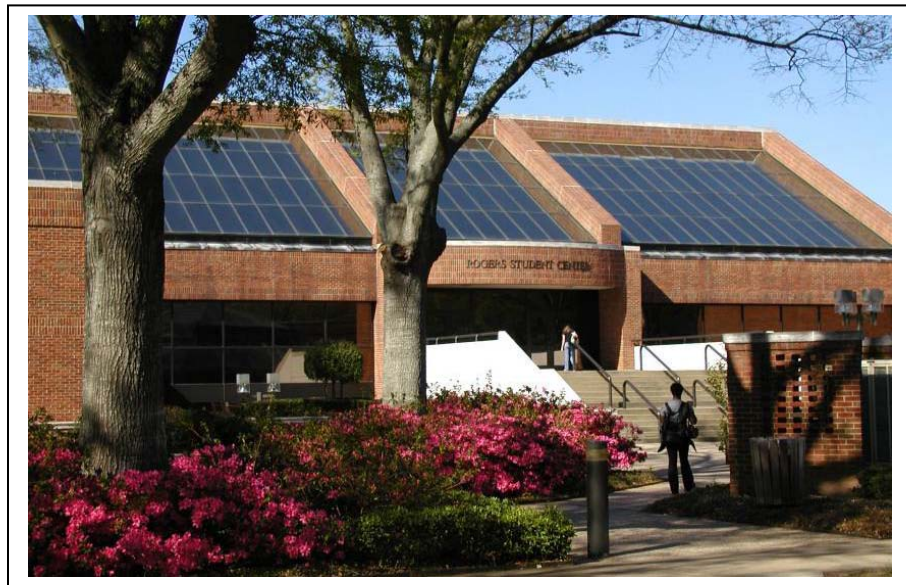


# *Tyler Junior College*

## *Handbook for Educational Accessibility for Students with Disabilities*



*Support Services Office  
Rogers Student Center  
2<sup>nd</sup> Floor*

*(903) 510-2395*

*1-800-687-5680*

*(903) 510-2394*

*Toll Free*

*TTY Number*

*Hours:*

*Monday-Friday*

*8:00 a.m. – 5:00 p.m.*

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# *Students with Disabilities*

Tyler Junior College welcomes students with disabilities. Prospective students with disabilities are encouraged to visit TJC prior to applying for admission. You should tour the campus, become acquainted with the facilities, and ask about special assistance that you may need. Contact the Admissions office before coming if you will need accommodations on your initial visit.

When you have been admitted to TJC, your next step should be to become familiar with policies and procedures contained in official publications of the College. These include the current Catalog, Class Schedule, Student Handbook and Calendar, and the Handbook for Students with Disabilities.

**TJC is committed to providing students with disabilities equal access to its facilities, activities and programs. Section 504 of the federal Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA) require that public colleges and universities provide reasonable and appropriate accommodations for students with disabilities.**

If you need accommodations to access with the registration process due to a disability, contact the Support Services office as soon as possible to allow adequate time for scheduling the special services you may need.

## *Section 504 and the Americans with Disabilities Act (ADA)*

Section 504 of the Rehabilitation Act of 1973 as amended states:

No otherwise qualified handicapped individual in the United States ... shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Americans with Disabilities Act of 1990 (ADA) extends the provisions of the Rehabilitation Act of 1973 to private institutions and puts in place more effective means to employment in the private sector, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

The ADA upholds and extends the standards for compliance set forth in Section 504. Under provisions of the ADA (and similar wording in Section 504), a person with a disability refers to “any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.” Major life activities may include caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, concentration and working. A physical or mental condition, in and of itself, does not mean that a person is entitled to accommodations, if the above conditions are not met.

The ADA was revised in 2008, but its changes do not affect our provision of services, as we were already addressing student needs on an individual basis, and serving the needs of students.

## *Are Any Students exempted from the THEA Test Requirements?*

No. Prior to September 1, 1995 students who were either blind or deaf were exempt. Beginning September 1, 1995, blind students must meet the THEA requirements and students who are deaf must take the Stanford Achievement Test instead of the THEA Test. Information about taking the Stanford Achievement Test can be obtained at the Testing Center on the second floor of Rogers Student Center.

## *Can a student with a disability have accommodations when taking the THEA Test?*

Yes. Special testing accommodations may be provided for examinees that would not be able to take the test under standard conditions because of a disability. Examinees requesting special testing accommodations must (a) submit a completed registration form and include proper payment, (b) submit a Special Testing Accommodations Request Form, and include any required documentation. For details of how to submit your request, see pages 14-15 of the THEA Test Registration Bulletin. The THEA is only given on designated test dates. For a listing of the regular test dates, see the back cover of the THEA Test Registration Bulletin.

## *Are there any testing options besides the THEA?*

There are two other options to the regular THEA test:

- ❑ The Accuplacer is an alternative test to the THEA. It is a non-timed computerized test that can be taken at the TJC Testing Center between 8:30 a.m. and 5:00 pm, Monday thru Thursday, on Fridays between 9:00 a.m. and

2:00 a.m., and on Saturdays between 9:00 a.m. and 12:00 p.m. Extended time is not provided for the accuplacer, as it is an untimed test.

