

Students with Disabilities Policies

The policy of National Aviation Academy is to guide and support institutional compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act in order to ensure equal access for students with disabilities.

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

The Vice President of Compliance is the Disability Services Advocate. However, the entire NAA community strives to assist its students with disabilities to realize their academic potential and benefit from personal development that may be derived from campus life.

The mission of Disability Support Services is to guide and support institutional compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act in order to ensure equal access for students with disabilities. For all students, transition from high school or the work force to college life involves a series of adjustments. NAA facilitates transition and promotes students' effective participation, academic persistence, and personal development, while supporting academic integrity. The individual student and the NAA staff form a partnership in order to examine career and personal goals, identify and reduce barriers and collaborate with faculty and staff to adapt the living/learning environment so that students' opportunities for achievement may be equalized.

Disclosure and documentation of disability

Students with disabilities are entitled to equal access. However, disability status does not, in and of itself, entitle students to accommodation. It is the individual student's responsibility to initiate consideration for accommodation, services and/or support.

Students must provide documentation of their disability in order to receive protection from discrimination under the law. In order to receive accommodation, students with disabilities must provide documentation that, without accommodation, they would not have equal access and, therefore, be subject to discrimination.

Students who require consideration for protection under the law and/or accommodation on the basis of disability must provide comprehensive, written documentation of the disability, on professional letterhead, to the office of Compliance. Modifications of the learning environment is based on the definition of those modifications as appropriate and relevant to the individual student's needs and capabilities. Therefore, **documentation must be current or recent enough to determine the impact of the disability on the student's functioning in the higher education environment.** A high school Individual Educational Plan (IEP) or 504 Plan alone does not constitute appropriate documentation.

Guidelines of Documentation for Disability

Documentation must include the following:

- (1) Diagnostic Statement - for a clear statement of diagnosis, the disability must be identified using the diagnostic classifications of such entities as the Department of Education, State Department of Rehabilitation Services, the World Health Organization's International Statistical Classification of Diseases and Related Health Problems (ICD) and the Diagnostic and Statistical Manual (DSM IV) of the American Psychiatric Association. The date of initial diagnosis and the date of the current evaluation must be included. The diagnostic evaluation must establish the student as a member of the protected class and confirm that there is a substantial limitation to one or more major life activities.
- (2) Diagnostic Criteria - specific results and/or scores should be included for all diagnostic procedures and tests, as appropriate, along with a summary of the diagnostic interview, testing and findings. For students with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, scores for standardized tests of inattention, impulsivity and hyperactivity, as outlined by DSM-IV, should be included.
- (3) The current functional impact of the disability should be identified. This part of the evaluation should address the usual progression of the disability, its effects on the student's development along the lifespan, the impact, if any, of significant events on functioning since the original diagnosis, and the applicability of the information to the student's request for accommodation within the context of postsecondary education (i.e. how equal access is affected). Any information regarding the effects of the disability on the student's academic performance, academic environment and his/her overall NAA program will be taken into consideration.
- (4) Medications, procedures/treatments, assistive devices, and services currently used by the student - the evaluator should include a description of the intended/estimated effects on the impact of the disability. Side effects that may challenge the student physically, behaviorally, perceptually, or cognitively should be included.
- (5) Expected progression of the disability or its stability - this statement should address the functional impact of the disability across time and indicate potential need for reevaluation.
- (6) Credentials of the diagnostician(s) - certification, licensure and professional training/experience must be provided.

For students with disabilities who have received services via the public school system, appropriate documentation will often be contained in the psycho-educational evaluation performed for the most recent triennial review. Certain information may also be included in the most recent IEP, a 504 plan, or a transition plan. The student must request this information separately from the high school transcript.

Students who are transferring to from another institution must also make separate arrangements to have disability support documentation forwarded as these records will not be forwarded with the academic transcript. If a student has been receiving services from a state rehabilitation agency, he/she may forward copies of their most recent eligibility evaluation or vocational rehabilitation plan.

Finally, NAA cannot make an accurate consideration of necessary accommodations until the student's documentation is complete. NAA reserves the right to request additional or updated evaluation of students who provide documentation that is determined to be out of date or incomplete. Students are responsible for all costs associated with documentation of their disability.

Obtaining Accommodation and Support Services

Determination of disability support is based on the documentation provided and consultation between the student, NAA Compliance staff and, when indicated, pertinent institutional personnel. Individual needs, strengths and limitations, past experiences and the academic program are considered in determining the type and level of services or accommodation.

Students are encouraged to be self-directed and are responsible for maintaining communication with the NAA Compliance staff and individual faculty.

Once disability status has been established, students are required to consult with the compliance office **each term that services are anticipated/needed** to review progress, discuss accommodations, authorize faculty notification/liaison, and formulate an objective support plan.