



Division of Enrollment Management and Student Services

The Office of Accessibility Services

**POLICIES AND PROCEDURES
MANUAL**

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MISSION STATEMENT

The mission of the Office of Accessibility Services (OAS) is to facilitate reasonable accommodations for students, ensuring compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The OAS is committed to fostering an inclusive environment where every student has equitable access to all educational programs, both in the classroom and online, as well as university life.

OPERATING PRINCIPLES

It is the policy and practice of Tougaloo College to fully comply with the requirements outlined in the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, and all pertinent federal and state laws and regulations that prohibit discrimination based on disability. The ADA aims to extend civil rights protection to individuals with disabilities, and Title II specifically mandates that government agencies or entities receiving government funds ensure accessibility of their programs and services to persons with disabilities. Even predating the ADA, Tougaloo College was subject to the Rehabilitation Act of 1973, sections 503 and 504, which mandated the accessibility of programs and services for people with disabilities.

The operating principles of the Office of Accessibility Services are as follows:

1. Tougaloo College maintains a staunch commitment to prohibiting discrimination against individuals with disabilities, fostering a culture of inclusion, and ensuring equal access. In alignment with this commitment, the College's community will actively engage in ongoing training and resource development to enhance sensitivity and awareness of disability-related issues.
2. The dedication to equal access and reasonable accommodations for students and others with disabilities is a core value at Tougaloo College. The institution will continue to evolve its policies, procedures, and services, facilitating accessibility to employment, academic programs, co-curricular activities, and facilities.
3. The President and administrative officers will play a pivotal role in leading initiatives to improve access for individuals with disabilities, taking responsibility for the implementation of Tougaloo College's guiding principles.
4. Tougaloo College is committed to structuring its disability services in a manner that fosters self-determination, independence, and self-advocacy for students and others with disabilities. This approach aims to engage the entire campus community in addressing access-related issues.
5. While requesting an accommodation or identifying oneself as having a disability is voluntary, Tougaloo College emphasizes that accommodation or modification will only be provided if there is prior timely disclosure of a disability and verification of this disability. The institution respects the independence, rights, and dignity of individuals with disabilities.

6. Tougaloo College places a paramount emphasis on the confidentiality of data pertaining to students and others with disabilities. Information will be handled in strict accordance with data privacy laws and established regulations. Only essential information for program development, implementation, determination of reasonable accommodation, or as required by law will be collected for administrative purposes.
7. Collaboration within the institution is actively encouraged by Tougaloo College administrators, faculty, and staff to collect, develop, and disseminate knowledge about creating inclusive environments for students, employees, and visitors with disabilities. This cooperative effort underscores the commitment to promoting accessible and accommodating spaces.

RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of Students with Disabilities

Students with disabilities have the right to:

- Students with disabilities have the right to equal access to courses, programs, services, jobs, activities, and facilities offered by Tougaloo College.
- They are entitled to an equal opportunity to work and learn, along with receiving reasonable accommodations and/or auxiliary aids and services.
- Students have the right to confidentiality regarding all information related to their disability. They have the authority to decide to whom, outside of Tougaloo College, information about their disability will be disclosed, unless required or permitted by law.

Students with disabilities have the responsibility to:

- Students with disabilities are responsible for meeting qualifications and maintaining essential institutional standards for courses, programs, services, jobs, activities, and facilities.
- It is the responsibility of students to identify themselves in a timely manner as having a disability when an accommodation is needed. Seeking information, counsel, and assistance is encouraged.
- Students are responsible for demonstrating and/or providing documents from a licensed professional indicating how the disability limits their participation in courses, programs, services, jobs, activities, and facilities.
- Following published procedures for obtaining reasonable accommodations, and/or reasonable auxiliary aids and services is essential for students to uphold their responsibilities effectively.

Rights and Responsibilities of Faculty and Staff

Faculty and staff have the right to:

- Faculty and staff have the right to maintain the academic integrity and standards of all courses and programs they are responsible for.
- They have the authority to determine the essential elements and evaluation standards of their courses and programs.
- Faculty and staff are entitled to receive timely notice from students about the need for accommodation. This ensures that appropriate arrangements can be made in advance.
- They have the right to engage in discussions with staff at the Office of Accessibility Services regarding any approved accommodation. If there is a belief that the accommodation causes a fundamental alteration to the essential elements or evaluation standards of a course or program, this concern can be addressed through dialogue.