- ❑ The Quick-THEA is the same test as the THEA. The difference is that the Quick-THEA is given more frequently than the regular THEA. However, no accommodations are given for the Quick-THEA. Seating for the testing is limited and is offered on an “as available” basis. For more information about the **Quick-THEA, call (903) 510-2617.**

## *Accommodations for the Student with a Disability*

Support Services serves as a liaison between the students with disabilities and faculty and staff at Tyler Junior College. The provision of assistance and reasonable accommodations is guided by TJC policies and procedures, which are implemented through Support Services, located on the second floor of the Rogers Student Center. It is the intent of Support Services to work with students, faculty and staff to provide appropriate support for students as they strive towards achieving their academic goals.

Colleges and universities are not required by either Section 504 or the ADA to lower their academic standards or substantially alter the essential elements of their courses or programs to accommodate students with disabilities. The requirement for providing reasonable accommodations is designed to give an equal opportunity to students with disabilities; accommodations, in and of themselves, are not a guarantee of success. It is the intent that the provision of reasonable accommodations for students with disabilities will be a shared responsibility among students, faculty, staff, and the administration.

Under current policies and procedures in place at Tyler Junior College, the Support Services office functions as liaison on behalf of the student with a disability and individual members of the faculty, staff and administration at TJC who may be called upon to provide accommodations or services. Students with special needs are encouraged to seek assistance through this office to facilitate your requests and also to allow the faculty or staff member the benefit of guidance from Support Services on how best to respond to your needs. Documentation regarding a student’s disability is considered confidential and is treated as such by Support Services. Students applying for accommodations through this office are requested to provide written consent for the Director or a counselor to discuss certain confidential information. The Director or Support Services counselor acknowledge and respect the student’s right to privacy and may, to the extent necessary for the benefit of the student discuss such information.

# *Who is entitled to Classroom or Testing Accommodations?*

A person who has a disability that **substantially limits one or more of their major life activities may be entitled to classroom accommodation if their disability has limited their access to a college education.** At Tyler Junior College accommodations are provided on an individual basis after the student completes the **request for accommodations** process. The ADA Student Coordinator in Support Services evaluates the student's needs and documentation of the disability.

People with the following, as well as other special needs or disabilities, may be entitled to classroom accommodations:

**Deafness and/or Hard of Hearing**  
**Traumatic brain injury**  
**Physical Disability**  
**Learning Disorder**  
**Vision**  
**Reading Disorder**  
**Psychological/Emotional Disability**  
**Drug Addiction (in recovery programs)**  
**Alcoholism**

**Neurological Disorder**  
**ADD/ADHD**  
**Speech/Language**  
**Other Medical conditions:**  
**Cancer**  
**AIDS**  
**Diabetes**  
**Other Disabilities**



If you believe that you have a disability that limits your access to a college education, see the ADA Student Coordinator in Support Services or call **(903) 510-2395** for an appointment.

## *What Accommodations Might Be Provided?*

Accommodations are determined on an individual basis to meet an individual student's needs. There are **no automatic accommodations** for any particular disability. Students are encouraged to suggest their own accommodations based upon their own unique experiences and learning style. Below is a list of some of the accommodations that have been used by students.

**Accommodations may include the following:**

- ❖ **Permission to tape record lectures**
- ❖ **Extended time on test,**
- ❖ **Relocation of a class to an accessible location**

- ❖ Arranging test to be taken in an area with minimal distractions
- ❖ Use of a sign language interpreter,
- ❖ Use of a note taker
- ❖ Use of “color overlays”

Accommodations must be based upon a documented disability and how that disability impacts the learning experience of that individual student. For more information see the ADA Student Coordinator on the 2<sup>nd</sup> floor of the Rogers Student Center in Support Services or call (903) 510-2878.

## *How to Request Accommodations For a Disability*



- Contact the ADA Student Coordinator, (903) 510-2878, to arrange an interview.
- Complete the *Request for Accommodations (RAF)* form. The **deadline** for applying for assistance with the Support Services office is **four weeks prior to the beginning of the initial semester of enrollment**, to allow adequate coordination of services. The **deadline for applying for subsequent continuous semesters of enrollment is two weeks prior** to the start of regular college registration for that semester. **Four weeks** is needed if interpreters, readers, scribes, or modified equipment is needed. Applying after the above deadlines may result in a delay or denial of the request for accommodations for the semester.
- Provide written documentation, which confirms a disability that causes a substantial limitation in daily living as defined under Section 504 and the Americans with Disabilities Act, and the guidelines of Tyler Junior College. Please see, *Documentation Guidelines for Students with Disabilities*, located in the appendix of the handbook.

- **Meet with the ADA Student Coordinator** following the review of your documentation by the **ADA Student Coordinator and /or Documents Review Committee (DRC)**.



- The student will be informed of the recommended accommodations and if additional documentation is necessary.
- The ADA Student Coordinator or other Support Service Staff will complete the “Faculty/Staff Advisement Form: Students with Disabilities” and the “Testing Accommodations Form” with the student.
- The student provides each faculty member a copy of the accommodations form. The faculty member signs the form indicating by their signature that they have been informed of the accommodations. The “yellow copy” is given to the faculty member and the student retains the “white copy.”



