

# Southwest Tennessee Community College

**Center for ACCESS (formerly Student Disability Services)**

## **Policies and Procedures Manual for Faculty**



Updated Fall 2022

**(901) 333-5523 Union Campus**

**(901) 333-4223 Macon Campus**

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## Mission Statement

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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

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## Important Legislation

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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>.

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## Faculty Responsibilities

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To facilitate their important role in insuring the delivery of approved classroom accommodations, upon receiving the memorandum from Center for Access, faculty is responsible for:

Meeting privately with the student to discuss the approved accommodations.

- Become familiar with your role as instructors of students with disabilities in reference to ADA and Section 504.
- Use materials for instruction that are accessible to a wide range of learners.
- Review Letters of Accommodations with the student privately. Sign and return LOAs.
- Inform students of the procedure to request accommodations.
- Maintain confidentiality about any information disclosed in discussions with the student or CA staff.
- Consult CA to discuss any questions or issues with accommodations.
- Provide accommodations in a timely manner once they have been verified by CA.
- Inform students that all course material can be made available in alternative format with prior request.
- Check with the student to make sure that accommodations are in place (such as note takers, modified instructional materials) at the start of the semester.
- Refer students who request an accommodation not covered by the accommodation letter from CA to that office.
- Referring any student who is requesting accommodations without written approval to Center for Access. If the disability is visible, accommodations are appropriate and should be provided until the required documentation is processed by Center for Access.

# Faculty Do's and Don'ts

Do	Don't
<p>Confer with the student with a disability as to the accommodations most appropriate for him/her.</p>	<p>Make assumptions about a student's ability to work in a particular field. Most often, concerns that students may not be able to succeed are based on fears and assumptions, not facts. Remember too, that employers are also required to comply with the ADA.</p>
<p>Treat students with disabilities with the same courtesies you would afford to other students.</p>	<p>Engage in philosophical debates about "fairness" to other, nondisabled students, or whether providing accommodations somehow violates your academic freedom. These arguments are unavailing for several reasons. First, philosophical debates about whether and how equal educational opportunities are provided to students with disabilities are legally meaningless. Congress has determined how we as a society should address equal access to education by passing federal civil rights statutes protecting the rights of persons with disabilities, without adversely impacting those without disabilities. Congress has been joined in this effort by most state legislatures as well. Second, academic freedom is not preemptive of federal civil rights statutes.</p>
<p>Respect the privacy of students with disabilities. They need not disclose their disability to fellow students. While they must disclose disability to a designated official at your college in order to access accommodations, this does not require disclosure to everyone. Treat disability information which has been disclosed to you as confidential.</p>	<p>Decide not to provide reasonable accommodations, or the academic adjustments which have been approved by the institution's designee. You may subject your institution or yourself to liability.</p>
<p>Assist students in following the university's policies, such as possible requirements that all requests for accommodation be lodged with the Disability Services office and not individual faculty members alone. This protects students, faculty and the institution by ensuring consistency and takes much of the burden off individual faculty members, who are often ill-equipped to determine whether an accommodation is appropriate or how to provide it. Violations have been found in cases where faculty members have not followed institutional policies.</p>	<p>Refuse to permit students to tape record lectures as an accommodation. General policies which permit instructors to refuse the use of tape recorders, without providing for their use by students with disabilities, are legally insufficient.</p>

	<p>Refuse to provide copies of handouts, or orally describe information written on the chalkboard, or face the class when referring to something written on the chalkboard, etc., if these accommodations have been determined to be appropriate for a student.</p>
	<p>Refuse to provide extended time for tests on the mistaken assumption that doing so would require that all students be given additional time.</p>
	<p>Refuse to provide accommodations until you have personally evaluated a student's documentation of disability. Eligibility for services under the ADA is the job of the disability services personnel, not the faculty.</p>

<https://www.apa.org/pi/disability/dart/legal/ada-basics>

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## Note Taker Procedures

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Once you have received a Letter of Accommodation with a note taker accommodation, a volunteer from the class should be requested to provide note taking services. You can use the following note taker announcement in your classes:

*“The Center for Access is looking for a qualified note taker to share clear and concise notes. If interested, please meet me in the front of the room right after class ends today, so I can direct you to the Center for Access. A stipend is provided at the end of the semester for your services. Thank you.”*

Once a volunteer is secured, forward them to CA to receive training, timesheets, carbonless note pad, and stipend payment information in person. 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). They are paid for each student they assist.