Faculty and staff have the responsibility to:

- Faculty and staff are responsible for providing reasonable accommodations to verified students upon a timely request by the student.
- It is their responsibility to maintain the legally protected confidentiality of disability-related information, with exceptions only as required by law.
- Faculty and staff should ensure that a disability statement is included in each syllabus and all other college publications, outlining the institution's commitment to accessibility.
- They are expected to refer students who disclose a disability and request assistance to the Office of Accessibility Services for appropriate support.
- Faculty and staff should refrain from any form of retaliation against students who request accommodations or individuals who advocate for accessibility.
- In cases of concerns or questions about a student with a disability or an accommodation request, it is important to consult with the Office of Accessibility Services for guidance.

Rights of The Office of Accessibility Services

The Office of Accessibly Services has the right to:

- OAS is responsible for identifying and establishing essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities. Evaluation of faculty, staff, and students is conducted based on these established criteria.
- OAS has the responsibility to request and receive, through its office, current documentation that supports requests for accommodations and/or auxiliary aids and services.
- OAS may deny a request for accommodations and/or auxiliary aids and services if the documentation is not submitted in a timely manner. Retroactive requests will be denied, and the request may also be denied if the documentation fails to demonstrate that the request is warranted or if the individual fails to provide appropriate supporting documentation.
- OAS has the authority to select among equally effective accommodations and/or auxiliary aids and services based on individual needs.

- OAS can refuse an accommodation, auxiliary aid, or service if it imposes a fundamental alteration to a program or activity of Tougaloo College or if it imposes an undue financial or administrative burden on the institution.

Responsibilities of Tougaloo College

Tougaloo College has the responsibility to:

- Tougaloo College is responsible for providing information to students with disabilities in accessible formats when reasonable and upon request.
- The institution is tasked with ensuring that courses, programs, services, jobs, activities, and facilities, when viewed comprehensively, are available and usable in the most integrated and appropriate settings.
- Tougaloo College is committed to evaluating students and applicants based on their abilities rather than their disabilities, promoting a non-discriminatory environment.
- The institution is responsible for providing, arranging, or assisting in securing reasonable accommodations and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities.
- Tougaloo College must maintain the confidentiality of records and communication related to students with disabilities, except where permitted or required by law.

DIRECTOR OF ACCESSIBILITY SERVICES

The Director of Accessibility Services holds a pivotal role within the Division of Enrollment Management and Student Services at the college. This position serves as a crucial compliance officer for the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The key responsibilities of the Director of Accessibility Services include:

1. Acting as the college's ADA compliance officer, overseeing adherence to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
2. Developing and modifying the ADA facility plan for the university, which involves conducting physical audits and staying abreast of necessary improvements to ensure compliance with disability standards.
3. Approving renovation and new design projects to guarantee alignment with disability standards and regulations.
4. Reviewing documentation of disability and making informed decisions on reasonable and appropriate accommodations for all students with disabilities.
5. Providing direct services to students who self-identify based on their disabilities, offering support tailored to their individual needs.
6. Offering faculty accommodation forms and consultation to facilitate the accommodation of students with disabilities in the classroom setting.
7. Conducting workshops for faculty, staff, and administrators to enhance understanding of disability issues and federal legislation, fostering an inclusive and informed campus community.

8. Providing professional consultation on disability issues to major divisions of the College, including Academic Affairs, Business and Finance, Human Resources, General Counsel, Student Affairs, and Intercollegiate Athletics.
9. Maintaining confidential files on students, faculty, and staff who self-identify with disabilities to ensure privacy and compliance with confidentiality standards. Performing other related duties as assigned, contributing to the overall effectiveness of accessibility services and compliance efforts.

The Director of Accessibility Services plays a central role in creating an inclusive and accessible environment at the college, supporting both students and staff in their pursuit of academic and professional success.

ADA Advocacy Team

The ADA Advocacy Team is established to comprise campus partners and supporters, aiming to enhance students' matriculation experience and build a robust support system. This team will play a pivotal role in ensuring accurate assessment and approval for students seeking accommodations. The ADA Advocacy Team will include, but is not limited to, the following members:

- A. Vice President of Enrollment Management and Student Services
- B. Dean of Enrollment Management and Student Services
- C. Director of Accessibility Services
- D. Director of Student Engagement
- E. Director of Student Retention Services
- F. Director of Residential Life
- G. Athletics Representative
- H. Faculty and Staff Representative

Together, these diverse representatives will collaborate to advocate for and support students with disabilities, fostering an inclusive and accessible campus environment.

PROCEDURES

The Process to Verify Accommodation

Students seeking academic accommodations due to a disabling condition are required to complete an intake application and arrange for disability-related documents to be sent from the relevant licensed professional to the Office of Accessibility Services. The purpose of this process is threefold: a) to verify the presence of a diagnosed disorder, b) to assess whether the diagnosed disorder qualifies as a disability, and c) to determine appropriate reasonable accommodations if the diagnosed disorder is considered disabling.

