



**CENTRAL
TEXAS
COLLEGE®**

DISABILITY SUPPORT SERVICES

STUDENT HANDBOOK
2026-2027

WELCOME TO
WHAT'S NEXT.

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General Information

Disability Support Services Contact Information

Location: Building 220, 2nd Floor

Address: PO Box 1800

6200 West Central Texas Expressway Killeen, Texas, 76540-1800

DSS Coordinator Phone: (254) 526-1863

Email: DSS@ctcd.edu

Website: www.ctcd.edu/disability-support

The Disability Support Services (DSS) Office is a part of the Student Success and Persistence Department at Central Texas College. While we strive to include the most up-to-date information in this publication, please know that this may not always be possible as Federal and State legislation changes, court decisions are rendered, and as internal Central Texas College (CTC) policies, rules and procedures are modified. Please contact the Disability Support Services Office if you have any questions at (254) 526-1863.

Statement of Purpose

At Central Texas College, the goal of DSS is to provide reasonable accommodations and services to students with disabilities, while maintaining compliance with current requirements in with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amended Act (ADA) in order to ensure that no student who is a qualified individual with a disability is:

- a. Unreasonably excluded from participation in or denied the benefits of services, programs, or activities at this institution
- b. Subjected to discrimination by the college or its personnel.

We are a place where students with disabilities can register and receive reasonable accommodations based on ADA and Section 504.

*The federal Office of Civil Rights has concluded that "it stands to reason that if the student objects to, refuses offer of accommodations, or denies the need for accommodations, the institution is not obligated to act on parent's assertions of student's needs (Northwestern Michigan College No. 15-02-2047 OCR 02/10/2003). OCR has ruled that students are to initiate the process, be active participants in the accommodation process and have direct interaction/contact with the DSS Coordinator.

Disability Laws in Postsecondary Education

Individuals with disabilities are entitled by law to equal access to postsecondary programs, including career/technical programs, early college high school, dual credit, STEM programs, college affiliated clubs/organizations, and college sponsored activities. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity by an entity or institution receiving federal funds. Section 504 (as amended) states: No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity by any institution receiving federal financial assistance. A qualified person with a disability is defined as a person who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or provision of services for students with disabilities. Students with documented disabilities may request reasonable accommodations and/or auxiliary aids from CTC's Disability Support Services Office, to assist them to participate in and benefit from post-secondary

educational programs and activities. Post-secondary institutions must make reasonable and necessary changes to ensure that academic and other programs are accessible to students with disabilities. (Section 504: The Law and its Impact on Post-Secondary Education.)

The American with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. The Act defines a disability as "student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks". ADA extends civil rights protection for people with disabilities to services and activities in the private sector. It also upholds, clarifies, and extends the standards for compliance set forth in Section 504 in areas of

- a. employment and promotion practices,
- b. transportation,
- c. public accommodations,
- d. services provided by state and local government, and e) telecommunications. The ADA affects post-secondary education by refocusing attention on disability access to the institution's facilities and programs. The goal of the ADA is to remove the barriers that deny individuals with disabilities an equal opportunity to share in and contribute in American life.

Equal Access

All students with disabilities have the right to equal access of information that is presented to them. Equal access also includes the students' right to not pay attention in class, forget assignments, forget test dates, fail courses and to miss class. Students with disabilities should not expect to be granted advantages that other students do not have. Likewise, the ADA does not require that students with disabilities must take an accommodation. The ADA states in part that "Nothing in this part shall be construed to require an individual with a disability to accept an accommodation, aid, service, opportunity, or benefit provided under the ADA or this part which such individual chooses not to accept."

Differences Between High School & College Accommodations

The student goes from an environment that is structured to “ensure student success” (high school) to one that is designed to “allow equal access” (college). The success of the student is up to the student in the college setting. The college must ensure access, NOT success. The following applies to college accommodations:

- Applicable Laws: A.D.A. (Americans with Disabilities Act of 1990); Section 504, Rehabilitation Act of 1973; A.D.A. is about ACCESS
- There is no standardized plan; High School I.E.P. and 504 are not sufficient and not utilized. Documentation guidelines specify information needed for each category of disability (colleges may set their own reasonable documentation requirements); Student must get evaluation at own expense; Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
- Student must self-identify to the Office of Disability Services if accommodations are wanted (voluntary-not required); Primary responsibility for self-advocacy and arranging accommodations belongs to the student; Student is responsible for initiating contact with instructors and disability office if assistance is needed; Parent does not have access to student records without student’s written consent; Student advocates for self
- Student must ask for services EACH semester, and is responsible for much of the accommodation process (i.e., notifying office of test dates, scheduling tests, requesting accommodations for each class that accommodations are needed, etc.); Student allowed only certain accommodations in college classroom and testing; Student is responsible for monitoring own academic progress and must seek out tutoring if needed, and must pay for it if college does not provide tutoring for non-disabled students
- Student must initiate all communication regarding utilization of accommodations with each professor for each course accommodations are requested every semester; Students may request accommodations at any time during the semester/term (not retroactive); Students have the civil right to not utilize approved accommodations and right to refuse accommodations they don’t need/want; and if they do not request accommodations from the disability office, it is assumed they do not want it
- Professors are not required to modify curriculum design or alter assignment deadlines; No reduced assignments; extended time on assignments is very rare; no grading changes, no test format changes other than providing equal access (such as providing extended time or providing a test in large print/Braille); no extra attempts at tests unless approved accommodations were not provided during the first attempt; Students are assigned substantial amounts of reading and writing which may not be directly addressed in class; Students need to review class notes/text material regularly
- Grading and test content changes are not required; Students who are approved for and elect to utilize extended testing time and separate testing area are required to contact the disability office to schedule testing per the office’s testing guidelines; Testing is usually infrequent and may be cumulative, covering large amounts of material; Student takes same test as everyone else in the class; No notes or books may be utilized during tests; Makeup tests are rarely an option, Students are responsible for reading/adhering to the course syllabus (spells out exactly what is expected, due dates, and grading system)

Parent Information & FERPA Release

Parents may only request basic office information about the policies and procedures regarding the process of how students may request accommodations for their college courses. **Parents may NOT request accommodations and/or services on behalf of their child. The student must submit the appropriate documentation of disability and request accommodations** (Brown Mackie College, and Texas Southern University No. 06-02-2078 OCR

12/06/2002). FERPA (Family and Education Rights Privacy Act) FERPA regulations (34 CFR 99.3) define disclosure as meaning “to permit access or release, transfer, or other communication of personally identifiable information contained in the education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record”. Before a college may disclose any information, it must first have written consent by the student authorizing types of disclosure. (34 CFR 99.30(b).