- The faculty member and the student work together to implement the accommodations. If any concerns develop regarding the accommodations, the student or the faculty member should contact the ADA Student Coordinator.
- Persons with disabilities who need special accommodations, and/or to participate in programs, services or activities of Tyler Junior College, are invited to make their needs and preferences known to the director of the program or activity in which they seeks to participate. If a student has any difficulties in implementing the accommodations that they have been granted

thru Support Services, or problems receiving services or participating in other college activities, they should contact the **ADA Student Coordinator immediately.**

## *Documentation Guidelines For Students with Disabilities*

Students are responsible for providing the Office of Support Services with current documentation of their disability. Because reasonable accommodations and services are based on the current impact of the individual's disability, it is in the candidate's best interest to provide recent documentation. Testing evaluations and other documentation should have been administered within the past three (3) years to be considered current. Documentation older than five (5) years is generally considered to be out-dated. Students that submit documentation that is not current or is inadequate may be required to have updated testing completed before accommodations will be granted.

To establish that an individual is covered under the ADA, documentation must indicate that a specific disability exists and that the identified disability *substantially limits* one or more *major life activities*. A major life activity include walking, reading writing, seeing, hearing, speaking, breathing, learning, working, caring for oneself and other similar activities. *A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA.* The documentation must support the request for accommodations, academic adjustments, and/or auxiliary aids.

The following is a list of the suggested documentation required by Support Services in order to recommend reasonable classroom accommodations.

- **Learning Disabilities**

- ✓ All documentation must meet the following guidelines:
  - Qualified professional must conduct the evaluation (i.e., Psychologist, LPC, Psychiatrist, Medical Doctor).
  - Evaluation must be comprehensive and substantiate the Learning Disability and/or other specific diagnosis.
  - Actual test scores from standardized instruments must be provided.
  - An interpretative summary must be provided.

- All reports should be on letterhead, typed, dated, signed and legible.
- ✓ A copy of the Comprehensive Individual Assessment from High School if available
- ✓ Records from the Division of rehabilitative Services or other appropriate agencies or medical institutions
- **Deaf or Hard of Hearing**
  - ✓ Certificate of Deafness from the Division for Rehabilitative Services.
- **Blind or Visually Impaired**
  - ✓ Certificate of Blindness from Division for Blind Services.
- **Motor Impairment**
  - ✓ Current medical evaluation
  - ✓ Records from the Division for Rehabilitation Services.
- **ADD/ADHD**
  - ✓ Documentation of ADD/ADHD should meet the following guidelines:
    - Evaluation must be conducted by a qualified professional (Psychologist, Medical Doctor, Psychiatrist, L.P.C., Diagnostician).
    - Documentation must indicate that ADD/ADHD substantially limits some major life activity, including learning.
    - Evaluation must be comprehensive and substantiate ADD/ADHD. The evaluation should include evidence of early impairment; evidence of current impact, diagnostic interview, and all other alternative diagnoses or explanations need to be ruled out.
    - Relevant testing information must be provided. Neuropsychological and psycho educational assessments are important in determining the current impact of the disorder on the individual's ability to function in academic settings. Checklists and/or surveys can serve as supplements to the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADD/ADHD.
    - A specific diagnosis utilizing **DSM-IV-TR** Criteria
    - An interpretative summary should be provided.
    - A copy of the Comprehensive Individual Assessment from High School if available

- Records from the Division of Rehabilitation Services or other appropriate agencies or medical institutions.

### Psychological Disorders and/or Traumatic Brain Injury

- ✓ Comprehensive and current psychological/psychiatric evaluation conducted by a qualified professional must include:
  - A specific diagnosis utilizing **DSM-IV-TR** Criteria
  - Historical information
  - diagnostic interview
  - psychological assessment with actual test scores from a standardized instrument
  - A description of current functional limitations in the academic environment
  - Documentation must indicate that the disability *substantially limits* some *major life activity*, including learning.
  - Relevant information regarding medications and current treatment
  - Documentation must indicate that disability substantially limits some major life activity, including learning
  - Alternative diagnoses or explanations should be ruled out
  - An interpretative summary should be provided.
  - Accommodations with accompanying rationale must be provided
- ✓ A copy of the Comprehensive Individual Assessment from High School if available
- ✓ Records from Division of Rehabilitative Services or other appropriate agencies or medical institutions.

Further documentation information may be obtained from the following websites:

\*Association on Higher Education and Disability at: [www.ahead.org](http://www.ahead.org)

\*Educational Testing Service at: [www.ets.org](http://www.ets.org)

# Accommodation Procedures

## Testing Accommodations



In order to assure that reasonable special testing can be provided for the student with a physical or learning disability, the following procedure must be followed:

1. Student must meet with a Support Services counselor in the Support Services office to provide appropriate documentation and to complete the **Testing Accommodations Form**.
2. Student must contact and present faculty/staff advisement form to their instructor(s) to arrange for special testing. Normally this should be done prior to the beginning of the semester or during the first week of classes. The student should maintain contact with professors throughout the semester, and contact Support Services as needed.
3. Student should contact the Testing Center at **510-2617** at least one week in advance to arrange for testing time and modifications needed to test the student. The **Testing Accommodations Form** should be completed.
4. Instructors are responsible for test delivery to and pickup from the Testing Center.

