



Helping Students Achieve A Higher Education

Temple College
Student Accomodations
Student Handbook



TEMPLE COLLEGE

Please Note

The Student Accommodations office is a part of the Student Support Services team at Temple College. While we strive to make this handbook as comprehensive and informative as possible, the information contained herein may not always be up-to-date as Federal and State legislation changes and as internal TC policies, rules, and procedures are modified. Therefore, please note that any information and/or procedures which appear in this manual are subject to change without notice. This student manual is meant as a guide and does not in any way substitute for any of the official policies, rules, and regulations or legal obligations in place at any time at Temple College.

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Contact Information

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Office for Student Accommodations
254-298-8335

Special Support Services
254-298-8333

Welcome to Students

Student Support Services and Temple College (TC) extend a huge welcome to you. We are ready to be of assistance to you in making your educational experience at TC a positive and fulfilling one. This handbook is designed to introduce you to Student Accommodations which is a part of the Student Support Services team at TC. This handbook is meant to guide and provide you with answers that you may have in your efforts to obtain the necessary and appropriate services that you may be eligible to receive at this institution.

Disability Laws in Postsecondary Education

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act.

According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment; has a history of impairment; or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for one's self, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of a disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

“No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Under Section 504, institutions are required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. The established person at Temple College is the Director of Student Support Services.

The Americans with Disability Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: 1) employment, 2) government, 3) public accommodations, and 4) telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public entities in Title II, accessibility provided by private entities in Title III, telecommunications in Title IV, and miscellaneous items in Title V.

The ADA in Relation to Section 504 Of the Rehabilitation Act

Institutions that receive federal funds are covered under Section 504. The ADA does not supplant Section 504, but the ADA standards apply in those situations where the ADA provides greater protection than the Rehabilitation Act. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Documentation of Disability

Temple College requests that students notify the Coordinator for Student Accommodations of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to the Coordinator for Student Accommodations prior to arrangements for special accommodations. All accommodations are discussed with the disability counselor and the student prior to or at the time the accommodation memorandums are written. Students with disabilities are never approached or offered services. It is the

student's responsibility to self-disclose and approach the Student Support Services office in order to apply for services.

Equal Access

All students with disabilities have the right to equal access of information that is presented to them. Students with disabilities should not have advantages given to them that other students do not have.

How to Obtain Services?

Services are made available to students with documented disabilities. These are provided using the following guidelines:

A. The Coordinator for Student Accommodations determines the appropriate accommodation on an individual and case-by-case basis after the proper disability documentation from a licensed medical professional has been verified and the student has completed an in-take form at the office of the DC. Accepted medical professionals include, but are not limited to: physician (ophthalmologist, optometrist and otolaryngologist (Ear, Nose and Throat) and audiologist, neurologist, orthopedic surgeon, etc) or psychiatric professionals, including psychiatrist, psychologist (including school psychologist or other professionals licensed to render a diagnosis).

B. Academic accommodations are determined by an analysis of the following factors:

- Valid disability documentation signed and dated by licensed evaluator (see above).
- Legal procedures established by Section 504 for the Rehabilitation Act and ADA.
- Essential functions of course requirements and individual classroom situations.
- Individual needs and reasonable requests of the student.

NOTE: The request for accommodations needs to be submitted at least 3 (three) weeks before classes begin.

For other testing: THEA, ACCUPLACER, etc., the request for accommodations needs to be submitted with sufficient notice so that the appropriate arrangements can be made. (Coordinator for Student Accommodations) at 254-298-8335 or Student Support Services for further information.

As a student at TC, it is your responsibility to:

- Meet with the Coordinator for Student Accommodations at the start of each semester to sign all necessary documentation.
- Attend class on a regular basis.
- Complete assigned course work on a timely and regular basis.
- Take tests as scheduled unless otherwise coordinated with the instructor and/or DC.
- Participate in class activities.
- Provide instructors advance notice of special needs.
- Abide by TC and Student Support Services policies and procedures at all times.

Neither the accommodation nor the disability removes the above responsibilities from you. The intent of accommodations is to diminish the impact of a disability on your learning and to allow you the opportunity to complete all course and degree requirements.

Accommodations do not reduce or eliminate course standards and/ or degree requirements. You are graded according to your class performance.

