

Southwest Tennessee Community College

Center for Access

(formerly Student Disability Services)

Policies and Procedures Manual for Students



Updated Summer 2023

(901) 333-5523 Union Campus

(901) 333-4223 Macon Campus

Contents

MISSION STATEMENT	3
IMPORTANT LEGISLATION	3
REHABILITATION ACT OF 1973 (AS AMENDED THROUGH 1998)	3
<i>Section 504(a) of the Rehabilitation Act of 1973 states the following:</i>	3
<i>Section 508 of the Rehabilitation Act</i>	4
THE AMERICANS WITH DISABILITIES ACT	4
ADA AMENDMENTS ACT OF 2008	4
TELECOMMUNICATIONS ACT	5
STUDENT RESPONSIBILITIES	5
DOCUMENTATION.....	6
COURSE SUBSTITUTIONS, LATE WITHDRAWALS, AND TIME EXTENSIONS.....	7
MEDICAL ADD, DROP, OR WITHDRAWAL	7
INCOMPLETE C.....	7
MODIFICATION OF ATTENDANCE POLICY	7
COMPLAINT AND APPEAL PROCESS.....	8
SERVICES PROVIDED	8
INCOMING FRESHMAN REGISTRATION PROCEDURES	9
GENERAL ADMISSIONS INTAKE	9
<i>Before Meeting</i>	9
<i>During Meeting</i>	10
PLACEMENT TESTS	10
DETERMINATION OF ACCOMMODATIONS	10
PROVISIONAL ACCOMMODATIONS	11
STUDENTS WITH TEMPORARY PHYSICAL IMPAIRMENTS	11
LETTER OF ACCOMMODATION FORM.....	11
TUITION WAIVER DISCOUNT	12
VOCATIONAL REHABILITATION SERVICES.....	12
PROCEDURES FOR SERVICES PROVIDED	13
ALTERNATIVE TEXT, AUDIO SERVICES, AND E-TEXTBOOKS	13
BOOK SCANNING POLICY.....	14
NOTE TAKERS, SCRIBES, READERS, & TUTORS	15
<i>Note Takers</i>	15
<i>Scribes and readers</i>	15
<i>Tutoring</i>	15
TESTING.....	15
TAPE RECORDING	16
ASSISTIVE EQUIPMENT	16

SIGN LANGUAGE INTERPRETERS.....17
APPENDIX.....20

Mission Statement

Center for Access (CA) is committed to assisting students with disabilities reach their personal and academic goals by:

- ensuring equal access in the classroom and throughout the college campus
- providing consultation to faculty regarding academic accommodations, legal compliance responsibilities, and instructional, programmatic, physical, and curriculum modifications
- determining accommodations that are appropriate and consistent with medical documentation
- teaching self-advocacy
- increasing college-wide disability awareness and sensitivity

Important Legislation

Center for Access providers should be aware of relevant legislation that addresses accessibility for eligible students with disabilities at the postsecondary level.

Rehabilitation Act of 1973 (as amended through 1998)

Section 504(a) of the Rehabilitation Act of 1973 states the following:

“No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

To comply with this act, colleges and universities that receive federal assistance must assure that their educational programs, activities, and services are accessible to students with disabilities.

To accomplish this goal, both physical and program access must be provided. Access means more than the removal of architectural barriers and the provision of auxiliary services. It also means that reasonable accommodations must be made in the instruction process.

Knowledge, judgment, and sensitivity are essential for achieving these ideals. These guidelines are designed to heighten awareness of students, faculty, and staff regarding the needs of students with disabilities.

For more information about this legislation, visit <https://www.hhs.gov/civil-rights/for-individuals/disability/index.html>.

Section 508 of the Rehabilitation Act

Section 508 of the Rehabilitation Act (19 U.S.C. 794d) expanded the federal government's role in providing accessible Internet/web accessibility, captioning of videos, and audio description of video. Section 508 of the Rehabilitation Act refers specifically to federal agencies and provides a model for post-secondary education.

For more information about this legislation, visit <https://www.hhs.gov/web/section-508/index.html>.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 is a broad affirmation of the administrative regulations of Section 504. In contrast to Section 504, its application is not limited to agencies receiving federal funding. Like the Civil Rights Act of 1964, the ADA is a federal anti-discrimination statute that seeks to provide access to opportunities. The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities.

According to Title II-2.8000 of the ADA, individuals must be “qualified” as having a disability in order to be entitled to reasonable accommodations under the act. To be qualified, the individual with a disability must meet the essential eligibility requirements for receipt of services or participation in a public entity's programs, activities, or services with or without (1) reasonable modifications to a public entity's rules, policies, or practices; (2) removal of architectural, communication, or transportation barriers; or (3) provision of auxiliary aids and services.

For more information about the Americans with Disabilities Act, visit, <http://www.ada.gov>

ADA Amendments Act of 2008

On January 1, 2009, the ADA Amendments Act became effective. Through federal legislation, the ADA Amendments Act (ADA AA) provided clarity and broadened the scope of who was guaranteed civil right protection. Accordingly,

the “ADA Amendments Act of 2008” revises the definition of “disability” to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations,

medical therapies and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder.

For more information about this legislation, visit <https://www.eeoc.gov/laws/statutes/adaaa.cfm>.

Telecommunications Act

Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting, and operator services that were often inaccessible to many users with disabilities. For more information, contact <https://www.ada.gov/cguide.htm#anchor62335>.

Student Responsibilities

Students with disabilities who desire accommodations are responsible for:

- Identifying themselves as a student with a disability by contacting CA to secure classroom accommodations in a timely manner. Failure to do so will result in the student not receiving accommodations. Late requests may result in a delay in services or accommodations.
- Providing appropriate documentation of disability, including Social Security benefits. **The college is not required to provide accommodations until the student has submitted documentation of a disability.**
- Requesting alternative format documents or textbooks at **least 30 days prior** to the first day of class. *Some requests take additional time to fill. *
- **Student should meet with each instructor regarding approved accommodations.**
- Notifying CA of any additional needs or required changes as soon as they become evident.
- Communicating disability-related conflicts in the classroom to the office of Center for Access in a timely manner.
- Requesting updated classroom accommodations **each** term. You must register with CA **each** semester and receive new Letters of Accommodation for that semester.
- Updating documentation of disability as needed.
- Availing themselves to academic and emotional support services offered through the college.
- Understanding that they are under the same rules and regulations as all students and are required to abide by Southwest Tennessee Community College's Code of Conduct.

