



NUC
UNIVERSITY

*Handbook of Services for
Students with Disabilities*

2020-2022

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Introduction

NUC University, in its commitment to develop educated individuals in a university environment conducive to learning, promotes the inclusion of persons with disabilities in the university community. NUC believes that diversity enriches and recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, Act 171, the "Extended Admission, Reasonable Accommodation, and Retention for Students with Disabilities or Functional Diversity in Transition from High School to Postsecondary Education Act" and other laws applicable to persons with disabilities that are directly related to postsecondary education. *NUC's Handbook of Services for Students with Disabilities* establishes institutional policy and regulates procedures for students with disabilities, consistent with the provisions of law regarding the belief that persons regardless of their circumstance are entitled to equality in society. NUC's objective is to be inclusive and provide equal opportunities to students with disabilities, therefore this Handbook contains the institutional commitment, establishing the accessibility to education and services in equal conditions.

Legal Justification

This Handbook is enacted under the Americans with Disabilities Act (1990 ADA), ADA Amendments Act of 2008, The Rehabilitation Act of 1973, Act # 229 of 2013, Act # 238 of 2004, Act # 238 of 2004 and other related laws. Some of them are discussed below:

1. Americans with Disabilities Act (1990 ADA): The ADA is currently the most comprehensive civil rights law for people with disabilities. The ADA is based on the principles of equal opportunity by encouraging the full participation of people with disabilities in the community by promoting independent living and economic self-sufficiency. The ADA was enacted on July 26, 1990, and most of the provisions of the ADA became effective in 1992. The ADA is made up of five titles that comprise:

- Title I: Employment
 - Title II: State and Local Government Programs and Services
 - Title III: Access to public places operated by private company
 - Title IV: Telecommunications
 - Title V: Miscellaneous Requirements
2. ADA Amendments Act of 2008: These amendments expand the definition of disability to include more people. These amendments established that the law must focus on whether or not discrimination has occurred.
 3. Law # 238 of 2004: law that establishes the Bill of Rights of Persons with Disabilities of PR, and has the purpose of adopting public policy with the primary purpose of ensuring the right to equality of all citizens with disabilities. This law establishes the rights of persons with disabilities, the duties of the State with this population and grants the Office of the Attorney General for Persons with Disabilities as the agency in charge of ensuring compliance.
 4. The Rehabilitation Act of 1973: The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors.
 5. Act 171 "Extended Admission, Reasonable Accommodation and Retention for Students with Disabilities or Functional Diversity in Transition from High School to Post-Secondary Degrees Act": Formerly Act 250 of 2012: this law aims to increase college opportunities for persons with disabilities by promoting the transition from high school to higher education. The law establishes an admissions procedure that responds to the needs of students with disabilities.
 6. Act # 229 of 2013: The Act to Guarantee Access to Information for Persons with Disabilities of the Government of Puerto Rico offers guaranteed accessibility to information for persons with disabilities.

7. Act No. 63 of April 15, 2011: An Act to Establish the System of Inclusive Library Services of Technological Assistance in all libraries for persons with disabilities.
8. Act No. 408 of October 2, 2000 Puerto Rico Mental Health Act: Act to establish the needs for prevention, treatment, recovery and rehabilitation in mental health; to create the "Letters of Right" for adults and minors who receive mental health services; to standardize the procedures related to these rights; to establish the basic principles of the levels of care in the provision of mental health services.
9. Law # 56 of February 1, 2006: the Law for the treatment of students suffering from asthma provides for the right of students suffering from asthma or any related condition to self-administer medication in schools, subject to the consent of the parents, guardian or caregivers.
10. Act # 199 of December 4, 2015: Act for the Care of Students with Type 1 and Type 2 Diabetes in Public and Private School Institutions of Puerto Rico.
11. Health Insurance Portability and Accountability Act (HIPAA): An Act that establishes industry-wide standards for health care information in electronic billing and other processes and the protection and confidential handling of protected health information.
12. Act No. 194 of August 25, 2000 Charter of Patient Rights and Responsibilities: An Act to provide for the rights and responsibilities of patients and users of medical-hospital health services in Puerto Rico, as well as of the providers of such services and their insurers; to define terms; to establish grievance resolution procedures; to impose penalties; and for other related purposes.