NOTE: When you are receiving services from the Student Accommodations office, your academic progress is subject to review by your Coordinator for Student Accommodations and Student Support Services.

**Documentation Guidelines for
Learning Disabilities Services**

The Student Accommodations office at Temple College adheres to the recommended guidelines as set forth by the Association

on Higher Education and Disability (AHEAD). The primary intent of the guidelines that follow is to provide direction as to what constitutes the proper components of the documentation that is necessary in order to validate a disability and the need for accommodation. The information and documentation that establishes a disability should be comprehensive in order to make it possible for a student to be served in a postsecondary (college) setting. The provision of reasonable accommodations is based upon the assessment of the current impact of the disability on a student's academic functioning. (For further information, please refer to the AHEAD website at www.ahead.org.)

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations will be qualified and licensed to do so. Comprehensive training and direct experience in the area of diagnosis and treatment with the adolescent and adult population as it pertains to the presenting disability is essential. The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state/province in which the individual practices will be clearly stated in the documentation.

II. Documentation:

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, documentation shall be no more than three years old. It is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. All reports will be on letterhead, typed, dated, signed and otherwise legible.

III. Substantiation of the Disability

Documentation should validate the need for services based on the individual's current level of functioning in an educational setting.

A school plan, such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but can be included as part of a more comprehensive assessment battery.

The comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

1. The evaluation report will include a summary of a comprehensive diagnostic interview. Relevant information regarding the student's academic and developmental history, as well as adaptation and learning processes in elementary, secondary and postsecondary education, should be reported.
2. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history, including primary language of the home and the student's current level of English fluency (if family of origin is monolingual or bilingual); and a discussion of dual diagnosis where indicated.

B. Assessment

1. The neuropsychological, psychological, or psycho educational evaluation for the diagnosis of any specific learning disability must provide clear and specific evidence that a learning disability does or does not exist.
2. Assessment, and any resulting diagnosis, will consist of and be based on a comprehensive assessment battery and must not rely on any one instrument, test or sub-test.
3. Evidence of a substantial limitation to learning or other major life activity must be provided.
4. A complete standardized intellectual assessment (IQ test) with all sub-tests and standard scores reported along with a comprehensive academic achievement battery with all sub-

tests and standard scores reported for those sub-tests must be included. The battery will include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, processing speed, and oral and written language.

5. Specific areas of information processing (E.g. short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motorability) will be included in the assessment battery.

6. Informal observations of the student during the test administration may be included as well as other non standard measures that may help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders.

C. Specific Diagnosis

1. The diagnostician will use clear and direct language in the diagnosis and documentation.

2. When a learning disability does not exist, the evaluator must state that conclusion in the report. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” in and of themselves do not constitute a learning disability.

D. Test Scores

1. Standard scores and percentiles (when appropriate) will be provided for all normative measures along with grade equivalents (when appropriate) but not separately.

2. Results will reflect a substantial limitation to learning for which the student is requesting the accommodation.

3. The profile of the student’s strengths and weaknesses will be shown to relate to the functional limitations that may necessitate accommodations.

4. Tests must be reliable, valid and standardized for use with adolescents/adults across diverse populations.

The test findings and conclusion should document both the nature and severity of the learning disability.

E. Clinical Summary

1. An indication of a substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested will be stated.
2. The summary will indicate how the patterns of the student's cognitive ability, achievement and information processing reflect the presence of a learning disability.
3. The evaluation will have ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems (unless an ADHD diagnosis is rendered) and cultural/language differences.
4. The evaluator will provide a rationale for why specific accommodations are needed and how the effects of the specific disability are accommodated.

IV. Recommendations for Accommodations

The final determination for providing appropriate and reasonable accommodations will rest with the institution and its assigned agent. It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. A prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended and how this will address the student's needs.

FERPA and Confidentiality

In accordance with the Family Educational Rights and Privacy Act (FERPA), all information pertaining to a student's education record will remain confidential, unless the requested information falls within FERPA guidelines.

All clinical information pertaining to a student's diagnosis of a psychiatric, psychological, or emotional disorder and treatment shall be kept in strict confidence in accordance with the American Psychological Association ethical guidelines, unless the student presents as a danger to him/herself or to others.