- Understanding that Center for Access staff has the authority to decide whether accommodations will be granted in individual cases.
- Disability services and accommodations can be different from national universities and community colleges. Also, streamline application processes are different. If you plan to transfer to a different university or college, be sure to contact them about their application process. Center for Access will work with you and your school of choice to make sure you receive timely documentation for your transfer. Lastly, if a student plans to transfer to the University of Memphis and utilize the waiver, please have an updated social security award letter or receive document from Disability Resources to get medical professional approval.

Any information the student shares is kept confidential unless he or she authorizes release and exchange of specified information. Students who do not request accommodations do not need to disclose their disabilities.

DOCUMENTATION

In order to receive disability-related accommodations and/or services from Southwest Tennessee Community College, students are required to submit documents of disability to verify eligibility under the Americans with Disabilities Act, the ADA Amendments ACT (ADA AA), Section 504 of the Rehabilitation Act of 1973, and Southwest Tennessee Community College Disability Services policy. For these purposes, disability is defined as a physical or mental impairment that substantially limits one or more life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Documentation of disability assists the Southwest Tennessee Community College Disability Services staff, in collaboration with the student, to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, although an Individualized Education Plan, 504 Plan, or Summary of Performance from a secondary school establishes a history of modification, without supporting information (e.g., test score, test date), it is generally not considered to be sufficient documentation. **The cost of obtaining all documentation is the responsibility of the student.**

Documentation should be submitted to the Center for Access at least 15 days before the time of the intake appointment to allow staff sufficient time to review the request and implement reasonable accommodations and/or services. However, the documentation can be reviewed at the time of intake.

Documentation accepted:

IEP/ 504 (Temporary Accommodations)

Supplemental Security Income (SSI)

Service Animal Documentation Guidelines: The Center for Access will review the information submitted by the student to determine whether the service animal may be considered an approved accommodation. If the information submitted is not sufficient, the College may disallow the accommodation, meaning the animal will not be permitted within the academic setting. If additional documentation or verification is necessary to determine the appropriateness of the requested accommodations (use of a service animal), it is the responsibility of the student to provide whatever further documentation is required.

For service animals, documents must be provided to verify that the animal is certified by an appropriate agency or individual as a trained service animal and must include verification from a licensed veterinarian that the animal is healthy and current with all required and appropriate vaccinations.

COURSE SUBSTITUTIONS, LATE WITHDRAWALS, AND TIME EXTENSIONS

Any concerns related to course substitutions, withdrawals, and/or extensions should be handled in accordance with the Academic Policies and Procedures of Southwest Tennessee Community College.

MEDICAL ADD, DROP, OR WITHDRAWAL

In order for a student to receive a medical drop or withdrawal, the student's current attending physician or medical professional must certify in writing that the patient is unable to complete the semester and that it would be injurious to his/her health.

The student should visit their Financial Aid specialist for an appeal with documentation and the Cashier's Office to make sure they do not have a balance. Then the student needs to complete the Add/Drop Form from an academic advisor and take it to the Records Office with medical documentation.

INCOMPLETE C

A. Incomplete (I)

1. An "I" grade is given to a student who is passing but is prevented by **documented extraordinary circumstances** from completing a course on schedule. The instructor of record determines whether or not such circumstances pertain.
2. A student who receives an "I" grade must complete all required work and remove the "I" grade within the next semester (exclusive of summer term).

3. Students with several “I” grades may, at the discretion of their academic advisor, be required to carry a reduced class load for the following semester.
4. Upon the student’s completion of the required work, the instructor will calculate and post the student’s earned grade by filing a Change of Grade form with the Office of Admissions and Records.
5. Failure to complete the required work results in an automatic failure and a grade of “F” will be posted for the course on the student’s academic record.

Please review Academic Policy at <http://www.southwest.tn.edu/policy/section2/2-00-00-00-23.pdf>

MODIFICATION OF ATTENDANCE POLICY

Regular attendance is a student requirement. A student is responsible for all the work, including in-class notes, tests, and written work for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability-related medical situations) are excused *only by the instructor*. However, students submitting documentation of a disability that could impact classroom attendance, may appeal to instructors for flexibility with regards to any classroom attendance policy. Students should work closely with their instructors from the beginning of the semester to stay current with course requirements.

Modification to attendance policy and extra time on assignments as accommodations do not mean:

1. Open ended deadlines or permission to submit assignments at the student's convenience.
2. Submitting assignments after answers have been posted or other students have received feedback on their work.
3. **Elimination of all in-course deadlines or permission to submit interval-scheduled work all at the end of the course.**

At the student’s request, CA can provide a copy of the document the student submitted to its offices, but the student is responsible for submitting a doctor’s statement to the instructor if absences require documentation. Only the instructor has the authority to excuse the student. **(See Appendix A)**

COMPLAINT AND APPEAL PROCESS

If a student does not agree with the accommodations approved by the office of Center for Access, has perceived discrimination, been denied an accommodation, or is not satisfied with the resolution of a reported grievance, he/she will be asked to submit a Grievance/Appeal form with written statement to the office of Center for Access **(See Appendix B)**. This process should be

initiated within fourteen (14) days of the decision. The student and CA staff should make every effort to resolve the issue and it is expected that most issues can be resolved at this level.

In seeking a reasonable resolution to the Grievance/Appeal form, the office of Center for Access may request additional medical documentation, supplemental information, and/or interviews with other individuals (faculty members, students, administrators).

If the issue is not resolved the student can express his/her complaint in writing to the individual's supervisor. Once the student has submitted his/her complaint in writing with the individual's supervisor, if the issue is not resolved to the student's satisfaction the student may submit his/her complaint, in writing, to the Office Vice President for Student Services Administration.

