



STEPS TO SECURING REASONABLE ACCOMMODATIONS FOR A DISABILITY

The Angelina College Disability Services Handbook (available at www.angelina.edu; Support Services) outlines the college policies and procedures for providing reasonable disability accommodations at the post-secondary level. The goal of this service is to assist any student with a disability to be successful in our academic community. If you believe you have a disability that requires accommodation, please print these pages follow the steps outlined below.

- _____1. Print and complete the Application for Disability Accommodations (the last three pages of this packet).
- _____2. Secure documentation (no more than 5 years old) of your disability and attach it to the Application.
(Angelina College does not provide or pay for testing/diagnosis for disabilities.)
See next page for explanation of documentation.
- _____3. At least four (4) weeks before the beginning of your first semester at AC, call Karen Bowser (936-633-5230), Room 208 in the Student Center, to schedule an appointment to discuss your disability, how it affects your learning process, any further documentation that might be necessary, and other areas of concern to you. You should bring to that appointment your completed application for accommodations and your documentation.
- _____4. At the time of your call for an appointment, please call Mrs. Bowser 's attention to any need you may have for assistance in registration/orientation, and the date on which you will need the assistance. You are strongly urged, if you have mobility/vision disabilities that may affect your timely movement about campus during the class day, to discuss with Mrs. Bowser the best possible schedule for your classes. She can assist you with registering for classes that will allow you additional time.
- _____5. After your appointment with Mrs. Bowser, your application and documentation will be considered by the Disability Services Committee (counseling, psychology, and health careers faculty), who will review your materials and establish appropriate, reasonable accommodations for your disability while at AC. No application will be considered by the committee until such time as the required documentation is complete. NOTE: The committee members must maintain confidentiality about you and your reviewed materials.
- _____6. After the committee has reviewed your materials, you will be sent notice (by mail or e-mail) that you can pick up from Mrs. Bowser memos of reasonable accommodations for your instructors. **It is your responsibility to convey these memos to each of your instructors when classes begin.** Faculty will not be given further information about your disability than the information regarding classroom accommodations. If you want instructors to know more about the disability and how you learn best, you must tell them.

_____7. Following the original process at the beginning of your first semester, it is your responsibility at the beginning of each subsequent semester that you want disability accommodations, to

- A. Provide your printed semester schedule to Mrs. Bowser in Support Services (Room 208 of the Student Center) and secure instructors' notices of accommodations for you to distribute;
- B. Keep Mrs. Bowser informed about your academic status and any needs/problems you encounter.

_____8. Remember that disability accommodations are tools to equality of opportunity. You must be "otherwise qualified" to do the work required in a class. Accommodations are adjustments that allow you to work around the barriers presented by your disability; course content and test content will not be altered.

_____9. Angelina College does not provide transportation services to a campus, learning center, or from one class to another. Angelina College does not provide personal assistants for such activities as getting in or out of wheelchairs, restroom attendance, or cleaning.

About Your Documentation

Evaluations/diagnoses that are usually sufficient documentation include, but are not limited to, the following, as long as they contain the information listed under "Documentation Requirements" and fall within the five-year limit:

1. DARS Evaluations
2. Results of testing done by a private counselor (LPC) or clinical psychologist.
3. Medical diagnoses by a licensed physician
4. Public school evaluations that were done in high school by a qualified professional diagnostician and contain testing information and list modifications routinely supplied by the school (ARD meeting results are not in themselves adequate documentation of a disability)

Documentation Requirements:

- _____1. **A diagnosis of current disability (done within 5 years)**
- _____2. **The date of the diagnosis**
- _____3. **How the diagnosis was reached (names of evaluation instruments and criteria, if appropriate to diagnosis)**
- _____4. **How the disability affects a major life activity**
- _____5. **The areas of educational impact**
- _____6. **Prescriptive treatments and/or medications and the impact on the disability**
- _____7. **The credentials of the diagnostician**
- _____8. **Specific suggestions for reasonable accommodations appropriate to the postsecondary education level**

I have read the information above and understand what my responsibilities are as a student receiving disability accommodations at Angelina College.

Student Signature

Date

This student was given a copy of this signed document.

Coordinator Signature

Student Initials

Date

FREQUENTLY ASKED QUESTIONS

1. **Should I tell about my disability on my application to college?**

You are not required to disclose your disability at any time, and the college is prohibited by federal law from asking you about a disability on the application form. However, at Angelina College, every class syllabus contains information about how to seek disability services if you believe you have a disability that will affect your academic performance while attending the college.

