

CT State Community College

Office for Disability and Accessibility Services (ODAS)

Student/Faculty Handbook, 2026-2027 Academic Year

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<https://ctstate.edu/odas>

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Welcome to ODAS

Welcome to the Office for Disability and Accessibility Services (ODAS) at CT State Community College. CT State Community College is deeply committed to providing equal educational opportunities and full participation for students with disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), as amended, we collaborate actively with students, faculty, and staff to remove barriers and implement reasonable accommodations.

Accommodations are highly individualized, determined case-by-case, and designed to guarantee equal access—not to guarantee academic success.

Important Note: Once accommodations are officially approved at your home CT State campus, they apply across all CT State campuses and courses unless specified otherwise. Accommodations cannot be applied retroactively.

Rights and Responsibilities

The accommodation process relies on an interactive, collaborative partnership. Understanding everyone's role ensures an equitable learning environment.

1. Student Rights and Responsibilities

Students have the right to:

- **Equal Access:** Participate fully in all programs, activities, facilities, and services across CT State Community College.
- **Accessible Formats:** Request and receive reasonably available institutional information in accessible formats.
- **Individual Accommodations:** Receive reasonable and effective accommodations determined on an individualized basis.
- **Confidentiality:** Expect strict confidentiality regarding disability-related records and communication.
- **Written Justification:** Receive a written explanation if an accommodation request is denied.
- **Appeals:** File an appeal regarding accommodation decisions, delivery issues, or discrimination.

Students have the responsibility to:

- **Meet Standards:** Maintain the same academic, technical, and institutional performance standards required of all students.

- **Self-Identify:** Initiate the accommodation process directly. A parent, advocate, or counselor cannot request accommodations on your behalf.
- **Provide Documentation:** Submit supporting professional documentation verifying the eligibility and functional limitations of the disability.
- **Communicate Early:** Request accommodations in a timely manner (at least three weeks' notice is standard).
- **Adhere to Conduct:** Follow all behavioral and academic standards outlined in the overall CT State Student Handbook.

2. Faculty Rights and Responsibilities

Faculty have the right to:

- **Academic Rigor:** Maintain the core academic, technical, and institutional standards of their courses.
- **Official Notification:** Receive a formal Accommodation Letter from the Office for Disability and Accessibility Services before providing any adjustments. Accommodations are not retroactive.
- **Consultation:** Contact ODAS to clarify how an accommodation should be applied logistically.
- **Curriculum Appeals:** Appeal an accommodation if they believe it fundamentally alters an essential element of the course or compromises standards.

Faculty have the responsibility to:

- **Implement Accommodations:** Promptly arrange and provide the specific accommodations listed on the student's official Accommodation Letter.
- **Maintain Privacy:** Keep all student disability information strictly confidential.
- **Refer Students:** Direct students who verbally request adjustments but lack an Accommodation Letter to the Office for Disability and Accessibility Services.
- **Acknowledge the receipt of the accommodation letters** through the Accommodate system.
- **Include a Syllabus Statement:** Post the required accessibility statement on all course syllabi.

3. CT State Institutional Rights and Responsibilities

The College has the right to:

- **Verify Claims:** Request and review valid medical/professional documentation through the Office for Disability and Accessibility Services.
- **Deny Unsupported Requests:** Refuse adjustments if documentation is insufficient or if the request poses a direct safety threat, a fundamental course alteration, or an

undue administrative/financial burden.

- Hold Accountable: Apply standard institutional deadlines and policies to all students equally.

The College has the responsibility to:

- Provide Timely Information: Ensure campus resources and communications are accessible.
- Safeguard Records: Maintain all disability records in secure, private files completely separated from standard academic transcripts.
- Prevent Discrimination: Maintain strict compliance with state and federal disability and civil rights laws.