Every effort will be made to resolve the grievance in an effective and timely manner. Students should expect an initial response to the Grievance/Appeal form within three (3) days of receipt in the office of Center for Access with the goal, save extenuating circumstances, of a resolution within ten days.

The College reserves the right to make changes to its written policies, rules, and regulations at any time.

SERVICES PROVIDED

Center for Access offers services and academic accommodations designed to ensure equal access in the classroom and throughout the college campus. These services are available to qualified students with disabilities. Some services are available to all students registered with CA, but others are individualized and based on the student's specific diagnosis and medical documentation.

All student disability registrants are eligible for the following services:

- Intake and orientation to CA
- Student Success Plans
- Letter(s) of Accommodation
- Self-Advocacy training
- Information and guidance on academic, social, career, and personal issues
- Advocacy related to campus or classroom conflicts
- Coordination of services between the student and other college or community resources
- Information about specific opportunities for students with disabilities
- Liaison services between students and Tennessee Department of Vocational Rehabilitation
- Upon student approval, submit accommodation letter(s) to instructors

Eligible student disability registrants may receive the following services:

- Disability-related tuition discount (student must provide SSI Award letter ***each semester***)
- Tennessee Promise reduced course load advocacy (**medical documentation must support reduced course load request**)

Center for Access does not provide the following:

- personal care assistance
- personal study assistance
- individually prescribed aids, appliances and equipment · personal tutors outside of what is freely available through the Academic Support Center

INCOMING FRESHMAN REGISTRATION PROCEDURES

GENERAL ADMISSIONS INTAKE

BEFORE MEETING

1. Students should contact Center for Access (CA) for an intake appointment. Students or individuals who require interpretive services are recommended to make their requests at least 30 days in advance of the start of class to ensure accommodation. Requests for interpreting services made less than 21 days in advance cannot be guaranteed.
2. Inform students to secure the appropriate medical/psychological disability documentation, including Supplemental Security Income (SSI), if received, for the appointment.
3. At this meeting, the student will review and sign a General Intake Form ([Appendix C](#)), review (with CA staff) medical and/or psychological documentation to determine appropriate accommodations.

DURING MEETING

4. Student will receive and sign Letter(s) of Accommodation to submit to each instructor, and if eligible, receive and sign a Sixty-Plus/Disabled Request Discount Form to submit to the Cashier's office.

-
5. Based on medical documentation, Tennessee Promise recipients may, at this time, request a reduced course load. If approved, CA will forward the student's name and student ID number to Tennessee Promise Financial Aid Specialist.

5. If a parent/guardian is present, inform both parent and student of the [Release of Information form](#).

PLACEMENT TESTS

Individuals with disabilities are expected to follow the established admissions requirements, including those for the placement assessment. After completing the College's admission application and prior to completing the placement assessment (ACCUPLACER/ACT Residual or National), students needing accommodations for the assessment should provide proper documentation to CA. The CA office will determine appropriate accommodations and advise testing personnel in writing. Testing appointments are made directly with the Testing office by visiting, www.southwest.tn.edu/testing/tests.htm.

All policies regarding the College's assessment process will be applied to all students, regardless of ability.

DETERMINATION OF ACCOMMODATIONS

Accommodations are determined on an individual needs basis. Students must provide appropriate documentation of the disabilities for which they seek accommodation. Students must be willing to discuss the disabilities they want accommodated with the CA staff.

The accommodation must be reasonable, effective for the student, and fit both the disability and the educational setting. Determining what is effective may require discussions between the student, CA staff, supporting organizations (such as Vocational Rehabilitation), College personnel (including faculty), and other experts. The Office of Center for Access determines accommodations. It is recognized that from time-to-time, amendments to accommodations may be needed due to course content. However, changes to accommodations must be done in collaboration and authorized by the Office of Center for Access.

Reasonable accommodations for eligible students must be in compliance with the academic and technical standards required for participation in an educational program or service. According to Federal regulation, colleges and universities are not required to alter the purpose and nature of the program, course, and/or service as part of the reasonable accommodation process.

Any time a student requests additional accommodations, he/she must notify the CA office for consideration. All relevant documentation will be reviewed and follow the guidelines and processes described above.

PROVISIONAL ACCOMMODATIONS

Provisional accommodations may be provided for one semester for students who can establish a history of a disability (not a condition or illness) but lack current documentation. The Letter of

Accommodation (LOA) should indicate these accommodations are provided on a temporary basis.

STUDENTS WITH TEMPORARY PHYSICAL IMPAIRMENTS

Students with short-term impairments may be granted accommodations for the duration of their condition. Some examples of temporary physical impairments may include, but are not limited to, the temporary use of crutches, wheelchairs, or walkers. However, pregnancy alone is not a disability and does not qualify a student for the use of handicapped parking.

Appropriate documentation addressing the length of the impairment must be provided before any accommodations can be granted. Any temporary accommodations will be noted on the Letter of Accommodation with an expiration date.

It must be understood that by voluntarily providing or arranging such help, CA does not suggest that temporarily injured or impaired students qualify as "individuals with a disability" under the ADA.

LETTER OF ACCOMMODATION FORM

The Letter of Accommodation (LOA) has the CA authorization and provides the student with a means for arranging accommodations with faculty and staff. Although the LOA states that the student has a disability, due to confidentiality issues, it does not state nor contain a description of the disability. Accommodations contained with the LOA should not be compromised, and any significant departure should be discussed with CA staff.

Students will receive Letter of Accommodations through DocuSign.

- 1) LOA will be submitted to each faculty member through DocuSign for signature.
- 2) Once all signatures have been received, the student will receive a copy of LOA through southwest email.

TUITION WAIVER DISCOUNT

Students who receive Social Security benefits related to disability (SSI) are entitled to a tuition discount. In order to receive that discount, the student must:

- Register for courses
- Meet with CA to provide most recent copy of SSI Award Letter and receive the Tuition Discount
- Submit Waiver to the Cashier's Office

The Cashier's Office will adjust the tuition rate to *\$102*. The waiver can only be processed 4 weeks prior to the first of class (for each term) and 2 weeks into the semester.