It is important to note that the cost associated with obtaining documentation is the responsibility of the student. In cases where the initial documentation is incomplete or insufficient to evaluate

the extent of the disability and necessary accommodations, OAS retains the discretion to request additional documentation. Any expenses incurred in obtaining additional documentation are also the responsibility of the student.

To ensure efficient processing and provide optimal service to the student, requests for accommodations and submission of documentation should be done in a timely manner. It is crucial to highlight that retroactive requests will not be accommodated. For instance, if an eligible student requests extended time or a separate testing area on the day of an exam, such a request is considered untimely, and there is no guarantee that it will be implemented. Similarly, an eligible student requesting exam accommodations late in a semester will not be provided with make-up opportunities for prior exams. This policy underscores the importance of submitting accommodation requests promptly for effective implementation.

Verification Process

The verification process will be determined by the Office of Accessibility Services.

Verification Status

Depending on the nature of the diagnosed disorder and the completeness of the submitted documentation, the Office of Accessibility Services will assign one of four verification statuses to the student: *on-going*, *annual renewal*, *temporary*, or *denied*. OAS is committed to providing clear explanations to students regarding the significance and implications of their assigned verification status. This ensures transparency and helps students understand the specific terms and conditions associated with their accommodation status.

Documentation Criteria

Diagnostic Information

When a student requests accommodations, it is imperative that they provide documentation of their disability. Typically, this documentation takes the form of a letter from a qualified professional affirming the existence of a disability and outlining the necessary accommodations for the student's engagement in college programs. It is the student's responsibility, upon requesting accommodations, to self-disclose their disability and submit all pertinent documentation.

The Director of Accessibility Services holds the ultimate authority in determining the adequacy of the documentation presented to support the requested accommodation. Additionally, the Director assesses the qualifications of the individual who prepared the documentation to diagnose the specific learning disability in question. In instances where the College deems it necessary to seek an additional assessment for the purpose of obtaining a second professional opinion, any associated costs not covered by a third-party payer will be assumed by the College. This process ensures a comprehensive evaluation of the documentation and qualification of professionals involved in supporting the student's accommodation needs.

Documentation should include:

- Credentials of the evaluator
- A diagnostic statement identifying the disability
- Description of the diagnostic methodology and evaluation methods used (Clinical Narrative)
- Description of the current functional limitations
- Description of the expected progression or stability of the disability
- Description of current and past accommodations, services and/or medications
- Recommendations for accommodations and/or services
- Description of criteria for specific diagnosis
- Evaluation methods
- Procedures/Tests
- Dates of administration
- Observations
- Specific results
- One measure of aptitude (for a learning disability assessment)
- Measures of achievement in reading, math, and written language (for a learning disability assessment)

NOTE: For documentation of ADD or ADHD, a high school Individualized Education Program (IEP), 504 Plan, or a letter from a physician or other qualified professional will not be deemed sufficient. It is crucial to note that a prescription for medication does not imply a diagnosis. Additionally, letters or reports submitted for documentation must be dated within **three years** of the accommodation application. This policy emphasizes the need for recent and comprehensive documentation from qualified professionals to accurately assess and address the student's needs related to ADD or ADHD.

Qualified professionals

Each qualified professional tasked with rendering a diagnosis must possess expertise in the relevant areas, encompassing the differential diagnosis of the documented medical, physical, or psychological condition. It is imperative that these professionals adhere to established practices within their field. Furthermore, a qualified professional should hold full licensing and credentials, and they should maintain objectivity by having no personal relationship with the individual undergoing evaluation. This ensures that the evaluation is conducted with the highest level of professionalism, expertise, and impartiality.

Qualified professionals include:

- Physicians
- Psychiatrists
- Psychologists
- Optometrists/vision specialists
- Audiologists

- NeurologistsA
- Oncologists
- Other specialist trained and certified in their respective fields

Timeframe

Students seeking ADA accommodations at Tougaloo College must adhere to a specified timeframe for submitting their application. If, one month prior to the first day of class, the required documents are not received, the student will be required to wait until the next semester to receive ADA accommodations. This policy emphasizes the importance of timely submission to ensure that the accommodation process can be effectively facilitated before the start of the semester.

Request a Change of Approved Accommodations

A student who has been granted accommodations is expected to collaborate with designated staff and faculty to identify and maintain reasonable and appropriate academic accommodations. Once a written accommodation plan has been mutually agreed upon by the student and The Office of Accessibility Services, it becomes the responsibility of the student to take reasonable steps to ensure that the plan effectively addresses their special needs. Students are required to engage in ongoing communication with faculty and regular consultations with both faculty and OAS staff to assess the efficacy of the accommodations.