Under FERPA regulations, a written consent only permits a college to provide some information, it does not require action on the part of the DSS office or college (Brown Mackie College, OCR ruling). These written consents do not entitle parents to actively participate in the DSS office process on behalf of their child. DSS does not work with parents or other individuals in

place of the student. Central Texas College is **NOT** obligated to write accommodations when the student has not requested accommodations from the DSS office.

OCR (Office of Civil Rights) has concluded that “it stands to reason that if the student objects to, refuses offers of accommodations, or denies the need for accommodations, the institution is not obligated to act on parent’s assertions of student’s needs (Northwestern Michigan College No. 15-02-2047 OCR 02/10/2003). *OCR has ruled that students should initiate the process, be active participants in the accommodation process and have direct interaction/contact with the DSS Coordinator.

Requesting Academic Accommodations Process

Student Self-Identification to DSS

To request academic accommodations, students are responsible for self-identifying to DSS, completing required DSS student intake process, submitting required disability documentation before receiving final approval from the DSS office.

Accommodations are not given retroactively. Accommodations are only authorized by CTC's DSS office and are not given by instructors or other administrative personnel. Students may contact the DSS office at (254) 526-1863 for further information or to set up an appointment with the DSS Coordinator.

Required Disability Documentation

Student must have a qualifying disability under ADA to qualify for accommodations. Documentation requirements are reviewed on an individual basis. As each student has unique and personal circumstances, the documentation being requested from the student also is unique and specific to their needs and disability. It is the student's responsibility to provide appropriate documentation to DSS. The DSS Office will not make documentation requests on behalf of students. A diagnosis alone does not automatically qualify students for accommodations or warrant academic accommodations.

*IEP/504 high school paper work, treatment notes, VA Ratings Forms, and Social Security statements alone are not considered sufficient documentation for college accommodations. **Documentation must contain all required information listed below.**

- ALL documentation must have name of the student and be dated/current (less than 5 years old).
- ALL documentation must be typed and on an official letterhead.
- Evaluator must be a licensed or certified professional trained to perform valid testing related to the specific area of disability - credentials, license, certification, or TEA number must be included.
- ALL documentation must clearly identify the specific diagnosis with all appropriate diagnostic codes (i.e. DSM-5, ICD, and/or ICF).
- ALL documentation must have comprehensive information/evaluation that explains how the diagnosis was determined - additional documentation requirements as listed below must also be included.

Learning Disabilities (LD) a complete psycho-educational or neuropsychological evaluation with test scores must be provided (assessment instruments used must be reliable, valid, and standardized for diagnosing LD in an adult population). Individualized Education Plans (IEPs) in and of themselves are not sufficient documentation.

Attention-Deficit/Hyperactivity Disorder (ADD and ADHD) a list of assessments, checklists, rating scales (with scores) that were used to determine the diagnosis and summary with onset, longevity and severity of the symptoms must be included

Autism Spectrum Disorder a summary of assessment procedures and evaluation instruments used to determine the diagnosis along with a description of symptoms related to the diagnosis which indicate the nature, frequency and severity of the symptoms that the student experiences must be provided

Psychological Disabilities a summary of diagnostic methodology/evaluation procedures and other assessments/tools used to determine diagnosis along with information on onset, longevity and list/severity of current symptoms must be included

Brain Injuries/TBI a clear history of the injury, description of the nature and severity of the injury along with results of formal testing, including names of instruments used, dates administered, and relevant scores or performance data must be provided

Physical or Medical Disabilities a clear statement of the physical disability or medical condition and assessment procedures and evaluation instruments that were used to determine the diagnosis must be included

Hearing Disabilities a clear statement of deafness or any degree of hearing loss with a current audiogram and a narrative summary of assessment procedures with evaluation results that were used to determine diagnosis must be included

Visual Disabilities a clear statement of visual loss with a narrative summary of assessment procedures with evaluation results that were used to determine diagnosis must be included

- ALL documentation must explain current impact/functional limitations of the disability on the student's academic performance/educational setting.
- ALL documentation must include recommended classroom accommodations aligned with the diagnosis and must have a rationale for EACH recommended accommodation (final determination of accommodations will be determined by the college's DSS office).

*Multiple diagnoses will require documentation for each condition as listed above

If documentation submitted to DSS is deemed insufficient or missing required information as listed above, DSS cannot accept it and additional information will be required by DSS.

Required Student Intake eForm

All DSS student forms must complete the required DSS Student Intake eForm online through student eforms. Students can find e-Forms under student tools at www.ctcd.edu or at <https://etcentral.ctcd.edu/> under ST Disability Services. For login or eform access issues, students will need to contact IT Help Desk at 254-501-3103 or email (HDesk@ctcd.edu) for assistance.

Required Student Intake Meeting & Accommodation Request eForm

- Complete/submit the required Student Intake e-Form for classroom accommodations at <https://etcentral.ctcd.edu/> and attach required medical documentation to the Student Intake e-Form
- After intake e-Form and medical documentation has been submitted, the DSS Coordinator will review and contact the student. If submitted documentation is deemed insufficient by DSS, student will be asked to submit the required missing information.
- Students must schedule intake meeting with DSS Coordinator before final accommodations will be approved.
- Student must submit the Online Accommodation Request Form EVERY semester for accommodation requests ONLY after the intake process has been completed and documentation has been approved by DSS

Dual Enrollment, Early College & STEM Students

Any student from the local high schools that has met the eligibility criteria to take a dual enrollment and/or concurrent enrollment course needing accommodations for college level courses (i.e. early college high school, STEM) must adhere to the documentation guidelines required by Central Texas College and must complete the DSS Student Intake e-Form in order to receive accommodations from DSS. Please refer to the disability documentation section for the guideline policy. The disability coordinator will review the documentation for the appropriate accommodations based upon the ADAAA law. College level courses do not utilize/follow high school IEP/ARD/504 paperwork. If you have any questions, please contact the disability office at the main campus.

Implementation of Accommodations

Important Note About Accommodations

Reasonable accommodations will be determined by DSS and dependent upon the student's disability, functional limitations and nature of the course. In providing an academic adjustment, colleges are not required to eliminate or lower essential requirements, make modifications that would result in a fundamental alteration of programs or activities, impose an undue burden or provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

Student Accommodation Letters

Once the student has completed and submitted the required Accommodation Request Form to request accommodations, the student's DSS Coordinator will prepare a student Accommodation Letter for the student for each course that the student has requested accommodations for.