Information For Students

Differences between High School and College Accommodations for Students with Disabilities

Applicable Laws

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS

Required Documentation

High School	College
IEP (Individualized Education Plan and/or 504 Plan)	High School IEP and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	Documentation must provide information on diagnosis, specific functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy

High School	College
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office for Disability and Accessibility Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach students if they believe you need assistance	Professors are usually open and helpful, but most expect students to initiate contact if they need assistance

Parental Role

High School	College
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Instruction

High School	College
Teachers may modify curriculum and/or alter pace of assignments	Professors do not modify curriculum design or alter assignment deadlines
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students should review class notes and text material regularly

Grades and Tests

High School	College
IEP or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to how tests are given (extended time, test proctors) are available when supported by disability documentation

Testing is frequent and covers small amounts of material	Testing may be frequent or infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, students need to request them
Teachers often take time to remind students of assignments and due dates	Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due, and how work will be graded

Study Responsibilities

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring does not fall under the Office for Disability and Accessibility Services. Students with disabilities must seek out tutoring services on their own
Student time and assignments are structured by others	Students manage their own time and complete assignments independently
Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	Students need to study at least 2 to 3 hours outside of class for each hour in class

The Accommodation Process: Step-by-Step

Accessing your accommodations requires completing the following interactive steps via the Accommodate System on your home campus.

[Step 1: Online Self-Disclosure]

https://ctstate-accommodate.symplicity.com/public_accommodation/ (https://ctstate-accommodate.symplicity.com/public_accommodation/)



[Step 2: Submit Documentation]



[Step 3: Interactive Intake Consultation]



[Step 4: Receive Accommodation Approval]





[Step 5: Submit Semester Request (Every Term)]

To place your semester request:

1. Log in with your Single Sign On and password to access Accommodate.
<https://ctstate-accommodate.symplicity.com>
2. Select the “Accommodation” tab in the navigation panel.
3. Choose “Semester Request”.
4. Select “Add New”
5. From the drop-down menu, select the semester for which you are requesting letters.
6. Select “Review the Renewal” on the right side of the page.
7. Review and if not needed, deselect or remove any course or accommodation you do not want accommodations for.
8. Click the Submit button.

Timeliness Notice

You must submit requests well in advance to give staff time to arrange auxiliary aids or physical changes.

Minimum Notification: A minimum of three weeks' advance notice is generally required.

Late Requests: If you submit a request late, the Office for Disability and Accessibility Services will make a reasonable effort to accommodate you, but delays or alternate substitutions may occur.

Documentation Guidelines

To establish eligibility under the ADA, documentation must be provided by a licensed professional qualified to diagnose your specific condition.

Core Components Required:

- Clear Diagnosis: A formal statement of the condition and its current severity.
- Evaluation Timelines: The date of the original diagnosis and the most recent clinical evaluation.
- Functional Limitations: Clear identification of the major life functions impacted by the disability.
- Academic Impact: A diagnostic summary explaining exactly how the condition impacts your participation in higher education.
- Treatment/Aids: A description of any current auxiliary aids or assistive devices used (e.g., hearing aids).
- Recommendations: Professional suggestions for specific, logical academic

accommodations.

- Professional Credentials: The name, title, license number, state of practice, and dated signature of the evaluator.

Note on High School Records: While IEPs and 504 Plans from K-12 environments offer incredibly helpful historical context, they often lack the formal clinical evaluations required to establish accommodations at the college level. If your report is missing critical pieces, you will be asked to have your medical provider complete a Disability Provider Form, available from your campus ODAS office <https://ctstate.edu/images/Forms-Documents/Disability-Services-CDAS/Verification-Form-7-25-23.pdf>.

Any costs associated with obtaining updated records are the responsibility of the student.

Additional Information

Disability-related supporting information and documentation received is confidential and is used for the sole purpose of determining eligibility for academic adjustments, modifications, or reasonable accommodations. Such documentation is not shared with others without the student's consent, except as needed for legitimate educational purposes, or when otherwise required by law.

Disability-related information, including submitted documentation, is maintained by the Office for Disability and Accessibility Services for five years from the time the student graduates or last attends CT State Community College. Original copies are not always maintained. For more information on the confidentiality of student records, [FERPA Notice and Directory Information](#).

If the documentation submitted does not contain sufficient information to determine appropriate academic adjustments, or accommodations, the Office for Disability and Accessibility Services will contact the student. Additionally, if the documentation provided is incomplete or insufficient to determine whether the student qualifies as having a disability or is eligible for an academic adjustment, or reasonable accommodation, ODAS may request additional documentation. Any cost incurred in obtaining additional documentation is the responsibility of the student. Missing or delayed information may result in a delay in reviewing a student's request.