Operating Principles of the Policy for Students with Disabilities:

1. Prohibits discrimination against disabilities students.
2. Promotes sensitivity and awareness of the inherent in students with disabilities through integration and full participation in the university community.
3. Promotes the provision of reasonable accommodations for students with disabilities.

Therefore, NUC will continue to develop policies, procedures and coordinate services, access to academic courses, activities and programs offering equal opportunities.

4. Respects the independence, rights, and dignity of students with disabilities; therefore, self-identification and/or requesting reasonable accommodation is voluntary.
5. In accordance with the Family Education Rights and Privacy Act (FERPA) and HIPPA, among others, NUC will ensure that all data on students with disabilities is handled confidentially.

Rights and Responsibilities of Students with Disabilities and NUC

Students with Disabilities at NUC have the right to:

1. Equal access to courses, programs, activities and services offered at NUC.
2. Confidentiality of all information about your disability and the ability to choose to whom such information may be disclosed, unless law requires disclosure.
3. Effective communication through equal access to available information.

Students with Disabilities at NUC have the Responsibility to:

1. Know the qualifications and meet the essential tasks of their academic program and NUC standards for courses, programs, degree completion, services, activities and facilities.
2. Voluntarily identify as a student with a disability in order to access services in a timely manner.
3. Seek information, counseling and assistance when necessary.
4. Contact services necessary for the coordination of reasonable accommodations.
5. Provide necessary documentation from an authorized source describing the nature of their special needs, how participation in courses and programs is limited, and the reasonable accommodation required in the academic area.

NUC is entitled to:

1. Deny the application for extended admission on the recommendation of the Extended Admission Review Committee.
2. Request the most recent documentation, or periodic updates to assess the need for adjustments to the reasonable accommodation.
3. Deny the request for reasonable accommodation if the documentation received is not compatible with the need for the accommodation.
4. Provide a reasonable accommodation or alternative adjustment to the requested accommodation that still meets the student's need.
5. Reject a reasonable accommodation that would impose a fundamental revision or change to an NUC program or activity.
6. Present information to students with disabilities in accessible formats upon request.
7. Provide reasonable accommodations for students with disabilities in courses, programs, services, activities, and facilities.
8. Maintain the confidentiality of records and communication, except as permitted or required by law.
9. Have the student's authorization for the release of the information.
10. Discuss, if necessary, any requests related to the requested accommodation with the recommending professional and/or request additional information necessary to consider the Request for Reasonable Accommodation.

Self-identification process

The self-identification process is voluntary; however, it is essential:

1. Establish eligibility of students with disabilities to related services.
2. Design services and programs in accordance with identified needs.
3. Follow up; establish quality control strategies and methods.
4. Coordinate responsive and effective services for emergency management.

Procedure for Requesting Extended Admission

Extended admission is established in compliance with Act 171 of the "Extended Admission, Reasonable Accommodation and Retention for Students with Disabilities or Functional Diversity in Transition from High School to Post-Secondary Degrees Act": Formerly called Act 250 of

2012. Functional in Transition from High School to Post-Secondary Grades": Formerly called Law 250 of 2012. Extended admission is a system to expand the regular admission processes so that the college academic potential of persons with disabilities can be identified for admission. The extended admission process will use as a basis Act 171 Certification of Reasonable Accommodation for Students with Disabilities or in its absence the student's last Individualized Education Program (IEP) (public and private institutions), the Written Intervention Plan (WIP) and/or updated documentation that demonstrates that their academic record does not accurately reflect their abilities to be successful. In addition, the student will submit the extended application for admission and any other documentation that may be requested; such as evaluations, interviews, among others.