Processing time for accommodations is generally 7-14 business days, but may take longer during peak times. Students will then receive a copy of the Accommodation Letter(s) via email to their student CTC email address from the DSS Coordinator. A copy of the student's Accommodation Letter will also be emailed to the instructor(s) by the DSS Coordinator. The student is responsible for following up with each instructor to ensure they have received a copy of the student's Accommodation Letter from DSS. All approved accommodations will be stated on the Accommodation Letter(s). Students are responsible for discussing all approved accommodations directly with each course instructor before utilizing the approved accommodation(s). It is the student's right to choose whether or not to disclose the nature of the qualified disability to course instructors.

If the student fails to request accommodations from DSS, the instructor, nor DSS, is obligated to provide/allow any accommodations until the student has submitted the Accommodation Request Form to DSS. Accommodations are **NOT** retroactive and begin after the Accommodation Form is emailed to the instructor by DSS. Accommodations requested by students, which are not documented on the student accommodation forms, do not have to be provided.

responsibility to meet with his/her DSS Coordinator immediately if problems arise regarding the provisions of the accommodations or has any questions about his/her accommodations. Once the student has been approved for services requiring a specific in-house service provider (i.e., note taker, interpreter, reader, etc.), the student will be notified via their CTC email for final coordination and to discuss availability of such services as needed.

Request Accommodations Every Term/Semester & Academic Advising

In order to receive accommodations, students must request accommodations every term/semester by completing the Accommodation Request eForm in eTrieve. Accommodation forms must be updated each semester or when students add new classes they do not already have accommodations for. If a student does not have a current Accommodation

Letter from the DSS office for the course, the instructor will not provide any accommodations until the student has submitted the Accommodation Request eForm to DSS for accommodation and has been approved for accommodations by the DSS Coordinator. It is the student's responsibility to request accommodations from the DSS office. The DSS office does not send out accommodation reminders. DSS students may request academic advising from the DSS Coordinator – student responsible for scheduling an advising appointment with the coordinator.

Testing Policy

Reasonable accommodations are based on nature of the documented disability, what the exam is designed to test/measure and nature of the class/program - final determination of appropriate test accommodations are determined by DSS. Example of common accommodations include:

- Reasonable extended testing time (this does NOT mean unlimited test time or untimed tests - standard extended test time is time and one-half; double test time may be approved by DSS on a case by case basis if the student has a documented learning/reading disability supported by appropriate documentation)
- Distraction-reduced room at the DSS Testing Office
- Test Scribes or Test Reader or Test reading software
- Use of adaptive software (ZoomText) and/or adaptive mouse
- Large print tests or Braille tests

Scheduling Test Appointments

Students who have approved testing accommodations from DSS are required to schedule tests at least 3 business days (excluding weekends/holidays/summer hours) before the test date with DSS. (i.e. extended testing time and/or separate testing area). NO EXCEPTIONS to the testing policy will be made and late test requests will NOT be accepted. Only students are permitted to schedule test appointments.

Students who make test appointments with the DSS testing office must submit their test request as follows:

If your test day is on:

- MONDAY the appointment must be made the prior WEDNESDAY by 5:00pm CST
- TUESDAY the appointment must be made the prior THURSDAY by 5:00pm CST
- WEDNESDAY the appointment must be made the prior FRIDAY by 11:00am CST
- THURSDAY the appointment must be made the prior MONDAY by 5:00pm CST
- FRIDAY the appointment must be made the prior TUESDAY by 5:00pm CST

All requests for test appointments MUST be sent to the following DSS Testing Office email address: DTests@ctcd.edu. Requests sent to any other email address will not be scheduled. All test appointments MUST be scheduled and completed during normal DSS business hours. Tests must be taken the same date/time as all other students in the class - any exceptions to this must be discussed between student and instructor and approved by the instructor before scheduling test appointment with DSS. DSS does NOT send out test appointment reminders to students.

- Information required to schedule test appointment (incomplete test requests will not be accepted):
 - Student's name
 - Class name & number
 - Instructor's name
 - Test date and time of exam

*Students must discuss all testing accommodations with the course instructor prior to the test date. Non-compliance will result in tests not being scheduled at DSS Testing Center, and students will return to class.

*For online students, instructors are responsible for extension of testing time.

DSS Testing Rules

- To utilize the DSS Testing Center, students must schedule their test appointments in writing to DSS at least 3 business days advance as explained above and as outlined on their Accommodation Letter.
- Students are required to show up on time for their test appointments. Students who are more than 15 minutes late will NOT be permitted to test at the DSS Testing Center. Students are responsible for discussing this directly with the instructor and will need to schedule a new test appointment with DSS if approved by the instructor. Student may be asked to provide ID prior to testing.
- Students are NOT permitted to use their cell phones, lap tops, tablets, smart watches, or any other non-approved devices in the DSS testing center (DSS may ask students to empty pockets, etc.). ALL devices must be turned off/silenced and put away in a backpack, purse, etc. – only devices approved as an accommodation by DSS may be kept out only as stipulated on the student's accommodation letter and cannot cause a disruption to other test takers. Students may NOT access their personal belongings during testing. Testing Center is not responsible for lost or stolen items.
- Music during exams (ONLY if approved by DSS as an accommodation) - students may play music from a personal device through headphones other test takers cannot hear (students responsible for bringing their own headphones). If using a cell phone for the music, the ringer must be silenced. The device will be checked by the proctor before the exam/quiz. During the exam/quiz, the device must be disconnected from the internet (airplane mode) and placed face down on the desk and the student will not touch the device during the exam. If the student needs to touch the device, they need to inform the proctor. Student will be asked to lower volume or turn off music if other test takers can hear it though the headphones.
- Students are not allowed to have anything at their workspace except for the items that have been approved by their instructor and/or DSS.
- Students are expected to be cooperative with DSS test proctor and DSS staff. Students are required to refrain from causing excessive distractions/disruptions to other test takers - NO talking, reading aloud or excessive noise is permitted during testing in the testing room to help sustain reduced distraction testing environment. Any disruptive/disrespectful behavior, misconduct, or not following testing policies may result in student being asked to leave the testing center and will be reported to the instructor and may be subject to disciplinary actions based on the CTC's Student Code of Conduct.
- Plan your bathroom breaks before the test – students needing a bathroom break must notify the test proctor – students must use the bathroom next to the testing center - student will not be permitted to take any electronic devices to bathroom. Testing time will not stop for bathroom breaks, unless breaks are an approved accommodation by DSS.
- NO food or drinks allowed in the Testing Center; unless, food and/or drink is an approved accommodation by DSS
- Students are expected to uphold the integrity of the examination process - if there is any academic dishonesty during the test, the session may be stopped immediately, and your instructor will be notified by DSS.
- Auxiliary test aids such as calculators, formula tables, textbooks or notes cannot be used, unless directly authorized by the instructor to DSS.
- Tests must be turned in within the allotted extended testing time. Once students have submitted their test, DSS cannot give the test back to the student. Students may not remove any tests, test materials, notes, or scratch paper from the Testing Center.
- Students are responsible for reporting any issues with testing to DSS staff immediately for assistance.