<http://www.southwest.tn.edu/cashier/feeWaiverDiscount.htm>

VOCATIONAL REHABILITATION SERVICES

A determination of Vocational Rehabilitation (VR) program eligibility is based on the following:

- The person has a physical, mental or sensory impairment that results in a substantial impediment to employment;
- VR services are required to prepare for, secure, retain or regain employment consistent with the person's strengths, abilities, capabilities, interests and informed choice; and
- The person can benefit from VR services in terms of an employment outcome.

Your VR counselor must make a determination of your eligibility for services within 60 days from the date that you sign the Application for VR Services. If there are delays in making a determination of your eligibility that are beyond the control of your VR Counselor, you will be notified of the reason for the delay and will be asked to extend the time period to determine your eligibility.

Individuals who receive SSI (Supplemental Security Income) or SSDI (Social Security Disability Insurance) benefits based on their own disability or blindness are presumed to be eligible for VR services if they intend to go to work. If you receive SSI or SSDI, please inform your VR Counselor and provide documentation from Social Security if possible.

If you are determined eligible, your VR Counselor will complete an assessment to determine your priority for services. Your priority for services is based on the functional limitations created by your disability and the nature and scope of services that you need to accomplish your employment goal. TN VR has four priority categories. Your VR counselor will inform you of your priority category and which priority categories are open for the provision of services.

PROCEDURES FOR SERVICES PROVIDED

ALTERNATIVE TEXT, AUDIO SERVICES, AND E-TEXTBOOKS

Alternative Textbooks can be requested by completing an Alternative Textbook Format Form.

Audio Book

An audio book is an electronic textbook that has been converted into sound such as an MP3 file and recorded onto a flash drive. When a student requests an audio book they will receive MP3 files on a flash drive provided by student, no electronic visual material accompanies the MP3

files. MP3 files will play portable MP3 devices, home computers, and all Southwest Tennessee Community College computers.

Alternative Format Book

Sometimes, a student's disability requires an enlarged textbook or access to both the visual material and audio files. This is referred to as an alternative format text book on flash drive. An alternative format textbook on flash drive will have Microsoft Word, Notepad, PDF, or Kurzweil files in place of MP3 files.

E-Textbooks

E-textbook is short for "electronic text", which is accessible on a computer in electronic format. This is typically accomplished by using software such as Microsoft Word, Adobe PDF Reader, Note Pad, or Kurzweil. E-textbooks can be used in several different ways. With special software such as screen readers or document readers, e-text can be audibly "read" by a computer. E-text may also be converted into MP3 files, which can play on any computer or portable MP3 playing device. See [Appendix E](#).

Bookshare

Bookshare is an online community that enables scanned books to be shared, thereby eliminating significant duplication of effort. Bookshare takes advantage of a special exemption in the U.S. copyright law that permits the reproduction of publications into specialized formats for the disabled. Copyrighted books are only available for download in the specialized formats of digital Braille (BRF) and the digital talking book format (DAISY), and are only available to people with disabilities that have provided certification of disability. A downloadable copy of the computer software application for reading the DAISY format digital books, called Victor Reader Soft Bookshare.org Edition is included in Bookshare.org membership. The text is displayed on the screen, so it can be read with the adaptive features of the Victor Reader Soft. A student with low vision can use screen-enlarging software to read the material. In combination with screen reader software such as JAWS or Window-Eyes, the book can be listened to with Text to Speech, in a synthetic voice.

Access Text Network

The AccessText Network is a membership exchange network that facilitates and supports the nationwide delivery of alternative files for students with diagnosed print-related disabilities

Association of American Publishers' (AAP) Higher Education Committee serves the needs and interests of AAP members who publish for the post-secondary educational market. The committee works in a variety of ways to inform the media, the higher education community including faculty, administrators, college students and their families, and the general public about an industry that is producing the finest higher education instructional materials in the world. Website (<http://accesstext.org/>)

Learning Ally (formerly RFB&D)

Learning Ally (formerly Recording for the Blind and Dyslexic) provides another alternative to publisher provided electronic files or CA scanned textbooks. Cost for membership, devices, and software are listed on the website and available by phone. Any costs are the responsibility of the student and will not be covered by the College. Learning Ally, a 501(c)3 nonprofit, is funded by grants, state and local education programs, and the generous contributions of individuals, foundations and corporations.

For more information, visit (<http://www.learningally.org>) or call 1-800-221-4792.

BOOK SCANNING POLICY

Some text books utilized in Southwest courses are not available as e-textbooks, audio, or alternative book formats. When this is the case, students may request their textbook be scanned and provided to them in an alternative format. However, this should only be done when an e-textbook, audio, or alternative book format is not available for purchase through the publisher. Most e-textbooks are ordered directly from the publisher, who usually takes from one day to one month to send the e-text files. Scanning of books offered in alternative formats through the publisher is a violation of copyright law and may result in legal action.

Once CA staff has verified that an alternative format of a textbook is not available, only then may staff provide book scanning services to students who receive such accommodations.

Alternative format textbooks generally take anywhere from two weeks to a month to create. Below are guidelines for the book scanning process:

- 1.) The student must bring their textbook(s) and proof of purchase of the book(s) for which they are requesting to be scanned.
- 2.) Once the proof of purchase has been verified by the CA staff, students must complete an Alternative Book Request Form ([Appendix E](#)). Be sure the students understand their book will be cut and rebound as part of the scanning process.

Students requesting book scanning services may request a specific file format. However, due to time restrictions and depending on the size, design, and content of the book, it may not be possible to provide one format over another. In all cases, the content students receive will be accessible and accommodating to their needs.

NOTE TAKERS, SCRIBES, READERS, & TUTORS

NOTE TAKERS

CA, with faculty members, will coordinate the arrangements for *note takers for in-person classes only*. When possible, note takers will be introduced confidentially to the student for whom the

service is provided. Once the instructor has received a LOA with a note taker accommodation, a volunteer from the class should be requested to provide note taking services. Once a volunteer is secured, they are forwarded to CA to receive training, timesheets, carbonless note pad, and stipend payment information.