2. **Are there any scholarships for disabled students?**

While there are no federally-funded scholarship/loan programs that specifically target students with disabilities, Angelina College does offer the local Vivien Ezelle Johnson Scholarship, which is available only to disabled students. The single Angelina College Scholarship Application should be completed to apply, and documentation of your disability must be attached.

In addition, some agencies assist with tuition, fees, and books for clients. The DARS office and counselors in your area can give you more information. And of course, the Pell Grant is available to any income-eligible student.

3. **How do I find out what my rights are in college?**

Angelina College makes available a brochure from the federal education department that explains your rights and responsibilities. It can also be found online at <http://www.ed.gov/policy/rights/guid/ocr/disability.html>)

4. **I think I should have accommodations to take THEA or Accuplacer. How do I go about that?**

The THEA website includes this page -- http://www.thea.nesinc.com/TA11_altarrangements.asp --that explains step-by-step the registration process for requesting disability accommodations and registering to take the test. Please note, however, that Angelina College is not a designated testing site for alternative testing arrangements. Stephen F. Austin University is the closest site to our campus for such arrangements, and not all test administration dates there allow for accommodations. In general, you should arrange early to take THEA, because THEA is given statewide only five times yearly.

Accuplacer is the AC campus-administered option as a Texas Success Initiative alternative to THEA. Accuplacer is computer-administered, with specific parameters and built-in time allowances. No accommodations can be made in administering Accuplacer. The college strongly urges any student who requires testing accommodations to arrange to take THEA.

5. **I think I may have a learning disability or ADD/ADHD. Where can I go to be tested?**

The college does not provide or pay for this service, nor is it the practice of AC's disability services to recommend one area professional diagnostician over another. If you have a family doctor, ask for a referral to an appropriate professional who can test you for such a disability. In addition, there are state agencies, such as DARS, that may be able to help you. If you are concerned that you have an undiagnosed disability that is creating academic difficulties for you, your local DARS office is a good place to start to find out about state and community resources.

6. **My doctor says I should get unlimited time for taking tests. The disability services office says I'm allowed only an additional hour to an hour and a half. Why?**

The college is required under federal law to ensure access to its programs and activities by disabled students. Often, the disability services office is delegated the authority to make decisions on reasonable adjustments to ensure equal access. To do so, the Disability Services Committee will review all documentation provided and reach a decision about the accommodations to offer; they are not required to follow exactly the recommendations made in your documentation. If you feel the decision is not fair or is inappropriate, you may follow the college's appeal process or file a complaint with the Office for Civil Rights. (Taken from <http://www.ahead.org/students-parents/students>)

7. **What are academic adjustments and auxiliary aids and services?**

Academic adjustments are such modifications to the academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of [disability] against a qualified...applicant or student [with a disability]. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for course degree requirements, substitution of specific courses required for the completion of degree requirements, and

adaptation of the manner in which specific courses are conducted. Adjustments may also include a reduced course load, extended time on tests, and the provision for auxiliary aids and services.

Auxiliary aids and services...include note-takers, readers, recording devices, sign language interpreters, screen-readers, voice recognition and other adaptive software for computers, and other devices designed to ensure the participation of students with impaired sensory, manual, or speaking skills in an institution's programs and activities. Institutions are not required to provide personal devices and services such as attendants, individually prescribed devices such as eyeglasses, readers for personal use or study, or other services of a personal nature, such as tutoring. If institutions offer tutoring to the general student population, however, they must ensure that tutoring services also are available to students with disabilities. (<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>)

8. Why isn't my high school IEP or Section 504 plan enough documentation to support my request for disability accommodations?

IEP's and 504 plans may help identify services that have been used by the student in elementary, middle, and secondary schools, but they are not generally sufficient documentation to support the existence of a current disability and need for an academic adjustment from a post-secondary educational institution.

9. Will a medical diagnosis from a treating physician help to document a disability?

A diagnosis of impairment alone does not establish that an individual has a disability within the meaning of Section 504 (Rehabilitation Act of 1973) or Title II (Americans with Disabilities Act of 1990). Rather, the impairment must substantially limit a major life activity, or the individual must have a record of such an impairment or be regarded as having such an impairment. A diagnosis from a treating physician, along with information about how the disability affects the student, may suffice. ...Institutions of postsecondary education may set their own requirements for documentation so long as they are reasonable and comply with Section 504 and Title II.

