POLICIES AND PROCEDURES MANUAL FOR SERVICES AVAILABLE FOR STUDENTS WITH DISABILITIES

For Faculty, Staff and Students at NHTI – Concord’s Community College

NHTI
Concord’s Community College
Disabilities Services

Fifth Edition March 2016
Statement of Nondiscrimination (4/15)

NHTI does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, genetic information, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of NH and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964, as amended
- The Age Discrimination Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)
- Genetic Information Nondiscrimination Act of 2008

Inquiries regarding discrimination may be directed to Sara A. Sawyer, Director of Human Resources for the Community College System of NH, 26 College Drive, Concord, NH 03301, 603-230-3503. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA, 02109-4557, 617-223-9662, FAX: 617-223-9695, or e-mail: OCR_Boston@ed.gov; the NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301, 603-271-2767, FAX: 603-271-6339; and/or the Equal Employment Opportunity Commission, JFK Federal Building, 475 Government Center, Boston, MA, 02203, 617-565-3200 or 1-800-669-4000, FAX: 617-565-3196, TTY: 617-565-3204 or 1-800-669-6820.

Statement of Availability in Alternative Formats

This publication is available in alternate formats upon request. Please contact the Office of Disabilities Services at 603-230-4000 x4117 or x4432 tty 603-223-2316.
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Mission Statement

It is the mission of the CCSNH Disabilities Services to provide equal educational access, opportunities and experiences to all qualified students with documented disabilities who register with the college’s Disabilities Services Office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills as they assume responsibility for reaching their academic goals.
Welcome and Introduction

Welcome to Disabilities Services at NHTI – Concord’s Community College. This manual begins with an introduction and an overview of the basic principles underlying Disabilities Services at NHTI – Concord’s Community College. The remainder of the document is comprised of Frequently Asked Questions (FAQ’s) with an index for easy location of specific topics of interest. Current information is also available on the NHTI website, www.nhti.edu.

Please also consult the current NHTI catalog, Student Handbook, and other NHTI and CCSNH policy documents including Investing in Your Success: A Booklet for Entering Students and Their Families. Helpful resources are these documents for specific audiences: Toto I Have a Feeling We’re Not in High School Anymore: A Parent Guidebook and Fast Facts for Faculty: Quick Takes and Fast Facts for Faculty; Fast Facts for Faculty Special Edition for Students Who are Blind or Have Low Vision and Fast Facts for Faculty Special Edition for Students Who are Deaf or Hard of Hearing.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and ADA Amendments of 2008, NHTI – Concord’s Community College is committed to providing educational opportunities for all students and assisting them in making their college experiences successful. NHTI-Concord’s Community College, recognizes a student with disabilities as anyone who has a physical or mental impairment that substantially limits one or more major life activities. The Coordinator of Disabilities Services coordinates the provision of reasonable accommodations for students with disabilities. All reasonable accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment.

Individuals who request accommodations must disclose a disability, request accommodations, and provide current, appropriate documentation of their disabilities from a qualified professional/examiner (physician or other licensed professional such as a psychiatrist, psychologist, school psychologist) to the Coordinator of Disabilities Services, who will review the request and documentation.

A legal imperative embodied in Section 504 of the Rehabilitation Act of 1973, often referred to as the “Civil Rights Act” for people with disabilities, states in part:
No otherwise qualified handicapped individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

NHTI- Concord’s Community College recognizes that in some cases an updated letter from a qualified professional may address why prior documentation that has been submitted continues to be relevant.

NHTI – Concord’s Community College has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation with the student’s formal consent or under compulsion of legal process.

Overview of Policies and Procedures, Rights and Responsibilities

Rights and Responsibilities of Students with Disabilities
Students with disabilities at NHTI have the right to:
- access courses, programs, services, activities, and facilities offered through the Institute;
- work, learn, and receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- maintain confidentiality of all information about their disability, except as disclosures are required or permitted by law.

Students with disabilities at NHTI have the responsibility to:
- meet and maintain qualifications with reference to the essential elements of courses and health, character and technical standards for courses, programs, services, and activities;
- self-identify as individual with disabilities and seek information, guidance, and assistance when necessary;
document from appropriate licensed professional(s) the disability and follow procedures for obtaining reasonable accommodations.

Rights and Responsibilities of the Coordinator of Disabilities Services in Conjunction with Faculty and Professional Staff

The Coordinator of Disabilities Services has the right to:
- identify and establish appropriate accommodations for courses, programs, services, activities, and facilities in consultation with faculty and professional staff;
- request and receive current documentation that supports the need for accommodations, academic adjustments, and/or auxiliary aids and services;
- deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation.

The Coordinator of Disabilities Services has the responsibility to:
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students;
- maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- make referrals to counseling, student health, career services, and other departments and/or agencies.

Rights and Responsibilities of the Faculty and Staff in Conjunction with the Coordinator of Disabilities Services

The Faculty and Staff have the right to:
- receive verification of a documented disability from the student written in collaboration with the Coordinator of Disabilities Services in the form of a Reasonable Accommodation Plan (RAP) which may or may not state the nature of the disability, per student's request;
- contact the Coordinator of Disabilities Services to discuss appropriateness of accommodations.

The Faculty and Staff have the responsibility to:
- keep confidential all disability-related information regarding a student;
- provide any reasonable classroom and/or other office accommodations;
- maintain the same criteria for students with disabilities as are applied to all other students with reference to course objectives and health, character, and technical standards;
- inform students of procedures for arranging accommodations at the beginning of the semester; (See Academic Affairs statement in every course syllabus.)
- consult with Disabilities Services staff for accessible and alternative media and audiovisuals when appropriate.

**Accommodating Students With Disabilities Regarding Confidentiality and Release of Information**

The Coordinator of Disabilities Services is committed to ensuring all information regarding a student remains confidential as required or permitted by law. This information may include grades, biographical history, disability information, and case notes. No one has access to student files kept in the office of the Coordinator of Disabilities Services except the Coordinator of Disabilities Services, the Disabilities Assistants and authorized staff. Any information regarding a disability gained from medical or psychological evaluations shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only per the Family Education & Privacy Act (FERPA). A student may sign a written consent form giving the office permission to discuss the disability with faculty and staff, parents, coaches, and/or advisors who require more information. Students may choose to share records with individuals per release of information request forms.

**Course Requirements and Essential Elements**

**Faculty are not required, nor encouraged, to dilute curriculum or reduce course requirements for students with disabilities.** However, reasonable accommodations may be needed in the way information is presented and in methods of testing and evaluation. Depending on the disability, the student may require the administration of examinations orally, the use of readers and/or scribes, time extensions for the completion of exams, a quiet and private room to take the exam, or an adjustment of test formats. For out-of-class assignments, the extension of deadlines may be justified. The objective of such considerations should always be to accommodate the student’s learning differences, not to lower scholastic requirements. The same standards are applied to students with disabilities as to all other students in evaluation and assigning grades.

Faculty include the following Academic Affairs Notice in all course syllabi:

> Students with documented disabilities are eligible to receive reasonable accommodations that address individual learning needs.
To receive services, students must contact the Coordinator of Disabilities Services, whose office is in the Academic Center for Excellence. For details, please refer to the Policies and Procedures Manual for Services Available for Students with Disabilities for Faculty, Staff and Students at the NHTI - Concord’s Community College, which is available in print on the NHTI Web site [www.nhti.edu](http://www.nhti.edu).

Students with documented disabilities should be aware that simply noting in writing or in discussions with faculty that one’s disability affects academic skills does NOT constitute formal disclosure of a disability. Once a student develops a Reasonable Accommodation Plan (RAP) with the Coordinator of Disabilities Services, that student is responsible for providing a copy of the RAP and discussing it with the instructor. Students should make requests for specific accommodations at least one week prior to when the accommodations are needed.

Prior to receiving accommodations, a student must obtain a signed Reasonable Accommodation Plan (RAP) from the Coordinator of Disabilities Services and present it to faculty in the courses in which he/she wishes to receive accommodations.

To ensure consistent accommodations with each student, and to inform students of support services available, faculty are encouraged to maintain contact with the Coordinator of Disabilities Services with comments or questions. When students present the RAP to faculty, a Faculty Signature Sheet should be included, which allows faculty to add comments or questions. Faculty determines what is reasonable with reference to course objectives, health, character, and technical standards.

It is important for faculty to discuss appropriate accommodations with students; however, asking questions about a student’s disability, such as the diagnosis, must be avoided. Students have the legal right not to disclose the diagnosis; they need only discuss how reasonable accommodations can assist them in their academic environment.

Disability Access Statements

When planning conferences, events, and activities, the organizer is responsible for handling requests for accommodations and contacting Disabilities Services. The following statement is an example of one that could be used in publications:
"To request disability accommodations, please contact the Coordinator of Disabilities Services at (current contact information)."

Publications such as bulletins, program brochures, class schedules, newsletters, and instructional publications need to include a statement of nondiscrimination as well as notation about alternative formats. The following wording should be used, with several options depending on the length of the publication.

**Short Form**

NHTI – Concord’s Community College supports all state and federal laws that promote equal opportunity and prohibit discrimination.

**Medium Form**

NHTI does not discriminate in the administration of its admission and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, genetic information, veteran status, sexual orientation or marital status.

**Long Form**

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Disabilities Services

Students with documented disabilities are eligible to receive reasonable accommodations that address individual learning needs. To receive services, students must contact the Coordinator of Disabilities Services, whose office is in the Academic Center for Excellence. For details, please refer to the Policies and Procedures Manual for Services Available for Students with Disabilities, which is available in print and on the NHTI Web site (www.nhti.edu).

Students with documented disabilities should be aware that simply noting in writing or in discussions with faculty that one’s disability affects academic skills does NOT constitute formal disclosure of a disability. Once a student develops a Reasonable Accommodation Plan (RAP) with the Coordinator of Disabilities Services, that student is responsible for discussing the RAP with the instructor. Students should make requests for specific accommodations at least one week prior to when the accommodations are needed.

It is NHTI policy to provide, on an individualized basis and upon appropriate documentation, reasonable accommodations to students who have disabilities. Students are encouraged to contact the Coordinator of Disabilities Services to discuss their individual needs for accommodations.

Overview of Disabilities Services

Documentation for Services

Documentation from an appropriate licensed professional to certify that a student has a disability and to help determine reasonable accommodations is required and must be provided by the student within a reasonable time.
frame as determined by the Coordinator of Disabilities Services. If the initial documentation is not current, complete and adequate to determine the extent of the disability, the Coordinator of Disabilities Services has the discretion to require additional and/or updated documentation. Documentation is kept in confidential files with consent forms and contact notes. Students are seen by self-referral or by referrals from faculty or staff if learning disabilities, attention deficit disorder, hearing or vision challenges, mobility impairment, or other disabilities are suspected.

**Reasonable Accommodations**

A reasonable accommodation is an adjustment to a course, program, service, activity, or facility. It offers a qualified student with a disability an opportunity to attain the same level of performance or to enjoy benefits and privileges as are available to a similarly situated student without a disability. To determine reasonable accommodations, the Coordinator of Disabilities Services may seek information from appropriate NHTI personnel regarding essential standards for courses, programs, services, activities, and facilities. Reasonable accommodations are determined by examining:

- barriers resulting from interaction between the documented disability and the campus environment;
- possible accommodations that might remove the barriers;
- whether the student has access to the course, program, service, activity, or facility without accommodations; and
- whether the essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

All reasonable accommodations are individualized, based on the nature of the disability and the academic environment, and are confidentially discussed with each student. Accommodations received through the Coordinator of Disabilities Services office may include but are not limited to:

- Accessible classroom/location
- Use of assistive listening devices
- Use of assistive technology, when appropriate
- Use of auxiliary aids and services (note takers, readers, and transcribers), when appropriate
- Use of specialized computer software, when appropriate
- Document conversion (Braille, large print, audio and electronic format)
- Exam accommodations
  - reader for exams
  - computer (see software listing)
- extended time, when time is not essential to course objectives; typically time and a half
- separate, quiet test environment
- readers and scribes
- Housing accommodations
- American Sign Language (ASL) Interpreters
- Priority registration
- Audio recording lectures, as appropriate per applicable regulations
- Letter to health insurance company supporting enrollment in reduced course load provided that an accommodation plan is used.

**Academic Accommodations**

The Coordinator of Disabilities Services will outline the process for provision of reasonable accommodations with each student who discloses a disability.

A Reasonable Accommodation Plan (RAP) will be developed with each student who discloses a disability and is eligible for accommodations. A RAP certifies that the student has a disability and states the appropriate, reasonable accommodations. The nature of the disability will **not** be disclosed to the faculty member unless specifically requested by the student. The student with a disability will be responsible for delivering the Reasonable Accommodation Plan (RAP) to faculty in a confidential meeting during faculty office hours, preferably in the faculty member's office or other campus location.

Students with disabilities will be responsible for contacting the Coordinator of Disabilities Services if reasonable accommodations are not implemented in an effective or timely manner. The Coordinator of Disabilities Services will work with the student with disability and NHTI personnel to resolve disagreements regarding recommended accommodations.

**Policies And Procedures Frequently Asked Questions FAQS**

**Advising Information**

This information is provided to answer frequently asked questions about NHTI programs and services in synopsis form as a supplement to the Disabilities Services information packet. The definitive sources of complete and current information are the current *NHTI Catalog* (also available at [www.nhti.edu](http://www.nhti.edu)) and *NHTI Student Handbook.*
Section A - Rights and Responsibilities

A1. What laws protect the rights of students with disabilities at the college level?
Section 504 of the Rehabilitation Act of 1973 is considered landmark civil rights legislation, which established protection of the rights of people with disabilities. Section 504 states: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."

Regarding postsecondary education, Subpart E of Section 504 states: “Colleges and universities must be free from discrimination in their recruitment, admissions, and treatment of students.” Section 504 was reaffirmed by the Americans with Disabilities Act (ADA) of 1990, which was designed to provide equal opportunities for people with disabilities. See also Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.(Revised September 2011 by the Office of Civil Rights).

A2. How do Section 504 of the 1973 Rehabilitation Act and the ADA relate to postsecondary (college) programs?
Several key points are especially important for college students to understand with reference to their rights and responsibilities. Section 504 is a “basic civil rights provision.” Its purpose is to prohibit discrimination on the basis of a disability throughout the life span of individuals with disabilities and to assure the accessibility of the programs receiving federal financial assistance. Section 504 protects those individuals who are deemed “otherwise qualified”; that is, students who meet the requisite academic and technical standards in spite of the disability when provided reasonable accommodations.

Provision of services by the school is required only if the student informs the institution of a handicapping condition AND requests services. Admission of an individual with disabilities must be carried out in a non-discriminatory way. Academic requirements, course examinations or other procedures for evaluating student progress should reflect student achievement rather than the area of impairment. Students with disabilities are entitled to full and equal access to programs and activities of the institution.

A3. How do the ADA and Section 504 of the Rehabilitation Act define disability?
Both the ADA and the Rehabilitation Act define a disability as a physical or mental impairment that substantially limits one or more of the major life activities; b) a record of such impairment; or c) being regarded as having such an impairment. A physical or mental impairment is defined as “any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more body system.” An impairment is considered a disability only if it is severe enough to result in a “substantial limitation in one or more major life activities” for the individual in question. Such activities include the ability to perform functions such as walking, taking care of oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working and the operation of a major bodily function.