Note takers are paid \$50 per credit hour for each class for which they provide services (\$40 per credit hour if a Flex term course). Note takers are required to sign a Stipend Agreement form and submit timesheets (provided by CA) once per month.

If a Note taker is not assigned, CA will look into alternative options, such as PowerPoint slides and faculty notes.

SCRIBES AND READERS

CA will provide scribe and reader services for course examinations when such services have been determined by CA to be a reasonable accommodation. If a scribe or reader is needed, students should make an appointment with the Testing Center at least 5 days prior to the test date and notify the instructor that testing material/packet should be forwarded to *Testing Center*.

TUTORING

Southwest Tennessee Community College does not provide individual or private tutoring services. Students are encouraged to utilize in-person or online tutoring through the Academic Support Center. For more information, visit <http://www.southwest.tn.edu/asc/>.

TESTING

Testing accommodations include extra time on tests and testing in a reduced distraction environment. *It is the instructor's responsibility to accommodate the student.* The student is to be in a room by themselves with little to no distractions, including other students.

The student or instructor may choose to schedule with the Testing Center or CA. It is the student's responsibility to 1. Schedule their exam by going to www.southwest.tn.edu/testing/tests.htm under ADA Testing and 2. Communicate with the professor the date and time the test is scheduled for. The instructor is responsible for contacting Testing (testing@southwest.tn.edu) at least 3 days prior to the exam and provide a testing packet.

The test packet should include:

- student and instructor name
- testing time limit
- any special testing instructions (including accommodations)
- preferred method of return

TAPE RECORDING

Where a particular accommodation results in a verbatim transcription or recording of a classroom lecture or presentation, students should recognize that such lectures or presentations are the intellectual property of the individual professor, Southwest Tennessee Community College and that the copying, publication, or distribution of transcripts to anyone, without prior written approval of the College and the professor, is prohibited. When tape recording is determined to be an accommodation, the student must sign a form acknowledging the above statement ([Appendix F](#)).

ASSISTIVE EQUIPMENT

The College will provide reasonable modifications of College owned equipment utilized by students for class and study activities. CA is **not** responsible for providing personal devices or services, including, but not limited to: wheelchairs, individually-prescribed devices such as prescription eyeglasses or hearing aids, readers for personal use or study, or services of a personal nature including assistance in eating or toileting. CA will assist students, primarily by referral, in obtaining these types of auxiliary aids or services from other agencies. Students who qualify may need to request Vocational Rehabilitation Services and/or Veteran's Affairs to supply them with special equipment and assistants.

Assistive equipment available includes:

- Tape Recorders
- Keyboards (Braille and Large Print)
- Earphones for quiet testing
- Large Calculators

Students will be required to sign an agreement ([See Appendix G](#)) to return borrowed equipment or pay the purchase price. A hold flag can be placed on a student's record for not returning College property.

SIGN LANGUAGE INTERPRETERS

Interpreter services, such as American Sign Language, will be provided for qualified students with proper documentation. Professional sign language interpreters will be provided by Southwest Tennessee Community College. However, due to the limited availability of interpreters, it is strongly suggested that students who are in need of interpreting services for the classroom, contact CA each semester, **at least one month** before classes begin. Students requiring interpreters must submit printed class schedules to CA. CA will then forward student schedules to Linguabee.

Students needing interpreting services for appointments with student service areas should request services **at least five days in advance**. CA will coordinate appointments by communicating

time, location for student service area appointments. If there is a request by a student or faculty member to extend the time of the interpreting assignment, the interpreter must contact the Office of Center for Access for prior approval.

The interpreter should report to every class unless notified by CA. Time will be rounded up the quarter hour for classes and for other assignments, such as appointments and conferences.

Students and interpreters must contact CA if they will be absent from class. An absence from a class may be considered missing the entire class or missing thirty (30) minutes or more of any class period.

Both students and interpreters must contact the CA office to inform them of the absence. Communication between the student and interpreter regarding an absence will not be considered valid notification to the College. Additionally, students and interpreters must provide at least 24-hours advance notice of an absence. If a student does not appropriately communicate with the CA office and misses two (2) classes or misses thirty (30) minutes or more of any class period three (3) times during the semester, interpreting services will be suspended until the student meets with CA to discuss the situation.

Other factors that may result in a suspension of interpreter services:

1. Three or more less than 24-hour advance notice cancellations for interpreter services that are unrelated to an emergency situation. The Director of CA is responsible for determining what constitutes an emergency. The student will receive a letter or e-mail indicating that interpreter services have been suspended due to frequent cancellations. The student must meet with the Director of CA before reinstatement of interpreter services will be considered.
2. Three or more times arriving late to class. The interpreter will wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes for the student outside of class before leaving. The student will receive a letter or e-mail indicating that interpreter services have been suspended due to frequent tardiness. The student must meet with the Director of the CA before reinstatement of interpreter services will be considered.
3. Inappropriate behavior toward the interpreter. The student who engages in inappropriate behavior toward the interpreter may have interpreter services suspended and/or may be subject to non-academic student misconduct proceedings. If services are suspended, the student must meet with the Director of CA before reinstatement of services will be considered.

STUDENT RESPONSIBILITIES:

- Complete registration with CA.
- Request the reasonable accommodation of interpreter services at least five days in advance.
- Notify the CA of any schedule changes as soon as possible.
- Introduce yourself to the interpreter on the first day of class, if not before the first class.