**Do NOT include the name of the student in need of the accommodation as part of the announcement. Their identity can remain confidential unless they request otherwise.**

If a volunteer is not identified through this announcement, provide the student with the Professor notes or slides that will be beneficial for the academic semester.

### Note Taker Timesheet

It is the responsibility of the note taker to make sure their timesheets are completed in order to receive payment.

- The note taker will exchange notes for the instructor’s signature on the time sheet.
  - If the instructor says the student receiving the notes wishes to remain anonymous, the note taker will turn in their notes to the instructor and have him/her sign on the student’s behalf. The student in need of the notes can then pick them up from the instructor.
  - Without the signature(s), the note taker cannot be paid.
- Any questions or concerns in regard to note taking please contact

Center for Access  
Macon – Whitehead 43  
Union – B Building 221 B  
OR [ca@southwest.tn.edu](mailto:ca@southwest.tn.edu)



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## Other Services provided by CA

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### 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)**

### 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 B.**

### *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. Cost for book downloads and alternative players as well as the account application are listed on the website (<https://www.bookshare.org/cms/>). If the book is not available on Bookshare, you can request it via the publisher's disability services website.

### *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 by CA. 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. Alternative format textbooks generally take anywhere from two weeks to a month to create.

## Scribes, Readers, & Tutors

### *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 is needed, students should make an appointment with CA at least 5 days prior to the test date and notify the instructor that testing material/packet should be forwarded to CA.

### *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 professor may choose to schedule with the Testing Center or CA for test proctoring as well. It is the student's responsibility to 1. Schedule their exam by going to [www.southwest.tn.edu/testing/tests.htm](http://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](mailto: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 C**).

## 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 their official class schedules to CA. CA will then forward student schedules to Linguabee.

For virtual courses, the instructor is responsible for providing meeting links to the Program Coordinator, Center for Access Representative ([ca@southwest.tn.edu](mailto:ca@southwest.tn.edu)). Links should be provided at least 48 hours in advance of the course starting. If there are changes to the class time or setting, please communicate that to the student at least 48 hours in advance so they can inform Center for Access Representative in a timely manner.

At the start of each semester, CA staff will communicate with the instructor about the interpreters scheduled for their course and provide them their name and email address. If there are any interpreter cancellations throughout the semester, the sub interpreter information will be communicate to both the faculty and student via email. If a faculty member has a complaint about an interpreter, they should report it to the CA Manager, Demeshia Shannon ([ca@southwest.tn.edu](mailto:ca@southwest.tn.edu)).

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 Manager 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 Manager 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 Manager 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 Manager 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 Manager 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 forms are located in the CA office. Please let CA Manager know the most convenient appointment time to begin the evaluation process during the above time frames.
- 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 72 hours prior to the event to request interpreter services and notify the CA Manager of your desire to attend at least 72 hours 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.

## 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)
- Screen Magnifier
- Earphones for quiet testing
- Large Calculators

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## FREQUENTLY ASKED QUESTIONS

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1. What is a reasonable accommodation?

A reasonable accommodation is an accommodation that must first and foremost be based on an individual's documented need. According to the law, a reasonable accommodation cannot produce "undue hardship" on the college. An undue hardship is defined as "an action requiring significant difficulty or expense" when considered with various other factors, including the nature and cost of the accommodation in relation to the size, resources, nature and structure of the college. Also, the accommodation cannot require a fundamental alteration of any essential aspects of the program. A member of the Center for Access (CA) staff would be glad to provide further specification and discuss these issues more fully with you.