A4. Does the ADA require affirmative action or grant special advantages to students with disabilities?

No. The law does not require “special treatment” for people with disabilities, only equal opportunity. There is no obligation to change academic requirements and/or standards that the college can demonstrate are essential to a program of instruction...or to any directly related licensing requirement.” The law is very clear that an individual with a disability must be qualified for a program in order to participate in it.

A5. Why would a student with disabilities entering NHTI want to use Disabilities Services?

The courses at NHTI – Concord’s Community College are challenging. Experience has shown that students who choose to use available resources tend to have a more successful college career and experience less stress than those who do not.

It is recommend that students complete these 3 steps before selecting and registering for classes with a department head or advisor.

1. Attend a Disabilities Services Information Session; refer to current schedule.
2. Send or bring in documentation of disabilities*
3. Schedule an individual meeting with the Coordinator of Disabilities Services to develop a reasonable accommodation plan.

Note: Most recent testing report and/or medical records, IEP, 504. Summary of Performance document are also useful but not sufficient by themselves.
A6. Does NHTI have special admission standards for people with disabilities?
No. Disability is not a factor of the admission decision; admission standards are equal opportunity and the same for all.

A7. If I send the admissions office information about my disability, will I be automatically registered with Disabilities Services?
No. Such confidential information is not shared between offices. A student must meet with the coordinator of Disabilities Services in the Academic Center for Excellence to register for Disabilities Services. Documentation of disability is not sent automatically by high schools; the student must provide documentation to the Coordinator of Disabilities Services.

A8. What are students’ responsibilities concerning the ADA and Section 504 of the Rehabilitation Act?
At college, students have many choices. Many responsibilities shift to the student and are quite different from those a student may have been accustomed to in their high school programs. Refer to Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (revised by OCR in September 2011) The points described are consistent in postsecondary programs across the nation.

A9. What does “otherwise qualified” mean?
Students need to meet the academic and technical standards required for admission or for participation in the college’s programs to be considered “otherwise qualified.” Students must maintain this status. Students with disabilities are given equal opportunity to participate in programs, and they need to meet the same course objectives, health, character and technical standards with reasonable accommodation as other students. Students are expected to meet the same conduct code (refer to NHTI Student Handbook) as all other students. The theme of the conduct code is respect for self and respect for others. Classrooms are considered learning environments. Academic support occurs outside of the classroom. Students are expected to attend classes themselves, with the exception of students whose accommodations include privately provided personal care attendants and/or American Sign Language (ASL) interpreters.

A10. If I document my disability and participate in Disabilities Services, will that show up on my transcript or my permanent record?
No. All information is considered confidential. No information is shared among offices. Disabilities Services records are completely separate from all other NHTI records.
A11. Will faculty have access to my Disabilities Services information?

Faculty does not have access to information submitted to Disabilities Services unless the student signs a form requesting information be shared. The Reasonable Accommodation Plan does not reveal a diagnosis. It is the student’s decision whether or not to share his/her RAP with an instructor. Faculty can discuss accommodations with a student, but they cannot ask what the student’s diagnosis is.

A12. Will my parent have access to all my school records?

Only if a student signs a release giving permission can a parent exchange specific information with college personnel. The student chooses whether or not to sign the release. General information will be provided to parents whenever appropriate. It is at the discretion of college personnel to share relevant information.

A13. Are policies and procedures for meeting special access needs of students with disabilities the same in college as they are in high school?

No. The laws that apply to K-12 institutions are distinct from those that are applicable to postsecondary institutions; the laws have different approaches to meeting the needs of students with disabilities. Primary and secondary schools are required to identify students with disabilities. Public school systems are required to provide a free and appropriate education for these students under “individual education plans.”

Many families of students with disabilities incorrectly believe that records of disability automatically transfer from high school to college along with academic records and that the college continues services and accommodations much as was done in high school. On the contrary, in postsecondary education, the responsibility to identify a disability lies with the student, if he or she desires to request services and accommodations on the basis of the disability. In fact, prior to the admission decision and notification, postsecondary admissions offices are prohibited from asking applicants if they have disabilities. College publications such as the NHTI catalog and student handbook identify services available and procedures to request these services. Refer also to Investing in Your Success: A Booklet for Entering Students with Disabilities and Their Parents.

A14. Can students with disabilities be required to use Disabilities Services?

No. The ADA explicitly leaves to people with disabilities the option of taking or not taking advantage of special programming made available to them. The Department of Justice’s Interpretive Guidance to its ADA Title U
regulations give the example that a blind person could not be required to select a museum tour specially designed for people who are blind. At NHTI, a student with a disability who is not requesting special services and accommodations cannot be required to visit or contact the Coordinator of Disabilities Services' office.

Faculty and Administrators are always within their rights to refuse academic adjustments requested on the basis of disability in cases where the student has not given due notification to the Coordinator of Disabilities Services and/or has not been determined by the Coordinator of Disabilities Services to be eligible for these adjustments.

A15. Are temporary disabilities covered under ADA and Section 504?

No. Temporary disabilities are not covered. Personal care cannot be provided for temporary disabilities such as broken bone. However, consultation assistance, assistance with obtaining note-taking help, and other information can be obtained from the Coordinator of Disabilities Services. Documentation of disability may be required.

A16. What is accessibility?

The word “access” has two formal applications: physical access and program access. Physical access has to do with things like designated parking, curb cuts, ramps, door widths, location and type of elevator control buttons, service-counter heights, signage, etc. The ADA contains detailed, enforceable guidelines to assure access to new buildings and to existing facilities as they are remodeled. Program access refers to an allowance that special services and accommodations can be made by state and local governments where existing facilities are inaccessible so that people with disabilities can participate in and benefit from government-provided programs, services, and activities. When existing facilities are inaccessible and program-access services would be ineffective, physical facilities must be modified in accordance with ADA Access guidelines.

Generically, the word “accessibility” refers to equality of opportunity. The ADA requires special services to that end, and academic adjustments in policies and practices” to assure nondiscrimination. Nondiscrimination against people with disabilities can be stated more positively as the right of access.

A17. If a classroom is inaccessible to a particular student, can the class be moved?

Yes. Although the need to move a class to a different room to enhance accessibility rarely presents itself at NHTI, there is a simple procedure for doing so. Any student having this need should contact the Coordinator of Disabilities Services and explain the difficulty with the current location. The Coordinator of Disabilities Services will work with the course
instructor and the course scheduler to identify an appropriate alternative location. If the request is deemed reasonable, the course scheduler will make the necessary arrangements with the course instructor to move the room in which the class is held.

A18. Can special class scheduling needs be accommodated?
   Yes. NHTI recognizes that special scheduling needs can arise from disability. Hence, priority can be given to students with such needs to assure an equal opportunity to participate in academic programs. Eligibility for priority registration is based on actual special needs imposed by disability; simply having a disability is not enough. Some examples would be the need for extended time to ambulate across campus or take a break between classes, medically prescribed dietary and other treatment schedules, side effects of medications, disorders that alter sleep cycles, and the need to order accessible textbooks well in advance of the beginning of a class. Students who plan to request priority registration are advised to contact their academic advisors to set appointments for academic advising in advance of announced registration periods. Should any question arise as to the appropriateness of priority registration for a given student, advisors are requested to contact the Coordinator of Disabilities Services.

A19. Do students with disabilities have the right to expect professors to allow special consideration when setting class attendance policies?
   No. Teachers set class attendance policies individually, according to academic necessity. Lecture materials, collaborative learning activities, utilization of laboratory and other equipment, etc. comprise unique and essential elements of the teaching, learning and performance process. Teachers have the right to determine the degree to which class attendance affects learning outcomes and the extent to which individual student attendance meets standards for satisfactory completion of the course.

   A student who cannot attend class because of disability, illness, or other reasons, may not be qualified to participate in the class. However, no policy of NHTI is exempt from the ADA requirement for reasonable accommodation of policies and procedures needed to assure nondiscrimination on the basis of disability. Therefore, if requested excused absence were made on the basis of disability and the student could miss class and still fulfill course learning and performance requirements, accommodation of attendance policies may be considered by faculty, in consultation with the Coordinator of Disabilities Services.

   If the college were responsible for a student missing class, program access services would be necessitated in addition to a waiver of attendance policy. For example, if five minutes before the start of a class located on the third floor of a building, a student finds that an elevator has just gone out of
order. The student cannot climb stairs, and it is too late to move the class. In that case, the college would be obligated to provide services which would make up for the loss experienced by the student and the student could not be penalized for having missed the class. Alternatives such as videotaping or recording the class or the option to attend another section of class or a make-up class session may be considered.

**A20. What if a member of the faculty and the Coordinator of Disabilities Services disagree on what services and accommodations are appropriate in meeting a student’s stated access needs?**

The college, as a whole, is legally obligated to make necessary and appropriate adjustments and to provide free and effective accommodations for students with disabilities. Though most always routine, this process can require discussion. While the diverse effects of disability are unique to the individual and need to be evaluated by the trained eye, academic necessities do vary from discipline to discipline and need to be established by academic authorities. Therefore, the Coordinator of Disabilities Services does not have unqualified responsibility to determine, and a member of the faculty does not have unlimited authority to deny, accommodation requests without rigorous consideration of all pertinent facts.

A faculty member should discuss the matter with the Coordinator of Disabilities Services, if that faculty member believes that a recommended academic adjustment or an adjustment recommended as a result of a student grievance would fundamentally and irreparably debase the academic integrity of a course or academic program. Either party to such a discussion may in turn consult authorities such as Department Heads and Vice Presidents. If disagreement persists, the faculty member may contact the Civil Rights Coordinator who will investigate, mediate, and attempt to resolve the disagreement. A refusal to honor recommended services and accommodations may form the basis of a student complaint.

**A21. In reserving judgment about the appropriateness of services and accommodations recommended by the Coordinator of Disabilities services, are college faculty and administrators permitted to make inquiries of the student as to the type or effects of the disability?**

No. Medical and psychological facts about a student's disability are personal and confidential, and need only be revealed to the Coordinator of Disabilities Services for service and accommodation determination. Once the Coordinator of Disabilities Services has provided the student with a Reasonable Accommodation Plan, and the student has properly notified involved faculty members and administrators of his or her plan, judgment can only be reversed on the basis of academic necessity or undue financial
and administrative burdens, which are rare, and not on the basis of presumptions about disability.

A22. How may a student with disabilities initiate a complaint regarding rights under the ADA/504?

There are procedures for student complaints concerning actions or decisions which they perceive violate their rights under the ADA. Students must first seek to resolve their complaints by talking directly with the person involved. If the complaint remains unresolved, the student should discuss the problem with the Coordinator of Disabilities Services. The Coordinator of Disabilities Services will arrange a meeting with the student and the other parties involved with the problem. If these good-faith efforts do not lead to a satisfactory resolution, or if the Coordinator of Disabilities Services is part of the problem, the student will be encouraged to contact the ADA/504 Coordinator directly. The ADA/504 Coordinator is the designated authority to investigate, mediate, and suggest a resolution. Refer to the NHTI Student Handbook regarding Civil Rights/Equity grievance procedures.

A23. How may a student file a grievance regarding discrimination?

Grievance reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss his/her concerns about discrimination. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of discriminatory or harassing behavior while engaged in an NHTI-sponsored activity, should report such behavior to the Civil Rights/Equity Coordinator at NHTI or the Director of Human Resources for the Community College System of NH. The college is sensitive to the fear and/or embarrassment an individual may experience in coming forward with a complaint regarding discrimination. Refer to the NHTI Student Handbook regarding Civil Rights/Equity grievance procedures.

A24. Who is the Civil Rights/Equity Coordinator at NHTI? How can the Coordinator be contacted?

The Equity Coordinator Michael O’Bryant, who serves as the Institute’s Title IX and Civil Rights/Equity Coordinator at the time of this publication. Professor O’Bryant chairs NHTI’s Affirmative Action Committee and reports to the Vice President of Academic Affairs and the President of NHTI on all matters of ADA compliance. He is a member of a system-wide Equity Committee, based at the System Office and chaired by Sara Sawyer, Director of Personnel for the Community College System of New Hampshire. NHTI’s ADA compliance policies, procedures, and activities are administered in close cooperation with the Equity Committee. Questions regarding Civil Rights/Equity may be directed to Michael O’Bryant at (603) 271-6484 ext. 4269 or to his office in North Hall, Room 113.
A25. What is NHTI’s policy on service animals on campus?

The following considerations are in keeping with the Americans with Disabilities Act of 1990 (ADA) and the regulations regarding service animals. Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. (28 Code of Federal Regulations [CFR] Part 36, Subpart A – General, 36.104 Definitions)

Some Examples of Types of Service Animals

Guide dog: A dog that is trained to serve as a travel tool for individuals who are blind or have low vision.

Hearing dog: A dog that has been trained to alert deaf persons or those with significant hearing loss, to sounds such as knocks on doors, fire alarms, phone ringing, etc.

Service dog (assistance dog): A dog that has been trained to assist a person with a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, assisting a person to get up after a fall, etc.

Sig (signal) dog: A dog trained to assist a person with autism. The dog makes a person aware of movements, which may appear distracting to others and are common to those with autism. A person with autism may also have deficits in sensory input and may need service animals to provide similar assistance as is provided to a person who is blind or deaf.

Seizure response dog: A dog trained to assist persons with seizure disorders. The method by which the dog serves varies depending on the individual’s needs. Some dogs are able to predict seizures and provide advanced warning.
Other types of service animals: The above is not an exhaustive listing. The College will allow service animals as permitted by applicable law.

Requirements of Service Animals and Their Handlers

The following generally apply to all approved service animals:

- The service animal must have all veterinarian recommended vaccinations to maintain the animal’s health and prevent contagious diseases. Documentation of vaccinations must be provided in advance.
- The service animal must be licensed and have tags in accordance with applicable state and local laws. Documentation of animal licensing must be provided in advance to NHTI. NHTI also reserves the right to request proof of licensing anytime during the animal’s residency.
- The service animal must be on a leash, harness or tether at all times. Exceptions may occur when the animal is performing a specific duty that requires it to be unleashed or where the nature of the documented disability of the handler precludes adherence to this requirement.
- The handler must be in full control of the animal at all times.
- The care and supervision of a service animal is solely the responsibility of its handler. The handler must (1) always carry equipment sufficient to clean up the service animal’s feces whenever the animal and handler are on NHTI campus; and (2) be responsible for the proper disposal of the animal’s feces and for any damage caused by the waste or its removal.
- The service animal must be well-behaved. The handler must ensure that the animal refrains from behavior that threatens the health and safety of others.
- The service animal whose behavior poses a direct threat to the health or safety of others or is disruptive to the NHTI community may be excluded, regardless of training or certification.

Areas of Safety

Certain locations are considered to be unsafe for service animals, such as medical facilities, laboratories, mechanical rooms, etc. If a location is determined to be unsafe, reasonable accommodations will be provided to ensure the handler equal access to the activity.