Information for Faculty

Accommodate Platform

The Office for Disability & Accessibility Services uses the [Accommodate platform](#) for record-keeping and communication of any approved accommodations for students with

disabilities. The platform allows ODAS to send letters of accommodation electronically to faculty across any of the 12 campuses within its faculty portal.

Please check the faculty portal to review accommodation letters and acknowledge receipt of letters via the faculty portal within seven days. Here is how to access accommodation letters of your students:

- Go to <https://ctstate-accommodate.symlicity.com>
- Click “Faculty”
- Sign in with your ID and password
- Click on ‘Accommodation Letters’ in the left menu
- Review each letter clicking on the link for each letter
- Type your name at the ‘Recipient Signature’ window at the end of each letter
- Save each time after you acknowledge a letter
- Please acknowledge accommodation letter(s) within 7 days upon receipt

Accommodation Letter Schedule

Once the semester starts, accommodation letters are sent to faculty on a rolling basis. While we encourage students to provide this information to you as soon as possible, there may be times when you receive an accommodation letter later in the semester. These letters should be honored from the time received onward but not retroactively. Please note that putting a deadline on the receipt of these letters is discriminatory and could expose the college to litigation.

Digital Accessibility

To ensure full access to electronic information and materials for individuals with disabilities, please review the available [accessibility resources](#) and create content that meets the CSU Digital Accessibility Policy. This includes adding captions to videos or audio and properly formatting documents (e.g., using headings, alt text, adding descriptions for pictures) so that all users can fully access and engage with the material.

Accommodation Implementation

Please take note that students may be taking courses across multiple campuses and will have a letter sent from a provider at their home campus. Please contact your campus Office for Disability & Accessibility Services listed below for any questions or concerns related to accommodations and student disabilities regardless of the student’s home campus designation.

Please see the [Q&A](#) for the most common accommodation questions including how to handle a personal aid, sign language interpreter or service animal in your classroom. As a reminder, please maintain a student’s confidentiality by not discussing their disability or

accommodation with or in front of others except for on a need-to-know basis or with the expressed permission of the student.

Suggested Course Syllabus Statement

Faculty must incorporate an accessibility notice into their course materials. The following standard text is recommended:

Accessibility Services Statement:

CT State Community College is committed to providing equal access to educational opportunities for students with diagnosed disabilities. If you require academic adjustments or reasonable accommodations for this course, you must officially self-disclose and register with the Office for Disability and Accessibility Services.

Accommodations are not retroactive, and faculty cannot provide adjustments without an official Accommodation Letter generated through the Accommodate System. Please initiate this collaborative process as early in the semester as possible by visiting the [CT State ODAS Website](#) or contacting your home campus ODAS office.

For Science Lab Classes: Due to the nature of science lab class, any student with a disability who has plans to bring a service animal to the lab needs to coordinate with the instructor and the [Office for Disability and Accessibility Services](#) as early as possible to ensure the safety of the service dog. Students are strongly encouraged to connect with the Office for Disability and Accessibility Services once registered for class, and no later than before the term begins to ensure all necessary precautions are taken prior to the first day of the lab. [More information on CT State Service Animals Guidelines](#).

INFORMATION FOR STUDENTS AND FACULTY

ODAS contact information (<https://ctstate.edu/life-at-ct-state/odas#campus>)

Asnuntuck Campus

Jillian Sullivan, M.Ed., B.C.S.E. (she/her)

Email: jillian.sullivan@ctstate.edu

Phone: [860-253-3005](tel:860-253-3005)

Office Location: 112A

Capital Campus

Helena Carrasquillo, M.S. (she/her/they)

Email: helena.carrasquillo@ctstate.edu

Phone: [860-906-5204](tel:860-906-5204)

Office Location: 314B

Danbury Campus

Yvonne Sanders, M.A. (she/her)

Email: yvonne.sanders@ctstate.edu

Phone: 203-437-9640

Office Location: 190 Main Street, Danbury CT 06810 - Administrative Office

Gateway Campus

Ron Chomicz, M.Ed., SYC (he/him)

Email: ronald.chomicz@ctstate.edu

Phone: [203-285-2234](tel:203-285-2234)

Office Location: DT S202D

Housatonic Campus

Marilyn Wehr, M.S., LPC (she/her)