Procedure for Extended Admission to Students Requesting the Protections of Act 171 The student (prospective) with a disability must:

1. Apply for the regular admission process and if the requirements established by NUC are not met, request extended admission from the Admissions Officer.
2. Provide the Extended Admission Review Committee with documentation that your academic record does not accurately reflect your ability to be successful and current documentation (within the last two years) that contains the following information:
 - A. Complete the Extended Application for Admission where the prospect must identify his or her disability and include a description of how the disability affected his or her academic performance history.
 - B. Act 171 Certification of Reasonable Accommodation for Students with Disabilities or in the absence of the student's last Individualized Education Program (IEP) (public and private institutions), Written Intervention Plan (WIP) and/or current documentation that the student's academic record does not accurately reflect his or her ability to succeed.

NUC will proceed to:

1. Orient prospective students with disabilities to the process of applying for extended admission.
2. Evaluate through the Extended Admission Evaluation Committee the documentation provided by the student and analyze it in order to offer the pertinent recommendations in each case.
3. Notify the student of the Extended Admission Review Committee's determination in an expeditious manner (two weeks).
4. If admitted, the student will be oriented to the enrollment process, Vocational Rehabilitation Administration services, rights and responsibilities, and the general processes of implementing reasonable accommodations and supports to be provided through an Individualized Transition and Retention Plan (ITRP).
5. Determine and recommend through the Extended Admission Evaluation Committee if the person with disabilities should participate in courses, introductory workshops to college life or a mentoring process that will allow the new student with disabilities to adjust and learn about the different services available that will facilitate the transition to the post-secondary level under equal conditions, these considerations should be stipulated in the Individualized Transition and Retention Plan (PITR).
6. If the determination is not favorable, the Extended Admission Evaluation Committee will be responsible for offering other areas of study within or outside the institution.
7. Request any additional information that the Extended Admission Review Committee deems pertinent to make an informed decision.

Composition of the Extended Admission Evaluation Committee at the Campuses

1. The Extended Admission Evaluation Committee shall be composed of:
 - a) Student Affairs Director
 - b) Campus Counselor
 - c) Admissions Officer
 - d) Director or Leader of the academic program the student is applying.

Composition of the Extended Admission Evaluation Committee in the Technical Division, IBC

1. The Extended Admission Evaluation Committee will be composed of:
 - a) Academic Director
 - b) Technical Division Counselor
 - c) Admissions Officer
 - d) Professor of the academic program requested by the student.
2. In cases where the committee requests consultation; the Institutional Coordinator of Special Services and/or the Rehabilitation Counselors available in the NUC regions will be the resources.

Procedure for requesting a Reasonable accommodation

The student must:

1. Notify the Admissions Officer, during the admission process, that the student requires reasonable accommodation for orientation.
2. Complete the application at the Orientation and Counseling Office of the Campus and Technical Division. The student will have from the moment of official registration for each academic term the first week of class (8 week terms or less) or until the second week (14 week term) to complete the application process and disclose their accommodations to the professors. In the online modality, this process will be done electronically.
3. Provide the counselor in charge with current documentation (within the last two years) from a certified professional that establishes the need for the reasonable accommodation, such as the Act 171 Certification of Reasonable Accommodation, Specialized Educational Program (IEP), referral letter from private school counselor or Guidance Counselor, or report from a licensed professional. The documentation must be "reasonable and limited" so the documentation requirement must be reasonable and limited to the need for the requested modification or ancillary service. This documentation may contain:

- a. The diagnosis supporting reasonable accommodation needs.
 - b. How the diagnosis affects learning or participation in activities.
 - c. Recommendations for academic adjustments.
4. Once a student is admitted to the institution, he/she must renew services each academic term and provide documentation justifying his/her accommodation at each renewal if necessary, for example, if the disability changes or if additional needs are acquired.
 5. In the case of students who acquire the impediment with courses in progress, they may request reasonable accommodations. The application of accommodations for the current term or for the next academic term will be a decision between the counselor and the student and the professor will be notified for the stipulated handling; the application of these will not be retrospective.
 6. If the impediment is visible it is not necessary to provide documentation, accommodations are agreed upon between the student and counselor.
 7. Some reasonable accommodations may involve providing adapted library services and/or technological assistance, which will be channeled through the Campus Educational Resource Center and Technical Division.