Conflicting Disabilities

Allergic reactions to service animals are common. Persons who have asthma, allergies, or other medical conditions affected by the presence of a service animal are asked to contact the Office of Disability Services. The person impacted by the presence of the service animal must provide verifiable medical documentation to support his/her claim. The needs of both persons will be considered in resolving the issue.

Temporary Residents

All temporary campus visitors/residents (those attending camps, conferences, workshops, etc.) must adhere to the guidelines outlined in this policy.
A26. What does a student do to request special living arrangements?
The student should contact Residence Life to discuss special needs in the residence halls. The Office of Disabilities Services can assist with a Reasonable Accommodation Memo for Residence Life as appropriate.

A27. Does NHTI provide transportation or attendant care?
No. Students are responsible for their own transportation to and from campus and between classes and buildings once on campus. They are similarly responsible for self-care or for arranging attendant care for activities such as eating, medical treatment, toileting, showering, etc. NHTI is not legally required to provide these services, and the college staff is not trained to provide these services. In times of inclement weather or other emergencies, however, Campus Safety and the Coordinator of Disabilities Services are available upon request to work with students for assistance with access across campus.

A28. How can a student obtain a permit to use accessible parking?
To obtain permission to park in accessible parking places students must submit a note from a medical doctor documenting the need to the NH Department of Motor Vehicles. The DMV will then issue the individual a handicap-parking permit. A copy of this permit should be given to Health Services and Campus Safety. Additional information regarding handicap parking permits should be directed to Health Services.

A30. Do the employment provisions of the ADA cover student workers?
Yes. The employment provisions of the ADA apply to all employees at NHTI: full-time, part-time, and student workers. For information about disability and employment, please consult with NHTI Human Resources.

Section B. Disabilities Services

B1. How does a student access Disabilities Services before the first semester?
Before beginning the first semester, the student is invited to attend an Information Session to learn about rights and responsibilities and options for services. These sessions are held regularly and family members and others are welcome to attend.

The second step is to submit documentation to NHTI Disabilities Services. This information is not part of the admissions decision. Documentation is not automatically sent by school districts. It is the student’s responsibility to submit documentation of disabilities after acceptance to NHTI if that student would like to receive Disabilities Services. The documentation will
assist the Coordinator of Disabilities Services in developing a **Reasonable Accommodation Plan (RAP)**.

The third step is to contact the Coordinator of Disabilities Services to develop a reasonable accommodation. The student should schedule an appointment with the Coordinator of Disabilities Services prior to the beginning of the first semester. During this meeting the student’s documentation will be reviewed, individual needs assessed, and the RAP developed.

**B2. What should a continuing student be aware of to renew his/her reasonable accommodation plan (RAP)?**

It is important for a student to request copies of his/her Reasonable Accommodation Plan (RAP) before or at the beginning of the semester. Disabilities Services provides convenient forms for this purpose.

If renewal for a new semester or an updated year is in order, students can make their request. On the other hand, to revise the contents of the RAP, students must meet with the Coordinator of Disabilities Services in order for the requests to be clearly understood. It is expected that there would be a documented reason for the changes.

The student is responsible for informing his/her faculty about his/her learning needs. It is up to the student to select which faculty to share the RAP with each term. Then the student meets with those faculty to provide a copy of the RAP and to discuss its content. If a student does not share his/her RAP then the faculty would have no addition obligations beyond those afforded to any other student.

Students are advised to take an active part in their learning. Students are urged to know and use the resources available. The Academic Center for Excellence offers to all NHTI students various academic supports. These include: peer tutoring, drop-in and online math and writing assistance, study skills tutoring, and the opportunity to form study groups. Students are advised to meet with instructors during available office hours to ask questions and clarify material from the text and lectures. They should stay in touch with faculty and advisors/Department Heads. Students should also stay in contact with Disabilities Services, letting the staff know how they are progressing and consider utilizing the staff as resources to help problem-solve regarding issues that may arise.

**B3. What is the origin of the term “reasonable accommodation” and how does it apply to college programs?**

The term “reasonable accommodation” comes from legislation covering nondiscrimination in employment, not from that covering access to state and local government services. Employers are required to make reasonable accommodations for employees and job applicants with disabilities. The ADA defines reasonable accommodation by examples:
“Reasonable accommodations may include (A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities, and (B) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or adjustment of equipment or devices, appropriate adjustment or adjustments of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.”

The term's broad nature, ease of use, and neutral appeal has led it into generic use, but “reasonable accommodation” is not found in the federal regulations in any context but employment. Instead, the terms used in educational settings are “auxiliary aids and services” and “academic adjustments.” These two terms set higher standards for educationally related adaptations than the term reasonable accommodation.

B4. What if a student wants to make changes in his/her RAP for the following semester?
If a student wants to make changes in his/her RAP, it is best to meet with the Coordinator of Disabilities prior to the start of the next semester.

B5. What are academic adjustments?
The U.S. Department of Education (DOE) regulations implementing Section 504 of the Rehabilitation Act as it specifically applies to postsecondary educational institutions define academic adjustments as “adjustments to academic requirements or practices that discriminate or have the effect of discriminating on the basis of a disability.” DOE regulations give an example of allowing a deaf student to substitute a music or art history course for a required music appreciation course. The requirement of academic adjustments permits students with disabilities to use needed aids and equipment in the classroom such as tape recorders, calculators, Braille, and service animals. Similarly, the ADA requires “reasonable adjustments in policies and practices” to assure nondiscrimination. For the sake of brevity, this handbook generally refers to academic adjustments and auxiliary aids and services as accommodations.

B6. What academic adjustments (accommodations) must be provided by a postsecondary school?
According to the U.S. Department of Education and the Office of Civil Rights, a student’s disability and individual needs form the basis for the determination of academic adjustments and termed “accommodations”.

Their publication *Students with Disabilities Preparing for Postsecondary Education* (September 2011) explains:

The appropriate academic adjustment must be based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note-takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, a postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring or typing.

**B7. Are faculty and staff permitted to refer students who have not identified themselves as having disabilities but who are having significant academic problems to the Coordinator of Disabilities Services?**

Yes. Of all questions asked of the Disabilities Services staff by concerned faculty, this is the most common question. Many students have undetected disabilities whose limitations negatively affect academic performance. Yet, because most academic problems are not disability related, faculty and staff often are uncomfortable, understandably, with the risk of erroneously applying the disability label to academic problems, even significant and persistent ones. Still, in the context of offering help and information, it is perfectly legal and acceptable to inform students about the existence and location of the Coordinator of Disabilities Services and to tell them that we can informally provide guidance and counseling on academic problems and that certainty of disability is not required for this service. We
can also provide information and referral services to those students seeking diagnostic testing to detect possible learning or other disabilities.

Faculty and staff are welcome to contact the Coordinator of Disabilities Services to discuss confidentially any concerns they have about student needs that may be disability related. Please note, however, that the ADA protects the civil rights of people who are falsely regarded as having disabilities. All campus community members not licensed to diagnose disability should take care to avoid speculating, even with the best of intent, about whether a student does or does not have a disability.

B8. How does a student access Disabilities Services and set up a Reasonable Accommodation Plan?

- Step One: Attend a Disabilities Services Information Session
- Step Two: Send in your documentation
- Step Three: Develop a Reasonable Accommodations Plan with the Coordinator of Disabilities Services

Eligibility for services and accommodations is determined by the Coordinator of Disabilities Services in an assessment made in a meeting of the Coordinator and student. Three factors are taken into account: information given in the medical or psychological documentation, the student's adaptive experiences, and the professional judgment of the Coordinator, who is trained and experienced in identifying the functional limitations of and mitigating approaches to disability.

B9. What information about the student is given in the Reasonable Accommodation Plan?

Information stated in the RAP is selected according to academic need-to-know. The student's right to confidentiality of medical records (including diagnosis) is observed; however, the student is identified as a student with a disability and a general description of how the student's impairment supports recommended services and accommodations is given. The Coordinator of Disabilities Services lists and describes recommendations and may be contacted by the person receiving the RAP if assistance is needed.

B10. What are the time guidelines for requesting services and accommodations?

Students are responsible to make timely requests. For example, a student who knows in advance that services and accommodations will be needed is urged to notify the Coordinator of Disabilities Services of these needs no later than three weeks after the beginning of the semester or six class sessions after the beginning of a class shorter in length than 15 weeks. Those who need highly specialized services such as sign language interpretation or tape-recorded textbooks are asked to notify the Coordinator of Disabilities Services of this at least six weeks in advance.
Late requests are not automatically rejected. Sometimes, documentation can be difficult to obtain. A disability can be acquired or newly identified late in the semester. Sometimes students, especially new students, inform the Coordinator of Disabilities Services early on about their disabilities but want to “try it on their own” without services and accommodations which they may find necessary as the semester progresses. Sometimes, too, the student has insufficient academic experience to know early in the semester what limitations the impairment is likely to impose. Nevertheless, students must respect the fact that eligibility and communication processing take time to administer properly and ethically. Therefore, last minute requests for services and accommodations may be denied on the basis of their untimeliness.

B11. How are disabilities documented at NHTI?

This information is NOT part of the admissions decision, and is NOT automatically sent by the student’s school district. Rather, it is the student’s responsibility to submit documentation after acceptance to NHTI in order to receive Disabilities Services. This Documentation will assist the Coordinator of Disabilities Services in developing a Reasonable Accommodation Plan (RAP).

What is documentation? Documentation should include relevant records which describe your disability and your need for academic adjustments and support. These may include the most recent diagnostic testing conducted by a trained and qualified professional, such as a psychologist, educational diagnostician or health care professional. Your most recent Individualized Education Plan (IEP), 504 Plan, Summary of Performance document or other records from high school or other schools may also be helpful in planning; however, such documents alone are not sufficient documentation. All documentation is kept confidential and separate from other records.

All documentation should be up-to-date, address the student’s current level of functioning and support the request for accommodations. Documentation is reviewed on a case-by-case basis based on its quality, date and completeness. Documentation varies with the disability and must include a diagnosis, the professional’s credentials, the effect of the disability on a major life activity and the effect on academic performance.

Appropriate documentation of a disability depends on what the disability is and the extent of the request. The more hidden the disability and the
more far-reaching the request, the more comprehensive the documentation requirement. Requests for accommodations intended to lead to special access to academic programs always require formal documentation.

Written instructions detailing what accommodations are needed may also be valuable or even necessary, depending on the nature of the request. For example, a student requesting a course or exam accommodation on the basis of a learning disability must provide written support for the request from a licensed psychologist or psychiatrist, which specifically recommends the accommodation and states a rationale for the recommendation.

Contact the Coordinator of Disabilities Services with specific questions about documentation.

If students do not have recent documentation, the Coordinator of Disabilities Services is available for consultation to provide a list of possible evaluators for updated educational documentation and/or suggestions for obtaining other documentation. **NHTI does not provide diagnostic testing services.**

Participation in Disabilities Services at NHTI is voluntary. However, NHTI is required, by law, to make them available to qualified students. If **Students choose NOT to inform faculty about their needs, faculty are NOT legally required to provide accommodations.**

**B12. At the beginning of the second and all subsequent semesters, what should a student do to continue using Disabilities Services?**

The student should assess his/her need for services. Discussing this with his/her academic coach will be helpful. The student needs to consider his/her current grade point average and the difficulty of the new courses.

The student needs to fill out a form, requesting copies of his/her RAP to give to the professors of new classes. If RAP is a year or more old, the student must request an update. If the student wants changes, the student needs to meet with Coordinator of Disabilities Services before the start of the new semester.

**B13. How are faculty informed about the needed services and accommodations?**

An eligibility assessment includes a written description of services and accommodations recommended as necessary for the student to have an equal academic opportunity. This written assessment and summary of needs is called the student's Reasonable Accommodation Plan (affectionately known as “The RAP”). Copies of the RAP are given to the student to hand deliver to his/her faculty, ideally before or immediately after the first meeting of a class. **The student may choose in which class(es) to use his/her RAP.** Faculty who receive a RAP from a student are encouraged to meet individually with the student to review the requested accommodations and determine how those requests can best be met in that particular class.
(See Universal Design.) Disagreements regarding requests should be referred to the Coordinator of Disabilities Services. Included in the RAP is a section titled “General Classroom Strategies.” In this section, faculty and student responsibilities are delineated. Certain classroom strategies are recommended based on student needs. Though faculty are not required by law to conform to those strategies noted on a RAP, they are encouraged to find techniques that will address the student's needs.

Students are advised in the syllabus of each course that mentioning in writing or discussions with faculty that their disability affects academic skills does not constitute formal disclosure of a disability. The student must meet with Disabilities Services.

B14. What if a student needs to take a reduced course load?

Students need to maintain a satisfactory grade point average of C or better to remain in their programs. For some students with disabilities, maintaining satisfactory progress with a full-time course load of twelve and more credit hours may be difficult. In some cases, eleven, ten, or nine credits may actually be equivalent to a full-time load for these students. Therefore, these students may be advised or may decide on their own that they need to take a reduced course load, e.g., between seven and eleven hours. Students are strongly urged to maintain regular contact with their faculty, advisors and Disabilities Services staff.

B15. What is Universal Design?

The concept of Universal Design finds its roots in buildings as designers began to explore ways to accommodate both young and aging populations in a single setting. The concept of Universal Design has grown to include elimination of barriers by designing buildings, products, and communication devices accessible to diverse populations by taking age and abilities into consideration. Designs make allowances for an individual’s level of strength, their grip-size, and uses different modes (tactile, visual, verbal) to present information. It allows the same accessibility whether one is standing or in a wheelchair making allowances for size, posture, and mobility.

In the classroom, a universally designed curriculum presents information in a variety of ways and offers several methods for students to interact with the materials presented and makes use of technology. For example, students are encouraged to show mastery by traditional methods in addition to making presentations, applying the material to a favorite activity or game and one-on-one interaction with faculty. It takes into consideration student cultural traditions. Whenever possible, teach in an environment where furniture is movable, allowing creation of the desired environment for all students.
B16. Can services and accommodations include exam accommodations such as extended time limits?

Yes. Regulatory authorities and the courts have concluded that extended time on examinations is an appropriate academic adjustment in those instances when no compelling case can be made that the examination in question is specifically designed to measure speed of completion. These authorities have made it clear that results of an examination should accurately reflect an individual's aptitude or achievement level, understanding and assimilation or whatever the test purports to measure instead of an individual's impaired sensory, manual, or speaking skills. An instructor needs to be mindful of the relevant health, character and technical standards of the program and which constitute essential element in the “aptitude or achievement level ... [that] the test purports to measure.”

The Department of Education and the Office for Civil Rights have confirmed that extended time for examinations is an appropriate academic adjustment for students with various disabilities including learning disabilities, physical impairments and emotional/medical conditions.

B17. How are appropriate test-time adjustments determined?

Appropriate time adjustments for tests are made through consultation with the Disabilities Coordinator and faculty, who will decide how much time is appropriate in view of the type of test employed and the nature of the course material. Extended time for tests is allowed only when time is not essential to course objectives. The Reasonable Accommodation Plan usually states:

When extended time is appropriate, some campus faculty use time and a half as a baseline for extended time; however, faculty and the student should review how much extended time may be needed based on the type of test being given and the student’s needs with reference to the course objectives, health, character and technical standards. Once the tests begin, they are to be completed in one sitting unless specific, prior arrangements are made with the instructor.

