

## APPLICATION

### Academic Accommodations

Checklist of documents to submit to Accessibility Services:

- Application form
- FERPA form
- Documentation/DVF
- Submit all completed paperwork to Accessibility Services. (Email is preferred.)

**Email to: NHTIaccessibilityservices@ccsnh.edu.**

Fax to: 603-230-9309

Mail or In Person: NHTI - ACE/Accessibility Services, 31 College Drive, Concord, NH 03301

Once all completed paperwork is received, the Accessibility Services Coordinator will contact you to schedule a meeting when your Letter of Accommodation (LOA) will be reviewed. Paperwork can take approximately three to four weeks to process so please plan accordingly. Your accommodations are not valid until you meet with the coordinator of Accessibility Services, sign off on the LOA, and provide copies of the LOA to your instructors.

NOTE: Accessibility Services documents are kept separate from academic records. Submission of this application and documentation does not guarantee that an LOA will be granted.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
first Middle last

Student ID: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Primary Phone: \_\_\_\_\_

May we leave a message with our information on voicemail?  Yes  No

Student email: \_\_\_\_\_ @students.ccsnh.edu

*NOTE: Once you have a student email address, all email correspondence will be sent to that address.*

Other Email: \_\_\_\_\_

My status is:  Early College  New to NHTI  Currently Enrolled

If Early College, where are classes held? \_\_\_\_\_

Current NHTI Program: \_\_\_\_\_

Last school attended: \_\_\_\_\_

I will be taking classes:  Online  On Campus

I will be residing On Campus Residence Hall Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

## APPLICATION

### Academic Accommodations

My medical diagnosis is (check all that apply):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Attention Deficit/<br>Hyperactivity Disorder | <input type="checkbox"/> Chronic illness/medical<br>condition | <input type="checkbox"/> Learning difference/disability |
| <input type="checkbox"/> Autism Spectrum Disorder                     | <input type="checkbox"/> Deaf/hard of hearing                 | <input type="checkbox"/> Blind/visual impairments       |
| <input type="checkbox"/> Psychiatric/psychological                    | <input type="checkbox"/> Mobility impairment                  |   |

Agencies you work with:

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Please check areas where your disability affects your academic performance:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Finishing tests on time                       | <input type="checkbox"/> Understanding what I read                      | <input type="checkbox"/> Understanding what I hear                 |
| <input type="checkbox"/> Starting, organizing, and<br>completing tasks | <input type="checkbox"/> Self-advocacy (speaking up<br>for what I need) | <input type="checkbox"/> Using my hands/fine motor<br>coordination |
| <input type="checkbox"/> Understanding what I see                      | <input type="checkbox"/> Word recognition/decoding                      | <input type="checkbox"/> Putting thoughts into writing             |
| <input type="checkbox"/> Sitting for long periods of<br>time           | <input type="checkbox"/> Giving presentations to the<br>class           | <input type="checkbox"/> Reading at a normal rate/<br>speed        |
| <input type="checkbox"/> Spelling                                      | <input type="checkbox"/> Doing math word problems                       | <input type="checkbox"/> Attention                                 |
| <input type="checkbox"/> Concentration                                 | <input type="checkbox"/> Seeing   | <input type="checkbox"/> Taking notes                              |
| <input type="checkbox"/> Oral expression/talking                       | <input type="checkbox"/> Hearing  | <input type="checkbox"/> Memorizing information                    |
| <input type="checkbox"/> Tolerating stress                             | <input type="checkbox"/> Processing speed                               | <input type="checkbox"/> Moving (standing/walking)                 |
| <input type="checkbox"/> Managing time                                 | <input type="checkbox"/> Studying                                       | <input type="checkbox"/> Doing math calculations                   |
| <input type="checkbox"/> Following directions                          | <input type="checkbox"/> Spatial visualization                          | <input type="checkbox"/> Other:                                    |

Please describe what academic accommodations you think you need. Be sure to include any accommodations you received in the past that you have found helpful.

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What assistive technology do you use?