Use of service and emotional support animals:

NUC supports the use of service animals in compliance with Title II and III of the ADA and has a procedure for timely and effective use in the university community. On the other hand, it is sensitive to consider the use of emotional support animals in situations where upon request and prior evaluation they are authorized.

Service animals:

Under the Americans with Disabilities Act (2010) service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such jobs or tasks include guiding people who are blind, alerting people who are deaf, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take their prescribed medications, for people with traumatic stress disorder during an anxiety attack, or performing other functions.

Service animals are not pets; they are animals that work to meet the needs of the person with a disability. The task performed by the service animal for the person with a disability must be directly related to the person's disability.

Examples of service animals (Brennan, 2014):

- Guide dog: is a dog trained to help with mobility problems for people who have severe visual impairments or who are blind.
- Hearing dog or signal dog: a dog that has been trained to alert a person who has a significant hearing loss or is deaf when a sound is produced.
- Psychiatric service dog: is a dog that has been trained to perform tasks that help detect the onset of psychiatric episodes and lessen their effects. Tasks performed by psychiatric service animals may include reminding the impaired person to take medication, performing security checks, inspecting rooms or turning on lights for people with post-traumatic stress disorder, and intercepting and keeping disoriented people out of harm's way.
- Sensory Signal Dog or Social Signal Dog (SSig DOG) is a dog trained to assist a person with autism.
- Seizure Response Dog: a dog trained to help a person with a seizure disorder. The dog may watch the person during a seizure or may go for help. Some dogs can predict a seizure and warn the person in advance to sit or move to a safe place.

Institution responsibilities:

1. A prospect or visitor will not be asked to certify that he or she is a person with an impediment to being served with his or her service animal. However, when it is not obvious what service animal provides, staff may ask two questions:
 - a. Is the dog a service animal required because of an impediment?
 - b. What work or task has the dog been trained to perform?

2. The institution will provide the necessary guidance on the process for the service animal to access the university community.
3. The institution may deny access to a service animal if it does not have its harness or leash, provided that the impediment allows the handler this type of control. It may also deny it if it is not vaccinated and if it behaves in an unacceptable manner, i.e., uncontrolled barking or aggressive behavior that threatens the harmony of the university community.

Responsibilities of a student with a disability who will be using a service animal at an NUC Campus or Technical Division:

1. The student with a disability who is going to use a service animal in the university community must register it with the campus counselor or technical division who will be notifying the university authorities about the proper authorization of the animal. For this process, the Application for Reasonable Accommodation or Renewal will be completed according to the case.
2. The student must present the counselor with evidence that the service animal has current vaccinations.
3. The student will be responsible for the care and supervision of the animal including its cleanliness.

Emotional Support Animals:

Emotional support animals are not covered under the ADA, since their role is to provide companionship or support therapeutic processes. NUC in its commitment to support the mental health of our students will allow the use of emotional support animals if after being evaluated by the Chancellor or Executive Director, the Coordinator of Special Services, the Counselor of the campus or technical division, and the Director of the student's academic department, it is understood that its use is indispensable for the student and if it does not interfere with the university community; this within a framework of documentation that will be provided by the applicant and under the limits established by NUC's authorization, if granted.

Procedure for a student with a disability to perform in order to use an emotional support animal at NUC:

1. A student with a disability who wishes to use an emotional support animal at NUC must make a formal request in the Counseling Office by completing the *Request for Reasonable Accommodation or Renewal* with:
 - a. documentation in support of your application
 - b. present evidence that the service animal is current on its vaccinations
2. If the application is approved, the student will be notified and will be subject to the conditions established in the authorization. NUC has the power to reject any application.

Complaint Handling Procedure:

Students with disabilities who believe that their rights under the laws applicable to persons with disabilities in Puerto Rico have been violated shall have the right to file a written complaint.

