLUBS AND 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. Those who need accommodations in order to fully participate (such as accessible transportation or sign-language interpreters) should notify the organizers of the events as early as possible. Students with concerns regarding access should contact the DRC.

## **COMPLAINT AND 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 requirements of a course or major. The ADA requires that accommodations be developed in a give-and-take process between the institution and the student with a disability. For more information, see the section on Reasonable Accommodations.

If students with disabilities believe they have not received reasonable, appropriate and/or effective services or accommodations, they should:

- Before taking further action, immediately meet with a DRC staff member to discuss the issue or concern.
- Initiate a review process through written notification. The review will be completed within ten working days by the DRC staff, the ADA/504 Compliance Officer and other university personnel.
- Request the intervention by DRC staff if the nature of the disagreement is with a university staff member who appears unwilling to provide the approved accommodation(s). The staff member will be directed to provide the accommodation until the review process is completed.
- If unsatisfied with a decision, you may appeal the decision by contacting the ADA/504 Compliance Officer in the Diversity and Equity Programs located in Schwartz Hall – Room 100 or by calling (203) 392- 5491.

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# TIPS FOR SUCCESS

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## SELF-DETERMINATION: A KEY TO SUCCESS

One of the purposes of a college education is to help prepare students for the transition from college to the work place. This requires planning and the acquisition of self-determination skills, such as self awareness, self advocacy, decision making and independent performance, along with appropriate strategies and supports. DRC Specialists are ready to assist students with acquiring these skills.

## STRATEGIES FOR STUDENTS

***To Have a Successful Postsecondary Experience — Consider the Following:***

- Attend all classes, especially the first class of the semester, since that is when course requirements are often discussed.
- Exchange telephone numbers and e-mail addresses with at least two classmates who are willing to be contacted should clarification on an assignment be needed.
- Keep a list of your instructors' names, office locations, office hours, telephone numbers and e-mail addresses.
- Contact instructors to explain absences. Be aware of both the university's and the instructor's policy regarding absences. (Having a minor cold and being tired are not good reasons to miss class).
- Read each course syllabus in its entirety and keep it handy. Talk to your instructor or ask questions if any course requirements are unclear.
- Use a planner and employ time management skills.
- Find a mentor on campus. DRC staff can help you to identify clubs, departments, or other places to find mentors.
- Use campus resources, such as the Writing Center, Tutorial Center, Center for Adaptive Technology, Career Services, etc.
- Request appropriate accommodations and utilize strategies that can help you to compensate for the impact of your disability.
- Learn how to become an active learner and critical thinker.

## COMMUNICATING WITH FACULTY

The DRC urges students to discuss their accommodation and other disability-related needs with their instructors as early in the semester as possible. Students who will need accommodations in place by the first day of classes, such as students using assistive technology in the classroom, alternate formats for materials, note-takers,

interpreters, etc., should contact each of their instructors and the DRC prior to the start of the semester.

Once students have their accommodation letters from the DRC, they should consider the following recommendations:

- Make an appointment during your instructor's office hours. Explain to the instructor your affiliation with the DRC.
- Make it clear to your instructor that you are a serious and motivated student. When appropriate, discuss what accommodations have worked for you in the past.
- Become comfortable with articulating your specific need for accommodations and relate them to the course requirements and expectations.
- 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.
- Be assertive—not aggressive and always remain calm and courteous. If there is a disagreement, or the instructor has indicated an unwillingness to provide DRC approved accommodations, immediately notify the DRC.

## **ROOMMATE RELATIONSHIPS**

Living away from home is an adjustment process for everyone. Consider the following.

- From the start, students are urged to keep communication open with roommates. Before conflicts develop, discuss and agree on basic issues, such as quiet hours, cleaning, overnight guests, food, personal property and any disability-related concerns.
- Some students may feel lonely or isolated and in need of support. Those who live in the residence halls may speak to the RA or hall director. All students living on or off campus can seek support through the University's Counseling Center.

## **STUDENTS USING WHEELCHAIRS AND/OR SCOOTERS**

Experience is the best teacher! The following list of ideas has been gleaned over the years from the accumulated knowledge of students with mobility impairments.

- Plan in advance for how to handle problems that may arise from weather, transportation difficulties or other factors that may impact your class attendance.
- Have a cell phone handy to make emergency phone calls. Keep a list or store in the memory of your cell phone important telephone numbers, including those of friends, PAs, or a wheelchair repair service in the area.
- Keep a tire pump available if your wheelchair is equipped with inner tubes.

- Become familiar with the accessible routes, entrances and exits in all campus buildings.
- Become familiar with the evacuation procedures for each campus building you will be in, including residence halls. (Request brochure from DRC)
- Know where the larger accessible single-user bathrooms are located throughout campus. (Ask DRC for list)
- Notify the DRC immediately if you encounter any accessibility issues when getting around campus.

## OTHER SCSU RESOURCES

<p><b>ADA/504 Compliance Officer/ Diversity and Equity Programs</b></p> <p>Schwartz Hall –100 <i>Telephone: 392-5491</i></p>	<p>The ADA Compliance Officer reports to the President of the university and is responsible for developing, coordinating, monitoring and reporting on affirmative action plans and 504, ADA and Title IX compliance activities. Faculty, staff, students and visitors to the campus are encouraged to report any architectural, programmatic or attitudinal barrier that appears to deny full participation to any program, benefit or service offered by the university.</p>
<p><b>Center for Career Services</b></p> <p>Schwartz Hall –102 <i>Telephone: 392-6536</i></p>	<p>The Center for Career Services offers comprehensive career resources for all students. Its mission is to connect students to their future by assisting with all aspects of employment, such as experience through cooperative education, full-time or part-time employment or information about career opportunities and employers.</p>
<p><b>Center for Communication Disorders</b></p> <p>Davis Hall – B12 <i>Telephone: 392-5954</i></p>	<p>The Center for Communication Disorders offers free evaluation and treatment of voice, speech, language and hearing problems to students enrolled at Southern Connecticut State University. Appointments may be made in writing, by telephone or in person.</p>
<p><b>Lift-Equipped Campus Shuttle</b></p>	<p>A lift-equipped shuttle is available for students, staff or visitors whose disability (temporary or permanent) prevents them from utilizing the regular shuttle service.</p> <ul style="list-style-type: none"> <li>■ Students should register with the DRC if they need transportation around campus and have a permanent disability that affects their ability to walk or use the regular Campus shuttle.</li> <li>■ Students' friends are welcome to share the ride when space</li> </ul>

<p>University Police Telephone: 392-5375</p>	<p>permits.</p> <ul style="list-style-type: none"> <li>■ Students who have a temporary disability must register through the Student Health Office to qualify for this service.</li> <li>■ In inclement weather, make sure to allow extra time for travel.</li> <li>■ To arrange transportation, students call University Police at 392-5375 at least 30 minutes before they need to arrive at a destination. This is contingent on there being sufficient space to accommodate all requests. Rides are given on a first-come, first-served basis. The shuttle is available 7:30 a.m.- 3:00 a.m. , Monday through Thursday; and Friday, 7:30 a.m. - 2:30 p.m.</li> </ul>
<p><b>Counseling Center</b>  Engleman Hall – B219 Telephone: 392-5475</p>	<p>Counselors are available to help students adjust to and succeed at Southern. Counseling Services offers confidential support with many personal, academic and career concerns.</p>