## The Use of Readers and Scribes



One option in the provision of testing accommodations is to provide a (qualified) reader for the individual whose disability precludes independent reading of the test material. Guidelines for scribes/readers and examinees according to the Association on Higher Education and Disability (AHEAD): "the use of a scribe may be an appropriate accommodation for someone who has difficulty writing independently." According to AHEAD: "Readers should read with even inflection throughout, so that

the test-taker does not receive any cues by the way the information is read.” The role of the reader is simply to read, not interpret, what is presented; interpretation of test questions is inappropriate.” SOURCE: Jarrow, J.E. and King, W.L., *Testing Accommodations for Students with Disabilities*.

Ohio: Columbus, Association on Handicapped Student Services in Post secondary Education, 1990.

## *Accommodations for Vaughn Library and Learning Resource Center*



Students with physical or learning disabilities have several accommodations and resources available to them at the Vaughn Library and the Learning Resource Center.

- The student must contact the **Director of Library Information Services, at 510-2503** to arrange a meeting to discuss the needs, times and days of the week to be assisted, and in which areas of the Vaughn Library/Learning Resource Center such assistance is needed.



- Access to the wheelchair lift can be obtained by contacting the **circulation desk in the library**. A key will be provided for the operation of the wheelchair lift.
- For students with limited vision or learning disabilities, the following

equipment and software are available:

- The **Aladdin Ultra Pro 75**, which magnifies printed material. It is located on the 2<sup>nd</sup> floor of the library. The testing center also has an **Aladdin Rainbow Elite** which is able to magnify printed material.
- The **Kurzweil 3000**, scans a printed document, displays the page just as it appears in the original document (e.g., book, magazine), with all of the color graphics and pictures intact. It then reads the document out loud while highlighting the image of the print as it is being read. It essentially does what a reading teacher does — reading to a pupil while pointing out exactly what is being read.
  
- **JAWS** (Job Access with Speech) is a screen reader that works with your Windows operating system to provide access to today's popular software packages and the internet. **JAWS** uses an integrated voice synthesizer and your computer's sound card to output the content of your computer screen to speakers. **JAWS** also outputs to refreshable Braille displays.
- **Magic Screen Magnification Software with Speech** is designed to magnify and read what is on the screen. **Magic** utilizes the same keys as **JAWS**. **Magic** magnifies from 1x to 16x. It combines great magnification features with true low vision screen reading.
- **Duxbury for Windows** is the industry leading software
  - True Windows software, supports all commercial Braille embossers.
  - Accurate contracted Braille formatted the way you want.
  - Imports files from Word, WordPerfect, HTML, and other formats.
  - Math translation available for Nemeth, BAUK, UEBC, and French Braille (best when using Scientific Notebook).
  - The world choice and standard for over 25 years!
  
- **ZoomText 9.02** Magnifies 1x to 36x and is designed for vision impaired individuals who demand computer access that is powerful and easy to use. With **ZoomText's** new xFont technology, you will see amazingly clear text at all levels of magnification.

## *Accommodations for Jenkins Hall*



A chairlift is available to assist students in wheelchairs to access the stairs in certain wings of Jenkins Hall. A key to the chairlift can be obtained from the office of the Dean of University Studies located in Jenkins Hall. To make advance arrangements, please call **510-2548**.

## *Accommodations for Health and Physical Education Classes*



In order to assure that reasonable special accommodations can be provided in the Health and Physical Education Center and/or in the Health and Physical Education classes for the student with a physical or learning disability, the following procedure must be followed:

1. Student must meet with a Support Services counselor in the Support Services office to provide appropriate documentation and to complete the ***Faculty/Staff Advisement Form***.
2. Student must contact his/her instructor(s) to arrange for special accommodations usually prior to the beginning of the semester or during the first week of classes. The student should maintain contact with the professors throughout the semester, and with Support Services as needed.
3. If special staffing needs to be arranged, instructors should contact Support Services, **510-2878**, at least one week in advance to negotiate for modifications/accommodations needed or to determine if financial assistance is provided by an outside agency.

## *Accommodations for Health and Physical Education Center*



Students wanting to use the Health and Physical Education Center during open use hours will be assisted by the HPE Center's staff on an as needed basis, and the following procedures must be followed:

1. Student must meet with a Support Services counselor in the support services office to provide appropriate documentation and to complete the *Faculty/Staff Advisement Form*.
2. The student will contact the **building manager, 510-2557**, to arrange a meeting to discuss the needs, times and days of the week to be assisted and in which areas of the HPE Center.
3. The student will be contacted within a week, to allow notification of staff assistant.
- 4. Missed appointments, without 24-hour notice, may require the student to pay the worker(s).**

### *Accommodations for Scheduled Student Activities*



Reasonable accommodations for students covered by the ADA for any on campus event for which accommodation is required, or for any off campus event sponsored in whole or in part by the College, will be made upon advance notification (usually five working days) prior to such an event. Students desiring such an accommodation should contact the college staff member responsible for the activity. The college staff member with supervisory responsibilities may seek the assistance of the Counselor/Director of Support Services to coordinate the reasonable accommodation.