The process shall be as follows:

- The student will present his/her allegation to the counselor of the enrolled campus, who will orient the student about the process and provide him/her with the complaint request.
- The counselor will send the complaint to the Office of the Chancellor or Executive Director and the Office of Special Services the day after it is received, who after evaluating the allegation will coordinate an internal mediation process between the parties involved. The mediation process will take 30 calendar days.
- If mediation is not successful, the employee is referred to Human Resources.

Safety and Evacuation Plan for People with Disabilities:

NUC in its commitment to the safety of the campus community integrates the needs of students with disabilities into its emergency evacuation and safety plan. Disabled populations in times of emergency may need accessible practices for effective responsiveness. There are three fundamental areas for safety:

1. Preparation by:
 - a. Dissemination of information in an accessible manner. Eviction plans and prototype will be placed in strategic locations.
 - b. Integration of students with impediments in drills that are conducted annually.
2. Notification by:
 - a. The use of megaphone or visual and audible alarm to notify of emergency.
3. Evacuation by:
 - a. Professors will have the responsibility to be the resource for assisting students with impairments from their classroom.

For more information, access the safety policy:

<http://www.nuc.edu/images/Documentos/NUC-Campus-Security-Policy-2015.pdf>

Terms:

1. **Reasonable accommodation:** According to the ADA (1990), an appropriate or adequate adaptation, modification, measure, or adjustment that must be made to enable or empower a person with a disability to participate in all aspects of curricular and extracurricular educational activities, educational, recreational, athletic, and cultural settings as part of the formal learning process to enable the person with a disability to participate and perform in that environment in an inclusive, accessible, and comparable manner.
2. **Extended Admission:** According to Law 171, a system to expand the regular admission process, so that the academic potential of the person with disabilities can be identified for admission. The extended admission process will use as a basis the Law 171 Certification of Reasonable Accommodation and the extended admission application, which may be composed of instruments, such as assessment and interviews, among others.

Service Animal: According to ADA (2010) Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, for people with traumatic

stress disorder (PTSD) during an anxiety attack, or performing other functions.

3. **Therapeutic or emotional support animals:** Their role is to provide companionship or support therapeutic processes.
4. **Certification of Reasonable Accommodation Act for Students with Disabilities or Functional Diversity in Transition from High School to Post-Secondary Grades:** Document that indicates that the student with disabilities or functional diversity meets the academic requirements necessary to access post-secondary educational services. This certification will include a description of the student's assets, work samples or results of alternate assessment methods that demonstrate the student's potential in the areas of reasoning, language and mathematics with a recommendation of reasonable modifications that have been certified.
5. **Professional Counselor:** A professional who holds a license granted in accordance with the provisions of Act 147-2002. The use of said title shall be restricted to persons with the academic preparation required by means of this Act and with experience in the application of a combination of theories and procedures, and in the provision of human development and personal wellness services that integrate a multicultural model of human behavior, who have obtained and hold in force a license issued by the Professional Counselor Examining Board under Act 147.

Rehabilitation counselor: According to Act No. 58 of May 27, 1976, a licensed professional who, with adequate knowledge of human behavior and development and of social institutions, uses the principles and techniques of rehabilitation counseling to provide disabled persons with services compatible with their rehabilitation needs.

6. **Extended Admission Evaluating Committee:** According to Act 171, it refers to the Committee for the Evaluation of Extended Admission in Non-University and University Postsecondary Education Institutions at the Undergraduate and Graduate Level, as defined in this Act.

7. **Institutional Special Services Coordinator:** Person charged with implementing and monitoring NUC's compliance with the laws associated with students with disabilities in accordance with the provisions of the ADA, which requires agencies with 50, or more employees to have a Coordinator of Services for Persons with Disabilities called an ADA Coordinator.
8. **IGS:** The IGS is a value that is calculated based on your high school GPA and the results of two College Board aptitude tests.
9. **Disability:** Under the ADA (1990) is a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.
10. **Physical disability:** According to ADA (1990) any physiological disorder or condition, cosmetic disfigurement or anatomical problem that limits one or more body systems such as: neurological, skin, digestive, endocrine, respiratory, etc. that affects one or more major life activities.
11. **Invisible disability:** Non-apparent disability such as learning disabilities.
12. **Mental disability:** Any mental or psychological disorder such as learning, intellectual or emotional disorders.