Duty to Report and Limitations of Confidentiality

While Temple College and Student Accommodations will strictly observe a student's confidentiality as stated above, TC, Student Accommodations and its staff maintain the right to break confidentiality when information is made available by the student that includes harm to self, harm to others, or the planning of the commission of a crime (see *Tarasoff v Regents of the University of California*).

Final determination for providing appropriate and reasonable accommodations will rest with the institution and its assigned agent. Temple College and the Office for Student Accommodations reserve the right to deny services to any individual who presents a danger to themselves or to others, or who make its intentions known to harm others and will take the necessary preventive and legal actions to avoid any mishaps.

Disability Disclosure

Students who request accommodations/services must make their disabilities known to the Office for Student Accommodations. This office has the responsibility to verify the documentation (not to obtain documentation) before any accommodations/services are provided. If the student fails to disclose his/her disability, this institution has no obligation to provide any requested accommodations/services.

Implementation of Services

Student Accommodation Memorandum

In order to receive accommodations, you must obtain a student accommodation memo from the Office for Student Accommodations. This process is as follows:

1. Meet with your Coordinator for Student Accommodations at the beginning of each semester to determine what accommodations you are eligible to receive upon your request.
2. Your Coordinator for Student Accommodations will prepare a student accommodation memo for you. The accommodations the instructor is expected to provide will be stated in the memo.
3. You are responsible for picking up the memo from the Coordinator for Student Accommodations and taking it to your instructor.
4. It is your right to choose whether to disclose to the instructor that you have a qualified disability which makes you eligible for accommodations. However, you are required to give the memo to your instructor if any accommodations you wish to receive require action on the part of the instructor. If you decide not to give the letter to your instructor, the instructor has no obligation to provide any accommodation services to you.
5. Accommodations requested by students, which are not documented in the student accommodations memo, will not be provided.
6. If you do not have a current student accommodation memo from the Office for Student Accommodations you will not be provided any accommodations until you meet with the Coordinator for Student Accommodations.
7. Meet with your Coordinator for Student Accommodations if problems arise regarding the provisions of your accommodations.

Dual Enrollment Students

Students enrolled in dual credit courses while in high school are eligible to receive accommodations based on their disability. To receive services from the Office for Student Accommodations, students must follow the application process established for all TC students, and provide all documentation required. All documentation submitted will be reviewed by the Coordinator for Student Accommodations to determine eligibility.

Attendance Policies:

As a TC student, you must attend all class sessions. Please know that absences exceeding the minimum number allowed can cause you to be dropped from class or receive an unsatisfactory (F) grade. It is your responsibility to follow the student code of conduct for Temple College and follow the appropriate procedures for dropping classes. If an emergency arises, the Coordinator for Student Accommodations must be notified as soon as possible. Your instructors will also need to be notified immediately, or as soon as possible, if you will be out of class due to health reasons.

Student Rights and Responsibilities

RIGHTS

- To not be denied access due to a disability.
- To receive reasonable accommodations that provide equal opportunity.
- To have access to auxiliary aids/assistive technology.
- To not be counseled toward “more restrictive career objectives”.
- To receive assistance from the disability service office in removing any physical, academic, and attitudinal barriers.
- To not be discriminated against due to a disability or receive any retaliatory discrimination.
- To identify themselves to the disability services office.
- To provide documentation of disability.
- To provide a minimum of two-week notice for all major accommodation requests (special accommodations of equipment may need more time).
- To provide one week notice to the instructor and disability services office when they will be testing in the testing center.
- To provide for their personal independent living needs or other personal disability related needs.
- To assume personal responsibility for meeting with faculty, and requesting assistance through supplemental services.

Grievance Procedure Eligibility

Type I Grievance: Any student believing that he/she has been discriminated against unlawfully based on gender, disability, race, color, age, religion, national origin, or veteran status through the action of an employee, a supervisor, or person acting for the Institution, may bring a grievance under the stated procedures found in the Student Handbook.

Type II Grievance: Any student believing that an error has occurred in the interpretation or application of stated policy or that a violation of stated policy has occurred may bring a grievance under the stated procedures found in the Student Handbook.

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Student Accommodations Student Handbook

Receipt of Acknowledgement

I, _____

Print Name

Hereby sign that I have received a copy of the Temple
College Disability Services Handbook.

I understand that I may request services from the Office for
Student Accommodations by the procedures outlined herein.

I, _____

Student

received this handbook on this date: _____

Coordinator