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Do you have a disability that would hinder you from evacuating a building in an emergency?  Yes  No

## FERPA- Family Educational Rights & Privacy Act

### Section A: Agencies/Individuals Outside NHTI

I give NHTI Accessibility Services my permission to discuss pertinent educational, psychological, and/or medical records for the purpose of providing disability support services at NHTI to the individuals listed below. This includes contact by email, fax, telephone, and in person. I understand that there is a separate NHTI FERPA form for student records.

My signature below grants NHTI Accessibility Services permissions to contact the individuals listed in Section A for information pertaining to my disability as it relates to my current academic status.

NOTE: You can include parents, siblings, significant others, doctors, counselors, vocational rehabilitation counselors, etc. It's your decision who to include on this list.

Name	Agency/relationship	Phone

### Section B: The NHTI Community

I give permission to NHTI Accessibility Services to speak with the following individuals, only as it pertains to the purpose of addressing my need for accommodations. No medical or diagnostic information shall be

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Academic Advisor    | <input type="checkbox"/> Residential Life Staff | <input type="checkbox"/> Faculty       |
| <input type="checkbox"/> Counseling Services | <input type="checkbox"/> Athletic Coach         | <input type="checkbox"/> Financial Aid |
| <input type="checkbox"/> Program Advisor     |   |  |

By signing below, I understand and agree that the information will be released effective immediately until NHTI Accessibility Services has received written notice to revoke this form. I understand that a copy of this permission shall have the same force as the original.

Print name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## DVF - Disability Verification Form

### Academic Accommodation

IMPORTANT: This form must be completed and signed by a licensed professional and returned directly to NHTI Accessibility Services by email to NHTIaccessibilityservices.ccsnh.edu or faxed to 603-230-9309.

**DO NOT GIVE THIS FORM BACK TO THE STUDENT.**

The student named below is applying for disability support at NHTI—Concord’s Community College. Your knowledge of the student’s diagnosis, medications, and functioning levels will assist us in determining the most appropriate accommodations as the student pursues a program of study here at NHTI. **PLEASE PRINT CLEARLY AND COMPLETE THE ENTIRE FORM.**

Student Name: \_\_\_\_\_ Student DOB: \_\_\_\_\_

Professional’s Name: \_\_\_\_\_

Title/Credentials: \_\_\_\_\_

Affiliated Practice/Agency/School Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Date of Initial Contact with Student: \_\_\_\_\_ Frequency of Visits: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Summary of Assessment Procedures/Evaluations used to make diagnosis: \_\_\_\_\_

Prognosis:     Chronic                       Temporary  
Severity:      Mild                               Moderate                       Severe

## DVF - Disability Verification Form

### Academic Accommodation

Describe symptoms currently experienced by student (frequency and duration):

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List all medication side effects that could impact academic performance.

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In your professional opinion, check off the major life activities encountered in an academic environment that are substantially limited by the student's condition (as defined by ADA standards 42 U.S. Code 12202).

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Seeing                  | <input type="checkbox"/> Bending                           | <input type="checkbox"/> Speaking           |
| <input type="checkbox"/> Learning                | <input type="checkbox"/> Reaching                          | <input type="checkbox"/> Sleeping           |
| <input type="checkbox"/> Lifting                 | <input type="checkbox"/> Walking                           | <input type="checkbox"/> Concentrating      |
| <input type="checkbox"/> Sitting                 | <input type="checkbox"/> Working                           | <input type="checkbox"/> Communicating      |
| <input type="checkbox"/> Breathing               | <input type="checkbox"/> Thinking                          | <input type="checkbox"/> Caring for oneself |
| <input type="checkbox"/> Standing                | <input type="checkbox"/> Eating                            | <input type="checkbox"/> Hearing            |
| <input type="checkbox"/> Interacting with others | <input type="checkbox"/> Reading                           | <input type="checkbox"/> Writing            |
| <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Operating a major bodily function | <input type="checkbox"/> Other              |

Describe how the disability interferes with the activities checked off above as they may be encountered in the academic environment.