In some cases, such as those in which a test with complex items is being read to the student, longer extensions may be determined.

B18. Can people with disabilities be required to take advantage of special programming designed for them?

No. The ADA explicitly leaves to people with disabilities the option of taking or not taking advantage of special programming made available to them. The Department of Justice’s Interpretive Guidance to its ADA Title U regulations gives the example that a blind person could not be required to select a museum tour specially designed for people who are blind. At NHTI, a student with a disability who is not requesting special services and
accommodations cannot be required to visit or contact the Coordinator of Disabilities Services' office.

Faculty and Administrators are always within their rights to refuse academic adjustments requested on the basis of disability in cases where the student has not given due notification to the Coordinator of Disabilities Services and/or has not been determined by the Coordinator of Disabilities to be eligible for these adjustments.

**B19. How can the student be certain that service and accommodations will be provided?**

Once the student is determined eligible to receive services and accommodations and the faculty have been given the RAP, it becomes the student's responsibility to make timely contact with faculty and to discuss and arrange those accommodations and services. This requirement is not intended to complicate the process or place administrative burdens on students. The purpose is to keep students informed and let them be their own best advocates. The Coordinator of Disabilities Services will provide support and other services as needed by the student in meeting this requirement.

**B20. Who is responsible for providing services and accommodations for administering tests to students with disabilities?**

The faculty holds authority and responsibility for test administration; however, office facilities and staff levels are often inadequate to assure that special services and accommodations are suitable. For this reason, faculty members use the facilities of the Academic Center for Excellence(ACE) to assist them in administering in-class tests and quizzes. Rooms 144, 145, 154, & 155 are available as separate quiet testing rooms. Students requiring the use of a computer and/or assistive software are given priority for the latter two rooms.

It is the responsibility of the student needing this service to make special arrangements with faculty for delivery of test materials to the ACE. The student is responsible for requesting space at the ACE. Space is limited and is scheduled on a first-come, first-served basis. Students are to take the exam at the Academic Center for Excellence at times concurrent with their class with extended time taken into consideration. Changes in scheduled test times can be made only by permission of the faculty assigning the test. After administering a test, all test materials are picked up by faculty or sent with the student in sealed envelopes. Other arrangements must be made with ACE staff.

The Academic Center for Excellence has determined procedures to handle test accommodations. Prior to the time of the exam, faculty utilizing the ACE for test administration must deliver the exam and a completed “Test Administration at the Academic Center for Excellence” form to the Academic
Center for Excellence. This form assures that students taking tests in the ACE have the same opportunities equal to non-disabled peers, that time allowed for test completions is within the recommended range, and that allowances given the class, such as open books, calculators, class notes, are provided. Faculty need also to specify instructions and preferences for return of exams.

**B21. Who is eligible for Academic Center for Excellence services?**

Students are eligible for Academic Center for Excellence services if they are enrolled in one or more classes as a matriculated or non-matriculated student. All students are eligible to use the Math Lab (drop-in and online during posted hours), the Computer Lab (drop in with assistance available during posted hours), the Writing Center (by appointment in-person or online), the Study Solutions Lab (by appointment), and Request for Tutoring (subject to availability).

**B22. What is the composition of the Academic Center for Excellence (ACE)?**

The Academic Center for Excellence (ACE) is composed of a Director, who also serves as Coordinator of Tutorial Services and Coordinator of Assessment; Coordinator of Disabilities Services; Disabilities Services Specialists; Math Lab Coordinator; Executive Secretary and Clerk(s); and peer and professional tutors. The ACE staff and faculty are often available to assisting with study strategies. Schedules are available and posted each term.

**B23. Does the ACE have a special resource area for students with disabilities?**

No, the Academic Center for Excellence is open to all students. Study areas and multipurpose rooms for quiet testing, study groups and tutoring are available and reservations may be requested. Students with disabilities are invited to use the Academic Center for Excellence, and it is necessary to schedule testing space and equipment use with ACE/DS staff.

**B25. What assistive technology options are available?**

The Disabilities Services Office located in the Academic Center for Excellence offers a variety of assistive technologies to help students attain their educational and career goals. Through the equipment loan program, alternate text format electronic texts from publishers, and computer-based technologies, students have the opportunity to enhance their learning. Through the Zech DeVits Memorial Equipment Fund, Disabilities Services strives to offer eligible students opportunities for individual use of assistive
technology. DS Staff inform students of current options and resources. Faculty and students interested in viewing the available auxiliary aids may contact Disabilities Services.

**B24. What does the Equipment Loan Program include?**

The Disabilities Services Office offers a variety of assistive technologies to help students pursue their educational and career goals. Through the equipment loan program, digital/electronic texts, and computer-based technologies, students can enhance their learning. Items are offered subject to availability; some restrictions apply.

**Equipment Loan Program**

Students may borrow a variety of assistive technology items which may be available for students to borrow while they are enrolled in classes. Use is subject to availability; some restrictions apply. Examples of available equipment include:

- **Victor Readers** and **Telex** are compact DAISY (Digital Accessible Information System) players that offer 30+ book marks for ease in navigating audio texts and CDs.
- **Digital recorders** hold up to 144 hours of recording time for class lectures. Software enables computer connection, so audio can be played back through computer speakers.
- **Smartpens** record what you write and hear during a lecture. Notes can be saved on a computer, which synchronizes the audio and written portions of your notes through the Livescribe desktop application. Specialized paper or notebook with encoding is required for note-taking. Some restrictions apply since recording lectures can only be done with instructor permission.
- **Spell Checkers** are handheld devices that offer correct spelling options for words.
- **Franklin electronic Merriam Webster dictionaries** include 200,000 entries and can be used as both spellcheckers, dictionaries and thesauruses. Some have speaking features.
- **Bookman**, a portable electronic reader, includes a built-in dictionary and thesaurus.
- **MedSpell**, a portable electronic device, phonetically spells close to 150,000 words from *Stedman’s Medical Dictionary*, including biographical last names.
- **Quicktionary Reading Pen** scans words and provides text-to-speech pronunciation and definitions of 200,000 words.
- The **AlphaSmart 2000/3000** keyboard works with any desktop or laptop computer with an external port. Students who prefer typing
over writing use these portable keyboards to take notes in class then
download notes onto their home computer.

- **SmartPad** allows students to instantly transfer notes written on an
  ordinary notepad to a PalmZire Organizer. Notes can then be
downloaded onto a computer by using the SmartPad desktop software.
- **Talking Calculators** provide audio output of computation.

**B26. What are auxiliary aids and services?**

Auxiliary aids and services are defined as equipment and direct
personal services to support/assist communication with people whose
impairments require their use. While an exhaustive list is not possible, we
can give some examples of auxiliary aids and services: qualified sign-
language interpreters, readers and scribes, computer-assisted real-time
transcriptions; assistive listening devices, Braille, large-print, and tape-
recorded textbooks.

**B27. How can students access assistive technology?**

Disabilities Services Specialists teach students how to use the assistive
technology suggested in their reasonable accommodation plans (RAPs).
Disability Services has some software available for use in the Academic
Center for Excellence and has an equipment loan program.

**B28. What software and hardware is available for use in the
Academic Center for Excellence?**

Disabilities Services can provide an up-to-date list. The following may be
available in the current collection: **Kurzweil 3000, eReader, Inspiration,**
**Dragon Naturally Speaking, and Zoomtext 8.1.**

Some equipment is also available to use: **MagnaLink CCTV** to enlarge
texts for students with visual impairments; **Bamboo and Graphire Tablets for
faculty and students to try out; COMTEK** audio amplification/FM system for
students with hearing impairments.

The Equipment Loan program currently includes **Victor Readers** and
**Telex,** digital recorders, cassette recorders, spell checkers, **Franklin**
electronic dictionaries, **Bookman, MedSpell, Quicktionary Reading Pen,** **Smart**
Pens, **AlphaSmart 2000/3000,** **SmartPens,** and Talking Calculators.
Technology is always changing, so students are encouraged to refer to the
current list of assistive technology available.

Students may wish to purchase their own assistive technology. If they
need financial assistance to do so, they may be eligible for assistance from
Vocational Rehabilitation. Assistance may also be available through the Zech
DeVits Memorial Equipment Fund.

**B29. What Audio Books and Electronic / Digital Texts may be
available?**
**E-texts: Electronic / Digital Texts** may be available upon request. Electronic/digital copies of most textbooks, used with computers, may be requested from publishers through Disabilities Services at no additional charge although proof of purchase is required. Students using e-texts agree to abide by the publishers’ guidelines for use, including providing a copy of the book receipt. E-texts can be used with **NaturalReaders** (available for free at [www.naturalreaders.com](http://www.naturalreaders.com)) or **Kurzweil 3000** text-to-voice software (available for use in the Academic Center for Excellence; see page 2 for explanation).

Students must submit written requests for e-texts and audio books using our **Alternative Text Request Form** several weeks before classes begin. All titles may not be available and it can take two to six weeks for requests to be filled.

**B30. What other Computer-Based Technologies may be available?**

Disabilities Services has a variety of Computer-Based Technologies available for use in the Academic Center for Excellence and sometimes in other campus locations. Consult the Disabilities Services staff for details about the current collection. Location and availability may vary and are subject to change.

- **Inspiration**, a visual tool, helps students to develop ideas and organize thinking through the use of word webs and concept maps. Information can be displayed as diagrams or outlines.
- **Kurzweil 3000**, a text-to-voice program scans and reads pages from any book or document. Both visual and auditory learning styles can be supported by simultaneously highlighting while reading. Kurzweil 3000 offers readers a 175,000 word dictionary, the opportunity to highlight while reading and the ability to type notes that can be extracted and printed.
- **ZoomText** is a powerful program that offers two adaptive technologies: screen magnification and screen reading. ZoomText allows the user to see and hear everything on the computer screen, providing complete access to applications, documents, email and the Internet.
- **Dragon Naturally Speaking**, a voice-to-text program, converts spoken words to text. The functions and features of Dragon Naturally Speaking can be controlled by voice commands.
- **e Reader**, a universally designed text-to-speech program reads electronic files out loud to the user. It supports HTML, RTF and DAISY documents. **eReader** converts text to speech in both synthesized and human voices while presenting synchronous visual highlights over the text as it is read.
• **Bamboo** tablet connects to a computer as a peripheral device. With the use of the Bamboo pen, digital documents can be marked with handwritten notes in various pen colors. Handwritten text can be added anywhere that typed text can be accepted. Sketches and mathematical notations can be made on typewritten or blank documents. The pen can also be used as a mouse to reduce mouse related stress to the hand and wrist. It is available for use on a trial basis, so you can try it out to see if it is helpful to you.

Some additional assistive resources are:

- **MagnaLink CCTV**, an electronic vision aid, magnifies for individuals with some useful vision. Printed materials and objects can be placed under a camera and the magnified image is displayed on a television screen or computer monitor.

- **Teach Logic ‘Sound Learning’**, a classroom assistive amplifier/listening system assists individuals with auditory difficulties. It broadcasts the instructors’ voice directly to the ears of individual members in the audience.

- **COMTEK**, a wireless listening system creates a wireless FM sound link between the speaker and the listener for clean, clear, close-up sound.

**B31. What note taking support may be available?**

Student who wish to request note taking services need to apply each semester for specific class needs through Disabilities Services in conjunction with the reasonable accommodation plan (RAP).

Students who wish to serve as note takers can volunteer or check with Financial Aid about eligibility for work-study funds. Recently, paid note taker positions have been created through the Academic Center for Excellence.

Faculty may be asked to identify a student in their class who takes good notes. The designated note taker(s) are asked to prepare their notes and send them to Disabilities Services in print or electronically, or make other arrangements with faculty or directly with the note taker.

A student with disabilities can choose whether he/she wishes the note taker to know his/her identity. Students with disabilities are encouraged to review the notes and use them in conjunction with Blackboard resources and publishers’ companion website resources as well as encouraged to use professors’ office hours.

There may be presentation software for faculty to support note taking:

- **Graphire 3**, an electronic pen tablet compatible with PCs, allows the user to write directly into Microsoft Office. The Graphire also allows its user to annotate documents in Adobe Acrobat or Microsoft PowerPoint.

- **Mimio**, a projection system, controls desktop applications and documents directly from the board by enabling instructors to digitally capture, save and share notes, diagrams and drawings. It can be used
with a projector and it networks to PCs. Students can see the board work more clearly and generate copies.

Other technology may assist note takers and the student with disabilities:

- **Smartpens** record what you write and hear during a lecture. Notes can be saved on a computer, which synchronizes the audio and written portions of your notes through the Livescribe desktop application. Specialized paper or notebook with encoding is required for note-taking. Some restrictions apply since recording lectures can only be done with instructor permission.

**B32. What is the Zech DeVits Memorial Equipment Fund?**

The Zech DeVits Memorial Equipment Fund was created in memory of Zech DeVits, an NHTI Addiction Counseling major who passed away suddenly at 22 in 2005, just weeks before his planned graduation with an Associates degree. Born with gigantism, a rare genetic condition, and skeletal dysplasia, Zech had used a wheelchair since age six. Despite his towering 7’8” frame and large features, Zech quickly became a beloved role model on campus.

The first Wheelchair Basketball Benefit evolved as part of an education course disabilities awareness project, in which students raised funds to help refurbish Zech’s wheelchair-accessible van. The Disabilities Advisory Board and Granite State Independent Living continue to hold the Wheelchair Basketball Benefit event in partnership with campus clubs and organizations to continue Zech’s legacy of service. The event raises money to help other students with disabilities purchase assistive technology and equipment that will put them “on a level playing field” as they pursue education and career goals.

Students with documented disabilities who have attended NHTI for at least one semester may apply for funds to be used for assistive technology excluding hardware items. Applications are available at the Academic Center for Excellence.

Over the years, the Zech DeVits Memorial Equipment Fund has provided software for speech recognition, keyboarding and reading and items such as digital recorders to deserving NHTI students with disabilities.

After attending one semester at NHTI, a student may apply for the ZDV Memorial Equipment Fund to purchase software and equipment. Awards do not include hardware (computers). Refer to the Zech DeVits Memorial Equipment Fund brochure and application for more information.

**B33. How can students access alternative texts, e-texts, or audio books?**

As early as possible, students must buy the text and keep the receipt. Then students should complete a request form with specific information on
the book and publisher. The Disabilities Services Specialist will make copies of the receipt, one to file and one to submit to the publisher.

Students are encouraged to apply for an individual subscription to Learning Ally &/or Bookshare.

**B34. What are Learning Ally and Bookshare?**

Students with disabilities can subscribe to Learning Ally and/or Bookshare to receive audio books, magazines, and periodicals. Bookshare is free; Learning Ally has a membership fee. Application forms for both are available from the Disabilities Services Specialists. The student meets with the Coordinator of Disabilities Services to obtain proof of disability needed to complete the application.