- Arrive on time for all classes.
- Arrange seating that provides optimal distance, lighting, background, and angle for viewing the interpreter.
- Direct questions about class material, procedures, policy, and related items to the professor/instructor of the course.
- Interpersonal conversations with the interpreter are inappropriate during class time. Please reserve interpersonal communications to times before or after class.
- Discuss any issues with your interpreter and inform the CA after your discussion.
- Notify the CA if your interpreter does not arrive to class.
- Inform the interpreter and the CA if a known absence will occur, the class is cancelled, if you will be making a presentation, and/or if a video is to be shown in class.
- Be responsible and respectful of yourself, the interpreter, and the faculty member.
- Be familiar with Southwest Tennessee Community College and individual faculty's policies and procedures.
- Additional student responsibilities related to interpreter services in the classroom:
- Please remember that the interpreter will wait outside the classroom for 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes before leaving. If the student arrives late, but before the interpreter leaves, it is not the responsibility of the interpreter to inform the student of missed material. It is the student's responsibility to obtain missed material from the professor/instructor, note-taker (if applicable), students in the course, the syllabus, or other means following the class meeting or at another appropriate time.
- If the student needs to speak to the professor/instructor or with other students after a class meeting, ask the interpreter if she/he is available. If not, you will need to schedule an appointment with the professor/instructor and/or student(s) and request an interpreter through CA.
- The student is responsible for all course content, exams, assignments, and other course requirements. The interpreter is not responsible for a grade the student received. If the student has questions about course content, material, grades, or related course aspects, the student should ask the professor/instructor.
- If the student has communication problems or other issues with the interpreter, discuss those issues, initially, with the interpreter, and inform the CA after these discussions. Do not discuss these issues with other interpreters or D/HOH individuals who may use the interpreter for communication access. If the issues related to interpreting cannot be resolved directly with the interpreter, contact the Coordinator of CA who will then meet with the student and interpreter individually and together.
- You will be given an opportunity to evaluate interpreter services you received at mid-semester and at the end of the semester. Evaluation form will be submitted to your Southwest email.
- If interpreter services are needed for a college related activity or program other than academic classroom interpreter services, you should contact the organizer of that activity or program **5 days prior** the event to request interpreter services and notify the CA Coordinator of your desire to attend at least **5 days prior** to the event.
- **Interpreter services for academic needs or co-curricular (student activities) must be scheduled through CA.** NOTE: If a student schedules services directly with an

interpreter, the assignment will be a private contract between the interpreter and the student, so that the student will be responsible for payment to the interpreter.

APPENDIX A – MODIFICATION OF ATTENDANCE POLICY

Attendance Accommodation

In most cases, class attendance is critical to a student's mastery of the knowledge and skills that are taught in a specific course and students are expected to follow the attendance policy established by the instructor in each class.

If a qualified student with a disability believes it may not be possible to abide by the attendance policy due to disability related reasons, the student should contact Center for Access (CA) prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. CA may determine that a student's disability entitles the student to a modification of the usual course attendance policy. Modifications of course attendance policies will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical or psychological documentation from a licensed professional, qualified to diagnose and treat the disability, supports the need for modification to an attendance policy. The determination will be indicated on the student's professor letter.

Since each class and situation is different, the extent of the modification should be determined by a discussion between the professor and CA early in the semester. Center for Access and the professor will meet and complete an Attendance Agreement Form. The student will be provided a copy of the agreement by CA. If the student has questions or concerns about the agreement they may notify Student Disability of those concerns. Student Disability will renegotiate the agreement if necessary. When necessary, the department chair or other academic administrator will be included in the discussions.

Southwest Tennessee Community College (SWTCC) will make every effort to reasonably accommodate student's disability related academic needs. However, neither SWTCC nor an individual faculty member is required to waive essential or fundamental academic requirements of a course regardless of the nature of a student's disability. If a professor or department can demonstrate to CA that attendance is an essential or fundamental academic requirement for the course or to any directly related licensing requirement, they may put in place reasonable attendance requirements.

SWTCC will determine the appropriateness of a modified attendance policy by consideration of such things as statements in the syllabus and course description regarding

attendance, grading methods, whether student participation is an essential method for learning, the need or lack thereof for classroom interaction, and the impact, if any, which non-attendance will have on the educational experience of other students. Regardless of the modification of the attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations. It is the student's responsibility to obtain the material and notes from missed classes. The student will be graded according to the criteria stated in the class syllabus. If a student finds that he or she is not doing well in the class due to extended absences, the student is urged to consider options such as dropping the class, withdrawing from the class or taking an incomplete. It is important for the student not to abuse the modification of the attendance policy. Modification of the attendance policy does not mean that unlimited absences will be permitted. The number of absences permitted will be determined on a case-by-case basis. Absences for non-disability related reasons will not be excused by the modification. It is important for the student to realize that even if excused, absences could impact the student's academic performance because the student will not have the benefit of such things as full classroom interaction and the opportunity to ask questions while the material is being presented.

APPENDIX B – GRIEVANCE/APEAL POLICIES AND PROCEDURES

Center for Access Grievance/Appeal Policies & Procedures

If a student does not agree with the accommodations approved by the Center for Access, has perceived discrimination, been denied an accommodation, or is not satisfied with the resolution of a reported grievance, he/she will be asked to submit a Student Complaint Form.

<http://www.southwest.tn.edu/advising/studentComplaint.htm>

APPENDIX C – GENERAL INTAKE FORM

Intake Form

Can be located on the Center for Access website.

<https://www.southwest.tn.edu/center-for-access/docs/CA%20Intake%20Form.pdf>

APPENDIX C – GENERAL INTAKE FORM



Release of Information

I, _____, authorize _____
(Student's Name) (Physician's Name)

to release my medical records or information concerning my psychological/medical records to:

Center for Access at Southwest Tennessee Community College, to determine my eligibility for disability services or academic accommodations.

Student's Signature

Date

Social Security Number

Telephone Number

MEDICAL DOCUMENTATION FORM

Please answer the following questions as completely as possible:

1. Are you the primary care physician for this patient? Yes No

2. How long have you treated this patient?

3. Date of last visit Frequency of visits

4. Medical Diagnosis(es): Please include DSM IV Axis with recent GAF, if applicable:

Diagnosis	Date of Onset	Expected Duration: Permanent, Temporary or, Remitting/Relapsing	Prognosis: Progressive, Stable or Guarded

5. Has the patient been hospitalized for the above condition (s) within the past year? Yes No

If yes, please specify:

6. What medication(s) are currently prescribed for this patient?

Medication	Dosage	Side effects experienced by patient, if applicable
Click or tap here to enter text.		
Click or tap here to enter text.		