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The following accommodations are those that are typically provided for students with disabilities in academics. Check off any and all accommodations that you recommend specifically related to the student's symptoms and diagnosis.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Extended time on tests         | <input type="checkbox"/> Alternate test formats                    | <input type="checkbox"/> Use of calculator |
| <input type="checkbox"/> Recording lectures             | <input type="checkbox"/> Sign language/interpreter                 | <input type="checkbox"/> Ergonomic seating |
| <input type="checkbox"/> Electronic format of textbooks | <input type="checkbox"/> Reduced distractions in test environments | <input type="checkbox"/> Other             |

Signature:

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Date

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## DOCUMENTATION

### Americans with Disability Act

In compliance with the Americans with Disabilities Act, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act, it is the responsibility of students with disabilities at the postsecondary level who are requesting accommodations to submit documentation of disabilities.

Appropriate documentation includes:

- ADHD/ADD: Neuropsychological or psychoeducational evaluation and/or NHTI Disability Verification Form
- Learning Disabilities and Autism Spectrum Disorder: Neuropsychological or psychoeducational evaluation
- Physical, medical, and Chronic Health: NHTI Disability Verification Form
- Speech and Language: Neuropsychological or psychoeducational evaluation
- Traumatic Brain Injury/other cognitive disabilities: Neuropsychological or psychoeducational evaluation and/or NHTI Disability Verification Form

Students are also encouraged to submit paperwork showing receipt of accommodation at other schools (high school, colleges, or universities) to aid in the process of determining reasonable accommodations, although the same accommodations are not guaranteed. Also, an IEP or 504 Plan by itself is not sufficient documentation to determine eligibility for accommodations in postsecondary education because of differences between postsecondary education and high school education.

Disability documentation should be current, relevant, and completed by a qualified professional. Accessibility Services reserves the right to request updated documentation to support specific accommodations. Documentation is considered on a case-by-case basis to understand how the individual is impacted by their disability in the postsecondary education environment.

Documentation received by Accessibility Services is kept confidential and separate from other academic records.

NHTI is not required to provide diagnostic testing services.

## Frequently Asked Questions

### **What is a disability?**

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act define disability as a physical or mental impairment which substantially limits one or more major life activities, a history of having such an impairment, or have been regarded as having such an impairment. Major life activities include caring for oneself, seeing, hearing, walking, breathing, speaking, working, and learning.

### **What does the Accessibility Services Department do?**

The office of Accessibility Services determines appropriate reasonable accommodations to eligible students with disabilities to ensure accessibility to the postsecondary learning environment. These supports and services include Accommodations, Assistive Technology, and Interpreter Services. In addition, we can assist students in understanding their learning needs, teach strategies to improve academic skills, and guide students to be a more effective self-advocate.

### **What do I have to do if I have a disability and want accommodations?**

You must disclose your disability to Accessibility Services and provide disability documentation to the Office of Accessibility Services. Disclosure of a disability is always voluntary. Accommodations are not guaranteed, students need to fill out an application and submit documentation. Documentation needs to be from a qualified medical professional that supports the student's need for accommodations in an educational setting based on limitations to major life activities. Students may submit copies of an IEP or 504 from high school as supporting documentation. An IEP or 504 by itself is not sufficient documentation to determine eligibility for accommodations in postsecondary education. Once the application and documentation has been received, the student will meet with the Coordinator of Accessibility Services to discuss reasonable accommodations based on how disability and functional limitations limit participation in the academic environment. Students can register with Accessibility Services at any time but are encouraged to register before the start of the semester.

### **What do I do if I think I have a disability, but have never been tested?**

NHTI does not provide diagnostic testing for disabilities, but we can provide a list of medical professionals in the area where a student could get evaluated. Students are responsible for all associated costs.

### **What type of accommodations are available?**

Accommodations are based on the application from the student and documentation from the medical professional, as well as an interview with the student. As such, all accommodations are determined on an individual basis. Examples of accommodations include extended time for testing, audio recording of lectures, and housing accommodations. Accommodations that fundamentally alter academic requirements are not considered reasonable and will not be approved.