ALL students testing at the DSS Testing Center are required to follow all testing policies listed above and CTC's Student Code of Conduct – NO EXCEPTIONS

Surveillance

- DSS may use video surveillance or test proctor for all exams in the DSS testing room
- DSS may also physically monitor the room - by walking back and forth or use of test proctor in testing room

Requesting Housing Accommodations Process

Process & Important Notes

Housing accommodations are intended to remove barriers for a student to have access to college housing. Completing and returning the required forms to DSS does **NOT** guarantee that housing accommodations will be approved. Students must be eligible for CTC campus housing. Due to limited availability of ADA compliant rooms and the time it takes to process housing requests, all requests, required forms, and medical documentation for housing accommodations must be submitted at **least 60 days** prior to the expected move-in date. Every effort will be made to accommodate late requests based on availability of the requested accommodation.

Important Notes

- A medical or psychological diagnosis alone does not guarantee a housing accommodation. Recommendations from healthcare providers does not automatically determine eligibility and does not automatically mean that an accommodation is required.
- Housing accommodations are meant to address significant barriers preventing a student from accessing housing equitably and not based on preferences. Requests for particular housing assignments based on a student's preference for a type of living environment, such as a certain type of room or desire for a quiet place to study or complete assignments, will not be approved.
- Residence halls are considered shared living spaces and social spaces. Rooms are not guaranteed to be quiet study areas, students should use campus resources like the library for quiet study environments. For this reason, a housing accommodation request for a single room for the purpose of having a quiet study space or not disrupting a roommate will not be approved as an accommodation. Also, anxiety or depression generally does not warrant a private room for disability accommodation. Students can decompress in various quiet campus locations, such as the library study areas, or secluded campus spots.

Consideration of a single room as a disability accommodation will only occur when a private living/sleeping space is necessary to remove barriers for the student to access college housing. For example, a student who needs extra space to use specialized medical equipment may need a certain-size bathroom, which is only available in a single room. This is an access need because without additional space to use medical equipment, the student would not be able to participate equitably in the housing program. If approved for housing accommodations, placement is also subject to space and availability.

Required Forms

- **Verification Form for Housing Accommodations:** Student must contact the DSS office to request a copy of this form by emailing Disability Support Services at DSS at DSS@ctcd.edu or calling the DSS Coordinator at 254-526-1863. Students are REQUIRED to have a licensed professional who has been treating the student's disability complete this form, and it must be updated YEARLY for DSS. *(This form must be attached to the Student Intake and Request for Housing Accommodation e-Forms)*
- **Student Intake E-form:** students requesting housing accommodations are required to complete and submit the student intake e-form
- **Request for Housing Accommodation E-Form:** must be completed every semester or term the student wishes to request housing accommodations

These forms must be submitted to Disability Support Services before the request for housing accommodation can be reviewed.

***Morton Hall Housing Application:** students are required to complete the housing application with Morton Hall, which is a separate process. Questions should be directed to the Residence Hall Manager.

Sign Language Interpreting Policy

How to Submit SLI Request

To request a sign language interpreter (SLI), at least 3 business days (excluding weekends/holidays/summer hours) advanced notice in writing is required if the SLI is needed for any meetings with DSS or other CTC departments.

Written requests must be submitted to DSS by emailing DSS@ctcd.edu with the following required information (incomplete requests will not be accepted):

- Reason the SLI is being requesting
- Date, time and location for the SLI request

Due to coordination time for DSS to secure the SLI, late requests that fall outside the required 3 business days' notice will not be accepted and new request that meets our deadline requirements will need to be submitted. Disability documentation may be required by DSS before DSS approved any scheduling of the SLI.

If the SLI is needed for registered classes - students must follow the accommodation request process.

Student Responsibilities

- Informing the interpreter of the preferred mode of sign language communication: ASL (American Sign Language) or ESL (English Sign Language).
- Referring all questions to the instructor and/or other students to obtain information. Please do not engage the interpreter in questions that are specifically related to the class or the specific topic being covered, involve the interpreter in any discussions, or converse with the interpreter in any way during a class except to ask for clarification.
- Students are responsible for informing DSS if the SLI arrives late or misses any assignment/class. After a service provider no-shows or arrives late, report it as soon as possible to DSS. It is the student's responsibility to notify DSS of any problems with the SLI.
- Students are required to contact DSS at least 48 hours in advance to class, internship, or extern-ship start time if the student will be absent from class, internship, extern-ship, or if class has been canceled/dropped. Students also required to contact DSS at least 48 hours in advance to cancel or reschedule any meetings where an interpreter has been scheduled. Failure to provide this advance notice may result in suspension of services for the remainder of the semester.

Please remember that all interaction with In-House Service Provider should be done both with courtesy and consideration. Discourteous behavior could justify terminating the services and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

Note Taking Accommodation Policy

Some students may qualify for a note taking accommodation for on campus lecture courses based on documented disability. This is a supplemental to student's own notes when approved by DSS. Students are still responsible for all concepts presented in class. Students may be approved to use a tape recorder, note taking app, use of computer for note taking, copy of class notes from instructor or classmate when available, or an assigned note taker by DSS when this option is available.

It is the student's responsibility to notify the DSS Coordinator of any problems with the note taker if one has been assigned. Students are required to notify their note taker and DSS in advance if the student will be absent from class (note takers are NOT required to take notes if the student is absent from class, unless approved in advance by the DSS Director). If student is assigned a note taker and fails to comply with note taking policies, this accommodation may be suspended for the remainder of the semester by the DSS office. Discourteous behavior towards the note taker could justify terminating the service and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

When a note taker has been assigned, the note taker will email typed notes to the student and the DSS office approximately 24 hours after the class. The note taker will be given the DSS office email address and student's email address for the delivery of notes. Due to potential staffing issues, DSS cannot guarantee an employed note taker will be available. When a note taker is unavailable, the student may use a tape recorder or note taking app in lieu of a note taker as an acceptable/reasonable alternative accommodation.