Email: marilyn.wehr@ctstate.edu

Phone: [203-332-5018](tel:203-332-5018)

Office Location: L-115B

Manchester Campus

Joseph Navarra, M.S., CRC (he/him)

Email: joseph.navarra@ctstate.edu

Phone: [860-512-3592](tel:860-512-3592)

Office Location: SSC L131

Middlesex Campus

Hilary Phelps, M.A. (she/her)

Email: hilary.phelps@ctstate.edu

Phone: [860-343-5879](tel:860-343-5879)

Office Location: Founders Hall, Room 141

Naugatuck Valley Campus

Vincent McCann, M.S. (he/him)

Email: vincent.mccann@ctstate.edu

Phone: [203-596-8608](tel:203-596-8608)

Office Location: K519

Northwestern Campus

Daneen Huddart, M.A. (she/her)

Email: daneen.huddart@ctstate.edu

Phone: [860-738-6318](tel:860-738-6318)

Office Location: Greenwoods 211, Founders Hall 102

Norwalk Campus

Kenny Dalton (he/him/his)

Email: kenny.dalton@ctstate.edu
Phone: [\(203\) 857-6941](tel:(203)857-6941)
Office Location: E101A

Quinebaug Valley Campus
Taiwo Osborne, M.S. (he/him)
Email: taiwo.osborne@ctstate.edu
Phone: 860-932-4299
Office Location: C129C

Three Rivers Campus
Matthew Liscum, M.S. (he/him)
Email: matthew.liscum@ctstate.edu
Phone: [860 215-9265](tel:860215-9265)
Office Location: C170

Tunxis Campus
Debbie Kosior, M.S. (she/her)
Email: deborah.kosior@ctstate.edu
Phone: [860-773-1526](tel:860-773-1526)
Office Location: ASTC 6-106

Grievances, Appeals, and Reporting Barriers

Students or faculty members who disagree with the academic accommodations approved by the Office for Disability and Accessibility Services (ODAS) and wish to appeal a decision made by ODAS, must first attempt to resolve the issue with the designated ODAS Campus Director on [their campus](#). If the issue remains unresolved after this initial step, the following formal appeal process should be followed:

1. CT State Student/Faculty Grievance and Appeals

Step 1:

- If a student has followed appropriate procedures but feels that agreed-upon academic adjustments, or reasonable accommodations are not being provided appropriately, the student is encouraged to contact their home campus Office for Disability and Accessibility Services as soon as possible.
- If a faculty feels that an approved accommodation compromises the academic integrity of the curriculum, the faculty is encouraged to meet with the ODAS Campus Director as soon as possible.

Step 2:

If a student/faculty is not satisfied with the results of this meeting, they may complete an online Appeal Form: [Appeal Process, ODAS Student Accommodation](#)

[Appeal](#) within 10 business days of the attempt to resolve it with ODAS. The appeal should include all relevant information, such as a timeline of events, any relevant correspondence and any supporting documentation. A meeting will be scheduled between the individual submitting the appeal and the administrator responsible for reviewing it. Student/Faculty Appeals will be reviewed by the Director of Accessibility and Disability Services for CT State Community College, in collaboration with a panel of ODAS Campus Directors not involved in the case.

2. CT State Barrier to Access Reporting

CT State is committed to taking steps to ensure and improve physical and technological access on CT State campuses and utilizes an internal reporting form which is one of several ways for students, faculty, and staff to report a physical or technological barrier which restricts any person's access to campus websites, services, or facilities. Please report any issues to the CT State Office of Equity and Civil Rights Office at: <https://ctstate.edu/life-at-ct-state/dei/ecr> .

3. External Civil Rights Complaints

Students maintain a federal right to file a formal discrimination complaint directly with the U.S. Department of Education at any point, regardless of whether they choose to use the college's internal grievance systems.