(<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>)

10. If it is clear that a student has a disability, why does the college need documentation?

Students who have the same disability may not necessarily require the same academic adjustment. Section 504 and Title II require that institutions of postsecondary education make individualized determinations regarding appropriate academic adjustments for each individual student. If the student's disability and need for an academic adjustment are obvious, less documentation may be necessary.

(<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>)

11. If Angelina College thinks a student's documentation is insufficient, how will the student know?

During the initial appointment to submit an application for services and documentation, the disability services coordinator will review the documentation and explain what additional material might be needed for review by the Disability Services Committee. For applications and documentations submitted by mail, notification of additional material needed will be done by mail or e-mail.

12. Must institutions provide every academic adjustment a student with a disability wants?

Institutions are not required to provide an academic adjustment that would alter or waive essential academic requirements. They also do not have to provide an academic adjustment that would fundamentally alter the nature of a service, program or activity or result in undue financial or administrative burdens considering the institution's resources as a whole. For example, an appropriate academic adjustment may be to extend the time a student with a disability is allotted to take tests, but an institution is not required to change the substantive content of the tests. ...Public institutions are required to give primary consideration to the auxiliary aid or service that the student requests, but can opt to provide alternative aids or services if they are effective.

(<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>)

13. If students want to request academic adjustments (reasonable accommodations), what must they do?

Angelina College has established a reasonable procedure for requesting academic adjustments:

- A. The student is responsible for identifying himself/herself as a person with a disability by completing an application for disability services, for providing required documentation, and for supplying disability services with each of his/her semester class schedules.
- B. The college is responsible for reviewing the application and documentation and determining the accommodations that will be afforded.
- C. The disability services coordinator is responsible for creating memoranda to the student's instructors, as listed on the schedule supplied by the student.
- D. The student is responsible for receiving the instructors' memoranda from disability services and providing each instructor with a copy. The student is responsible for discussing (to the extent he/she feels comfortable doing so) with each instructor any additional information that may pertain to the student's disability or accommodations.
- E. The student is responsible for discussing with the disability services coordinator any problems or difficulties that may arise in classroom/campus situations, so that a resolution can be attempted.

KEYS TO SUCCESS: ATTITUDE, SELF-ADVOCACY AND PREPARATION

The following suggestions apply to all students, but especially to students with disabilities who have not self-advocated before. The material is taken from <http://www2.ed.gov/about/offices/list/ocr/transitguide.html>.

The attitude and self-advocacy skills of students with disabilities may be two of the most important factors in determining their success or failure in postsecondary education. Students with disabilities need to be prepared to work collaboratively with the institution's disability coordinator to enable them to have an equal opportunity to participate in an institution's programs and activities. To ensure that students with disabilities possess the desired levels of self-advocacy to succeed in postsecondary education, high school educators may want to encourage the students to:

Understand their disabilities. Students with disabilities need to know the functional limitations that result from their disabilities and understand their strengths and weaknesses. They should be able to explain their disabilities to an institution's disability coordinators or other appropriate staff. As part of this process, students should be able to explain where they have had difficulty in the past, as well as what has helped them overcome such problems and what specific adjustments might work in specific situations. To assist students in this area, high school educators can encourage high school students to be active participants in their IEP or Section 504 meetings. High school personnel also can suggest that students practice explaining their disabilities, as well as why they need certain services, to appropriate secondary staff or through role-playing exercises to prepare them to engage in such conversations with confidence in a postsecondary setting.

Accept responsibility for their own success. All students, including those with disabilities, must take primary responsibility for their success or failure in postsecondary education. Students with disabilities, in particular, are moving from a system where parents and school staff usually advocated on their behalf to a system where they will be expected to advocate for themselves. An institution's staff will likely communicate directly with students when issues arise and are generally not required to interact with students' parents. In general, students with disabilities should expect to complete all course requirements, such as assignments and examinations. Students with disabilities need to identify the essential academic and technical standards that they will be required to meet for admission and continued participation in an institution's program. Students also need to identify any academic adjustments they may need as a result of their disabilities to meet those standards and how to request those adjustments. Students with disabilities need to understand that, while federal disability laws guarantee them an equal opportunity to participate these laws do not guarantee that students will achieve a particular outcome, for example, good grades.