### *Equipment and other Adaptive Technology*



- A chair-lift is available for students in wheelchairs to access campus facilities. A key for the chair-lift is kept in the Dean’s Office in Jenkins Hall. A request for use of the chair-lift in advance is required to insure availability.
- Large screen monitors are available in the computer laboratories and upon request can be placed in classrooms. Contact the ADA Student Coordinator at **510-2878**.
- Books on Tape from the “Recording for the Blind and Dyslexic” and other resources can be ordered for qualified students.

# Grievance Procedure



## *Student Rights to Accommodations and the Appeals Process:*

Students with a disability may qualify for accommodations by applying with Support Services. The student must provide documentation to support their request. After the records have been reviewed and accommodations granted, a student may meet with a member of Support Services to go over the accommodations.

A student may disagree either with (1) the accommodations that were offered or were denied or (2) with the implementation of the accommodation by a faculty member.

## *Denial or Disagreement of Accommodations Offered:*

If the student disagrees with the accommodations, they and the Support Service staff should meet to reconcile any disagreements within 10 working days. If resolution to the problem is not achieved, the student may request a hearing before the Documentation Review Committee (DRC). Such request should be made within 5 working days. The DRC will respond to the student and other parties involved within three days of the hearing. If the conflict involves a member of the DRC, that member will not be an active member of the committee during the hearing. If no settlement is reached and the student wishes to pursue further appeals, they should follow the “Student Grievance” procedure that is outlined on pages 22-23 of the **TJC Student Handbook**.

## *Problems of Implementation of Accommodations:*

Students are encouraged to work with all faculty members related to the implementing of their accommodations. If a disagreement over the accommodations is present, the student and faculty member should contact the ADA Student Coordinator (510-2878) to assist in resolving any differences. If the parties involved cannot reach an agreement, the student may appeal using the outline on pages 22-23 of the **TJC Student Handbook**. The accommodations decision made by the Support Services office shall be implemented until such time as a formal resolution of the grievance process is achieved.

Tyler Junior College encourages all parties involved to seek resolution to disagreements by meeting to discuss the issues. When differences remain, parties are encouraged to seek mediation from a mutually agreed upon resource. Assistance is available from Support Services by calling (903) 510-2395.

**A student has the right to contact OCR office during any part of the process of seeking accommodations if they believe that they have been discriminated against.**

# Questions and Answers



## *What is the function of the Support Services ADA Students' Program?*

The Support Services ADA Students' Program assists Tyler Junior College in complying with Section 504 of the Rehabilitation Act of 1973, which states that "no qualified individual with disabilities shall, on the basis of their disability, be excluded from the participation in, be denied the benefits of or be subject to discrimination under any postsecondary program or activity receiving federal financial assistance."

Title II of the Americans with Disabilities Act of 1990 (ADA) additionally clarifies the role of public entities (including the University of California, the California State Universities, and the California Community Colleges) in assuring equal educational opportunity for post-secondary students with disabilities.

To assure that students with disabilities are not denied equal access to the academic and non-academic life of Tyler Junior College, Support Services offers a wide range of services, accommodations, and auxiliary services. Support Services individually designed services are based on the specific disability-related needs of each student as identified by the ADA Student Coordinator or other qualified disability professional.

## *How does the Support Services know whether a student is disabled?*

According to Section 504 of the Rehabilitation Act of 1973, "a person with a disability" includes any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities; has a record of such an impairment; or is regarded as having such an impairment." Of course *Learning* is a major life activity.

In order to offer services to a student, Support Services Documentation Review Committee must have verification of the student's disability on file. Verification may be in the form of a letter from a diagnosing medical professional, or verification may consist of a written report on psychological, neuro-psychological, or psycho-educational testing administered to the student. For more details see the listing on pages 9-10, under *Documentation Guidelines*.

## *Does Support Services keep a student's disability information confidential?*

Support Services is careful to maintain confidentiality. All information about a student and his disability (even the fact that he has visited our office) is completely

confidential. We do not release written information without a student's informed consent.

When students complete the *Request for Accommodation* forms, they take them to the faculty. The student is not required to share information about their disability. We do encourage students to share as much with the faculty members as the student feels comfortable and is appropriate to share.

### *What is a Request for Accommodation form?*

Each semester students with disabilities can request accommodations and complete the *Request for Accommodation* forms for their instructors. Forms are given to the students, who deliver them to their instructors. Request for Accommodation forms give instructors specific information about which classroom accommodations they are being called upon to provide. The disability specialist and the student have signed the forms. After the student has discussed his/her request, the instructor will sign the form and keep a copy for future reference during that semester.