In the event that a student perceives a need for additional accommodations or modifications to existing ones, the student must submit a written request for a revision of the accommodation plan. Such requests should be directed to the Office of Accessibility Services. This ensures a transparent and communicative process for addressing the evolving needs of the student and making appropriate adjustments to their accommodation plan.

Requesting Accommodations Each Semester

The Office of Accessibility Services does not automatically implement accommodations each semester. It is the responsibility of verified students to proactively request accommodations for each semester if needed. Students seeking accommodations must schedule a meeting with OAS staff after registering for classes each semester to formally request the necessary accommodations. This process ensures that accommodations are tailored to the specific requirements of each semester and allows for open communication between the student and OAS staff regarding their ongoing needs.

Confidentiality and Release of Information

The Office of Accessibility Services adheres to strict guidelines for maintaining the confidentiality of student information. These guidelines are in alignment with relevant state and federal regulations, as well as guidelines established by pertinent professional associations. Information in a student's file will not be disclosed except in accordance with federal and state laws, which mandate release in the following circumstances:

- The student expresses intent to harm themselves or others.
- The student reports or describes any instances of physical abuse, neglect, or sexual abuse involving children or vulnerable adults within the last three years.
- A court order or subpoena has been received mandating the release of information.

A student may provide written authorization for the release of information when they choose to share it with others. The Office of Accessibility Services may charge a reasonable fee for photocopying information and will retain a copy of all information provided. If a student wishes to have a record expunged, a written request must be submitted to the Director, who will determine whether it is necessary for the office to retain the record.

NOTE: A student holds the right to review their own file. To initiate this process, a written request must be submitted to the Office of Student Accessibility. The Office of Accessibility will arrange a review of records within ten (10) business days of receiving the written request. This procedure ensures that students have access to their records and promotes transparency in the management of their information.

Centralizing Disability-Related Documents

Tougaloo College, in collaboration with the Tougaloo College Attorney and the Office of Accessibility Services, has implemented procedures for retaining any documentation or correspondence associated with a student's disability. These procedures are established to ensure the College's compliance with the Americans with Disabilities Act of 1990. All disability-related documents are centrally managed by OAS.

Departments or individuals are advised not to maintain copies of disability-related documents they generate.

Any existing information pertaining to a student's disability, including medical reports, should be promptly forwarded to the Office of Accessibility Services, Tougaloo College, 500 West County Line Road, Tougaloo, MS 39174. This centralized approach ensures proper recordkeeping and adherence to legal requirements.

Destruction of Files

The Office of Accessibility Services has a protocol in place to shred student files that have remained inactive for a period of five (5) years. Inactive files include, but are not limited to, those for students who have been denied verification and files of students who have either graduated or left Tougaloo College. It is advisable for students to request a copy of their documentation before the expiration of the five-year period. This ensures that students have access to their records should they require them in the future.

Appeals Process

Individuals with disabilities should be aware of their right to appeal academic and disability-related decisions that they believe were made in error. Tougaloo College has established procedures for the appeal of academic decisions, including grade appeals. For information on appealing academic decisions, individuals can contact the Academic Affairs office at 601.977.7737.

To appeal a disability-related decision or file a complaint about disability discrimination, individuals can contact the Director of Accessibility Services at 601.977.7818. Alternatively, students can visit the Office of Accessibility Services located in Jamerson Hall for further assistance.

NOTE: Tougaloo College strictly prohibits any retaliatory action against individuals who file complaints or assist in the investigation of complaints in good faith. Those found to be making false allegations knowingly may face immediate disciplinary actions. This policy is in place to ensure a fair and respectful environment for all members of the community.

Grievances

A grievance at Tougaloo College is defined as an individual student's claim asserting a violation, misinterpretation, or misapplication of a rule, policy, or procedure related to the institution's policies or laws. The Faculty, Staff, and Student handbooks outline the grievance procedures, which can be utilized by any faculty, staff, or student to address disability-related complaints. Tougaloo College is committed to promptly and impartially addressing any complaints individuals may encounter within the university environment.

Faculty, staff, or students are encouraged to submit complaints or grievances without fear of reprisal. The grievance process includes specific steps outlined below, and individuals can use this procedure without penalty. It is essential to adhere to the designated timelines for each stage of the grievance process.

Requests for accommodations, academic adjustments, auxiliary aids, and services for individuals with disabilities include:

- Request for an accessible location for classrooms or offices due to a physical disability.
- Request for extended time due to a learning disability.
- Request for a sign language interpreter due to a hearing impairment, etc.

Informal Grievance Procedure

1. Submit a written grievance, including the name and address of the student filing it, and a brief description of the alleged violation.
2. File the grievance within 60 days of the alleged violation or within such time after becoming aware of the violation. Discrimination allegations predating this grievance procedure will be considered on a case-by-case basis, addressed promptly and equitably.