13. **Temporary disability:** Situational disability with definite time.
14. **Visible disability:** Impairment evident as the absence of a limb.
15. **Inclusion:** To include, to embrace, to contain, to involve, to imply, to insert, to make part. To belong together with others.
16. **PEI:** Specialized Educational Program that is worked on for K-12 students, as needed.
17. **Individualized Transition and Retention Plan (ITRP):** The ITRP according to Law 171 is an agreement established between the student and the institution, in which the duties and responsibilities of the parties are established taking into consideration the recommendations of the Extended Admission Committee. This plan is developed in postsecondary institutions by a rehabilitation counselor. This plan must establish the short, medium and long term goals, as well as the specific areas to be worked on and the responsibilities of the parties involved in order to promote the retention of the student with functional diversity until he/she completes the university degree.
18. **Quorum:** The quorum is the number of persons that must attend the meeting in order for it to be validly constituted.

References:

ADA National Network. <http://adata.org/ada-national-publications>

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Manual para la Integración de Personas con Discapacidad en las Instituciones de Educación Superior. Sacado de:
http://sid.usal.es/idocs/F8/FDO9062/manual_integracion_educacion_superior.pdf

Brennan, J. (2014) Animales De Servicio Y Animales De Apoyo Emocional: ¿Dónde están permitidos y bajo qué condiciones?
<https://adata.org/publication/service-animal-booklet-esp>

Lexjuris. Ley Núm. 194 del año 2000.
<http://www.lexjuris.com/lexlex/Leyes2000/lex2000194.htm>

Rama Judicial PR. Ley Núm. 408 de 2 de octubre de 2000 Ley de Salud Mental de Puerto Rico.
<http://www.ramajudicial.pr/leyes/Anejo-1-Ley-de-Salud-Mental-de-Puerto-Rico.pdf>

Attachments:

- A- Application for Extended Admission
- B- Committee Determination and Recommendations
- C- Authorization for Disclosure of Information
- D- Request for Reasonable Accommodation
- E- Reasonable Accommodation Renewal
- F- Self-Identification Sheet
- G- Notification to Professors Regarding Student Placement
- H- Grievance Filing Application I- Referral Form
- J- Guidance Sheet on Responsibilities of Student with Disability Requesting Reasonable Accommodations
- K- Confidentiality and Non-Disclosure Agreement
- L- Release of Liability

Anejo A



Solicitud de Admisión Extendida

Nombre: _____
Programa de Estudios (que solicita): _____ Diurno Nocturno Online
Recinto o División Técnica: _____
Dirección Postal: _____
Correo electrónico: _____
Teléfono: _____ / _____ / _____ Celular: _____ / _____ / _____

Indique cuál es su impedimento y explique cómo su impedimento afecta su ejecución académica:

Que destrezas y habilidades posee para completar su grado académico universitario:

Firma de prospecto: _____ Fecha: _____

Anejo B



Determinación de Comité de Admisión Extendida

Nombre de estudiante: _____ Fecha: _____
 Programa de Estudios (que solicita): _____ Diurno Nocturno Online
 Programa académico: _____
 Recinto o División Técnica: _____

Composición de Comité:

Nombre	Puesto	Firma

Determinación del Comité

Se admite

No se admite

Recomendaciones del comité:

Anejo B

Anejo C



Autorización para Divulgación de Información

Yo, _____ autorizo a _____, a
brindar información necesaria.

Esta información podrá ser divulgada a _____.

Certifico que fui orientada (o) sobre los principios de confidencialidad.