### *What is the purpose of the "academic accommodations" which are requested in forms I receive from the Support Services?*

Students with disabilities at Tyler Junior College are capable people who experience some limitations calling for adaptation of materials, methods, or environments to facilitate the students' learning, or to ensure that when they are evaluated, the students are able to demonstrate their learning rather than the effects of their disabilities.

Title 504 of the Rehabilitation Act of 1973 mandates full access of people with disabilities to Tyler Junior College's entire academic and other programs. Course-specific accommodations are one way of assuring that students with disabilities are not denied equal access.

### *How is it decided which accommodations are appropriate for a particular student?*

The Disability Services professional recommends the accommodations which (in their professional judgment) will be most effective in assuring the student's unrestricted access to TJC's academic programs, as required by Title 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Before requesting particular accommodations for a specific course, the professional carefully considers the nature of the student's disability and how this disability may affect the student's ability to learn, and to demonstrate achievement, in the course.

### *When I receive a Request for Accommodation letter from a student, may I contact Support Services to request more information about the student's disability?*

Please feel free to contact the Support Services staff who signed off on the Request for Accommodation form. They can give you additional information about the student's needs as it may relate to the student's performance in your class. Due to confidentiality, certain information can not be shared with the student's consent.

### **What if the requested accommodations appear to compromise the integrity of my class or academic program?**

While providing accommodation for disabilities, institutions of higher education should not lower academic standards or compromise the integrity of the school or program (Davis v. Southeastern Community College, 1979).

In 1977, the Department of Health, Education, and Welfare (now the Department of Education) established guidelines for the implementation of Section 504 (Subpart A) of the Rehabilitation Act of 1973. Relevant portions of these guidelines are summarized below:

Institutions of higher education must modify academic requirements that are discriminatory. Modification may include extending time for completing degree requirements, allowing course substitutions, and adapting the manner in which particular courses are conducted. Institutions are not required to compromise on requirements that are essential to the program or course of instruction, or that are directly related to licensing requirements (Section 104.44(a)).

Institutions of higher education must alter methods of evaluation in order to ensure that test results reflect the student's knowledge and mastery rather than areas of disability. Institutions are not required to alter content or process that is essential to the evaluation (Section 104-44(c)).

If an institution claims that a certain accommodation would compromise an essential element of their program, they need to be able to defend that position in a court of law.

### ***Why do you ask that some students be given time-and-one-half for exams, while other students are to be given double time?***

Time-and-one-half for exams is the usual accommodation given to students who, for disability-related reasons, work slowly. Students, who have severe disabilities, or multiple disabilities, may need additional time. Although accommodations are to be based upon a student's individual needs, research has provided us with some guidelines as to the average amount of time that students with different types of disabilities require.

The goal of providing ***extended time*** is to accurately measure what the student knows; not to measure the extent of their disability.

## **What should I do if I have questions about the accommodations requested for a student, or disagree with them?**

Faculty input is essential to having providing quality services to students with disabilities. Faculty are encouraged to contact the ADA Student Coordinator or the Support Services staff who signed the accommodation form, as soon as possible when there is a question or disagreement with the accommodations requested for a student. Communications between the ADA Student Coordinator and faculty is extremely important to developing an effective solution for the benefit of all parties involved.

If the instructor and the Support Services staff that signed the Accommodations Request Form cannot agree, the instructor should seek review of the requested accommodation of the Documentation Review Committee. The instructor should provide the requested accommodation until it is either set aside or modified by the committee or 504/ADA Compliance Officer.

The 504/ADA Compliance Officer will try to resolve the disagreement informally; if this effort does not succeed.

It is essential that the instructor work with the college in resolving any accommodations issue. In *Campbell A. Dinsmore v. Charles C. Pugh and The Regents of the University of California*, a mathematics professor refused to implement extended time for a student who was dyslexic and had been approved for such accommodations after providing adequate documentation of his disability. The instructor claimed academic freedom. The university and the campus disabilities office tried to correct the situation but the instructor refused. The court ruled in favor of the student and granted monetary damages against the instructor but not against the university.

### *When you ask for a "separate quiet" testing area do you mean that the student should be given a room to himself or herself?*

There are a few students who, for disability-related reasons, do need to take exams in a room with no other students present. For example, some students must have exam questions read aloud to them; and this procedure would be disturbing to other exam-takers. For such students we would request a "private room." Arrangements can be made at the Testing Center for such a room or the faculty member can make other arrangements to provide such an area.

### *What should I do if I cannot provide a requested accommodation?*

If you are unable to provide the requested accommodation, please contact the Support Services staff whose name appears on the form you received. Solutions can be found for most problems and the input from faculty is highly valued.

***Does Support Services maintain a "testing center" where students with disabilities can take proctored exams?***

Yes, limited space is available on first come, first serve basis in the testing center. However, we believe that students with disabilities need an opportunity to ask their instructors questions about the exam and to hear replies to questions posed by other students. Ideally students for whom we have requested extended test time should report to the regular exam room with other students, and then (before beginning to write) move to another room where they can be proctored by an appropriate person who is qualified to answer any additional questions. If the instructor can not arrange for special testing in their academic area, then the student can contact the testing center.