3. The Office of Accessibility Services Director will conduct an informal but thorough investigation, allowing all interested persons and their representatives to submit relevant evidence.
4. Within 10 days of filing, the Office of Accessibility Services Director will issue a written determination on the validity of the grievance and describe the resolution, if any.
5. The Office of Accessibility Services Director will maintain files and records related to the complaints filed at Tougaloo College.

This process aims to ensure a fair and timely resolution of grievances related to disability accommodations and services.

Formal Grievance Procedure

If the Informal Grievance Process fails to achieve a mutually satisfactory resolution, and at the written request of the student, the matter will be referred to the Administrative Committee by the Vice President of Enrollment Management and Student Services. The committee, consisting of three full-time, non-academic employees appointed by the Vice President, will thoroughly review the grievance and issue a decision.

Following a comprehensive review, the committee has five business days to provide a written decision to the Vice President of Enrollment Management and Student Services. The Vice President, after reviewing the recommendation, will make a written decision. This decision will be communicated to the student who filed the grievance or appeal within ten (10) business days. The decision of the Vice President of Enrollment Management and Student Services shall be final.

Complaints Regarding Disability-Related Harassment or Discrimination

In addition to the previously outlined appeal/grievance process for accommodation decisions, students who believe they have experienced harassment or discrimination based on their disability, violating Section 504 of the Rehabilitation Act of 1973, the ADA, or other relevant laws, may initiate a formal or informal complaint following the procedures outlined in the College Handbook.

SERVICES

Academic Accommodations

The following examples illustrate accommodations that may be considered, where appropriate, to uphold essential academic program requirements while mitigating the impact of a documented disability on a student's performance. It is important to note that these examples are not exhaustive, and the determination of accommodations is made on a case-by-case basis, considering each student's unique needs.

Testing Accommodations

Testing accommodations are customized based on the specific needs of the student, taking into account their documented disability. These accommodations must be provided consistently, irrespective of whether they are administered by the faculty member or another designated entity.

Faculty Administered Test Accommodations

Faculty members responsible for administering testing accommodations should coordinate the timing and location of the exams in collaboration with the student, considering the accommodations specified in their accommodation letter. These accommodations often pertain to factors such as time limits and the testing environment. If there are any inquiries, faculty or staff are encouraged to reach out to the Office of Accessibility Services for clarification. It is essential to ensure the provision of all relevant testing accommodations, including a low-distraction test environment, in adherence to disability laws.

Classroom Access for Students with Disabilities

Tougaloo College assumes responsibility for ensuring that programs and activities are accessible to eligible students with disabilities. Accommodations may involve actions like the relocation of classes. The College may need to relocate classes in situations where the inaccessibility of the classroom prevents the disabled student from attending. Issues with access might include:

- Classes situated in buildings without ramps or elevators.
- Classes held in locations temporarily inaccessible due to construction.
- Classes held in locations too distant for the student to reach in the available time.
- Classes held in locations with inadequate acoustics or lighting, or where other aspects of the physical environment would substantially limit access for students with qualifying disabilities.

When issues with class locations are identified, the Office of Accessibility Services will collaborate with the class scheduling officer and faculty to facilitate reasonable accommodations, which could involve rescheduling the class in another location. However, relocation or rescheduling may not be a required reasonable accommodation if such changes would fundamentally alter the nature of a class or program.

Class Attendance

Students with certain disabilities, such as chronic illness or mobility difficulties, may occasionally miss class. In such instances, it is the student's responsibility to communicate with faculty **EACH TIME** they are unable to attend due to a disability, unless hospitalized or physically unable to do so. Faculty and staff should engage with students to explore the potential consequences of missing class, such as missed notes and increased difficulty in grasping the material. Instructors and students are encouraged to discuss the details of a flexible attendance policy. While attendance accommodations are generally feasible, there may be rare cases where such accommodations are not practical. If faculty members have questions about implementing

an attendance accommodation within the context of their teaching approach, they should reach out to the Office of Accessibility Services to explore available options.

Permission to Record Classes

Students with disabilities may need access to recorded class lectures and discussions. Recording class materials in audio format is permitted when the student notifies the instructor of this accommodation. The student and instructor can collaborate to determine the optimal placement of the recording device. For any queries or guidance related to the recording accommodation, the Office of Accessibility Services is available as a resource.

Access to Overheads or Power Point Presentations

Students with disabilities may require access to course materials presented on overhead projectors or Power Point slides. Instructors have the flexibility to accommodate this need by either posting the materials using online software, distributing copies to students, or placing copies on reserve in a library. Collaborative discussions between students and instructors can help determine a suitable time frame for reviewing these materials.