FIRMA

FECHA

Anejo D



Solicitud para Acomodo Razonable y Asistencia Tecnológica

Nombre: _____ Fecha: _____
Núm. de estudiante: _____ Edad: _____
Programa de Estudios: _____ Diurno Nocturno Online
Recinto o División Técnica: _____
Dirección Postal: _____

Correo electrónico: _____
Teléfono: ____ / ____ / ____ Celular: ____ / ____ / ____
Persona contacto en caso de Emergencia: _____
Teléfono: ____ / ____ / ____

Indique la necesidad especial por la que solicita el acomodo razonable:

Incluya el diagnóstico:

(Debe ser evidenciado con la documentación del Profesional que así lo certifique)

Indique cuál es el acomodo que solicita:

Firma del estudiante: _____

Para uso oficial: (comentarios)

Anejo E



Solicitud de Renovación para Acomodo Razonable y Asistencia Tecnológica

Nombre: _____ Fecha: _____

Núm. de estudiante: _____ Edad: _____

Recinto o División Técnica: _____

Programa de Estudios: _____ Diurno Nocturno Online

Dirección Postal: _____

Correo electrónico: _____

Teléfono: ____/____/____ Celular: ____/____/____

Persona contacto en caso de Emergencia: _____

Teléfono: ____/____/____

¿Ha cambiado su diagnóstico? Si NO ¿Indica cuál es? _____

(Debe ser evidenciado con la documentación del Profesional que así lo certifique)

Indique cuál es el acomodo que solicita:

Firma: _____

Nota: Esta solicitud debe ser acompañada con los documentos que certifiquen la necesidad especial con las recomendaciones claras y específicas por el profesional certificado.

Para uso oficial:(comentarios)

Anejo F



Hoja de Auto identificación de Estudiantes con Impedimentos

NUC University cumple con la *Americans with Disabilities Act* (Ley ADA) y otras leyes aplicables a las personas con impedimentos. Para ofrecerle un mejor servicio y ayudarnos a medir la calidad de dicho servicio le solicitamos nos informe si usted es una persona con impedimentos. La auto-identificación es voluntaria, no obstante, el identificarse nos ayudará a canalizar el servicio, así como coordinar su asistencia de forma efectiva en caso de emergencia.

1. ¿Es usted una persona con impedimento?

Sí

No

No deseo contestar

2. ¿Necesita acomodo razonable?

Sí

No

Anejo G



Notificación a Profesores sobre Acomodo Razonable de Estudiante

Fecha: _____

Estimados Profesores:

El estudiante _____ con el # _____
ha solicitado acomodo razonable y el mismo ha sido aprobado según estipulado en la Ley ADA y leyes relacionas a las personas con impedimento y en las políticas institucionales. Los acomodos deben ser discutidos entre el estudiante y el profesor. Los acomodos recomendados son:

1.
2.
3.
4.
5.

Nombre del Curso	Sección	Horario	Firma del Profesor

Nota: (Los acomodos que involucren ofrecer más tiempo al estudiante deben ser acordados con el profesor y establecidos en este documento). Nuestro compromiso es ser recurso en este proceso por lo que estamos disponibles para orientar o aclarar dudas.

Cordialmente,

Firma del profesional

Anejo H



Solicitud de Radicación de Querrela de EI

Recinto o División Técnica: _____

<i>Nombre del querellante(estudiante):</i> _____ <i>Programa de Estudio:</i> _____ <i>Teléfono:</i> _____ / _____ / _____ <i>E-mail:</i> _____ <i>Fecha:</i> _____ <i>Hora:</i> _____ <i>Dirección postal:</i> _____ _____	<i>Nombre del querellado:</i> _____ <i>Área de trabajo:</i> _____ <i>Teléfono:</i> _____ / _____ / _____ <i>E-mail:</i> _____ <i>Fecha:</i> _____ <i>Dirección postal:</i> _____ _____
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Explique brevemente su alegación:

Remedio solicitado:

Firma _____

Fecha: _____

Anejo H

Acción Tomada

- Se orienta
- Se refiere a la Oficina de Servicios Especiales
- Se citaron a las partes
- Se llevó a cabo un proceso de Mediación
- Se cierra la querrela por falta de mérito legal

Firma del oficial que recibe la querrela: _____

Comentarios Oficiales

Anejo I



Hoja de Orientación sobre Responsabilidades del Estudiante con Impedimento que solicita Acomodo Razonable