It is not generally desirable for students with disabilities to take part of the exam with non-disabled students and then move to another test site. Being asked to temporarily stop work and move to another location may be especially difficult for some disabled students, causing them to lose concentration and focus and forget important details which can impact their test grade.

Surveillance cameras and testing personnel proctor exams taken in the testing center.

***What should I do if a student does not present a Request for Accommodation form from support services, but instead speaks with me personally to negotiate accommodations?***

You should not provide a student with accommodations unless the student presents you with a form, for current semester from the Support Services Program. One of the major reasons for having an ADA Program on TJC campus is to provide consistency in the application of ADA and 504 guidelines. When we have many different people making ADA decisions, you lose that consistency. When ADA claims have been made against colleges and universities, the issue of there being policies and procedures that have been consistently followed, has been a significant factor in the courts rulings.

***What should I do if a student presents a request for accommodation only a few days (or hours) before an examination?***

It has been documented through several national agencies and ADA interpretations, that instructors should make a good-faith effort to provide accommodations whenever they are requested, but that instructors are not obliged to provide the requested accommodations unless students request them at least five (5) working days before the examination.

***Are College-wide requirements ever waived or altered for students with disabilities?***

Under the provisions of Title 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, institutions of higher learning must not exclude a qualified student with a disability from any course of study, and must not establish rules and policies that may adversely affect students with disabilities.

One way of adapting academic programs to make them accessible is providing modifications, substitutions, or waivers of courses, major fields of study, or degree requirements (on a case-by-case basis) for students with disabilities.

*As an instructor, how can I work more effectively with students who have disabilities of various kinds?*

We have available materials on "How to Work Effectively with Students Who Have Disabilities." For more information on particular topics, consult support services support Services by telephone or e-mail.

## *Support Services also offers. . . .*



***Tutoring:*** The Excel Peer Tutoring Program is designed to assist students who are having academic difficulties. It consists of student tutors helping other students. Tutoring is free of charge and available in several different subjects. This program is nationally certified by the College Reading and Learning Association. All tutoring takes place in the Learning Loft on the 3<sup>rd</sup> Floor of the Rogers Student Center. Call **510-2892** for more information.

***TRIO Program:*** TRIO is a program designed for students who have special academic, educational, or economical needs, or who will be the first members of their family to earn a college degree. TRIO provides cultural enrichment activities, academic counseling, tutoring, and study skills seminars. TRIO is located on the 3<sup>rd</sup> floor of the Rogers Student Center and can be reached at **510-2621**.

***Assistance for Returning Adult Students, Single Parents, and Displaced Homemakers:*** Carl Perkins Grant funds are available to help eligible students pay for childcare, books, and transportation costs. Academic counseling is also available for single parents, displaced homemakers, and returning adult students.

Contact Support Services on the 2<sup>nd</sup> floor of the Rogers Student Center or call **510-2395**.



RECORDING  
FOR THE BLIND & DYSLEXIC

National Headquarters  
20 Roszel Road  
Princeton, NJ 08540  
Phone: (609) 452-0606

*Books on CD*: Materials are for all people who cannot effectively read standard print because of a visual, perceptual or other physical disability. Over 70 percent of those served by RFB&D last year were identified as dyslexic. This member population is growing rapidly as serious learning disabilities are better diagnosed. Students interested in Books on Tape should contact Support Services on the 2<sup>nd</sup> floor of the Rogers Student Center or call **510-2878**.

## *Appendix*



## Request for Accommodations Form

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If you need modifications due to a physical or learning disability, any type of reasonable accommodation or assistance to increase success will be provided if at all possible. The following procedure and documentation are required:

1. You must submit a request in writing to a Support Services counselor, using the **Request for Accommodations** form.
2. You must submit an appropriate physical/psychological evaluation or TCB/TRC referral that clearly documents a disability and supports the need for accommodation(s).
3. You must submit copies of high school and any college transcripts to Support Services.
4. In order to have reasonable accommodations available for testing and/or classroom instruction, you must contact a Support Services counselor prior to the beginning of **each semester** to discuss accommodations needed.
5. To provide appropriate planning and scheduling, you must turn in your request and paperwork to the Support Services office at least two weeks prior to when the accommodation is needed. For scheduling of interpreters and available modified equipment, please allow 4 weeks.
6. Services or accommodations that are abused will be discontinued (i.e., failure to show up for scheduled services or classes).
7. All students are expected to abide by the Student Code of Conduct as outlined in the *Student Handbook*.

Please complete the following questions. If necessary, your request will be presented for review by the ADA Documentation Review Committee.

Name \_\_\_\_\_ Social Security Number: \_\_\_\_\_  
Local Address: \_\_\_\_\_ City: \_\_\_\_\_ ZIP: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Email address: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Major: \_\_\_\_\_

Do you have a physical or learning disability for which you will need classroom or testing accommodations? If yes, please describe your disability. (i.e., dyslexia, cerebral palsy, ADHD, seizures, psychological)

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*(Please complete questions on following page)*

Does your condition substantially limit you in any Major Life Activities?