Personal Care Attendant Policy

Important Notes

CTC recognizes that students with documented disabilities may need the services of a Personal Care Attendant (PCA). However, neither Section 504 of the Rehabilitation Act of 1973 nor Title II of the Americans with Disabilities Act (ADA) require that postsecondary institutions provide personal care services, including a PCA. Students are responsible for providing their own PCA.

Students with a disability who required a PCA must still be an otherwise qualified individual. Personal tasks performed by PCAs may include, but are not limited to, the following:

- Providing help with activities of daily living, such as bathing, dressing, toileting, and grooming
- Positioning or transferring to and from a wheelchair
- Navigating the campus and transporting and/or escorting students to classes and other needed locations on campus
- Turning pages, retrieving books/materials/laptops from backpacks and helping student get set up for classes (PCA is not permitted to assist with any class work or participate in any classes - students are responsible for all their own class work)
- Opening and closing doors while on campus

Registration & Approval

- Students needing a PCA must register with DSS by completing the DSS Student Intake eForm and providing medical documentation.
- Medical documentation must explain why PCA is needed because of the student's qualifying disability and must outline what personal tasks the PCA will need to provide for the student's disability.
- Medical documentation must be on official letter head and must have credentials and signature of the health care provider.
- Before a PCA can be on campus, students must provide all necessary information to DSS for approval and PCA is required to obtain a background check at the expense of the student that must be submitted to DSS.
- Both student and PCA must sign the PCA Policy & Agreement Form before final approval - form must be signed every semester or as required by DSS.

Student Responsibilities & PCA Roles

- The student is solely responsible for hiring, training, supervising, and paying the PCA directly.
- Students are responsible for all their own academic work and progress for all CTC classes discussions/communications with faculty, staff and students (PCA is to refrain from communicating on behalf of the student unless otherwise authorized by DSS)
- PCAs are required to follow all college rules and regulations.
- PCAs can only provide PCA duties as outlined on the student's medical documentation (personal care tasks only) and may not participate in any academic/class work or student activities.
- PCAs will remain outside of the classroom will not in any way be involved in the student's academic work related to class assignments or tests except as needed for physical assistance. Exceptions to this will be made when the PCA is needed inside the classroom to assist with helping the student get set up for class (not participate in class; PCA must refrain from working on or completing any of the student's academic course work), turning of books pages if needed, and retrieving materials from backpack.
- PCAs are only allowed on campus when the student is present, not during holidays or when the college is closed.
- PCAs is required to provide a background check to DSS and Residence Hall (if applicable) each academic year at the expense of the student. PCA is required to follow all CTC policies and student code of conduct.

PCA Information for Campus Housing

If the student will be living in campus housing and will need the assistance of a PCA, the student is required to complete the housing application process with Morton Hall and submit Housing Accommodation Request eForm with medical documentation as listed above to DSS. Students cannot bring a PCA into campus housing until a housing application has been completed, a room has been assigned, and the PCA accommodation has been approved by DSS. Request for housing accommodations with DSS must be submitted at least 60 days prior to move date. Before moving in, the student will need to have a contingency plan and secondary PCA in place as the college is not responsible for providing a PCA on an interim basis. If PCA is needed to live with the student, the student is expected to share a double room with the PCA. In accordance with college policy, only same-gender PCAs will be allowed to assist the student overnight and stay in your room. Same-gender PCAs are required when assisting students with bathing or toileting in a shared or public area restrooms. Housing may require evidence of PCA medical/immunization clearances as required by the college. The student is also responsible for ensuring the PCA has a parking permit for campus parking.

Non-Compliance with PCA Policies

*CTC reserves the right to remove a PCA from campus immediately, regardless of the contractual arrangement the PCA has with the student, if a PCA violates college policies and procedures related to academic integrity, campus housing and/or student conduct.

Incidents of non-compliance in adhering to the policies set forth by the college by either the student or the PCA will be subject to review as follows:

Review: Student will be required to meet with appropriate representatives from the DSS Office as determined by the DSS Director, Morton Hall, Student Life and/or other appropriate departments to discuss the issue of noncompliance to determine possible solutions. A written resolution will be given to the student within 10 business days (may be longer depending upon nature of complaint) of completion of the informal investigation. If student or PCA violates policy again, this may result in any of the following sanctions: PCA no longer being permitted on campus property, a probationary period to correct the matter under review, removal of the student from campus housing, or other appropriate actions as deemed by the college.

If the student wishes to appeal the decision, the student will be required to complete the following process:

- Submit appeal in writing to Dean of Student Success & Persistence within 5 business days
- The written appeal should include a detailed summary of the violation, the reason why the college should reconsider its decision, the student's desired outcome, and corrective action to ensure no future violations. The student should include any relevant documentation. The PCA will not have access to campus or campus housing (if applicable) until the appeal process is completed.
- An investigation will be conducted by the Dean of Student Success & Persistence and other CTC personnel as needed and will allow all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the appeal.
- The student will be provided in writing the decision of the Dean of Student Success and Persistence within 10 business (may be longer depending upon nature of complaint) days after receipt of the student's written appeal
- The decision of the Dean will be final.

Extension of Assignments Accommodation Policy

Purpose

Regardless of a disability, impairment or condition, all students are responsible for fulfilling the essential requirements of courses/programs/ degrees, including meeting completion dates for assignments. While unlimited and excessive deadline extensions are unreasonable, some students have disabilities which can impact their ability to complete assignments as scheduled as a result of unpredictable or cyclical acute episodes. Per this, if students have a disability that may occasionally impact their ability to complete assignments and tests at the scheduled time due to random or cyclical acute episodes/flare ups, then flexibility in assignment deadlines is considered an appropriate/reasonable accommodation. In general, assignments with more than one week to complete can be done successfully with proper planning and management and only warrant an accommodation when an unexpected disability-related episode occurs that prevents the student from following through. This accommodation may be recommended when:

- An assignment was not listed on the syllabus initially and is given to students with one week or less to complete.
- An unexpected medical or physical episode of the student's documented disability with DSS interferes with the student's ability to complete the work in the expected time frame (faculty is not to ask student for medical documentation - DSS already has this on file).