Regional OCR Contact Information:

Office for Civil Rights (OCR) – Boston Office

U.S. Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111

Fax: 617-289-0150 | TDD: 800-877-8339

Email: OCR.Boston@ed.gov

Federal Guidance Portal: [OCR Students Preparing for Postsecondary Education](#)

CSCC Service Animals on Campus CT State Guidelines

(<https://ctstate.edu/images/Forms-Documents/compliance/Service-Animals-Guidelines.pdf>)

Definitions

Please refer to [BOR Policy 5.10](#) for full policy text and definitions

<https://www.ct.edu/policies/animals-on-campus-policy>

Examples of work or tasks performed by service animals

An example of a task that a service animal is trained to do might include guiding a person who is blind, pulling a wheelchair, alerting a person who is Deaf, alerting a person who has a seizure, assisting a person with a Post Traumatic Stress Disorder during an anxiety attack, reminding a person with a mental illness to take their medication, alerting a person with diabetes of high/low blood levels, as well as other tasks. Note: this is not an exhaustive list of examples of the types of tasks a Service Animal may be trained to perform for persons with disabilities.

Service Animals should be treated as a necessary medical asset that is required by a student.

Access to public areas

Please refer to [BOR Policy 5.10](https://www.ct.edu/policies/animals-on-campus-policy) for information on access to public areas (<https://www.ct.edu/policies/animals-on-campus-policy>).

Inquiries, Excursions, Charges, and Other Specific Rules to Service Animals
Faculty, Faculty Designee, staff and other students may not request documentation, such as proof that the Service Animal has been certified, trained, or licensed as a Service Animal. When the need for the Service Animal is obvious, specific questions about the Student/Handler's disability are not permitted. When the individual's disability or the Service Animal's task or work is not obvious, only Authorized Staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, Campus Law Enforcement or Security Personnel, Facilities Management, or Faculty) may make the following limited inquiry.

Access to laboratories

Because having animals in laboratories increases the risk of the animal being exposed to chemicals, microorganisms and other lab materials, only Service Animals, and not Emotional Support Animals, will be allowed to access CT State laboratories. Any animal that is considered an Emotional Support Animal or a pet will not be allowed in laboratories. Allowing Service Animals access to a lab should be done after careful consideration of the risk factors specific to the lab environment and all lab participants involved while Service Animal is present. The accompaniment of an individual with a disability by a service animal in a location with health and safety restrictions will be reviewed on a case-by-case basis by the appropriate department representative(s). The lab should post local pet hospital, poison control center information within the lab in case of an emergency. Individuals with Service Animals are strongly encouraged to connect with the assigned Lab Instructor prior to bringing the Service Animal to a science laboratory.

Faculty and/or Faculty Designee who have lab courses are strongly encouraged to add the following wording to their course syllabus: Due to the nature of this class, any student with a disability who has and plans to bring their service animal to the lab needs to coordinate with the instructor and Office for Disability and Accessibility Services (ODAS) as early as possible to ensure the safety of the service dog.

Students are strongly encouraged to connect with ODAS once registered for the class, and no later than before the term begins to ensure all necessary precautions are taken prior to the first day of the lab.

Roles and Responsibilities

Student/Service Animal Handler:

- Assume responsibility for all risks involved, including the risk for the Service Animal being exposed to hazardous materials and fumes.
- Meet with the faculty teaching the science lab prior to the start of the class to discuss a
- safe setup, protocol for emergencies and expectations for Service Animal.
- Remain in control of the animal at all times.
- Set up a place for the Service Animal outside the lab in case the animal needs food and/or water.
- Pay for any damage to the facility/equipment caused by the Service Animal.
- Pay for any necessary personal protective equipment (PPE) for the Service Animal.

Faculty and/or Faculty Designee Responsibilities:

- Connect with the student and the ODAS, as needed, to develop a plan to ensure safety of all science lab participants, including the Service Animal.
- Ensure that any list given to students describing the required PPE includes PPE for Service Animals.
- Discuss with the student the location of the student station and that of the Service Animal, including any areas around the lab pre-established for the Service Animal in case student must travel to various locations within the science lab.
- Contact ODAS to report or discuss behavioral issues or safety concerns regarding the Service Animal.

ODAS responsibilities:

- Assist the student with registering with ODAS
- In case the student has not connected with the faculty in advance, facilitate connection between the student and the science lab faculty.

- Assist the faculty and/or faculty designee and the student in discussing appropriate accommodations for the Service Animal within a science lab.
- Assist the faculty and/or a faculty designee and the student in developing/reviewing emergency protocols and expectations for the Service Animal in the lab.
- If necessary, accompany the faculty and/or faculty designee and the student to visit the lab prior to the start of class.