Alternative Text

Certain students may need course materials in alternative formats, such as enlarged texts, recorded texts, electronic texts, or braille course materials. The Office of Accessibility Services collaborates with both the student and the instructor to facilitate the availability of course materials in an appropriate format. Due to the potentially slow and time-consuming nature of alternative text format conversion, the Office of Accessibility Services may request faculty to provide course materials in advance when necessary.

Braille

Though electronic or audio formats can accommodate most course materials for students with visual impairments, there may be instances where it is essential to provide specific passages, handouts, or diagrams in Braille.

Class Notes

When a student accommodation letter indicates the need for supplemental class notes, instructors are encouraged to make a general announcement in class, prompting students to volunteer as note-takers. The Office of Accessibility Services will then send an email to all students seeking a volunteer note-taker for the respective class. Eligibility for this accommodation begins once the instructor has received a letter of accommodation. In cases where instructors provide detailed class outlines with notes, additional class notes may not be required. Instructors are requested to respond to the email from the Office of Accessibility Services, indicating their notes' availability.

Deaf and Hard of Hearing Accommodations

Students with hearing loss may require varying levels of assistance to ensure access to class lectures and materials. Services are determined through discussions with the student at the Office of Accessibility Services. Whenever feasible, faculty members are informed in advance if an interpreter or CART (Computer Assisted Real-Time Transcription) provider will be present in class.

CART is typically facilitated by an on-site provider, who "shadow speaks" the information occurring in class into a laptop. This transcribed text is then visible to the student who sits alongside.

Interpreters

Various forms of interpreting services may be provided to students with hearing loss based on their specific needs, as identified during discussions and in accordance with medical documentation. Interpreters generally position themselves at the front of the class to the side of the instructor. In advanced classes, interpreters might request a copy of the text to ensure accurate interpretation of discipline-specific vocabulary.

For captioning videos, it is recommended that those integral to the class or mentioned in the course syllabus be captioned.

Frequency Modulation (FM) Systems, akin to miniature radio stations, operate on special frequencies. The personal FM system comprises a transmitter microphone used by the instructor and a receiver used by the student with a hearing impairment. The receiver transmits sound either directly to the student's ears or to their hearing aid.

Breaks as Needed

Certain students with disabilities may experience exacerbated symptoms if required to sit for extended periods or maintain the same position throughout a class. Additionally, some students might need to briefly leave class to attend to medications or other medical needs. OAS encourages these students to move around or exit class with minimal disruption. It is recommended that students discuss seating arrangements and the timing of breaks with their instructors.

Preferential Seating

Students with disabilities may seek the instructor's assistance in securing suitable classroom seating. Accessible seating requests may vary, and common requests include seating near the front, board, or overhead projector, proximity to an interpreter or microphone, seating preferences related to windows or doors, and access to entry-level in multi-level classrooms. OAS staff can provide support for any necessary modifications to classroom furniture to accommodate accessible seating requests.

Use of a Laptop for Taking Notes

Students who face challenges in taking notes by hand due to a disability may be eligible to use a laptop in class as an accommodation. However, it's important to note that activities such as checking email, instant messaging, and other web-related involvement are strictly forbidden during class time.

Extended Time

Students with disabilities may require additional time for taking tests and completing work in class. Unless efficiency or speed is the essential skill being assessed, students may be allowed additional time for all exams, in-class quizzes, in-class writing assignments, and labs. Based on the documentation submitted to OAS, extended time is typically approved for one and one-half times the allotted time. It's important to note that the extended time accommodation does not apply to take-home exams. The goal is to ensure that a student's performance is reflective of their mastery of material rather than the speed at which they perform..

Lower Distraction Environment

Students with disabilities may be approved for and request a separate "reduced distraction" testing space. This space could be a conference room, unused classroom, or an instructor's office. The purpose of this accommodation is to provide a quiet environment with minimal distractions, allowing students to better maintain focus during exams.

Screen Readers for Exams

Some students with disabilities may require having exam questions read to them instead of reading the information on the screen. However, the services discourage the use of other individuals for the purpose of reading text.

Use of a Calculator for Exams

This accommodation allows students to use a calculator as long as the calculator is unable to perform the functions that are being tested. Typically, this accommodation permits the use of a four-function calculator so that students who understand the concepts will not be penalized for errors in basic calculations. Instructors will approve the type of calculator to be used by the student.

Use of a Computer for Testing

Some students with disabilities will be approved for the use of a computer to complete exams. This accommodation allows these students the opportunity to avoid physical fatigue and/or to provide legible, better-organized answers to essays.