Important Notes

- There may be some assignments where extensions are not deemed a reasonable accommodation. Accommodations are NOT retroactive.
- This is NOT a "blanket accommodation". Students will have to request this accommodation in advance every time an extension is necessary for an assignment during the course semester.
- Students are only permitted to use this accommodation for disability-related reasons which prevent them from completing an assignment on time.
- Students must factor in the reality of their own personal situation and use time effectively to complete assignments as time management is not considered a disability related issue. Taking a heavy course load, having a job outside of school, having family commitments, etc. do not justify allowing this accommodation even if they have a diagnosed disability that may otherwise support this accommodation.
- Misuse of this accommodation may result in the loss of this accommodation for the remainder of the semester.

What This Accommodation Is Not

- open ended deadlines or permission to submit assignments at the student's convenience
- elimination of all in-course deadlines or permission to submit work at the end of the course
- automatic re-weighting of grades to compensate for assignments not submitted

Student Responsibilities/Procedures

- Students are responsible for discussing ALL accommodations listed on their Accommodation Letter directly with each course instructor.
- Students are required to send their written request directly to the instructor (do not send the request to DSS) to use this accommodation before the assignment is due and in a timely manner (DSS recommends making this request at least 48

hours prior to due date to allow instructor adequate time to consider the extension). The request must be in an electronic format via email to the instructor to verify a time stamp on the request (student may cc the DSS Coordinator in the email correspondence). This must be done for each assignment that the student is requesting an extension.

- The instructor will then consider if an assignment can be extended and what the alternative due date is for the student. Students should contact their DSS Coordinator directly if they have concerns with the instructor's decision.
- Once an alternative deadline is agreed upon by the instructor and the student, the student will then submit their assignment in accordance with the alternative deadline.

Instructor Tasks

Review the student's request for an alternative due date and respond to student's request in a timely manner via email for documentation purposes. Contact the student's DSS Coordinator directly if there are concerns about the procedures listed above or if an extension of an assignment could pose a fundamental alteration to course outcomes (Please do not deny an extension request without first consulting with DSS).

When Is Extra Time to Complete Assignments/Projects Not Reasonable?

There are some situations in which due dates of assignments cannot be adjusted for an individual student without resulting in fundamental changes to the course. In such cases, meeting established deadlines would be an essential requirement for the course and accommodation cannot be applied.

Considerations for Assignment Deadlines

- What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion? What does the syllabus say about deadlines?
- Are students required to actively participate in class discussions/activities? How is participation figured into the final grade?
- How are students expected to interact with each other (in class, group work outside of class, via Blackboard/e-mail)?
- Is the material being learned in the class sequential? Does each week's material build on the material learned in the previous week(s)?
- Are there other lab or class sections the student could attend to catch up on missed material?
- What policies exist for making up missed exams, pop quizzes? Turning in late work?
- Does the class use Blackboard? Could missed assignments be turned in via discussion board/e-mail?
- Are tests to be taken at a specific time and place, or is there a window when the test can be taken?
- Is it possible for students to "work ahead" in this class?

Memory Aid Accommodation Policy

This accommodation may be provided on a case by case basis for students who have documented disability of a significant memory related disability. Appropriate documentation must be submitted to DSS for review to see if student may qualify for this accommodation.

What Is a Memory Aid or Cue Sheet?

A memory aid, or cue sheet, is a testing accommodation used to support students with triggering information that a student has studied but may have difficulty recalling. The cue sheet allows the student to demonstrate knowledge of course material by helping prompt the student's memory, not by providing the answer. It does not replace the need to study or master a learning outcome.

What Does a Memory Aid/Cue Sheet Look Like?

At the discretion of the instructor, a memory aid/cue sheet could potentially contain acronyms/mnemonic devices, short phrases, pictures, schematic diagrams, formulas, definitions, tables, key terms, or words charts. A cue sheet is NOT meant to record all the information or processes being tested. This means that a cue sheet should NOT:

- Include course notes, lists of specific facts, details, concepts, or processes being tested; Include open textbooks;
- Include complete terms and definitions;
- Include specific examples of how formulas are used;
- Include full course notes, copies of course slides, or all information from the course being evaluated;
- Exceed one page (single sided);
- Serve as a substitute of studying (a cue sheet will not help if a student has not studied the material).

Instructor Considerations

This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed. If a faculty member is concerned this accommodation is unreasonable because it will lower standards or compromise an essential learning outcome, these concerns should be addressed with DSS upon receiving the student's Accommodation Letter email. The determination that an accommodation is unreasonable is an institutional decision that should be made within legal parameters and in consultation with DSS. The contents of a cue sheet are at the instructor's discretion and should not run contrary to the essential requirements of the course. It is essential to consider whether the course's learning outcome is for students to memorize or apply the material. It is possible that the use of a memory aid will be appropriate for some exams and not others, even within the same course.

Cue sheets must be reviewed and approved by the instructor. Instructors may remove memory triggers that are deemed to compromise essential learning objectives for the course. For example:

- If one of the learning objectives is to recall a formula from memory, the formula should not be allowed on the cue sheet; however, if the learning objective is to demonstrate the ability to apply the formula, then it could be allowed on the cue sheet.
- If the purpose of a test is to determine whether the student can define certain terms, having the definitions of those terms on a cue sheet would make it an "answer sheet" and therefore not acceptable (but including the terms alone may be allowable).

Student's Required Process for Using Memory Aid Accommodation

- Once a student has been approved for a memory aid by DSS, the accommodation will be included on the student's accommodation letter for the course.
- It is the student's responsibility to meet with the instructor to discuss what content that may be allowable on a cue sheet for the particular exam - the student must consult with the course instructor to review the content of the memory aid.
- For each exam, the student may prepare a cue sheet that is no larger than a single sided
- 8.5" x 11" page, written by hand or using a standard-sized font (11-12). A double-sided index card (5x8) may be used instead. Please note: A student with a visual impairment may need a larger cue sheet with the same number of characters in a larger font.
- The student must provide the cue sheet to the instructor for editing and final approval at least 3 business days prior to the test/exam date.
- Instructor reviews the cue sheet and removes or redacts information that is not allowable, according to the criteria discussed above. If approved, the instructor returns the edited/approved cue sheet to the student at least one day prior to the exam and instructor must sign the cue sheet to show the instructor has approved this – cue sheets that are not signed by the instructor will not be accepted by DSS during the test if student is testing at the DSS testing office.
- Once the student completes the exam, both the test and the cue sheet are to be turned into DSS to be provided to the instructor if student is testing at the DSS testing office.