**Audio books (available from Learning Ally)**

Learning Ally gives students access to more than 75,000 titles that are accessed through the Learning Ally website. DAISY formatted audio files can be used with PCs, iPads, iPhones, Android devices, and portable DAISY players such as Victor Readers. Students who frequently use this option are encouraged to purchase their own subscription or to apply for funds through the Zech DeVits Memorial Equipment Fund (see explanation on page 3). Students can also check with Vocational Rehabilitation about their eligibility for support. Another option is to submit a *hardship waiver* to membership services to find out if the fee can be waived due to hardship circumstances. Go to [www.learningally.org](http://www.learningally.org) for details. Eligibility is open to students who have a learning disability, visual impairment or physical impairment.

Alternate Texts may be available directly to students who have a visual impairment, physical impairment or learning disability. Students are encouraged to obtain their own subscriptions if possible.

- **Bookshare** is a *free* service that provides electronic books, magazines and periodicals to college students. Files are downloaded as audio files. Submit an application to the Coordinator of Disabilities Services to obtain proof of disability signature, which is required for application. Go to [www.bookshare.org](http://www.bookshare.org) for details.

- **Learning Ally** offers downloadable DAISY formatted files that can be used on PCs, iPhones and iPads. Submit an application to the Coordinator of Disabilities Services to obtain proof of disability as part of application process. There is a yearly subscription fee. You may submit a hardship waiver application to membership services to find out if the fee can be waived due to hardship circumstances, or you can submit an application to Zech DeVits Memorial Equipment Fund (see explanation on page 3) to apply for payment of the subscription fee. Go to [www.learningally.org](http://www.learningally.org) for details.
B35. What is the Success Seminar Series?
Students who have had contact with Disabilities Services are invited to attend Student Success Seminars. Topics include, but are not limited to managing stress, test-taking strategies, working effectively with faculty, understanding learning styles, and using organizational techniques. Experienced students, faculty, Academic Center for Excellence staff and guest speakers may present suggestions and involve participants in hands-on activities. For example, recent sessions demonstrated strategies from Learning Outside the Lines, (Mooney & Cole), 100 Things Every College Student with a Disability Ought to Know (Johnson & Hine), as well as demonstrations of equipment and assistive technology options.

B36. What is Academic Coaching?
Each student who is eligible for Disabilities Services may choose to meet individually with a Disabilities Services Specialist for academic coaching. The academic coaching model, like coaching in sports, comes from a wellness perspective. Academic coaching at NHTI strives to support students toward excellence and peak performance within the Academic Center for Excellence mission: to support academic success by promoting independent, self-directed learning in a positive environment. A student meets with Disabilities Services Specialist who guides him or her in developing self-management and study skills. During each weekly, 30-minute, individual session with the Disabilities Services Specialist, the student informally shares progress, plans, and problem solves. While the student determines the priorities, the Disabilities Services Specialist offers expertise in addressing concerns.
Naturally, throughout the coaching experience, Disabilities Services Specialists respect students’ confidentiality and power of choice.

B37. What specific activities may be included in academic coaching?
Academic coaching begins each semester with a brief assessment of the students’ strengths and areas for growth in study strategies appropriate for their learning styles. Then sessions focus on skill-building in such areas as:
• balancing life, work and social obligations
• organizing time and materials
• adapting reading and note taking skills for college texts
• ways to tackle assignments and semester-long projects
• test taking strategies
• learning how to talk to professors (role playing)
• problem solving
• self-advocacy (speaking up for one’s own needs)
• stress management
• exploring campus resources for academic supports, college supports such as counseling, and possible referrals to off-campus resources.
• During academic coaching, students can learn how to use assistive technology suggested in their RAP’s, e.g. e-texts and audio books, voice-to-text software, Inspiration mapping software, and other devices.

B38. What do students who have participated in academic coaching have to say about their experiences?
• “It is and has been a hard road for me to learn and accept that things didn’t/don’t come as easy to me as others, but Disability Services has changed everything around for me and I am learning how to cope and accommodate.”

Regarding reaching goals:
• “Through the skills they helped me learn I should be able to pass my classes (also the accommodations make a world of difference.”
• “[Staff] has been an excellent support to my success this semester. She helped me so much with time management, stress reduction, and organization; I could go on and on. She is so kind, compassionate and an asset to this institution.”
• “Help in decision-making and in resolving issues with professors.”
• “With my RAP, teachers can understand my learning needs.”

Regarding staying in a program of studies:
• * “Encouraged me to stay in the program.”
• “Gave me support needed to overcome my problem.”
• “Helped me become an independent learner.”
• “Helped me to assess importance of tasks and prioritize them.”
• “Disabilities Services helped solve problems when they were little, before they became big.”

Regarding overcoming barriers/problem solving:
• “Having my RAP made teachers know about my situation.”
• “Helped me weigh pros and cons of decisions.”
• “Going from one program to the next and allowing me to get feedback and support.”
• “Less stressful during or before testing, resulting in better grades.”
• “They helped me to find alternative solutions to problems”.

B39. What services are available for all students, including students with disabilities?
Students who are enrolled in at least one course, including students with disabilities, are eligible to participate in the following available academic support services, during posted day and evening hours; Math Lab (drop-in in-person and online), Writing Center (by appointment in person and online), Study solutions Lab (by appointment), Computer Lab (drop-in with assistance available during posted hours), Peer Tutoring (by request and subject to availability). Other tutoring sessions are posted when offered such as Biological Sciences and Accounting. Availability may vary and some restrictions may apply.

B40. What academic adjustments (accommodations) must be provided by a postsecondary school?

According to the U.S. Department of Education and the Office of Civil Rights, a student’s disability and individual needs form the basis for the determination of academic adjustments and termed “accommodations”. Their publication Students with Disabilities Preparing for Postsecondary Education (September, 2011) explains:

“Academic adjustments include adjustments to academic requirements and auxiliary aids and services, for example, arranging for priority registration; reducing course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in (your) form room; and equipping school computers and screen reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, a postsecondary school is not required to lower or effect substantial adjustments to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program or have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as typing.”

B41. What information about the student is given in the Reasonable Accommodation Plan

Included in the RAP is important information about the student’s learning style, a summary of strengths and challenges, and other comments about what the student is trying to accomplish. Suggestions for faculty are also included. Faculty and students are also reminded in the RAP that faculty determine what is reasonable, and ultimately that the student is responsible for sharing the accommodation plan with faculty for the classes in which the student wants to use the accommodations. A release of information is also included in order for Disabilities Services Staff to answer questions that the
faculty might have regarding the plan. Possible supports and services the
student may wish to access are also listed, such as academic coaching, math
lab, tutoring and assistive technologies.

B42. Are college faculty and administrators permitted to ask the
student about the type or effects of the disability?

No. Medical and psychological facts about a student’s disability are
personal and confidential, and need only be revealed to the Coordinator or
Disabilities Services for service and accommodation determination.

B43. Are faculty and staff permitted to refer students who have not
identified themselves as having disabilities, but who are having
significant academic problems, to the Coordinator of Disabilities
Services?

Yes. Some students have undetected disabilities whose limitations
negatively affect academic performance. It would not be appropriate for
faculty and staff to erroneously assume that a disability label applies to
academic problems, even significant and persistent ones. In the context of
offering help and information, it is perfectly legal and acceptable for faculty
to inform students about the existence and location of the Disabilities
Services Office. It is also legal and acceptable to tell them that the
Coordinator of Disabilities Services can informally provide guidance and
counseling on academic problems and that certainty of disability is not
required for this service. Disabilities Services can also provide information
and referral services to those students seeking diagnostic testing to detect
possible learning disabilities or other disabilities.

Faculty and staff are welcome to contact the Coordinator of Disabilities
Services to discuss confidentiality and concerns that have about student
needs that may be disability related. Please note, however, that the ADA
protects the civil rights of people who are falsely regarded as having
disabilities. Campus community members who either are or are not licensed
to diagnose disability but are not designated as personnel responsible for
Disabilities Services at NHTI should take care to avoid speculating, even with
the best intent, about whether a student does or does not have a disability.
Faculty who may be licensed to diagnose disability but are faculty and
therefore are not functioning in the specific capacity of Disabilities Service
providers are cautioned to avoid conflict of interest and carefully adhere to
NHTI policies and procedures.

B44. Do students with disabilities have the right to expect teachers
to allow special consideration when setting class-attendance policy?

No. Professors set class attendance policies individually, according to
academic necessity. Lecture materials, collaborative learning activities,
utilization of laboratory and other equipment, etc., all comprise unique and
essential elements of the teaching, learning and performance process. Teachers have the right to determine the degree to which class attendance affects learning outcomes and the extent to which individual student attendance meets standard for satisfactory completion of the course.

A student who cannot attend class because of disability, illness, or other reasons, may not be qualified to participate in the class. However, no policy of NHTI is exempt from the ADA requirement for reasonable accommodation of policies and procedures needed to assure nondiscrimination on the basis of disability. Therefore, if a requested excused absence were made on the basis of disability and the student could miss class and still fulfill course learning and performance requirements, accommodation of attendance policies may be considered by faculty, in consultation with the Coordinator of Disabilities Services.

In the event that the college was responsible for a student missing class, program access services would be needed in addition to a waiver of attendance policy. For example, if five minutes before the start of a class located on the third floor of a building, a student finds that an elevator has just gone out of order. The student cannot climb stairs, and it is too late to move the class. In that case, the college would be obligated to provide services which would make up for the loss experienced by the student and the student could not be penalized for having missed the class. Alternatives such as providing an alternate location, videotaping or audio recording of class or the option to attend another section of class or a make-up session may be considered.

B47. What is the policy of the Community College System of New Hampshire (CCSNH) regarding the use of Facilitated Communication?

It is the policy of the CCSNH colleges, through their respective Disabilities Coordinators, to provide all accommodations deemed reasonable and appropriate in compliance with federal and state requirements. Facilitated communication is a technique by which a “facilitator” provides physical and other supports in an attempt to assist a person with a significant communication disability to point to pictures, objects, printed letters and words, or to a keyboard. Both the American Psychological Association and the American Speech-Language-hearing Association have developed position papers in which they state they can find no conclusive scientific evidence that facilitated messages reliably express the feelings, ideas, and intentions of the disabled individual.

The American Psychological Association states: “facilitated communication is a controversial and unproved communicative procedure with no scientifically demonstrated support for its efficacy.”

The American Speech-Language-hearing Association states: “When information available to facilitators is controlled and objective evaluation
methods are used, peer-reviewed studies and clinical assessments find no evidence that facilitated messages can be reliably attributed to people with disabilities.”

The System colleges must be assured that the academic standards and competencies for a course are being met by the student when a course is taken for credit. Since it cannot be definitely demonstrated that by using facilitated communication the student, as opposed to the facilitator, has mastery of the subject matter, facilitated communication is not reasonable or appropriate accommodation that the college is required to provide. While determination on the appropriateness of reasonable accommodations is made on a case by case basis by the Disability Coordinator in consultation with the instructor, the Colleges to not accept a scientifically discredited technique, such as facilitated communication, as meeting the academic standards or demonstrating student competency. In distinguishing between augmented communication and facilitated communication, in particular, the College must be satisfied that all work is being done by the student and not by an intermediary agent.

Section C. Documentation Required

C1. How does a student become eligible to receive accommodations?

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and rights to equal access programs and services. To establish that an individual is covered under the ADA, documentation must indicate that a specific disability exists and that the identified disability substantially limits one of more major life activity. The documentation must also support and request for accommodations, academic adjustments, and/or auxiliary aids. A diagnosis of disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA.

C2. What are the guidelines from the Association on Higher Education and Disability?

The following guidelines from the Association on Higher education and Disability (AHEAD) provide the components of documentation necessary to establish eligibility for services and receiving appropriate accommodations.

1. The credentials of the evaluator(s).

The Best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and
comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression of prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used.

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual’s self report is the most
comprehensive approach to fully documenting impact. The best quality documentation is through enough to demonstrate whether or how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual’s condition.*

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual’s own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perpetual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.
7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

C3. What documentation is necessary for requesting Disabilities Services?

In compliance with the Americans with Disabilities Act, the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act, students with disabilities at the postsecondary level who request accommodations are required to submit documentation of disabilities to support their requests. Documentation varies with the disability and must include a diagnosis, professional’s credentials, the effect of the disability on a major life activity, and the effect on academic performance. Specifically, this documentation should: be current within the past three years (for ADD/ADHD), up to five years for educational evaluations, within 6 months for some medical and psychiatric disabilities; be completed by a qualified examiner/health care professional; address the current level of functioning and major life activities affected; list the types of accommodations used and the results; address the appropriateness of the accommodations being requested. The major life activities are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communication, working and the operation of a major bodily function.

An IEP or 504 Plan are helpful in planning but are not sufficient documentation. NHTI does not provide diagnostic testing services.

C4. What are options for obtaining updated educational documentation?

The Coordinator of Disabilities Services carefully evaluates information submitted by each student in order to determine which accommodations may be appropriate. If updated documentation is necessary, there are several options listed below for obtaining educational evaluations. Students are responsible for any cost of evaluations.

Regarding educational evaluations, the following may be applicable: ability (IQ); achievement in mathematics, reading, written expression, spelling and so forth; speech and language and other applicable areas.

One option is that a student may choose to contact each evaluator who completed previous diagnostic testing and request a documentation update. A student may request a letter from the evaluator which: summarizes the original documentation results; adds any further information necessary to ascertain current eligibility and support the requested accommodations; and confirms that the documentation is considered current, appropriate and consistent with the previous reports based upon the evaluator’s knowledge of you. It is possible that the evaluator may need to
complete an interview or conduct some additional testing if necessary to make the required statements.

A second option is to obtain updated testing from a qualified evaluator in the areas needed, such as ability, achievement or other appropriate testing and submit reports to the Coordinator of Disabilities Services. Each student is encouraged to check with the insurance company for eligibility for possible evaluation support; if a student is eligible, he/she would be referred to the list of approved providers.

A third option, if a student is not eligible for insurance coverage, is to select a private provider and plan to self-pay. A list of possible evaluators is available from Disabilities Services upon request. Some evaluators may offer reduced rates and payment plans.

A fourth option is to contact Vocational Rehabilitation for assistance. NH Vocational Rehabilitation (NHVR) strives to improve employment possibilities for people with disabilities. If a student’s experience in choosing, getting or keeping a job has been challenging while managing disabilities, NHVR may be an option. NHVR will need to know that an individual wants to work and has a physical, learning or psychological disability that is supported by a diagnosis form a doctor, psychologist or licensed professional.

Each individual must complete steps for eligibility: eligibility is based upon need for assistance to find employment, advance in a field of work or satisfactorily perform current job duties. It is important to specify that as a student is pursuing a program of studies toward a career. There is a need for updated documentation to support career goals. If a student finds that he/she will definitely need accommodations in order to pursue postsecondary education towards a career goal and knows that he/she needs assistance with obtaining the supporting documentation, then the student is encouraged to inquire about any available NHVR support for a neuropsychological exam and/or vocational evaluation. NHVR clients may also be eligible for job development and placement services, although not typically at the same time as evaluation services and educational support. Students, who plan to pursue the NHVR option, should contact NHTI Disabilities Services Specialists for further guidance.

Additional details are posted at: http://www.ed.state.nh.us/education/doe/organization/adultlearning/VR/testing.htm.