2. What types of accommodations are instructors required to make (**Appendix D**)?

Faculty are required to make only the reasonable accommodations stated on an individual's accommodation letter. After the instructor receives the student's accommodation letter, the student is responsible for meeting with the instructor to discuss the accommodation arrangements for the particular course. Students may decline an accommodation in a course. Please use the Denial Form (**Appendix E**) to document the student's decline of an accommodation.

3. What if a particular accommodation is inappropriate for my class?

Professors are encouraged to contact CA if they believe the requested accommodations are not reasonable or that they fundamentally alter the course. The CA professional staff is available to consult with instructors to determine the primary functions of the class and what, if any, accommodations may meet the goal of providing reasonable access to the student without changing required course learning outcomes.

4. What should I do if I disagree with, or have questions regarding an accommodation?

Contact CA immediately. Accommodations are designed to level the playing field for students with disabilities to receive equal access to educational experiences. The intent is not to compromise the essential components of a class. The CA professional staff is available to consult with instructors to determine the primary functions of the class and what, if any, accommodations may meet the goal of providing reasonable access to the student without changing required course learning outcomes.

5. How do I refer a student that I suspect may have a disability to the Student Disability Services (CA)?

Students may be referred to CA, then becomes the student's responsibility to seek out services.



6. What should I do if a student identifies him/herself to me as having a disability and I have no verification from the Accessibility Resource Center?

Refer the student to the CA by having them contact

Demeshia Shannon

Center for Access Representative, [ca@southwest.tn.edu](mailto:ca@southwest.tn.edu)

Office: Macon Campus, Whitehead 43

Phone: 901.333.4223

Office: Union Campus, Building B 221

Phone: 901.333.5523

Fax: 901.333.4015

Do not accept documentation or try to provide accommodations. The CA is exclusively charged by the college to review a student's documentation and determine any reasonable accommodations that are to be made. We all need to follow the policies and procedures outlined or we expose ourselves and the College to potential legal action.

7. Are instructors required to alter test format (for example, the number of multiple choice questions, essay, short answers, etc.) or course standards for a student with a disability?

No. All students, regardless of disability, are to be evaluated in the same manner. CA determines and coordinates reasonable accommodations to ensure the exams are accessible to students with disabilities.

8. If an individual discloses a disability midway through the semester, am I required to provide accommodations before a student has completed registration with CA?

Instructors are not required to make reasonable accommodations for disabilities before students register with CA. Reasonable accommodations are determined by CA based on the request of the student and need for accommodations based on supporting documentation. You will know a student has completed registration with CA if you receive a copy of their 504 accommodation letter.

9. If a student registers with CA midway through the semester am I required to accommodate past assignments/exams, etc.?

Accommodations are not retroactive. Reasonable accommodations begin after a plan is created with CA and the Letter of Accommodation has been signed by all parties.

10. What is the process for students to be proctored for alternative exams in the CA once I have received the accommodation letter?

The student should contact the CA to establish a day and time to sign-up for each exam with the CA a minimum of five (5) school days in advance or earlier if they have been informed of the exam.

11. As a faculty member am I able to schedule an exam for a registered CA student in my class?

No. It is the student's responsibility to sign up for all exams online through the testing center at minimum of five (5) school days in advance. They can schedule their exam by going to [www.southwest.tn.edu/testing/tests.htm](http://www.southwest.tn.edu/testing/tests.htm) under ADA Testing. The CA recommends that all exam dates provided to the student in the syllabus so that that the student can sign up for his or her exams in advance.

12. When CA proctors exams for my students, how will CA know what my proctoring conditions are for students in my class?

The student or professor may choose to schedule with the Testing Center or CA for test proctoring as well. It is the student's responsibility to 1. Schedule their exam by going to [www.southwest.tn.edu/testing/tests.htm](http://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](mailto: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

13. Are faculty members able to email exams to CA?

The instructor is responsible for contacting Testing ([testing@southwest.tn.edu](mailto:testing@southwest.tn.edu)) at least 3 days prior to the exam and provide a testing packet.