1. Solicitar al Consejero/a o renovar los acomodados razonables necesarios para su desempeño académico al inicio de cada término. (Hasta las primeras 2 semanas de clases para los cursos de y 14 semanas y hasta la primera semana de clase para los cursos de 8 semanas o menos).
2. Entregarles a sus profesores la notificación de acomodado razonable y/o discutir los mismos.
3. Devolver al Consejera/o la notificación de acomodados firmada por sus profesores.
Es importante devolver la misma a la consejera a la brevedad posible. A más tardar en la 3ra semana de clases. Ésta es la evidencia para posibles reclamaciones. En el caso de los estudiantes en línea este proceso se da concurrente.
4. Asistir puntualmente a las clases. Las ausencias frecuentes a clases afectan la nota final.
5. Asistir puntualmente a los exámenes, pruebas cortas, laboratorios y prácticas.
6. Realizar las tareas académicas a tiempo y completas.
7. Cumplir con las Responsabilidades como estudiante con impedimento que utiliza un animal de servicio o de apoyo en NUC.
8. Cumplir con el Reglamento Estudiantil y con la Política de Progreso Académico Satisfactorio.

Certifico que fui orientado sobre el procedimiento de Acomodo Razonable:

Nombre del Estudiante

Número de Estudiante

Firma del Estudiante

Fecha

Firma de orientador

Anejo J



Acuerdo de Confidencialidad y No Divulgación

Este acuerdo tiene como objetivo el que se puedan discutir con el personal de facultad los casos de estudiantes con impedimentos a los que estos proveen acomodo razonable. La confidencialidad, integridad y disponibilidad de esta información debe ser preservada a tono con las reglamentaciones federales y estatales relacionadas a la protección de información. Por tales motivos, se le requiere firmar un acuerdo de confidencialidad donde el empleado:

- Se comprometen a respetar la confidencialidad de la información en los casos discutidos, incluso después de cesar sus labores como empleados de la institución ya sea por jubilación, renuncia del empleo o despido.

Cada declaración de confidencialidad será mantenida en el expediente de consejería del estudiante con impedimentos y bajo la custodia de consejería. Para que la discusión del caso sea autorizada el estudiante con impedimentos tendrá que firmar una Autorización de Divulgación previa a este acuerdo.

Declaración de Confidencialidad

Conforme a lo antes expuesto, yo _____, en calidad de empleado de *NUC University*, acepto y me comprometo a mantener en la más estricta confidencialidad la información obtenida y/o manejada en la discusión de casos, siguiendo los cánones y políticas de NUC. Dicha información sólo será utilizada para mejorar el servicio a prestar al estudiante con impedimentos. Entiendo que la información recibida puede considerarse información de Salud Protegida bajo las disposiciones de la *Health Insurance Portability and Accountability Act*, (HIPPA) la, Ley Núm. 194 de 25 de agosto de 2000 Carta de Derechos y Responsabilidades del Paciente, y Ley Núm. 408 de 2 de octubre de 2000 Ley de Salud Mental de Puerto Rico, por lo cual me comprometo a resguardar la confidencialidad de la misma de conformidad en cumplimiento de la legislación y reglamentación aquí citada.

Firma del empleado de NUC

Fecha

Anejo J

Anejo K



Hoja de Relevó de Responsabilidad

Yo _____, he sido debidamente informado/a y orientado/a respecto a los servicios de disponibles en el NUC University, para proveerme igualdad de oportunidades como persona con impedimento, estos incluyen, pero no se limitan a:

1.

No obstante, decido utilizar servicios de asistencia privados y los mismos fueron autorizados por esta institución. Por lo antes expuesto, relevo de toda responsabilidad a NUC University de cualquier suceso relacionado a la utilización de estos servicios de asistencia privados. Los mismos constarán de:

1.

Esta declaración la hago el día de hoy _____ y es abalada por _____ (familiar o encargado designado por el estudiante) a quien hago participe en dicha decisión.

Firma Estudiante

Firma del testigo
(Familiar o encargado designado por el estudiante)

Fecha

Anejo K