**C5. How would a student go about obtaining updated medical documentation?**

It is the student’s responsibility to obtain current documentation for medical conditions that affect learning. Each student is advised to ask his/her health care professional to complete documentation forms, available from Disabilities Services, and return them by fax or mail to the Coordinator.
of Disabilities Services. The person completing the form needs to provide the following information: diagnosis, treatment, frequency of contact, medications (if applicable), major life activities affected by the disabilities before treatment, major life activities affected by the disabilities after treatment, and recommendations for accommodations. The health care professional may add recommendations for accommodations. It is the responsibility of the Coordinator of Disabilities Services to determine what accommodations are appropriate for each student based upon documentation, interview and professional judgment.

C6. What should an educational evaluation report include?
The educational evaluation report should include: the credentials of the evaluator, a diagnostic statement identifying the disabilities; a description of the diagnostic methodology (tests) used; a description of current functional limitations and test results; a description of expected progression or stability of the disabilities; current and past accommodations, services; and recommendations for accommodations, adaptive devices, assistive services and strategies.

C7. Where should documentation be submitted?
Documentation should be submitted for review by mail to: Coordinator of Disabilities Services, Academic Center for Excellence, NHTI- Concord’s Community College, 31 College Drive, Concord, NH 03301-7412 or by fax 603-230-9309 to the attention of the Coordinator of Disabilities Services. Documentation should not be sent to the Admissions or Registrar’s Office. Disabilities will not be considered in admission decisions. Documentation of disabilities is not sent automatically by high schools.

Section D. Placement Testing

D1. How can an applicant for admission request special services and accommodations?
Disabilities Services are not limited to serving enrolled students only. If an applicant for admission needs disability-related services at any step in the admissions and enrollment process, such as information in accessible formats, help with filling out forms, or sign-language interpretation, assistance is available. Requests can be made by contacting Disabilities Services.

D2. Are students with disabilities required to take placement tests?
Placement testing is requirements apply to all students, with or without disability, before registration for most NHTI courses is permitted. Placement testing is not timed and possible components include a writing
sample, reading comprehension, math, computer literacy, and a study strategies inventory. Students requesting accommodations for placement testing must contact the Coordinator of Disabilities Services and provide appropriate documentation to support the requests for accommodation prior to taking their placement testing to insure that the requested accommodations can be provided. If a student has not done so he/she may elect to proceed with testing without accommodations and request retaking the tests with accommodations at another time once documentation is received and reviewed for approved accommodations.

D3. What is placement testing?
Placement testing currently consists of Accuplacer consistent with other CCSNH campuses. It may include assessment in mathematics, reading comprehension and computer literacy; a writing sample and/or writing self-placement; and a self-assessment which yields a profile of study skills and learning strategies. Students receive a Placement Test Message packet. This summary of results helps students to select appropriate levels of courses with academic advisors.

D4. May students have accommodations for placement testing?
Yes. A student who has submitted appropriate documentation of a disability may be eligible for temporary reasonable accommodations during placement testing. Placement testing is untimed and may take 2-3 hours or more. Students use the computer for responses and may either handwrite or word process their writing samples.

Disabilities Services grants permission for temporary reasonable accommodations on an individual basis depending upon the nature of the disabilities. To check on specific information and/or make your request, students must contact Disabilities Services.

D5. When do students schedule placement tests?
Students admitted to a program are encouraged to complete placement testing before registering for courses. Testing is offered on an ongoing basis depending on available schedules. It is recommended that students who wish to access Disabilities Services complete placement testing before developing a Reasonable Accommodation Plan with the Disabilities Services Coordinator. If students are interested in advising recommendations for course load, combination of courses and other disabilities-related aspects, it is recommended that students complete the three-step process before registering for courses with his/her department head/advisor.

Section E. Academic Advising: Standards
E1. What are academic standards?

Academic standards are the requirements that all students must address, including students with disabilities. Students must meet a 2.0 or “C” grade point average and make acceptable academic progress in courses. Academic Affairs sets forth expectations that all students must meet in keeping with applicable national accreditation standards. The NHTI Catalog and website explain in detail important requirements for all students, such as the Educated Person Standards. The Office of Financial Aid also designates standards for acceptable academic progress for those students participating in financial aid in keeping with federal regulations. Students are urged to inform themselves of key requirements and consult advisors for clarification.

E2. What types of requirements apply to the programs of study?

Each Associate’s Degree program has General Education core requirements, including English Composition ENGL101; Mathematics at various levels, PC Applications IST102 (the computer literacy requirement), Social Science courses (such as Psychology and Sociology) and Humanities. Each program of study includes specific core courses for that major. For example, all Business majors must take courses such as Accounting, Introduction to Business, as well as specialized courses to meet requirements in their specific major, such as Sports Management. Students also have choices of courses called electives to meet academic requirements, for example, electives such as American History, Anthropology, Educational Psychology, Introduction to Sociology could satisfy a Social Science requirement in given major.

Each major designates specific course requirements in a recommended sequence. Prerequisite courses must be taken for preparation for the next course in sequence. The website provides a course description for each course. In addition, for each major, there are Specific Admissions Requirements. Health, character and technical standards are also stipulated wherever applicable.

E3. Are requirements different for students with disabilities?

All students at the postsecondary, including students with disabilities, must meet the same academic standards, admissions requirements, course requirements, health, character and technical standards and conduct code for the college. The Individuals with Disabilities Education Act does not apply at the postsecondary level. Instead, the American with Disabilities Act, ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act protect students with disabilities and afford them equal opportunity to pursue programs of study. Colleges are not required to fundamentally alter the essential elements of their courses. Students with disabilities, as well as all
other students, must meet the same requirements. Students with disabilities must be ‘otherwise qualified’ to meet these standards.

Accommodations, also known as “academic adjustments,” can assist students with disabilities as they pursue these requirements. In addition to using a reasonable accommodation plan, students with disabilities may benefit from use of academic supports and assistive technology.

E4. At what academic level are courses taught?

It is expected that students have completed high school or GED requirements before being accepted into a program. Each program lists admission requirements and technical standards. The student conduct code also applies. For details, consult the NHTI Catalog, also available at www.nhti.edu.

Some students may need to take courses in an area they did not pursue in high school, such as biology, chemistry and physics in order to meet program requirements for a particular major, such as a health science major. To meet these requirements, a student may choose to take such courses offered through evening or weekend programs at area high schools.

Students who need to firm up their backgrounds in a particular area, such as mathematics or English, may take developmental courses. These are offered at several levels but do not earn credit toward graduation.

E5. Are all NHTI students considered to be adults?

Yes. The content and teaching methods of college courses presume students are adults. Some courses may not be appropriate for students below the age of 18 and those who do not have a high school diploma or equivalent. Such students are advised to meet with an Admissions Counselor or Advisor to discuss enrollment prior to actual registration. Academic departments reserve the right to participate in such discussions. All students are expected to meet course prerequisites.

E6. What is a matriculated student? What is a non-matriculated student?

A student who has declared a major and has been accepted into a program is considered a matriculated student. These students register for courses with an advisor who is usually the Department Head of the program or designee, or one of the General Studies advisors.

Non-matriculated students are those who have not been formally admitted to a program. Non-matriculated students must meet the same course requirements and follow the same rules, policies, and procedures of the college as other students. Non-matriculated students can register for one or more classes through the Academic Advising Center.
E7. What programs of study are offered by NHTI- Concord’s Community College?

NHTI is accredited as both a community and a technical college and is part of the Community College System of New Hampshire (www.ccsnh.edu). NHTI offers associate degree programs, certificate programs, distance learning/on-line classes and business training. Programs of study offered are listed in the NHTI catalog and on NHTI website (www.nhti.edu). These majors include intensive technical majors such as those in engineering (Architectural, Mechanical/Manufacturing, Electrical, Computer), health science (Dental Assisting, Dental Hygiene, Radiologic Technology, Radiation Therapy, Diagnostic Medical Imaging/Sonography, Registered Nursing, Practical Nursing) and computer technology (Information Technology, Animation Graphic Game Programming).

Additionally, NHTI offers programs in Business (Accounting, Management, Marketing, Sports Management, Hotel Tourism Administration), Education, Child Studies, Human Services, Criminal Justice, and Paralegal. General Studies includes Liberal Arts with various concentrations such as life or behavioral science, Associate of Arts and Associate of Science degrees.

Some certificate programs are available. Course formats include evening courses, distance learning courses, hybrid, eight-week, one week intensive and several timespans for summer courses. Additionally, the Center for Business Training which conducts workshops and training series to address basic, technical and business-oriented skills.

E8. What is the General Studies Program?

General Studies (AGS/GST), also termed Liberal Arts, may be a logical starting point for many students. Students may major in General Studies while completing pre-requisite courses, then apply for admission to that program. For example, a student might complete general education requirements as a General Studies major, then begin coursework in biology and chemistry in anticipation of applying to the Dental Hygiene program.

Students may choose to remain in the General Studies major to earn Associate of Arts or Associate of Science degrees. General Studies also offers courses which prepare students to transfer to four-year college programs. Students may take a concentration of courses in several Liberal Arts areas such as English, Liberal Arts and Science, Life Science, Social Behavioral Science, Experiential Option or Exploration Option. For each option, the NHTI catalog outlines a core of requirements in mathematics, English, social science, humanities, computer literacy and electives. The General Studies major also offers a course called The General Studies College Success
Seminar GST100 to help students set a direction for their college studies. Study Strategies courses help students to strengthen study skills. All students, including those with disabilities, are responsible for addressing specific course objectives, Educated Person standards, academic standards, conduct code and health, character and technical standards set forth in their programs of study.

**E9. What is the NHTI Transition Program?**

The Transition Program has been in existence for many years as a federally funded initiative has helped hundreds of women and men to obtain degrees and to launch careers. The Transition Program provides assistance and support to eligible “individuals in transition” to support them toward reaching their goals. To be deemed eligible, students must be matriculated at NHTI and meet requirements as single parents, displaced homemakers, individuals with documented disabilities, and/or individuals with limited English proficiency.

Financial Assistance may be available to eligible students to pay for such costs as tuition, books and other educational expenses. Support groups and workshops may be available for ongoing assistance to help students with various educational and parenting issues.

Applications are accepted each semester, all year, and awards are made before the start of a given semester. Students may apply at the Office of Counseling Services.

**E10. May students change majors?**

Yes, students may change majors. The same admissions, program and health, character and technical standards apply as listed in the current NHTI Catalog. Many students start with General Studies to prepare for another major and then apply to that major once they complete pre-requisites. Courses successfully completed (grade of C or better) would apply toward the requirements of other majors.

It is common for students to change their minds as their interests, preferences, and priorities change. The General Studies College Success Seminar GST100 may provide an opportunity for career exploration.

Once students begin taking courses in a program, they learn what is actually involved in the major and the career. They may find that the major originally chosen does not fit their expectations or individual skills and talents. Students will find useful resources for career exploration on the NHTI website.

**E11. What are certificate programs?**

Certificate programs offer courses specific to a field of study without the general education courses. (See NHTI Catalog). For example, for the Information Technology certificate, students take only IT courses. Beginning
with introductory courses, students then select options such as Database Management and Web Design, to complete the required number of courses. A student earns a certificate once the courses are successfully completed.

A student could choose to continue past the certificate program and later complete the general requirements, culminating in an Associate’s degree. Courses successfully completed with a grade of C or better, could fulfill degree requirements in that major as specified in the current NHTI Catalog.

It is expected that each student is able to demonstrate satisfactory basic skills in academics such as reading, writing, mathematics as appropriate for courses in certificate programs. Students are encouraged to utilize academic supports and community literacy programs.

**E12. What is the Transfer Fair?**

The Transfer Fair is an annual event which brings representatives of many colleges to NHTI campus to discuss transferring from NHTI to those other colleges. NH Transfer Connection Program facilitates transferring from NHTI to other in-state colleges. NHTTransfer.org is a helpful website with information about procedures for transferring from (CCSNH) Community College System of NH to University System of NH (USNH) and participating private universities.

**Academic Advising: Course Selection and Load**

**E13. How would a student decide what courses to take?**

The NHTI catalog lists the courses that are required for each degree and certificate program (major). Placement testing helps each student understand his/her academic strengths and areas for growth in order for the advisor to recommend courses at an appropriate level, for example, math, English, reading. A student’s advisor can help with class selection, program planning and other academic matters. The advisor in most cases will be the Department Head of the program. For General Studies (AGS/GST) majors, one of the faculty will be designated as the student’s advisor. For non-matriculated students, Academic Advisors are available in the Academic Advising Center.

**E14. What are some important considerations for students with disabilities to keep in mind when selecting courses?**

Students with disabilities may also wish to discuss course ideas with Disabilities Services staff. Some important considerations include the student’s specific academic strengths and challenges, learning style, career goals, interest areas, work schedules, most productive times of day for classes, and so forth. Students are advised to avoid overloading their college class schedules and to seek a balance between rigorous courses with those
that are interesting. It is important to consider enrolling in a manageable level in view of the student’s academic skills and talents and challenges. Students are also advised to consult the Financial Aid Office for questions about their specific circumstances.

**E15. How many courses do students take? What is a full-time or part-time course load?**

A full-time load is 12 credits; part-time students carry fewer than 12 credits. Twelve credits mean a total of three four-credit or four three-credit courses or other combinations. That means during a given semester, a class meets one hour per week for each credit hour. For example, a three-credit course meets three hours per week.

For part-time students or those taking fewer than 12 credits, Federal Financial Aid guidelines specify six credits as the lowest load that qualifies for a partial financial aid award.

It should be noted that although 12 credits are considered a full time load, the *NHTI Catalog* often shows more than 12 hours for programs of study. These listings show the sequence of courses needed to finish particular programs in two years.

All students, including those with disabilities, must address the same financial aid regulations and guidelines currently in place as posted in the most current NHTI catalog.

**E17. What are some alternatives on campus for those not ready for a full load?**

If a student meets the criteria for a college program, but is not ready to take on a full course schedule, there are several alternatives. For example, a student may take a reduced course load of 6-11 credits. A student may decide to take only one course at a time. Certificate programs concentrate on a particular field with the general requirements of a full Associate’s degree. Some courses can be audited. Check the NHTI website for current catalog.

**E18. Under what circumstances would a student take a reduced course load?**

Students need to maintain a satisfactory grade point average of C or better to remain in their programs (refer to current *NHTI Catalog*). For some students with disabilities, maintaining satisfactory progress with a full-time course load of twelve and more credit hours may be difficult. In some cases, eleven, ten or nine credits may actually be equivalent to a full-time load for these students. Therefore, these students may be advised to take a reduced course load, for example, between seven and eleven hours. Students are strongly urged to maintain regular contact with their faculty, advisors, and Disabilities Services Staff.
E19. How does a reduced course load affect health insurance coverage?
Disabilities Services can assist in preparing letters for health insurance companies to verify that a reduced course load is equivalent to a full-time course load for students. Federal Financial Aid Guidelines stipulate six credit hours as the minimum number of hours for a reduced course load. Students must request these letters from Disabilities Services as students are strongly urged to take an active role in academic support activities. Naturally, it is up to the insurance company to make a determination based upon this information.