- |                                   |                                    |                                   |                                       |   |
|-----------------------------------|------------------------------------|-----------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Seeing   | <input type="checkbox"/> Hearing   | <input type="checkbox"/> Speaking | <input type="checkbox"/> Walking      | <input type="checkbox"/> Performing manual task |
| <input type="checkbox"/> Working  | <input type="checkbox"/> Breathing | <input type="checkbox"/> Eating   | <input type="checkbox"/> Drinking     | <input type="checkbox"/> Caring for oneself     |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Reading   | <input type="checkbox"/> Writing  | <input type="checkbox"/> Other: _____ |   |

How does your condition affect your learning in the classroom or testing situation?

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What accommodations, if any, have you received in the past in testing and educational settings? (high school, college)

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List the specific types of modifications that you are requesting for classroom and/or testing at Tyler Junior College.

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List your DARS counselor's name, address and phone number (if appropriate):

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Provide the name, address and phone number of your high school (if appropriate):

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Were you exempted from any legal requirement for graduation from high school, such as TAAS?

- Yes    No

Please add any additional information that you believe that would help us evaluate your educational needs at Tyler Junior College:

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I have read and understand the information on the accommodations request form. I agree to comply with the procedure and stipulations. I certify that the information I have provided is accurate and true and can be shared with the appropriate faculty/staff, if accommodations are needed.

Signature

Tyler Junior College

Date

**Faculty/Staff Advisement Form:**

The passage of Section 504, Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 requires that Colleges and Universities make certain special arrangements for students with disabilities, such as moving classes to accessible locations when necessary, allowing use of tape recorders, sign interpreters, or other educational auxiliary aids, making special test arrangements, etc. THIS DOES NOT MEAN THAT LESS SHOULD BE REQUIRED OF THE STUDENT WITH A DISABILITY THAN OF OTHERS, BUT ONLY THAT REASONABLE ACCOMMODATIONS SHOULD BE MADE TO ENSURE STUDENTS WITH A DISABILITY EQUAL ACCESS TO AN EDUCATION.

To assist you in meeting the student's needs, printed information for assisting the student with a disability is available. It not only provides information about various disabilities, but also provides a list of special assistive devices and auxiliary aids available on campus to help you in making your classroom presentations more accessible to the student. Should you have problems regarding this student's needs, please contact the office of Support Services.

**If assistance is needed, it is the responsibility of the student to meet with the appropriate personnel in Support Services as well as the instructor(s), usually prior to the beginning of each semester or during the first week of classes. Some modifications (such as interpreters) require 3-4 weeks advance notice of need so that adequate scheduling of services can be provided if available. Special testing arrangements through the testing center must be arranged and handled by the student and instructor as outlined in the attached form.**

Student's Name \_\_\_\_\_ A # \_\_\_\_\_

**Special Needs**

- \_\_\_\_ Student may need to use a tape recorder.
- \_\_\_\_ Student may need to have printed information  enlarged  recorded.
- \_\_\_\_ Student must lip-read. Needs seating near front and a clear view of instructor.
- \_\_\_\_ Student will use an interpreter. Interpreter will need to sit at front of the classroom next to the instructor.
- \_\_\_\_ Student must communicate in writing.
- \_\_\_\_ Student will use colored overlays for in-class reading/test taking.
- \_\_\_\_ Student may need your help in finding a classmate willing to make a carbon copy of class notes. Carbonless paper is available in the support services office.
- \_\_\_\_ Student may need special assistance for lab work, etc.
- \_\_\_\_ Student may need special test conditions/special arrangements on written work done in class. If special testing needs to be arranged through the Testing Center, see attached **Special Testing Accommodations Forms for Procedures and Instructor's Special Testing Form.**
- \_\_\_\_ Please move the class listed to a building which is wheel chair accessible, or place it on the ground floor near a ramp or a leveled entrance.
- \_\_\_\_ Student may need assistance in the Health and Physical Education Center.

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

08/16/2009

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Support Services Counselor Date

\_\_\_\_\_  
Faculty / Staff

**For Office Use Only**

Term Requesting Assistance: \_\_\_\_\_  
 Fall  Spring  Summer I  Summer II  
White -- Student  
Yellow -- Instructor  
Pink -- Support Services

# Tyler Junior College

Main Switchboard.....	510-2200	Campus Safety.....	510-2258
Admission.....	510-2523	Career Placement.....	510-2334
Bookstore.....	510-2522	Registrar.....	510-2404
Vaughn Library.....	510-2503	Residential Life.....	510-2524
Support Services.....	510-2395	Learning Loft.....	510-2892
Financial Aid and Scholarships....	510-2385	TJC Testing Center.....	510-2617

## Community Resources

Division for Blind Services.....	581-9945	Andrews Center.....	597-1351
East Texas Medical Center.....	597-0351	PATH.....	597-4404
Div. of Assistive and Rehabilitative Services 534-2070		Salvation Army.....	593-4361
Social Security Administration.....	561-8632	Lawyer Referral Service .....	1-800-252-9690
Trinity Mother Frances Hospital....	593-8441	Tyler Transit System.....	533-8057
East Texas Crisis Center.....	595-5591	Tyler Police Dept.....	531-1000 (non-emergency)
Sister Cities Council on Alcoholism .....	561-7933		

Notes:

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