14. As the professor of the College can I call to inquire about one of my students?

Yes, CA can share relevant information with professors when there is a legitimate need to know. The student's personal information and diagnosis will remain confidential unless the student has provided written consent.

15. How do I maintain a student's confidentiality?

By law confidentiality is a right guaranteed to students with disabilities. This means that you as a faculty member may not single them out in class as a student with a disability. You cannot say things like, "Well, Jamie needs to take her test in the CA alternative testing lab because she has a disability" or "John has a learning disability so he needs notes, can anybody see him after class to give him the notes?" You also cannot discuss the student with a disability, by name, with other instructors. Remember, the student chooses who he/she wishes to identify to and the faculty member you are talking to may not be one of them. Unless the student has given us express permission, the CA staff cannot discuss confidential reports or testing with you, the faculty member. Without the student's permission, we cannot even tell you the student's particular disability, but merely share with you the reasonable accommodations that must be made on the student's behalf.

16. Where can I go to get more information and answers regarding students with disabilities and how to make my classroom accessible?

Faculty may contact the CA many ways, including: CA website, by telephone, email or by stopping by the CA Office during regular business hours 8:00 a.m. – 4:30 p.m.

**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 Grievance/Appeal form with written statement to the Center for Access.

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

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 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.

**I understand the Center for Access' Grievance/Appeals Policy and will adhere to its guidelines and procedures.**

---

Student Signature

Date

**Center for Access (CA) Grievance/Appeal Form**  
**Return form and signed policy to: CA Representative**  
**Email: [ca@southwest.tn.edu](mailto:ca@southwest.tn.edu) or Fax: (901) 333-4015**

Student Name	Student ID Number		
Home Address	City	State	Zip Code
Phone	Southwest Email Address		
Course Number & Title	Instructor	Term	

**This Grievance/Appeal is being submitted on the basis of the following (select one):**

	Eligibility decisions made by Student Disability Services for students seeking accommodations
	Decisions made by a faculty member not to provide approved accommodations to a student as indicated by the official Letter of Accommodation
	Decisions made by the Center for Access as a resolution to a reported grievance
	Other (Please Specify)

***Please attach a typewritten statement and any additional supporting documents. If Grievance involves a faculty member, please include course and the faculty member's name in statement.***

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**OFFICE USE ONLY**

Date Received \_\_\_\_\_ Resolution Date \_\_\_\_\_

Resolution Summary \_\_\_\_\_

**Instructor:**

I have discussed this appeal directly with the student and have reached the following determination after full consideration:

- The student received classroom accommodations.
- The student denied accommodations.
- There was an error that may have occurred and I recommend the following resolutions:

Comments:

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**Instructor Signature**

**Date of Response**

*I concur with the findings of the Instructor*

*I disagree with the findings of the Instructor, please forward to the next level*

**Student Signature**

**Date of Response**

---

**Manager of CA:**

I have reviewed this appeal and will make the following determination:

*I concur with the findings of the Instructor*

*I disagree with the findings of the Instructor, please forward to the next level*

Comments:

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**Manager Signature**

**Date of Response**

*I concur with the findings of the Manager*

*I disagree with the findings of the Manager, please forward to the next level*

**Student Signature**

**Date of Response**

---

**Associate Vice President (VP):**

I have reviewed this appeal and will make the following determination:

*I concur with the findings of the Manager of CA*

*I disagree with the findings of the Manager of CA, please forward to the next level*

Comments:

**Associate VP Signature**

**Date of Response**

*I concur with the findings of the Associate VP*

*I disagree with the findings of the Associate VP, please forward to the next level*

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**Student Signature**

**Date of Response**

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**Equity & Compliance:**

We have reviewed the grievance and investigative step taken. Our recommendation is as follows:

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**Equity & Compliance Signature**