Physician's Initials

Date

7. Is the patient compliant with prescribed medication and/or treatment? Yes No

If No, please explain (you may add a separate for this item):

8. Please mark and indicate the current functional limitation (s) of the patient (check all that apply)

Functional Limitation	Description	Degree of limitation		
		Mild	Moderate	Severe
Hearing				
Vision				
Speech				
Manual				
Ambulation				
Motor Coordination				
Activities of Daily Living				
Endurance				
Respiratory				
Climatic/Environmental				
Concentration				
Memory				
Information Processing				
Social Interaction				

9. Please list any specific academic accommodations or other services you recommend to address the functional limitations you identified above:

10. Do you have specialty evaluations or reports (ex. Neuropsychological, psychiatric, visual, hearing, speech, physical therapy, occupational therapy, etc.) on this patient?

Yes

No

If yes, please attach a copy.

11. Please use this additional space to provide any other information you believe will be helpful in assisting your patient in his/her academic endeavors.

Physician's Signature

Date

Telephone #

0111198 NEW 12215

Southwest Tennessee Community College is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies. Executive Director of Human Resources and Affirmative Action, 737 Union Avenue, Memphis, TN 38103. (901) 333-5760.



GUIDELINES FOR DOCUMENTATION OF LEARNING DISABILITIES

The following are Southwest Tennessee Community College's guidelines and criteria for documentation and certification of learning disabilities:

Southwest requires that each student have the appropriate diagnostician conduct tests and offer recommendations in order to qualify for reasonable accommodations.

In order for a student to receive learning disabled status and qualify for reasonable accommodations, the college requires, at a minimum, the following recent (**less than three years old**) psychological test data (**Note: A high school IEP is not a substitute for a psychological report**):

- An individual intelligence test score (e.g., WAIS-R FSIQ)
- A measurement of cognitive processing (e.g., Woodcock-Johnson cognitive scores)
- Achievement test data (e.g., Woodcock-Johnson achievement scores)
- A DSM-IV diagnosis on axes I and II
- An evaluation of ability to function in a demanding college environment which requires independent social functioning

A diagnosis cannot be accurately made without such data. Difference in scores between the IQ and processing and/or achievement standard scores should be more than 1.5 standard deviations, as generally recognized in the American Adult Educational System.

In addition, your provider must also document any specific weakness or disability area and specify an accommodation that would remedy the problem area.

It is the responsibility of the diagnostician to document the student's disability area (e.g., short-term memory processing problem or lack of organizational skills) **and specify what actions Southwest should take to allow the student the opportunity to pass the course** (e.g., extended time or note-taking)

0111199 NEW 12215

Southwest Tennessee Community College is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies. Executive Director of Human Resources and Affirmative Action, 737 Union Avenue, Memphis, TN 38103. (901) 333-5760



PHYSICIAN’S CERTIFICATE OF TOTAL DISABILITY

I, _____, M.D., am a physician practicing in the medical specialty of _____, I have examined (name of patient) _____, and do hereby certify that he/she suffers from the below-described “permanent total disability, which totally incapacitates such person from working at an occupation which brings him income” as defined in T.C.A., Section 49-3251 (below):

Date

Physician’s Signature

Address:

TENNESSEE CODE ANNOTATED, SECTION 49-3251

Subsection (a) Auditing of Courses

(a) Disabled persons and elderly persons auditing courses at state colleges or universities. (a) Disabled persons suffering from a permanent total disability which totally incapacitates such person from working at an occupation which brings in income, and persons sixty (60) years of age or older, who are domiciled in Tennessee may audit courses at any state-supported college or university without paying tuition charges, maintenance fees, student activity fees, or registration fees; however, this privilege may be limited or denied by the college or university on an individual classroom basis according to space availability. Provided further, that the provisions of this section shall not apply at medical schools, dental or pharmacy schools and no institution of higher education shall be required to make physical alterations of its buildings or other facilities to comply with this section. Prior to admittance, the university or college involved may require an affidavit or certificate from a physician or an agency charged with compensating the disabled person or adjudicating the permanent total disability of the person who is requesting admittance in classes, that such person is permanently disabled as set forth herein

Subsection (b) Taking Courses for Credit

(b) Subject to the same terms and conditions as provided in subsection (a), disabled and person sixty-five (65) years of age and older, who are domiciled in Tennessee as defined by subsection (a), may be enrolled in courses for credit at state-supported colleges and universities without payment of tuition charges, maintenance fees, student activity fees or registration fees, except that the Board of Trustees of the University of Tennessee and the Board of Regents of the State

University and Community College System may provide for a service fee which may be charged by the institutions under their respective jurisdictions, the fee to be for the purpose of helping to defray the cost of keeping the records of such incidents and not to exceed \$85.00 a semester.

0111199 NEW 12215

Southwest Tennessee Community College is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies. Executive Director of Human Resources and Affirmative Action, 737 Union Avenue, Memphis, TN 38103. (901) 333-5760.

Sign a Document via DocuSign

The Center for Access will send the Student’s Letter of Accommodation (LOA) digitally through DocuSign each semester. This document must be digitally signed by each Professor, Student, and CA representative to ensure that the accommodations will be provided. **It is the student’s responsibility to update the CA representative if any changes are needed to the letter of accommodation and if a new letter of accommodation is needed to be sent out.**

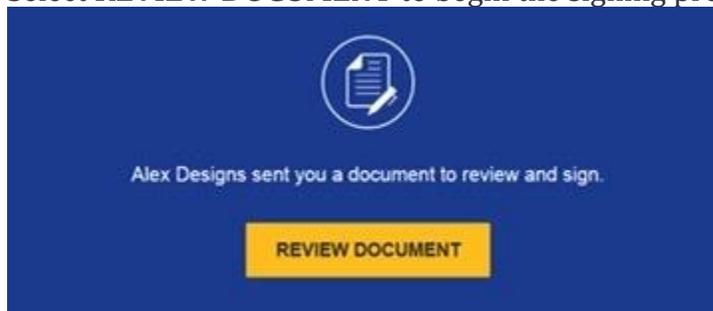
Starting in the **Spring of 2023**, the most recent student schedule will be included on the Letter of Accommodation. *Letters of Accommodations are subject to change if the student decides to add/or drop classes OR if the Class and CRN changes. It is the student’s responsibility to let the Center for Access representative know of changes to their schedule.*

Listed are the steps to Sign a Document via DocuSign:

Steps

1. **Review the DocuSign email:**

- Open the email and review the message from the sender.
- Select **REVIEW DOCUMENT** to begin the signing process.