E20. How does a reduced course load affect sports participation?
Students who participate in sports normally take a full-time course load of at least twelve credits. Students with disabilities who need to take a reduced course load in order to maintain an acceptable grade point average can request from Disabilities Services a letter of support for sports participation. Students are responsible for making their requests to Disabilities Services in a timely fashion. As with health insurance letters, the Federal Financial Aid guideline typically requires at least six credit hours as the lower limit for a reduced course load.

E21. What if a student wants to enroll in only one course?
Some students may wish to register for individual courses to try out college before officially applying for admission to a degree or certificate program or before choosing a major. These non-matriculated students may do so without applying to degree or certificate programs. Many general education and some program-specific courses may be available through the Division of Continuing Education. Some restrictions apply: course prerequisites must be met and space needs to be available after matriculated students have registered. Students are expected to have completed high school requirements or their GED certificate. Courses successfully completed would still “count” toward a program. (Refer to NHTI Catalog). Placement testing is recommended for all students who are likely to use Academic Center for Excellence Services.

E22. What does it mean to audit a course?
Auditing gives students an opportunity to interact with other students but does not include evaluation or grading. Typically, students come to class on class days, listen to lectures, watch videos, and participate in discussions as they happen in class. However, they do NOT participate in learning assessment activities such as exams, quizzes, homework, oral presentations, and so forth. Students in an audit situation may have access to a Blackboard site, as long as the access doesn't extend to evaluative activities
such as journals, threaded discussions that are graded, online quizzes and so forth. Refer to the current NHTI Catalog for the current policy.

For example, under the Audit policy students may enroll in courses which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars, and/or labs but does not complete graded assignments. When enrolled as an audit, the student will not be given a final grade nor will credit towards graduation be given for the course (the academic transcript will reflect an AU for the course).

Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit the student may not change to credit status after the designated add period; likewise, a student registered for credit may not change to audit status after the designated add period.

Exceptions to the above may be made by the Vice President of Academic Affairs. **Students must pay the full tuition for the course. Financial Aid does not cover costs for an audited course.**

**E23. Are students who take one course eligible for Academic Center for Excellence support and Disabilities Services?**

Yes, students who take one course are eligible for Academic Center for Excellence services as well as participation in campus clubs and organizations. Those who anticipate needing Academic Center for Excellence Services in tutoring and/or Disabilities Services must complete Placement Testing.

**E24. What courses would a General Studies major take?**

Typically, General Studies (AGS/GST) students would begin with The General Studies College Success Seminar GST100 to help identify programs and majors of interest to them. Another option, Study Strategies (GST102) includes not only the GST100 material, but presents techniques study such as note taking, test preparation, time management and organizational skills. Advisors often recommend the GST102/104 sequence to students who need to reinforce these skills in order to improve the likelihood of academic success. In addition, AGS/GST majors would take an English class; a math course; IST102, computer literacy course (course levels determined by placement test scores)and possibly a social science (such as psychology).

**E25. How long is a semester?**

Fall and spring semesters are usually 15-16 weeks long. For example, fall term may begin around Labor Day and continues through December.
Spring term may begin at the end of January and continues through mid-May, including a one-week Spring break.

Summer courses are offered in several formats: day classes in two five-week sessions June - July and July - August, or evening classes over eight- to ten-week sessions from June through August. The same course material is covered in a concentrated form because there is much less time than a regular semester, so students have longer, more frequent classes each week, with less time in between to process information and to complete assignments.

**E26. May a student withdraw from a class once it has begun?**

Yes. Students who officially withdraw from the college or from an individual course by the current applicable deadline set by Financial Aid may be eligible for a refund less non-refundable fees. See NHTI Catalog and website. For details, contact the Financial Aid Office. Due to the complexity of federal financial aid regulations, students are urged to contact Financial Aid regarding their specific situation.

**E27. Can a student still use a Reasonable Accommodations Plan (RAP) when taking on-line classes?**

Yes. The student with assistance from the Coordinator of Disabilities Services can submit their RAP to instructors through email. For those accommodations relevant to online instruction, faculty can indicate approval via the Faculty Signature Sheet to the student and Coordinator of Disabilities Services. Extended time for tests can be given on Blackboard as an individual test, or for all students, or faculty can offer options for students to come to the ACE for proctored exams as appropriate. In all other ways, the RAP for on-line students is equivalent to those used in courses on campus.

**Section F. Alternatives for Skill Building and Lifelong Learning**

**F1. What is meant by “supplemental programs”?”**

A “supplement” is something that fills in to make up for something that is missing or lacking; for example, some people take a vitamin supplement to make up for not getting enough vitamins in their diet.

Supplemental programs can help fill in what a student needs in order to make a successful transition to life at college. Such programs can offer an opportunity to increase academic skills, such as reading and math, that a student needs to prepare for college level courses. A supplemental program may provide a student the opportunity to take a course not offered in his/her high school.

Supplemental transition programs may also prepare a student for college expectations, such as study skills, time management, problem-solving, self-advocacy and communication skills. Such programs may expose
students to experiences they may encounter in college such as living in dorms, eating in dining halls and relating to other students.

Supplemental programs may also offer exploration of interests and career areas. For example, some people enjoy their careers and are also passionate about their other interests in order to gain balance in their lives. A person can take supplemental programs to pursue various interests, such as yoga, dancing or photography.

A student may take supplemental courses before or after applying to college. A student may also take a supplemental course while at the same time taking college courses for which he/she is qualified.

F2. Why would a student want to participate in skill building programs?

Skill building programs are helpful for many students. Students who did not have a program with an academic emphasis in high school can learn the academic skills needed in college. Students who used a significant amount of assistance from a paraprofessional in high school can learn to function more independently on their own. There are no aides in a college classroom. Students may need to practice working independently. Some students who do not meet college standards at this time may be able to bring their skills up to college level and may become eligible for college at a later time.

F3. What alternatives are available for skill-building?

Area high schools have “Community Education Classes” which can help build academic skills; examples include algebra, biology, chemistry, physics, English. These classes can also be taken to meet prerequisites for college courses, such as those for Health Sciences.

F4. What other alternatives are available for students whose skills are not at college level?

For students whose skills are not at the level of a high school graduate, several alternatives are available. Second Start in Concord, as explained on its website, offers several skill building programs. College Bridge for Adults is for adults who have a diploma or a GED certificate and want to go to college. Students spend time developing the essential skills they will need to succeed in a college environment. Instructors focus on reading, writing, math, speaking, active listening and effective note taking. Students also improve their computer skills and learn how to use the Internet for schoolwork. A career counselor is available to help students plan a career path. In addition to gaining valuable academic skills, participants in this program become familiar with filling out college applications, applying for financial aid, course expectations and grading policies.
The **Adult-Learner Services Program** offers free, basic educational services for adults who, for various reasons, cannot attend regular classes but might benefit from one-on-one help.

Those who are unable to attend classes can explore the Guided Study path. Students meet twice a month with a learning coach to design their study plan. The learning coach provides materials, assignments, encouragement and guidance. This may be the best choice for “do-it-yourself” types who need a flexible study schedule and don’t mind studying alone.

The **Adult Basic Education (ABE)** classes provide instruction in basic reading, writing and math. Most people find that taking classes is the fastest and most enjoyable way to reach their educational goals. These daytime and evening classes are free, even for those who already have a diploma and just want to brush up on their skills.

People who did not finish high school can study with Second Start and take the General Educational Development examination, more commonly known as the GED. Preparation for this exam includes practice in the five skill areas of the GED exam: Writing, Reading, Social Studies, Science and Math. [www.second-start.org](http://www.second-start.org).

**F5. What are some alternatives to make the transition to college easier?**

Success Seminar, offered to students with disabilities by NHTI Disabilities Services may be available in late August and/or early September. This is a free session which presents ways to make a successful transition to college: adjustment concerns, notebook organization, assistive technology and helpful websites. Participants may receive free resources, typically helpful booklets, a master notebook and a CD of useful websites.

College Transition Programs offer college readiness as well as academic skill development. For example, the **College Bridge Program for Adults**, as mentioned in FAQ F4 is a free or low cost 15 week course for adults who have a diploma or a GED certificate and computer skills. In addition to academic skill development, they provide college readiness training in such things as filling out forms and applications, active listening, effective note taking, and meeting academic and social expectations. Job training and career counseling may also be available. For more information, visit [www.second-start.org](http://www.second-start.org).

Other college transition programs may be available. For example, the **Summer Transition to College** program is offered at Landmark College ([www.landmark.edu](http://www.landmark.edu)) for students with learning disabilities. Another program, the **College Living Experience** ([www.experiencecle.com](http://www.experiencecle.com)) was designed for students with Autism Spectrum Disorders, Asperger’s Syndrome and other learning disabilities. In addition, the **Goodwill Stepping Stones Program** ([www.goodwilACEva.org/aboutus/partners.html](http://www.goodwilACEva.org/aboutus/partners.html)) prepares
students, who have been out of high school for two or more years and want an Associate’s Degree.

**F6. What are some alternatives for strengthening job skills as well as academics?**

There are many ways to strengthen academic skills that will also help on the job. For example, NHTI Center for Business Training focuses on standard business applications, finance, customer relationships, management, development and technical skills. This center offers certificates of completion and proficiency in career skill areas, including a Computer Proficiency Certificate. Other innovative programs include an Advanced Manufacturing Processes Certificate. The current brochure is posted at [www.nhti.edu/businesstraining/index.html](http://www.nhti.edu/businesstraining/index.html).

**F7. What are course options for personal development or enrichment?**

College is not the only place to learn and academics are not the only thing people want to learn. People may have a passion for a special interest, like dancing, or they may just want to try something new, like drawing. Area high schools also offer Community Education courses open to the public. For example, Concord Community Education regularly offers classes in many subjects, such as computer skills, art, languages, wellness, drawing, quilt making, dancing, photography and other interest areas. To view Concord’s current listings visit [www.classesforlife.com](http://www.classesforlife.com). Other communities have similar programs.

Other noncredit classes are offered in the community. Nutrition and fitness classes are offered by local and regional hospitals, for example. The Center of health Promotion at Concord Hospital. Art classes are offered at community art schools, for example, the Kimball-Jenkins Art School.

**F8. What are some examples of alternatives and resources for career support?**

The US Dept. of Labor provides the Virtual Career Network/Healthcare ([www.vcn.org/healthcare](http://www.vcn.org/healthcare)), and online tool for current and prospective healthcare workers which allows people to explore occupations and identify local education and training programs.

**Granite State Independent Living (GSIL)** and the **Employment Network** ([www.gsil.org](http://www.gsil.org)), together with the Social Security Administration, has offered two programs, “Ticket to Work” and “NH at Work”. These programs may offer people on SSI and SSDI ways to explore employment options and receive support to find and maintain employment. Interested persons are advised to check on current availability.
F9. What career support is available from New Hampshire Vocational Rehabilitation?

Vocational Rehabilitation is a federally funded service agency that provides job/career support services to persons with disabilities. NHVR helps people get a job, keep a job, and develop a lifetime career. Individuals may be eligible for help with job placement, job development, vocational evaluation, and/or vocational counseling.

VR services may be able to assist with educational support if that education is based on vocational goals. VR might help get updated documentation if needed for college studies that are leading to a career. Each student must follow specific steps to determine eligibility, and the support requested must be clearly related to career goals. Students are encouraged to find out about options if they: want to work; have a physical, learning, or psychological disability that is supported by a diagnosis from a doctor, psychologist or licensed professional; and have a disability that keeps them from finding employment, advancing in a field of work, or satisfactorily performing current job duties.

F10. How are Vocational Rehabilitation services obtained?

NH Vocational Rehabilitation may accept individuals as clients provided that the disability prevents the individual from gainful employment and that the individual’s ability to successfully enter the work force would be a result of his/her having benefited from the VR service provided.

In order to access possible VR services, interested persons are encouraged to contact an NHVR Regional Office. The applicant will be provided with information, and eligibility will be determined. An NHVR counselor would assess vocational and, if appropriate, educational aspects. The counselor would then work with the client to develop an employment plan that will specify the services and supports most likely to address that individual’s needs. Possible individualized services include: evaluation (medical, psychological, education, work); vocational guidance and counseling; training; employment; accommodations (adaptive aids, assistive technology, accessibility and work site evaluations and ADA issues); restoration treatment, devices and other types of accommodations.

It may be possible that support could include tutoring, technical aids such as word processors, tape/digital recorders, spell checkers and audio books through Learning Ally or other sources. Options for support services are typically dependent on financial need and may include funds to purchase books and supplied after financial aid is applied, tuition assistance after financial aid is applied, and/or transportation costs after financial aid is applied. For more information go to: http://www.ed.state.nh.us/education/doe/organization/adultlearning/VR/VR.htm
F11. Where are the Vocational Rehabilitation Regional Offices?
There are seven NHVR offices across the state. Check NHVR website for the most current information.
http://www.ed.state.nh.us/education/doe/organization/adultlearning/VR/VR.htm

F12. What are some other examples of government funded alternatives available for employment preparation?
Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. Job Corps offers hands-on training in America’s fastest growing careers. Career technical training areas include: advanced manufacturing, automotive and machine repair, construction, finance and business, health care, homeland security, hospitality, information technology, renewable resources, retail sales and services, transportation and many more. If the student wants to become a welder, plumber, an office administrator, a licensed practical nurse, or a heavy equipment operator, Job Corps has the training. Students also have the chance to train with Job Corps employer partners on actual work sites.

In addition to career training, Job Corps also offers a mentoring program and courses in independent living, employability, and social skills. Job Corps will help a student create a resume, apply and interview for a job, and will work with the student for up to 18 months after graduation from their program.

All this is offered at no cost to the student. Students receive housing, meals, basic health care, and a living allowance. The Job Corps program is for people between the ages 16 and 24 who are ready to “work, learn and become a leader”. This program trains students in more than 75 technical career areas at 122 centers across the country. To find the centers closest to you and to find out about qualifying, go to www.jobcorps.dol.gov.

F13. What are Adult Developmental Services?
The NH Developmental Services System offers adult individuals with developmental disabilities a wide range of supports and services within their own communities. All direct services are provided through ten non-profit designated Area Agencies located throughout NH. Community Bridges is the Concord Area Agency. The range of services include: Service Coordination (advocacy, facilitation, monitoring); Day Services (focusing on improving personal care skills, vocational activities and community integration); Community Support Services (for developing skills to live independently); Family Support Services (respite and environmental modifications); Crisis Services; Assistive Technology Services; Specialty Services. For more information go to http://www.dhhs.nh.gov/dcbcs/bds/adult.htm.
F14. What are some services Community Bridges offers?
Community Bridges is a non-profit agency serving communities of central NH, Region 4 of Adult Developmental Services. Other regions in the state have their own area agencies; for example, Manchester’s analog is called the Moore Center. Individuals with disabilities and their families are connected with resources that help them achieve positive growth. For more information about Community Bridges’ Career Development Program go to www.communitybridgesnh.org.