Overall, students are responsible for learning course material, for discerning which material may require cues or triggers, for developing the cues that will appear on the aid, and for securing the instructor's approval.

Attendance Policy

Please note that attendance in classes is required. It may not be possible to waive or substantially decrease attendance requirements due to a disability, because this may materially change the curriculum or essential requirements of the program. However, DSS will review absence accommodation requests on a case by case basis to determine if an absence accommodation can be granted/approved (amount of absences must be reasonable and student must have a documented disability to warrant this accommodation, such as a disability that may have occasional flare ups, etc.). If the absence accommodation is approved, the student will be required to meet directly with the course instructor(s) to formulate a reasonable absence plan and discuss makeup assignments and tests.

Guidelines and Use of Occasional Absences Accommodation

For students with chronic conditions that are episodic in nature, there may be periods of time in which they are unable to attend class due to periodic or unexpected flare ups. The purpose of this accommodations is to provide reasonable flexibility within attendance policies for students with qualifying chronic natured disabilities. However, this accommodation is always rendered in consultation with faculty, and **it is the student's responsibility to communicate directly with their professors their needs for occasional absences once accommodations are approved to establish a plan regarding the use of this accommodation.** Students are also responsible for discussing all absences within a reasonable timeframe and establish deadlines for any missed work when applicable. However, in some circumstances students may not be able to give advanced notice of an absence related to their disability given the nature of chronic disabilities. In these situations, students must inform faculty as soon as possible to discuss possible options to make up their absence.

Students should understand that absences may negatively impact their academic performance because of the benefit that may be missed from the full classroom environment and interaction - students who have access to this accommodation are expected to keep up with their coursework (as with any student, it is the responsibility of the student to make arrangements and plan with their instructor or peers as it relates to obtaining notes, information, and making up coursework from any missed classes - faculty are not responsible to provide individual instruction or re-teach any missed course material). If absences become excessive, for any reason, it may be necessary for a student to seek a leave of absence, course withdrawal, or incomplete to prioritize their wellness or manage the personal circumstances that may be impacting their academics.

This accommodation does not mean that a student is given an indefinite number of occasional absences related to their disability and DSS does not approve a specific number of absences that a student is allowed to miss through the use of this accommodation. Rather, DSS defers this to faculty to determine how much flexibility in attendance is reasonable given the nature of the class structure/requirements and attendance flexibility should always be considered on an individual basis, allowing for a diligent and critical analysis of how attendance is essential to the class learning objectives and pedagogical components.

The accommodation should be provided unless the accommodation *significantly* compromises the integrity of the course as offered - faculty should consult with DSS if there are concerns.

To evaluate the extent to which attendance is critical to the essential learning objectives of a class, and to decide whether occasional absences can be reasonably implemented, faculty should consider the following points:

- What does the class description and syllabus say about attendance?
- How is the final class grade calculated? Is attendance factored into the final grade?
- Is the attendance policy consistently applied? (i.e., Have there been any exceptions made to the policy for non-disabled students, such as for athletic travel or religious observances? If so, then these exceptions must also be granted to students with disabilities.)
- Is there significant interaction between the instructor and students, and among students? If so, how much?

- Do student contributions and participation in class constitute a significant component of the learning process? (i.e., discussion, presentations, role play, group work)
- To what degree does a student's failure to attend class compromise the educational experience of other students in the class?

Other Key Points

- Limits to number of absences allowed are reasonable; this is not a blanket accommodation.
- Make-up tests or missed work due to absences, when reasonable, will typically have short extension windows as determined by the class instructor.
- The accommodation does not cover non-disability related illness (such as flu) or other non-disability related reasons as to why student is absent.
- Accommodations are not retroactive; instructors are not obligated to adjust previous penalties for absences if accommodation letter is provided later in the term.

When Is Attendance Flexibility Not Reasonable?

In general, if the class is primarily lecture based, the in-class experience concentrates on reviewing material available in the text or through instructor notes, and involves little student interaction during class, then more flexibility with excused absences may be reasonable.

However, attendance flexibility as an accommodation may not be reasonable in every class. Attendance could be critical/essential to the learning objectives for classes that heavily rely on in-class participation as a method of instruction, classes where student learning is created/assessed in the classroom through experiential or conversational means, project-based or group focused classes where students spend substantial class time working and learning together, lab classes where student participation is critical and the functional nature of the course depends on physical presence for essential learning, field education or field experience classes that require a specific number of hours of participation, practicum, or within an internship setting over an academic term and/or classes where the primary purpose of attendance is to receive ongoing professor and peer feedback to progress in academic work.

For such classes, less flexibility with excused absences may be warranted.

Important Note

Students with extended absences or who have missed too many class meetings may find that a make-up plan may not be feasible. If absences become excessive, for any reason, it may be necessary for a student to seek a leave of absence or course withdrawal as outlined in CTC's policies to prioritize their wellness or manage the personal circumstances that may be impacting their academics.



Text in Alternative Format

Most textbooks are already offered in digital format – students should check with course instructor first. Text in Alternative format may be provided on a case-by-case basis, and is based on documented disability. This usually is done by the DSS Coordinator requesting the book in an electronic format from the publisher (please note that electronic files are converted into PDF format that can be read via free screen readers - other formats such as braille and large font are contingent upon availability from the publishing company). In order to obtain text in alternative format, a student should make the request to the DSS office at least 4 weeks BEFORE each semester begins to ensure having the material(s) on the first week of class as this process may take several weeks. Students who qualify for alternative textbooks per their disability (i.e. reading and/or visual disability) are required to show proof of purchase for the textbook by submitting an official copy of the purchase receipt, unless obtained from the college Textbook Lending Program. Waiting until after the semester has begun could result in the student not having the textbook because of insufficient time to prepare it. The student may be required to sign an alternative format agreement for receiving copyrighted material in an alternative format.

Course Substitutions

According to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28,(j) (k1-3),

- j. Substitutions and Waivers. No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except as provided in subsection (k) of this section. For students who transfer to a public institution from a college or university that is not a Texas public institution of higher education, courses the student completed prior to admission should be evaluated to determine whether they apply to one of the institution's core curriculum component areas. Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the foundational component area content descriptions, core objectives, and semester credit hours required for the appropriate foundational component area or areas should be applied to the institution's core curriculum.
- k. Accommodations.
 - 1. An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement as described in paragraph (3) of this subsection for a student with a medically-documented learning disability, including but not limited to dyslexia, dysgraphia, or Asperger's Syndrome.
 - 2. Accommodation shall not include a waiver or exemption of any core curriculum requirement.
 - 3. An institution may approve for core curriculum applicability a course the institution offers but that is not approved as a part of the institution's core curriculum, if the institution demonstrates that the course has been approved to fulfill the same specific foundational component area requirement at five or more other Texas public colleges or universities. The Texas Common Course Numbering System course number may be used as evidence of the suitability of the course under this subsection.