**Date of Response**

## 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.**

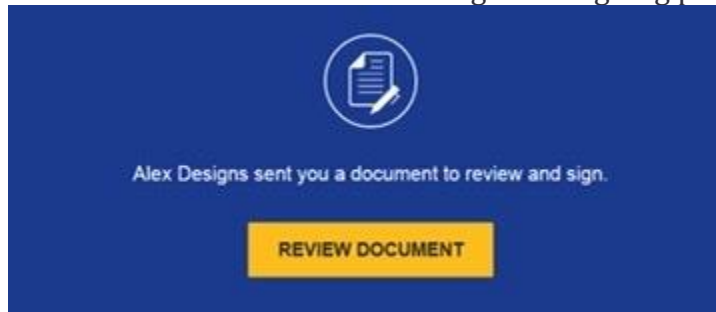
Starting in the **Spring of 2023**, the most recent student schedule will be included on the Letter of Accommodation. *Letters of Accommodations are subject to change if the student decides to add/or drop classes OR if the Class and CRN changes. It is the student's responsibility to let the Center for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

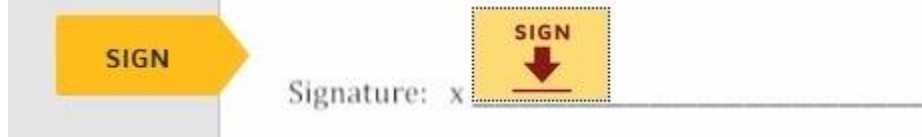


- Select **CONTINUE** to begin the signing process.
- **Important!** To view and sign the documents, you must agree to conduct business electronically. **Note:** To view additional options, click **OTHER ACTIONS**.



## 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.

A screenshot of a dialog box titled 'Adopt Your Signature' with a close button (X) in the top right corner. The dialog contains the following elements:

- A heading: **Adopt Your Signature**
- Text: Confirm your name, initials, and signature.
- Form fields: 'Full Name' with the value 'Michael P|' and 'Initials' with the value 'MP'.
- Buttons: 'Select Style' (highlighted in orange) and 'Draw'.
- Preview section: A box showing a signature 'Michael P' and initials 'MP' with a 'Change Style' link.
- Legal disclaimer: '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.'
- Bottom buttons: 'ADOPT AND SIGN' (highlighted in orange) and '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.

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## APPENDIX

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### 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 STWCC 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 – 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 Representative

**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:

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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.

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Student Signature

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Instructor Signature

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Date

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Manager 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.

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# SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

**To:** All Faculty (full-time and adjunct) and Academic Department Chairs

**From:** Jacqueline S. Taylor, Associate Vice President, Retention & Student Success  
Courtney Gipson, Director of Student Disability Services  
Monika L. Johnson, Chief Equity and Compliance Officer

**CC:** Jacqueline Faulkner, Vice President of Student Affairs  
Sindy Abadie, Special Assistant to the President for Academic Affairs  
LaDonna Young, Dean of Humanities, Social Sciences and Math  
Robin Cole, Dean of Business and Technologies  
Evan McHugh, Dean of Allied Health & Natural Sciences  
Jeremy Burnett, Dean of Faculty Support  
Nikita Ashford-Ashworth, Director of Advising & Academic Support

**Date:** September 5, 2019

**RE: ADA Compliance: Honoring Letters of Accommodation for Students with Disabilities**

Dear Colleagues:

In keeping with federal law, first let us thank you in advance for your cooperation in supporting the collaboration between Retention & Student Success/Student Disability Services and Equity and Compliance to ensure that students with disabilities have equal opportunity to succeed in their classes at Southwest Tennessee Community College.

This memo serves as official notification to **all faculty** (full-time and adjunct) that Letters of Accommodation (LOAs), for students registered within the Office of Student Disability Services, must be honored and upheld as outlined in LOAs approved by Retention and Student Success/Office of Student Disability Services and as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

*Reasonable accommodation in the classroom is an individual civil right guaranteed by federal legislation. Once the accommodations are identified, the accommodations must be provided.* Please be advised that when a student with a disability submits a complaint (verbal or written) regarding a dishonored or unmet LOA, a thorough investigation by Retention & Student Success/Student Disability Services and/or Equity and Compliance is warranted and will be conducted.