## Frequently Asked Questions

### **Do I have to be a full-time student to receive accommodations?**

No. Accessibility Services serves any qualified student with a disability regardless of enrollment status.

### **Can I receive an accommodation for a temporary injury?**

Yes! Accessibility Services will work with you and your faculty to provide the appropriate accommodations based on limitations from injury and time needed to recover from an injury. If a student has a temporary condition (e.g., stomach flu), faculty may make a temporary arrangement with students.

### **Will registering with Accessibility Services show up on my transcript?**

No. A student's disability documentation is kept separate from all other academic records. The fact that a student is registered with Accessibility Services does not appear on academic records.

### **Will I receive the same accommodations at NHTI that I received at a prior college?**

Maybe. Accommodations received in the past are not guaranteed for the future. Every school has different guidelines for documentation and what constitutes a reasonable accommodation. Accommodation letters from prior schools are helpful to determine what is reasonable at NHTI.

### **What if I choose not to use accommodations?**

Accommodations are not mandatory, but students with approved accommodations do not have an "all or nothing decision". A student has the choice to use accommodations in one course and not in another – or for one type of assignment but not for all.

### **Will I be charged for accommodations?**

No. Accommodations are provided free of charge to a student with a disability.

### **How are my faculty notified that I need accommodations?**

Accessibility Services prepares the Letter of Accommodation that lists the reasonable accommodations students should be given. Accessibility Services gives the Letter of Accommodation to the student and the student is responsible for giving a copy of their Letter of Accommodation to their faculty, either by email or in person. It is up to the student to determine and to communicate when and under what circumstances accommodations are needed, including reminding faculty when they want to use their accommodations. Accommodations are not given retroactively. Accommodations take effect when you discuss them with your faculty. Faculty are only responsible for reasonable accommodations that are requested by the student.



## Frequently Asked Questions

### **Is my information confidential?**

At the postsecondary level, students are considered adults with privacy and confidentiality protections. Disability documentation should only be given to Accessibility Services and that disability documentation is kept within the Office of Accessibility Services, separate from all other academic records at the school. Also, students registered with Accessibility Services can choose to complete a release of information, granting permission to Accessibility Services to speak to specific individuals inside and outside of NHTI. Faculty are aware of only the information listed on the Letter of Accommodation which by itself shows that the student is registered with Accessibility Services and accommodations are listed on the letter. Any documentation and diagnostic information are kept confidential between the student and Accessibility Services. Whatever else a student chooses to share with faculty is up to them.

### **How is the process at college different from high school?**

During high school, your parents worked with a special educator to develop a plan for your education. Your parents, the school, and the special educator oversaw your education and informed the appropriate people about your needs as a learner. You were not in charge of the decision-making process. High school is required to automatically identify you as having a disability and assess your learning needs.

In college, the student is the decision maker. The student is responsible for self-disclosing their disability to Accessibility Services, and informing their faculty that they are registered with Accessibility Services. (Remember-you do not have to share your diagnosis with your faculty!) The student is also responsible for ensuring you receive your accommodations, such as following testing procedures.

### **What if an accommodation is not working or my diagnosis changes?**

If you feel that the accommodations provided are not adequately supporting your learning needs, you are responsible for reaching out to Accessibility Services as soon as possible. Accommodations can be updated at any time due to a change in diagnosis or need for support as you progress through your program. This is why it is crucial to get an updated Letter of Accommodation each semester.

### **Can I receive a failing grade in a course where I am using accommodations?**

Yes. Accommodations allow for equal access; they do not guarantee success. Struggling students are encouraged to reach out to faculty, advisors, and Accessibility Services for assistance. Students are responsible for their own academic achievement including utilizing accommodations and outside class supports.

### **What do I do if I am not receiving my accommodations?**

Students that have questions about how their accommodations are being provided should reach out to Accessibility Services as soon as possible. The first step is to self-advocate and talk to your instructor outside of class. Remind them that you have accommodations on file with Accessibility Services. If you feel that you are unfairly denied accommodations or have difficulty advocating for yourself with your instructor, please contact Accessibility Services for support and we can try to help resolve the situation.