The Career Development Program at Community Bridges identifies potential employment opportunities and uses creative solutions to find employment for individuals with disabilities. Some of their creative solutions include internships, on-the job training, and collaboration with Vocational Rehabilitation. Some of their services include job shadowing, informational interviewing support, onsite work observations, and education about different job functions and skills. Work experiences include a chance to share natural talents, to improve social skills, to build a personal identity, to meet new people, to learn new skills and to enrich the lives of others.

F15. What are some examples of privately funded programs for adult development and employment preparation?
Privately-funded agencies, such as Family Centered Transition Planning (www.unh.edu) help students develop life skills to enhance independence and employability. SPECS (Specific Planning Encourages Creative Solutions; www.unh.iod.edu) is a series of workshops to help families create transition plans and support networks for after high school. LifeMap (Life Management Assistance Program; www.aane.org) strives to increase levels of independence for people with Asperger’s Syndrome/Autism Spectrum Disorder.

F16. What alternatives will develop skills and provide an opportunity to improve communities?
Volunteering can help people develop skills and at the same time help the community. Adults of all ages can volunteer for AmeriCorps, receive training for specific projects, and serve for one year helping to meet critical community needs. The volunteers will gain skills and experience, the satisfaction of helping others, and the Segal AmeriCorps Education Award which can help pay for college. Other volunteer opportunities can be found online. Some examples of internet sites of volunteer opportunities:

- www.volunteernh.org
- www.volunteermatch.org
- www.volunteerguide.org
- www.americantowns.com/nh/concord
- www.redcross.org
Section G. Clubs, Organizations, Service Learning

G1. What activities and events are open to the public?

Community Activities, which are open to the public, appear monthly on the NHTI website calendar. These include, athletic events, Friday Night Film Festivals, Annual Somewhere North of Boston (SNOB) Film Festival, and Wings of Knowledge Presentations.

The Library offers community access privileges. The McAuliffe-Shepard Discovery Center on our campus is open to the public. The Bistro Snack Bar in Sweeney Hall is also open to the public; however, the Capital Commons Cafeteria is reserved for students, faculty, staff and their guests. Various other organizations sponsor events on our campus; however, these events are not part of regular NHTI programs.

G2. Who is eligible to participate in clubs, organizations and other campus activities for NHTI students?

Students who are enrolled in at least one course are eligible to participate in about thirty clubs and organizations representing athletics, professional associations, drama, cross-cultural and special interest groups. In addition, students may participate in events sponsored by the Campus Activities Board. For a complete listing see www.nhti.edu/campuslife/clubsorganizations.html

G3. How are students involved in Service Learning and Community Outreach?

Our students, faculty, and staff are involved in many community outreach and Service Learning Projects coordinated through the Office of Student Life. Community Service Partners range from the Concord Boys and Girls Club to the Red Cross to the Family Literacy Program to the Interfaith Refugee Resettlement Program. For a detailed listing see www.nhti.edu/campuslife/communityserviceopps.html. In addition, individual faculty may offer service learning projects as part of course requirements.
Section H. Counseling and Career Services and Resources

H1. What career resources are available?
The Advising Center has posted career resources on the NHTI website. Advising Center staff may be available to direct students to possible resources.

H2. What kind of Career Placement services are available?
Job search assistance and transfer information may be available through the Advising Center. Students are encouraged to check the online Job Placement database at www.ccsnh.edu/jobs.html.
Help with developing a resume, writing cover letters, and preparing for the job interview may also be available through the Writing Center in the Academic Center for Excellence.

H3. Is special advising support available for students with disabilities?
Yes. Students with disabilities may benefit from specific advising to prepare for registration and meetings with advisors. For example, some students may need to take disabilities-related concerns into consideration when deciding on course load, course selection, special career plans, daily schedules, available services, etc. The Coordinator of Disabilities Services is available to work with the student’s assigned academic advisor regarding recommendations for course load, types of courses and program access questions, with the permission of the student. Advising also focuses on consideration of functional limitations, residual capacities, preferences and career interests of the student.
Students may seek one-on-one personal counseling to assist them with adjustment to their disability. Counseling may include contact with NHTI’s on-campus counselors. Institute counselors may refer students to other agencies; however, students seeking counseling off-campus do so at their own expense.
The Coordinator of Disabilities Services works together with Counseling Services Staff to assist with students with disabilities with the permission of the student.

H4. What kinds of counseling services are offered?
NHTI’s Counseling Office, located in the Health Services suite in the Student Center, is staffed by one full-time and one part-time counselor. The mission of the Counseling Office is to teach students how to identify and successfully achieve their educational, career, and life goals, and to enhance the student’s learning environment throughout the institution. The primary goal is to teach strategies whereby students can gain insight, solve
problems, make decisions, change behavior, resolve conflict, and accept responsibility.

Counseling seeks to help students to realize the greatest benefit from growth opportunities, while assisting in the successful resolution of developmental conflict. The counselors may work with students individually and in small groups. For students enrolled at NHTI, confidential individual short-term counseling is provided at no charge. Referrals to off-campus resources are available when appropriate. More information is available in their brochure. Students are encouraged to contact the Counseling Services Office to schedule an appointment.

H5. What Residence Life services are available?

Students who live on campus have access to Resident Assistants and Resident Directors to discuss issues related to residential life. This information is presented at orientation for new students. For details contact the Residence Life Office in Student Affairs. See also http://www.nhti.edu/campuslife/residentiallife.html.

Students who wish to request accommodations for Residence Life must contact the Coordinator of Disabilities Services. The Coordinator will work with the student and the Director of Residence Life and Auxiliary Services to develop and implement a Residence Life Accommodation Memo as appropriate.

H6. Does NHTI accept charitable contributions intended to benefit students with disabilities?

Yes. Interested persons may contact Director of Institutional and Alumni Development for details.

H7. How do the state-vocational rehabilitation agency and NHTI coordinate services for students with disabilities who are VR clients?

Vocational Rehabilitation Services (VR) may assist students with disabilities and thus need to work closely with the NHTI Financial Aid office with the permission of the student. It is the student's responsibility to monitor communication between VR counselors and NHTI.

H8. May Vocational Rehabilitation assist students who attend college? Who may be eligible?

Vocational Rehabilitation is a federally funded service agency that provides job/career support services to persons with disabilities. VR services may be able to assist with educational support if based upon vocational goals. NH Vocational Rehabilitation strives to improve employment possibilities for people with disabilities. Each student must follow specific steps to determine eligibility, and the support requested must be clearly related to career goals. Students are encouraged to find out about options if
they: want to work; have a physical, learning, or psychological disability that is supported by a diagnosis form a doctor, psychologist or licensed professional; and have a disability that keeps them from finding employment, advancing in a field of work or satisfactorily performing current job duties.

H9. Besides Vocational Rehabilitation, are there other financial aid sources, such as scholarships, especially for people with disabilities?

   The major grant and loan sources make no special allowance for disability itself in the determination of program eligibility or grant amounts.

   NHTI offers the Sweeney Scholarship for persons with walking disabilities and another opportunity, the Alexandra Hanson Scholarship to eligible persons with disabilities per guidelines posted with the Financial Aid Office.

   Students are advised to explore possibilities offered through agencies and organizations specific to disabilities areas that may offer financial support.

Section I. Emergency Procedures

I1. How can the campus community assist persons with disabilities in times of emergency building evacuation?

   As per standard emergency procedures, when fire alarms are activated in a NHTI building elevators move to the bottom level and shut off, effectively blocking building exits to people whose disabilities make them unable to climb or descend stairs. These persons require rescue assistance. Each building with an elevator has a yellow emergency call box located next to that elevator. Pushing the red button will dial 911, which will alert Fire/Police. State your location, both the building and the floor. If the caller on an emergency telephone cannot speak, an officer will be dispatched to the location of the caller.

   College personnel, aware of the location of a person in need of rescue assistance, should find the nearest campus telephone and dial 911 to notify Police and Safety of the location of that person. Persons in need of rescue assistance, who are in immediate danger, should proceed to the nearest enclosed exit stairwell. These stairwells are constructed from fire-resistant materials and would provide the safest location to wait for rescue assistance. Also, we recommend that persons who are aware they would need rescue assistance in times of emergency evacuation carry a cell phone.

   Call box stations are located around campus.

   Another point to remember is that people who are deaf or hard of hearing may not be aware of fire alarms and thus should be given visual instructions to exit the building immediately.
I2. What should be done if a person becomes trapped on a non-ground floor, not during an emergency, due to an elevator breakdown?

Call Campus Safety 224-3287, to report the problem; it is advised that faculty, staff, students and other persons do not carry the person up or down stairs.

Section J. FREQUENTLY ASKED QUESTIONS: ESPECIALLY FOR FACULTY

Prepared with the Disabilities Advisory Board as FAST FACTS FOR FACULTY QUICK TAKES

J1. What is the mission of Disabilities Services?
It is the mission of the CCSNH Disabilities Services to provide equal educational access, opportunities and experiences to all qualified students with documented disabilities who register with the college's Disabilities Services Office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills as they assume responsibility for reaching their academic goals.

J2. What is a Reasonable Accommodation Plan (RAP)?
A reasonable accommodation plan is a document that verifies that a student with disabilities is working with Disabilities Services and is eligible for accommodations and supports. If a student does not give you a RAP, he/she is not eligible for accommodations.

J3. What do I do when a student gives me a RAP?
Review the information and discuss it briefly with the student. It is fine to ask about specific questions about the sections of the RAP, but DO NOT ask the nature of the disabilities. Students have been given suggested “talking points” to use. Many students are new to this process and may be reticent. Help the student by your response.

J4. What should I do with the Faculty Signature Sheet?
Sign your acknowledgement and write any comments and questions. Indicate if you would like to meet with the Coordinator of Disabilities Services about the RAP. Contact Disabilities Services if you have more questions as the semester continues! Return the signature sheet to the student. It is their responsibility to return it to Disabilities Services.
J5. Who do I contact if I am not sure how to handle the RAP?
Contact the Coordinator of Disabilities Services for assistance.

J6. What am I required to do to assist a student who gives me a RAP?
You are required to enter into an interactive process with the student and the Coordinator of Disabilities Services to determine if the accommodations the student is eligible for are reasonable with reference to the course objectives, conduct code and health, character and technical standards.

J7. When should a student give a RAP to me?
Students are strongly urged to give early in the semester, particularly the first few weeks. The RAP is not retroactive, so you are not obligated to allow re-taking of exams or re-submission of assignments.

J8. What do I say to refer a student to Disabilities Services or if I suspect that the student may have a disability but he/she has not presented a RAP?
Speak privately with the student. It is not appropriate to suggest or imply that a person has disabilities. If the student raises the subject, then that opens the door for a conversation to specifically refer to available resources. It is always appropriate to discuss learning styles. You might ask the student “Do you have any other information to share with me?” You might say, “I am concerned about your progress in this class. I want to be sure you are aware of the supports available in the Academic Center for Excellence such as the Math Lab, Writing Center, Computer Lab, Study Solutions Lab and also Disabilities Services.” If as a person who comes in contact with the student, you are in doubt as to what to do, you should contact the Coordinator of Disabilities Services for clarification.

J9. If a student tells me about a disability but does not give me a RAP, what should I do?
Do not grant accommodations to the student unless he/she presents you with a Reasonable Accommodations Plan. Refer the student to Disabilities Services if they self-identify as having a disability. Students who have not followed the process through DS are not eligible for accommodations and supports.

J10. Why would a student have a RAP?
A RAP indicates that the student has disclosed to Disabilities Services and has provided appropriate documentation which indicates the disabilities substantially limit one or more of life activities protected under the Americans with Disabilities Act and ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973.
J11. Should I alter my course requirements?
Absolutely not; all students with and without disabilities must address the same standards and course requirements.

J12. Must students with disabilities meet the conduct code and health, character and technical standards?
Yes, it is important to hold all students with and without disabilities to the same standards and not to modify the curriculum and expectations.

J13. Should I treat students with disabilities differently?
All students should be treated with dignity and respect and be held to the same standards.

J14. Where should I discuss the RAP with the student?
Find a private place to speak confidentially. If a student approaches you at a busy time with others present, suggest another time and place to meet. In addition to White Hall, limited space may also be available in the Academic Center for Excellence for adjunct faculty.

J15. What is included in a RAP?
- Accommodations
- Learning Style and Comments
- Faculty Responsibilities/
- Universal Design Alternatives
- Statement of Confidentiality
- Student’s Strengths and Challenges
- Student Responsibilities
- Student Learning Style and Comments

J16. What are reasonable accommodations?
Accommodations are academic adjustments designed to put students with disabilities on a level playing field with other students. Accommodations provide access and equal opportunity but should be reasonable and not alter course objectives.

J17. What is meant by Universal Design for Learning Alternatives?
These methods support the student’s access to information. Providing digital resources such as companion websites and posting handouts, notes, practice tests, and study guides on Blackboard, Course Compass or server is strongly recommended. With electronic media, students can then enlarge print or use text-to-voice software to process information and to supplement note taking. These examples of Universal Design for Instruction/Learning offer great ways to meet the needs of diverse learners, including nontraditional students returning to school, students in the ESOL program, and students with weak academic backgrounds as well as students with disabilities.
J18. Who else should I talk with about a student’s RAP?
Do NOT discuss a RAP with other faculty or other students. The fact that a student has a RAP is considered confidential information. It is up to the student to share the RAP. If you have a question, contact the Coordinator of Disabilities Services. If the support of the faculty Department Head is also needed, check with the Disabilities Services staff to collaboratively plan with the student.

J19. How long should I keep a RAP?
After current semester ends, return the RAP to the student or to DS Staff or shred the RAP.

J20. What is an interim accommodation memo (IAM)?
If a student with disabilities is in the process of gathering documentation, the CDS will prepare an IAM for your consideration to allow the student to use accommodations on a temporary basis while this process continues. It is at your discretion to honor this request. Look for the expiration date for these temporary accommodations and note that the student must provide a RAP to you before the expiration date.

J21. What services are available to students with disabilities?
Each student with disabilities has access to a Coordinator of Disabilities Services and part-time Disabilities Services Specialists. He/she may meet with DS Staff regularly for academic coaching to work on self-advocacy skills, assistive technology training, study strategies for time management, organization, test-taking, stress management, skill development, and so forth. DS Staff assist students with advising and problem-solving. Of course, any students taking at least one course are eligible to use ACE Services: the Math Lab, Writing Center, Study Solutions Lab, Computer Lab, and Request for Tutor.

J22. What assistive technology is available for students with disabilities?
Students with disabilities may use the Equipment Loan Program to borrow audio/digital recorders, spell checkers and other items. Students may request electronic/digital texts if eligible. They may learn about software such as text-to-voice, voice-to-text, enlarging, concept maps, etc. which is available in the Academic Center for Excellence.

J23. Who is permitted to attend classes with students with disabilities?
Each student is expected to attend class on his/her own; there is a one-to-one correspondence between student, name on the roster, student registered and seat in the classroom. These exceptions would be specifically
authorized by a RAP: American Sign Language interpreters and personal care attendants (supplied by student). Note takers and service animals may also be listed in a RAP. Academic supports happen outside the classroom. If you have any questions about any other persons who are not registered for classes, contact Disabilities Services immediately.

Note: The support of the Disabilities Advisory Board is gratefully acknowledged.
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