Use of Spell Check for Exams

This accommodation allows students to use a spell check device during exams so that they will not be penalized for basic spelling and grammar errors when they are otherwise able to provide accurate responses to the questions being asked.

Tutoring Service

Tougaloo College does not provide individual tutorial assistance tailored to the special needs of students with learning disabilities. The College does provide peer tutors through the Office of Academic Affairs for the benefit of all students, without discrimination on the basis of disability.

Dietary-Based Disability Accommodation

Students should be aware that, as a four-year residential college, all students living on campus are required to purchase a meal plan. Students in need of dietary accommodations should not expect an exemption from this meal plan requirement. Dietary accommodations can be facilitated through dining services, where every reasonable effort will be made to support students' documented dietary needs, while maintaining Tougaloo College's core belief that dining with fellow students is an important facet of life at a residential college. Dietary accommodations that are available include gluten-free and lactose-free options, meals for vegan diets, a Star-K-certified kosher kitchen, and the ability to request alternative meals if necessitated by a documented medical condition.

Temporary Injuries and Illnesses Accommodations

While not mandated by the ADA or this policy, the Director of Accessibility Services may consider arranging limited assistance for students with temporary injuries/illnesses or impairments at their discretion. It should be noted that the provision of such help does not imply that temporarily injured or impaired students qualify as individuals with a disability under the ADA or this policy. If you have questions about the assistance the College may provide in the event of a temporary impairment, please contact the Office of Accessibility Services.

Temporary Injury/Illness examples:

- Broken arm, wrist, finger, leg
- Flu/Pneumonia
- Simple Concussion
- Food Poisoning
- Appendicitis
- Simple Test Anxiety

Temporary Disability examples:

- Surgical Bone Fracture Repair

- Cancer Treatment
- Repeated Concussions
- Lyme's Disease
- Open Heart Surgery
- Depression

Absenteeism

Some students, with or without disabilities, may be approved for an accommodation of modified attendance due to unforeseen circumstances, which will be reviewed by the Office of Accessibility Services. The faculty/staff member will receive a Letter of Notification with detailed information on the approved excused absences.

Excused Absence examples:

- Unforeseen Illness
- Loss of an immediate family member
- Illness of immediate family member

Residential Life Accommodations

The Director of Accessibility Services collaborates with Residential Life to arrange reasonable accommodations for students with special needs living in the residence halls. Resident Assistants and Residential Life Coordinators receive advance notification for students who are physically disabled and have approved residential accommodations. Tougaloo College encourages regular communication between students with physical disabilities and Residential Life staff. It is the student's responsibility to consult with College staff if there is a need to revise or modify the measures taken to accommodate their needs. Students with learning disabilities requiring quiet floor housing may request such accommodations through the Office of Accessibility Services, and assignments are made on a space-available basis. To grant such requests, ample advance notification is required.

TYPE OF DISABILITIES

A disability is defined as an impairment that substantially limits one or more major life activities. Disabilities covered by legislation include, but are not limited to, AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

The most represented categories of disabilities for which the Office of Accessibility Services provides academic accommodations include, but are not limited to:

Attention Deficit/Hyperactivity Disorder

ADHD is a neurobiological, genetic disorder, characterized by difficulty sustaining focus and attention, hyperactivity, and /or difficulty controlling behavior. Although ADHD appears in childhood, the disorder is often lifelong.

Medical

A condition that is medical in nature and currently impacts at least one major life activity, including learning. Often the impact of a medical disability is unpredictable and can change depending upon external stressors. Treatments for medical conditions are often more disabling than the condition itself.

These conditions include but are not limited to:

Allergies, Asthma, Cancer, Cerebral Palsy, Crohn's Disease, Cystic Fibrosis, Epilepsy, Fibromyalgia, Irritable Bowel Syndrome, Lupus, Migraine Headaches, Multiple Sclerosis, Rheumatoid Arthritis, Sickle Cell Anemia, Spina bifida, Ulcerative Colitis

Cognitive

A learning disability is a neurological disorder where the brain works differently in how it takes in, uses, and outputs information. Although most individuals with a learning disability possess average to above average intelligence, they have difficulty with one or more areas such as math, reading, speaking, writing, spelling, visual-spatial perception, processing speed and understanding language.

Traumatic Brain Injury

A traumatic brain injury is an acquired injury to the brain. It can manifest limitations in multiple disability categories, including cognitive impairments.

Visual

A visual impairment describes vision loss, resulting in either impaired vision or a complete lack of sight. Visual impairments may be categorized as partially sighted, low vision, legally blind or completely blind.

Hearing

A hearing impairment describes an impaired ability to hear and/or discriminate sounds. There may be a decreased ability to hear, no ability to hear at all, or a student may struggle with processing sounds, i.e. (central) auditory processing disorder. Hearing impairments can occur in different areas of the hearing pathway and may be genetic or caused by non-genetic factors.