Take an appropriate preparatory curriculum. Because all students will be expected to meet an institution's essential standards, students with disabilities need to take a high school curriculum that will prepare them to meet those standards. If students with disabilities plan to attend a rigorous postsecondary institution, they, like their peers without disabilities, need to make high school curriculum choices that support that goal. High school guidance counselors and state VR agency counselors, in particular, can play an important role in students' curriculum planning.

For all students, good study skills and the ability to write well are critical factors of success in postsecondary education. High school educators can help students in these areas by offering or identifying opportunities, such as workshops, courses or tutoring programs, that emphasize the importance of reading, writing and good study skills. In addition, staff should encourage students to enroll in classes that will focus on writing and study skills in their freshman year of postsecondary education.

Learn time management skills. Although a primary role of high school educators is to provide monitoring, direction and guidance to students as they approach the end of their high school career, staff also need to prepare students to act independently and to manage their own time with little to no supervision. High school educators can assist students by identifying resources that will help them learn time management and scheduling skills.

Acquire computer skills. Because postsecondary students use computers to complete a multitude of tasks, from registering for classes to accessing course material and obtaining grades, it is essential that students learn to use computers if they are to be prepared for postsecondary education. Ideally, students with disabilities need to start using computers as early as possible in school to increase their familiarity with, and their comfort level in using, computers. Students with visual impairments, hearing impairments, learning disabilities or mobility impairments may have problems with inputting data or reading a computer monitor. Assistive technology can help certain students with disabilities use computers and access information.

Consider supplemental postsecondary education preparatory programs. A variety of institutions of postsecondary education have summer programs in which students can participate while they are still in high school, or after graduation, to ease their transition to postsecondary education. These programs often expose students to experiences that they are likely to encounter in postsecondary education, such as living in dorms, relating to other students and eating in dining halls. The programs may also focus on instruction in certain subject areas, such as math or English, or in certain skills, such as computer, writing or study skills, that can prepare a student to be successful in postsecondary education. High school educators can assist students with disabilities by identifying such program opportunities in their area of residence.

Research postsecondary education programs. Students with disabilities may select any program for which they are qualified but should be advised to review carefully documentation standards and program requirements for their program or institution of interest. For example, students should pay close attention to an institution's program requirements, such as language or math, to avoid making a large financial and time commitment only to realize several years into a program that they cannot, even with academic adjustments, meet an essential requirement for program completion. Campus visits, which include visits to the disability services office, can be helpful in locating an environment that best meets a student's interests and needs. In addition, while all institutions have a legal obligation to provide appropriate services, certain colleges may be able to provide better services than others due to their size or location.

Get involved on campus. To help students avoid the isolation that can occur away from home during the first year of postsecondary education, high school educators should encourage students to live on campus and to become involved in campus activities. Attendance at orientation programs for freshmen is a good first step in discovering ways to get involved in the postsecondary education environment.



APPLICATION FOR DISABILITY ACCOMMODATIONS

ANGELINA COLLEGE welcomes you to A GREAT PLACE TO START. To insure the best possible accommodations for your disability, Student Support Services requires the information below. Before completing this form, please read the Steps to Securing Reasonable Accommodations on the page above; then follow the steps as outlined. PLEASE PRINT LEGIBLY.

Part I – General Information

Full Name: _____
Last Name First Name Middle Name

Date of Application: _____ Student ID No. _____

Date of College Entry: _____ Semester Year Date of Birth _____ / _____ / _____
Month / Date / Year

E-mail Address: _____

Permanent Address: _____
Street Number or PO Box; Street Name City State Zip

Local Address: _____
Street Number or PO Box Street Name City State Zip

Telephones: _____
Cell Phone Home Phone

Is assistance required for registration/orientation? _____ Yes _____ No

Part II – Disability Information

All information about your disability is treated as confidential.

Name of Primary Disability: _____

Additional Disability (if applicable): _____

Additional Disability (if applicable): _____

Attach documentation of any disability claimed. (See Documentation Requirements, above.)

Check the classroom accommodations that you think would be appropriate for your disability. Your requests will be reviewed and compared to the recommendations from your diagnostician, and the Disability Services Committee will designate the appropriate accommodations for you according to your documented need.