- Agree to sign electronically: Review the consumer disclosure, and select the checkbox **I agree to use Electronic Records and Signatures**.

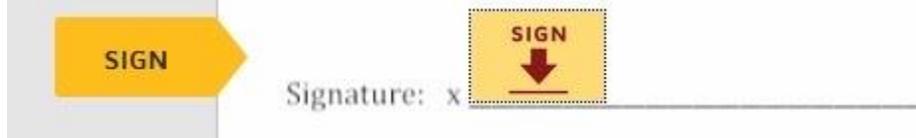
Please Review & Act on These Documents



- Select **CONTINUE** to begin the signing process.
- **Important!** To view and sign the documents, you must agree to conduct business electronically. **Note:** To view additional options, click **OTHER ACTIONS**.

2. **Start the signing process:**

- Review the documents by scrolling or using the page thumbnails in the right-hand navigation pane.
- When you're ready to sign, select the **START** tag on the left to begin. You are taken to the first tag requiring your action. Select the **SIGN** tag.



- You are asked to Adopt Your Signature.
- Verify that your name and initials are correct. If not, change them as needed.
- Select **ADOPT AND SIGN** to adopt and save your signature information and return to the document.

✕

Adopt Your Signature

Confirm your name, initials, and signature.

Full Name	Initials
<input type="text" value="Michael P "/>	<input type="text" value="MP"/>

Select Style Draw

Preview

DocuSigned by:

Michael P

02367A3E9D33485...

DS

MP

Change Style

By clicking Adopt and Sign, I agree that the signature and initials will be the electronic representation of my signature and initials for all purposes when I (or my agent) use them on documents, including legally binding contracts - just the same as a pen-and-paper signature or initial.

ADOPT AND SIGN

CANCEL

3. **Confirm signing:**

- When you finish clicking all signature tags in the document, confirm signing by selecting **FINISH**.
- A message appears stating that you have completed your document. You can now download a PDF copy or print a copy of the document. The sender receives an email with the signed document attached, and the signed document appears in their DocuSign account.

4. **Sign up for a DocuSign account using your Southwest email.**

APPENDIX E – ALTERNATE TEXTBOOK FORMAT REQUEST

Southwest Tennessee Community College and the office of Center for Access are committed to providing services in accordance to Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA), including the accommodation of alternate textbook formats as required.

The office of Center for Access will work with publishers and instructors to provide alternate format copies of instructional material upon request for those students who have provided documentation of a print-based disability.

To secure this accommodation, please follow these instructions:

1. Print the following request form (**a separate form for each request is required**).
2. Complete ALL fields indicated by an asterisk (*).
3. To prevent delays, please request materials **30 days (minimum)** prior to the first day of class.
4. Submit signed Agreement and Alternate Textbook Format Request to:

Center for Access

Email: ca@southwest.tn.edu

Fax: (901) 333-4015

Drop Off: Macon campus (Whitehead Bldg, Room 43) or Union campus (Building B221B)

Student Name* _____ (Please Print) **Banner ID*** _____

By my initials, I agree to the following terms:

- I understand that I must own a physical copy of all materials requested in alternative format, purchased at the same cost (new or used) as other students. _____
- I understand that I must be a currently registered as a student of Southwest Tennessee Community College, registered in the class of requested textbook, and a registrant of Center for Access. _____
- I agree not to copy or reproduce alternatively formatted materials, nor allow anyone else to do so, pursuant to the Copyright Revision Act of 1976, as amended. _____
- I will not share the alternatively formatted materials with any other party. _____

Student Signature* _____ **Date*** _____

Contact Information

Home Phone* _____

Cell Phone* _____

Southwest Email Account* _____

Course Information

Academic Year* _____

Academic Term* _____

Campus Location for Course* _____

Course Name* (Example: ENGL 1010) _____

CRN Number* (Example: 84598) _____

Course Instructor Name* _____

Material Information

Author(s)* _____

Publisher* _____

Publish Date* _____

Edition* _____

ISBN* _____ (10/13 digit #)

Material Type* (Example: Article or Textbook) _____

Comments or Special Instructions:

If textbook or material purchase is required:

Date of textbook/material purchase* _____

***A copy of receipt is required.

The office of Center for Access looks forward to partnering with you in the achievement of your academic success. If you have any questions or concerns regarding the Alternate Textbook Format Request Form, please do not hesitate to make contact with our office.

TAPE RECORD LECTURE CONTRACT

Students who are disabled in taking or reading notes have the right to tape record class lectures for their personal study only. Lectures taped for this reason may not be shared with other people without the expressed consent of the lecturer. Tape recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity. Information contained in the tape recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.

PLEDGE

I, _____, have read and understand the above policy on tape recorded lectures at Southwest Tennessee Community College, and I pledge to abide by the above policy with regard to any lectures I tape while enrolled as a student at Southwest Tennessee Community College.

Student Signature

Instructor Signature

Date

Coordinator of Center for Access

Notice to Instructor: By affixing your signature to this form, you acknowledge that you have received this memo to provide special accommodations to the above named student. Please return this form to Demeshia Shannon, Macon Campus-Center for Access – Whitehead 43 or Union Campus – Center for Access – B221.

EQUIPMENT RETURN CONTRACT

Students enrolled at Southwest Tennessee Community College who have registered with the Student Disabilities Office have the right to use equipment owned by this office. However, failure to return this equipment to the Student Disabilities Office will result in the price of the item(s) being charged to the student's account at the college.

PLEDGE

I have read and understand the policy on returning equipment to the Student Disabilities Office at Southwest Tennessee Community College, and I pledge to return this equipment to this office at the end of the current semester. I am aware that failure to do so will result in this equipment being charged to my account. .

Student _____

Coordinator _____

Equipment Used

Date Retrieved: _____

Date Returned: _____