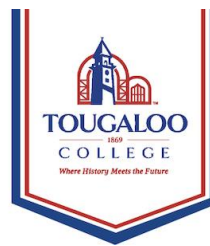
Physical/Mobility

A mobility impairment is a broad category that includes any condition that makes it difficult for the student to move about and use their upper and/or lower limbs.

Psychological

Mental or behavioral patterns that may cause significant impairment or distress in several aspects of a student's life, such as school, relationships, career, etc. These conditions include but are not limited to: Anxiety, Depression, Bipolar disorder, Schizophrenia, PTSD.

APPENDIX A



TOUGALOO COLLEGE ADA ACCOMMODATION REQUEST FORM

In order to initiate a request for accommodations, complete this form and contact:

LaQunana W. Cistrunk, LMSW
Director of Counseling & Accessibility Services
Division of Enrollment Management and Student Services
Jamerson Hall
601-977-7718
lcistrunk@tougaloo.edu

This office will provide further instructions for completing the request process. You will be required to provide all necessary documentation of your disability.

STUDENT: (please print or insert name)

STUDENT IDENTIFICATION NUMBER _____

Describe the nature of the disability for which accommodations are requested

Describe the nature of accommodations requested

This document and the information contained herein are **CONFIDENTIAL** and shall not be shared with any party except to the extent necessary to carry out appropriate accommodations. However, this document shall be subject to review by appropriate state and federal authorities to ensure compliance by Tougaloo College with applicable rules, regulations, and statutes.

Permission to release appropriate documentation to college personnel is hereby granted.

Date _____

Student Signature _____

APPENDIX B

ADA Accommodations Intake Application



Date: _____

Personal Information

Student's Name: _____

Student's ID#: _____ Date of Birth: _____ Gender: _____

Address: _____ Phone #: _____

Email Address: _____

Academic Status/Classification: _____

Parent/Legal Guardian: _____

Disability Related Information

Which of the following categories best describes your **Primary** diagnosis(es)? (Please check all that apply).

ADD/ADHD _____ Orthopedic/Mobility Impairment _____

Blindness/Visual Impairment _____ Psychological Disorder (Specify) _____

Deafness/Hearing Impairment _____ Speech/Language Disorder _____

Learning Disability _____ Traumatic Brain Injury _____

Other (Be specific): _____

Medications: _____

This document and the information contained herein are **CONFIDENTIAL** and shall not be shared with any party except to the extent necessary to carry out appropriate accommodations. However, this document shall be subject to review by appropriate state and federal authorities to ensure compliance by Tougaloo College with applicable rules, regulations, and statutes.

Permission to release appropriate documentation to college personnel is hereby granted.

By signing below, you confirm that you have read (or have had read to you) and understand this document.

Student Signature

Date

APPENDIX C



The Office of Accessibility Services Consent Form

I, _____, authorize the Office of Accessibility Services at Tougaloo College to release information regarding my diagnosis or impairment as follows:

Please initial the following as stated (if applicable):

_____ All of my instructors/professors and academic advisors each semester.

_____ Athletic coaches, if I am an athlete, and my diagnosis could potentially warrant medical attention.

_____ I will let you know each semester the instructor(s)/professor (s) that should receive information pertaining to my accommodations.

Student's Signature

Date

Director's Signature

Date

APPENDIX D

TOUGALOO COLLEGE

Office of Accessibility Services



Student Request for Reasonable Accommodations/Modifications Form

Name of Student: _____

Student ID#: _____ Major: _____ Classification: _____

Specific Accommodations Requested (Check those which apply to you):

- | | |
|--|---------------------------------|
| _____ Preferential seating | _____ Special dorm provisions |
| _____ Examinations and/or quizzes given orally | _____ Classroom Accessibility |
| _____ Extended time on tests | _____ Mobility assistance |
| _____ Testing in a non-distracting environment | _____ Enlarged materials |
| _____ Handicapped parking | _____ Use of calculator |
| _____ Copy of lecture notes/Note takers | _____ Instructional support |
| _____ Access to audio textbooks | _____ Tutoring |
| _____ Interpreters, readers, lab assistants, aides, etc. | _____ Taping classroom lectures |

Other (**Must be specific**):

Some requested accommodations may or may not be applicable to certain courses

Student Signature: _____ Date: _____

Tougaloo College does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or status as a veteran or disabled veteran in employment, programs, or provision of services. Compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act is coordinated by LaQunana Cistrunk, LMSW, Accessibility Services Director, Jamerson Hall, 500 West County Line Road, Tougaloo College, (601)977-7818 (phone).