As stated on our College's website, ADA and Section 504 compliance mandate faculty responsibility as follows:

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Macon Cove Campus • Union Avenue Campus • Fayette Site • Gill Center • Maxine A. Smith Center • Millington Center • Whitehaven Center

Southwest Tennessee Community College, a Tennessee Board of Regents institution, is an affirmative action/equal opportunity college.

To facilitate their important role in insuring the delivery of approved classroom accommodations, upon receiving the memorandum from Student Disability Services, faculty is responsible for:

- Meeting privately with the student to discuss the approved accommodations.
- Providing the accommodations in a fair and timely manner.
- Contacting Disability Services immediately to discuss any questions or concerns with regards to the memorandum/Letter of Accommodation (LOA).
- Referring any student who is requesting accommodations without written approval to Student Disability Services. If the disability is visible, accommodations are appropriate and should be provided until the required documentation is processed by Student Disability Services.
- Maintaining the student's disability-related information confidential in accordance to FERPA and Southwest Policy No. 3:02:03:00/13. Faculty is prohibited from disclosing or discussing the student's disability information with third parties who do not have a legitimate educational interest without the student's written consent.

Retention & Student Success and Equity and Compliance fully support the federal mandates for ADA and Section 504. Any violations of these directives will require a full investigation by (1) Student Disability Services, and if no resolution (2) Equity & Compliance, and may result in referrals to Human Resources for disciplinary proceedings up to and including termination of employment.

If you have any questions, please do not hesitate to contact us directly via email at [jstaylor@southwest.tn.edu](mailto:jstaylor@southwest.tn.edu) or [mljohnson@southwest.tn.edu](mailto:mljohnson@southwest.tn.edu).

## Center for Access

### Denial of Accommodation Form for Faculty Members

#### Instructor:

If a student with disabilities is unable to perform certain academic tasks traditionally, alternative methods can usually be found which enables the student to fully participate in the learning and evaluation process. Such academic accommodations should be arranged on an individual basis and in a spirit of equalizing opportunity rather than lowering standards or waiving requirements.

If a student has submitted a letter of accommodation to you and would like to decline one of their accommodations in your course, please complete this form. **Please note that this form is only for when the student has declined an accommodation, this is not for the instructor to determine what accommodations are necessary for the student.**

#### Student:

You have a right to access and decline your approved accommodations. If you choose to decline an accommodation for a course, please note that it will be marked on this form and submitted to the Center for Access. If you later choose for the accommodation to be implemented, please understand that accommodations are not retroactive. If you have any questions or concerns, please contact the Center for Access for more information.

**Mark the declined accommodation(s) with an X in the box date/sign document.**

#### Previous Accommodations

- |  |   |
|--|---|
| <input type="checkbox"/> Note Taker<br><input type="checkbox"/> Tape Record Lectures<br><input type="checkbox"/> Alternative Textbook Format<br><input type="checkbox"/> Sign Language Interpreter<br><input type="checkbox"/> Testing in Reduced Distraction Environment<br><input type="checkbox"/> Assistance of <input type="checkbox"/> Reader <input type="checkbox"/> Scribe<br><input type="checkbox"/> Other: _____ | <input type="checkbox"/> Preferential/Front Row Seating<br><input type="checkbox"/> Assistive Technology:<br><input type="checkbox"/> Large Print Exams or Handouts<br><input type="checkbox"/> Extended Time: <input type="checkbox"/> 1 ½ <input type="checkbox"/> 2<br><input type="checkbox"/> Use of Calculator for Exams<br><input type="checkbox"/> Other: _____ |
|--|---|

Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

SWTCC Faculty Member Signature: \_\_\_\_\_