



CONNECTICUT COLLEGE

Accessibility Needs Assessment Questionnaire (if applicable)

DIRECTIONS: To be eligible for services provided by the Office of Student Accessibility Services, it is imperative that you complete and return this form with a copy of your documentation to have accommodations provided in a timely manner. If you wait, your accommodations may not be approved at the beginning of the semester. More information about documentation is on the second page of this form.

Please be sure to comply with the June 6, 2016, deadline for requesting residential accommodations. If room assignments have been completed there may not be a room available that will meet your accommodation. **Print out completed form, keep a copy, and mail with a copy of your documentation to: Student Accessibility Services, Box 5264, Connecticut College, 270 Mohegan Ave., New London, CT 06320-4196 OR fax to (860) 439-2003.** Call (860) 439-5428 with questions.

FIRST NAME:	MIDDLE INITIAL:	LAST NAME:
STREET ADDRESS:		GRADUATING CLASS YEAR:
CITY:	STATE:	ZIP CODE:
HOME PHONE:	CELL PHONE:	
EMAIL:	CAMEL ID NUMBER:	

1. In your own words, describe your physical, mental or learning disability.

2. List the accommodations you are requesting to have at Connecticut College:

3. List the accommodations you were approved for and used in high school or at another college or university:

4. Certain accommodations may require arrangements to be made well in advance. Contact the Office of Student Accessibility Services at (860) 439-5428 as soon as possible if you check any of the categories listed below. Please attach a separate page to explain the nature of your need.

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| <input type="checkbox"/> Campus mobility, including parking | <input type="checkbox"/> Orientation activities or placement testing |
| <input type="checkbox"/> Dining Services | <input type="checkbox"/> Curriculum or course selection |
| <input type="checkbox"/> Classroom assignment or class scheduling | <input type="checkbox"/> Class activities, including faculty presentation and testing |
| <input type="checkbox"/> Special academic equipment or support | <input type="checkbox"/> Residential Life - Must submit this questionnaire, supportive documentation and a completed Request for Housing Accommodation form no later than June 6, 2016 |

5. In order to process your request for accommodations, it may be necessary for the Office of Student Accessibility Services to consult with the following offices as needed: Dean of Studies, Student Health Services, Student Counseling Services, Academic Resource Center, Residential Education and Living, Dining Services. **Please indicate your approval to exchange information with these offices by checking here:**

- Yes, I grant approval No, I do not grant approval
- I approve the following offices only: _____

STUDENT SIGNATURE	DATE:
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In the event of an emergency evacuation, would you require assistance? Yes No

Connecticut College is committed to carrying out the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, civil rights laws designed to prohibit discrimination on the basis of disability. The determination to qualify a student as a student with a documented disability is made on a case-by-case basis after carefully reviewing how the disability currently and substantially limits a major life activity.

General Documentation Guidelines

1. Documentation must be typewritten on business letterhead from a licensed professional not related to the student who is qualified to give a psychological and/or medical diagnosis. The name, credentials and signature of the licensed professional must appear on the documentation.
2. The documentation must include all pertinent diagnoses, clearly stated and explained.
3. Information outlining testing/assessment tools must be included. Learning accessibility testing must include the actual standard test scores; student must be tested using measures normed on adult populations.
4. Documentation must include information on how the disability currently impacts the individual and document “how a major life activity is limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s)”.
5. All pertinent positive and negative effects of mitigating measures must be addressed. This could include a description of treatment, medications (and potential side effects) and assistive devices with estimated effectiveness of their impact on the disability.
6. Documentation should provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

Accessibility	Currency of Documentation	Accepted Evaluator	Elements of Documentation
ADD/ADHD	Within 3 years	Psychologist, psychiatrist, neuropsychologist, and other relevantly trained medical doctor* *Requires same level of documentation as psychologist, psychiatrist and neuropsychologist.	Evidence of early impairment from more than one setting; evidence of current impairment; summary of neuropsychological or psychoeducational assessments to determine the current functional limitation pertaining to an educational setting; prescribed medications, dosages and schedules; suggestions of accommodations.
Autism spectrum disorder/Asperger's syndrome	Within 3 years	Developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist	Academic testing — standardized achievement tests, including standard scores; impact of symptoms on learning; ability to function in a residential college community; prescribed medications, dosages and schedules that may influence the learning environment.
Chronic illness and physical impairment	Depends on condition	Licensed medical professional	Documentation will vary based on the diagnosis, which would include conditions such as asthma, allergies, arthritis, diabetes, fibromyalgia, migraine and multiple sclerosis.
Hearing impairment	Depends on whether condition is static or changing	Otorhinolaryngologist, otologist, licensed audiologist	Audiological evaluation or audiogram administered by a licensed audiologist; interpretation of the functional implications; suggestions of accommodations.
Learning accessibility	Within 5 years	Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist	Assessment must be comprehensive (more than one test) and address intellectual functioning/ aptitude, preferably the Wechsler Adult Intelligence Scale-III with standard scores; achievement — current levels in reading, math and written language (acceptable instruments include the Woodcock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and information processing utilizing subtests from the WAIS-III, WJ III or others. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” do not constitute a learning accessibility. Please refer to General Documentation Guidelines above.
Psychiatric disorder	Within 6 months	Licensed clinical psychologist, psychiatrist, psychiatric advanced practice registered nurse (APRN), licensed clinical social worker	Family history; discussion of dual diagnosis; current diagnosis (DSM-IV TR) indicates the nature, frequency, severity of symptoms — diagnosis without an explicit listing of current symptoms is not sufficient; prescribed medications, dosages and schedules that may influence the learning environment; types of accommodations, including any possible side effects.
Visual impairment	Depends on condition	Ophthalmologist	Ocular assessment/evaluation; suggestions on how the condition may be accommodated.

Acknowledgement: This information is based on the *Disability Documentation Guidelines to Determine Eligibility for Accommodations at the Postsecondary Level* developed by the Connecticut Association on Higher Education and Accessibility.

It is important to have recent and appropriate documentation because accommodations are determined based on the current impact of the condition(s) and how it affects access to academics and educational activities.

In general, documentation for ADHD and Learning Disabilities should be within the time frames listed above. However, if there is documentation of a long-standing history of a disability and receiving accommodations or services in school, this may be considered adequate documentation. Students are encouraged to submit copies of an Individual Educational Program or 504 plan as a source of useful information which can help provide a history. However, Individual Educational Programs or 504 plans may not exclusively provide sufficient documentation for approval of accommodations.

Any questions about appropriate documentation should be directed to the Director of Student Accessibility Services who can be contacted at (860) 439-5240.