_____ Copy of class notes (from instructor, if possible) or _____ In-class notetaker

_____ Preferential front seating (for concentration and/or lip reading)

_____ Written and oral directions for tests and assignments

_____ Extended time for tests and/or assignments *completed in the regular class meeting time* (up to 1.5 hours extra)

- _____ Test reader
- _____ Test scribe
- _____ Sign language interpreter (_____ ASL _____ English _____ MSL _____ Other)
- _____ Alternative to Scantron answer sheets
- _____ Alternative testing environment, non-distractive
- _____ Special seating (near door; table for wheelchair access, other requirement for wheelchair access)
- _____ Oral testing
- _____ Frequent absences (with medical documentation)
- _____ Tape record lectures (using student-owned recording device)
- _____ Assistance in obtaining alternative format books (accessible from Recordings for the Blind and Dyslexic for download to student's personal computer or MP3 player)
- _____ Large print tests
- _____ Assistive devices
 - _____ FM hearing amplifier (closed system)
 - _____ Enlarged print
 - _____ Tinted overlays
 - _____ AlphaSmart for note taking
 - _____ One-hand keyboard
 - _____ Talking calculator
 - _____ Zoomtext software
 - _____ Talking Typer software
 - _____ JAWS Software
 - _____ Magnification
 - _____ Scanners
 - _____ CCTV

Part III – Other Information

A. How will your disability limit or affect your activities/classroom work at Angelina College?

B. Please indicate any agency of which you are currently, or have been in the past, a client:

- _____ Department of Assistive and Rehabilitative Services (DARS, formerly Texas Rehabilitation Commission, TRC)
- _____ Texas Commission for the Blind
- _____ Texas Department of Deaf and Hard of Hearing Services
- _____ Texas Workforce Commission (Workforce Solutions, WIA, etc)
- _____ Burke Center or other Texas Department of Health and Human Services
- _____ Other Agency (Please specify name: _____)

Grievances about Disability Services at Angelina College

Any student with a disability who believes that a condition exists that is in violation of his/her rights or of Angelina College policies, procedures, rules, or standards has the right to file a grievance. The process for resolving the grievance is as follows:

1. Step 1: Print the *Informal Student Appeal* form, fill it out, and contact the faculty or staff member involved, in an attempt to resolve the matter. If the matter is resolved, student and staff complete and sign the form. The student must sign a waiver that indicates acknowledgment of his/her right to a formal resolution process but waiving that right, and the process is closed. If no resolution results, go to the next step.
2. Step 2: Take the *Informal Student Appeal* form to the Disability Services Coordinator and attempt to resolve the matter. If the matter is resolved, the student and coordinator complete and sign the form. The student must sign a waiver that indicates acknowledgment of his/her right to a formal resolution process but waiving that right, and the process is closed. If no resolution results, go to the next step.
3. Step 3: Contact the Vice President and Dean of Instruction and deliver a written explanation of the grievance and the informal attempts to resolve it. Attach a copy of the *Informal Student Appeal* form showing these resolution attempts. If appropriate, the Vice President and Dean of Instruction will conduct an investigation of the matter with all parties involved. If the grievance is then resolved, the student must sign a waiver acknowledging his/her right to a formal grievance hearing but waiving that right, and the process is closed. If no resolution results, the Vice President and Dean of Instruction will schedule and convene a disability grievance committee to hear and formally act upon the grievance.
4. Step 4: The disability grievance committee's formal hearing is open only to the student who has requested the hearing and his/her counsel if requested, any witnesses called by that person or the committee, the President of the college, the Vice President/Dean of Instruction, the committee members, and counsel for the college, if requested. The counsel, witnesses, President, and Vice President/Dean of Instruction will contribute only as resources and/or advisors to the student or the committee members. The committee's decision will be reached in executive session and will be final. That decision will be communicated in writing within five business days to the student, the Vice President/Dean of Instruction, and the President.
5. A student with a disability always has the right to file a complaint with the United States Department of Education's Office for Civil Rights. The complaint process is explained and can be initiated at <http://www2.ed.gov/ocr> . Click on "How to File a Complaint" under Related Topics . Complaints may be mailed, e-mailed, or filed online:

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1100
(202) 245-6800; 1-800-421-3481
Facsimile: (202) 245-6840
TDD: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

The enforcement office for Texas may be reached at

Office for Civil Rights/Dallas
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201
Tel.: (214) 661-9600
Fax: (214) 661-9587