Joint responsibilities:

- The Faculty, the Faculty Designee, the Student/Handler and the ODAS, when possible, should identify any arrangements that need to be made to ensure the safety of the lab environment, students in the lab, the safety of the Service Animal, as well as how to best prevent any potential harm to the animal or contamination of the community outside the lab.
- The Student/Handler and the Faculty (and/or Faculty Designee) teaching the lab should discuss an emergency response based on the materials being used in the lab.
- If the Service Animal exhibits behavior inconsistent with a trained Service Animal, or the Handler fails to maintain control of the Service Animal, Authorized Staff should report the incident(s) to ODAS or its equivalent, who may revisit the question whether the animal is a Service Animal.

Personal Protective Equipment (PPE) guidelines for the Service Animal in CT State laboratories while in the lab:

- Service Animal's paws should be covered to prevent contamination by pathogens, harm by broken glass, or contact with chemicals.
- Service Animal's body should be protected from spills that may occur.
- Service Animal's eyes should be covered with protective gear (goggles or eye coverings) to prevent contact with harmful chemicals, debris, or gases.
- Service Animal should have an assigned space by the Lab Staff the Service Animal should sit/lay on a protective layer like a disposable mat. This assigned space will be located at an appropriate location away from experimentation, but within the necessary distance of the handler to perform its function.
- While planning the assigned space for the Service Animal, keep in mind the potential for the trip and traffic hazard.
- When exiting the lab, the PPE should be disinfected (as applicable), removed, and stored or discarded (if disposable).

For any inquiries about the rules for Service Animals on CT State campuses, please reach out to the Office for Disability and Accessibility Services on each campus. You can find ODAS contact information [here](https://ctstate.edu/odas). (<https://ctstate.edu/odas>).

Frequently Asked Questions

Q: Do my high school accommodations automatically transfer over to college?

A: No. The laws governing disability access shift from IDEA (in PK-12) to ADA/Section 504 (in higher education). Students must proactively self-disclose and apply as independent adults. High school plans serve as supporting history but do not guarantee identical setups in college courses.

Q: Will my disability or accommodation history appear on my college transcripts?

A: Absolutely not. All medical, psychological, and accommodation records are protected under FERPA guidelines. They are kept in separate, highly secure ODAS databases and have no connection to your permanent academic transcripts.

Q: Can I request accommodations halfway through a semester?

A: Yes, you can self-disclose and request adjustments at any point during the term. However, keep in mind that accommodations are strictly not retroactive. Any exams, assignments, or attendance issues that occurred before you handed your instructor an official Accommodation Letter cannot be adjusted after the fact.

Q: [What is a reasonable accommodation?](#)

A: Postsecondary institutions are required to comply with the [Americans with Disabilities Act](#) (ADA) and [Section 504 of the Rehabilitation Act](#). To comply, post-secondary institutions must provide reasonable accommodations to ensure that the student can access their college program. A reasonable accommodation is an adjustment to a course, program, service, job activity or facility that ensures equal opportunity for qualified students with disabilities to participate in and enjoy the benefits of a service, program or activity. The purpose of reasonable accommodations is to afford students with disabilities equal opportunities to receive equal results. Reasonable accommodations cannot substantially alter, change, or modify grading, assignments, exams, instructional methods or class activities.

Q: [What if I think I have a disability but haven't been diagnosed yet?](#)

A: The Office for Disability and Accessibility Services does not conduct or provide evaluations to determine if a student has a disability. However, our staff is happy to meet with you and offer guidance

Q: What role do parents and caregivers have in the development of a student's accommodations?

A: When a student is in high school, parents and caregivers are legally entitled to participate in the process of determining accommodations and supports. At the college level, the [Family Educational Rights & Privacy Act \(FERPA\)](#) protects a student's privacy. If a parent or caregiver wishes to speak to staff from the Office for Disability and Accessibility Services, the student must provide their consent in advance.

Q: What are the service animals guidelines at CT State Community College?

A: For any inquiries about the rules for service animals on CT State campuses, please refer to the [CT State Service Animals Guidelines](#) or reach out to the [Office for Disability and Accessibility Services](#) on each campus.