*Courses considered by the college to be fundamentally essential to the program of study/degree plan will NOT be considered for substitution.

Process for Requesting a Course Substitution

The following procedure is required for any determination of course substitution.

- The student with a disability will make a request for a course substitution to the Disability Coordinator. The student is responsible for providing all relevant documentation to support the course substitution accommodation.
- The Disability Coordinator will review the request and documentation for its appropriateness and present it to the program of study/degree department chair.

If the request is unsubstantiated, the student with a disability may request an appeal in writing through the Disability Coordinator to the Dean of Central Campus. The Dean's decision will be final. The student will be notified in writing of all decisions taken by the Disability Support Service office during this process.

Reduced Course Load Policy

DSS reviews requests for a reduced course load as academic accommodation for students with qualifying disabilities on a case by case basis. A reduced course load accommodation may allow students to enroll in less than full-time (12 credit hours) while maintaining full-time student status. However, it is important to note that taking less than 12 hours may impact a student's eligibility with financial aid, scholarships, etc. regardless of disability status. Also, the reduced course load will not allow the student to be exempt from a program or honor that requires a minimum of 12 hours of enrollment to be eligible. There may be instances where this accommodation need not be permitted to any program or activity in which the college demonstrates that a full-time enrollment of 12 credit hours or more is essential to meet the requirements for the program being pursued.

Process for Requesting a Reduced Course Load

- Students must be registered with the DSS office, complete required student intake process/eforms and provide disability documentation as required by DSS – see DSS intake process instructions.
- Students must make a formal request in writing to the DSS Coordinator at least two weeks prior to the start of the semester to allow DSS time to review this request. Late requests or requests made after the start of the semester will be considered for the following semester.
- It is the student's responsibility to demonstrate they would be denied equal access without a reduced course load. Students requesting this accommodation are required to provide DSS with comprehensive and supportive documentation that must contain a full explanation for the need to take a reduced course load, as well as containing a specific diagnosis of the condition. The documentation must establish a nexus between the requested accommodation and the current impact of the student's disability, detailed narrative about the student's functional limitations and how they substantially impact their ability to take a full course load. The documentation must be on letterhead and completed by a qualified professional with expertise in the corresponding field and with an established treatment relationship with the student.

Sample Eligibility Criteria

- Physical impairments that adversely impact daily functioning
- Need to frequently arrange for on and off-campus service providers
- Inability to attend classes during certain parts of the day due to documented treatments or medical needs (chemotherapy, renal dialysis, etc.)
- Processing impairments that adversely affect academic performance
- DSS Coordinator will review the request and will inform the student of the decision in writing. If approved, the course load will apply for one semester. However, students may re-apply each semester as needed – request must still be at least two weeks prior to the start of the semester. Updated documentation may be requested to evaluate the current impact of the disability.
- Retroactive requests will not be considered.

Student Responsibilities

- Students are responsible each semester for consulting with the Office of Financial Aid and Veteran Services before registering for fewer than 12 credits to determine if this accommodation will impact your financial aid if these services are used by the student.
- Students are responsible each semester for consulting with academic advisor(s) regarding possible impacts to degree program and develop an adjusted timeline to meet degree requirements.
- If the accommodation request is approved, the student is responsible for forwarding the letter approving the reduced course load from DSS to any agency, office, or department (CTC or non-CTC) which may be impacted due to the reduced course load decision.

- If a reduced course load is not viable for a particular academic program or if it is not possible to modify eligibility requirements tied to course load, the student is responsible for working with the DSS Coordinator to identify possible alternative reasonable accommodations.

Important Notes

- The student must maintain satisfactory academic progress and meet program requirements to remain enrolled.
- The student is required to meet any federal and state or institutional financial aid requirements for receipt of assistance regardless of acceptance for and participation in the reduced course load accommodation program.
- There may be degree programs where a reduced course load is not viable if, for example, a particular program of study requires that courses be taken concurrently.
- International students may not be eligible for this accommodation due to visa requirements. Please contact International Student Services directly to discuss your individual circumstances.
- In the event that the request for a reduced course load as an accommodation has been denied by the DSS Coordinator, the student may file an appeal in writing to the DSS Director within 10 business days of the date by following the standard accommodation grievance procedures.
 - The Letter of Appeal must include: Student Name and Student ID number; Basis for the appeal, remedy or relief sought, and any supporting information
 - Upon receipt of the Letter of Appeal, the DSS Director will review the appeal, make a determination and notify the student of the determination in writing within 14 business days of the receipt of the appeal.

Audio Recording of Lectures Policy

Section 504 of the Rehabilitation Act (1973) states: "A recipient may not impose upon handicapped students' other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity."

The accommodation of use of an audio recording device to record class lectures allows students with disabilities to have an equal chance to receive and process information presented in class by supporting their notetaking needs. This accommodation is approved on an individual basis based on the student's disability. Methods for making an audio recording in the classroom may include the following: an audio recording device such as a tape recorder or the use of recording software on a laptop/smart phone (use of cell phones might not be appropriate for certain classes - DSS will discuss with instructors to determine if this device can or cannot be used - if use of phone is denied, student will use a tape recorder).

Use of this accommodation is subject to ALL the following policies:

- Recordings of any/all class lectures are only for the student's personal use in study and preparation related to the class.
- This accommodation is not an approval to recording personal conversations with instructors, students or other staff members outside of normal classroom lectures or beyond note taking purposes for class lectures.
- Students may not share any of these recordings with any other individuals, including individuals in their classes.
- Students approved for this accommodation acknowledges that the recordings are deemed sources, the use of which in any academic work is governed by rules of academic conduct at Central Texas College and applicable federal copyright laws. All class lectures as presented are the intellectual property of the class instructors, and comments made by classmates are their own intellectual property.
- Students agree and are required to destroy any/all recordings that were made with this accommodation when they are no longer needed for their academic work.
- Students who have been approved to record audio class lectures as an accommodation are required to abide by each of these policies. Failure to comply with these policies may result in the loss of this accommodation and appropriate disciplinary action by the college. Audio recording outside of the typical classroom experience (including fieldwork, internships, clinicals, and etc.) will need to be discussed on a case-by-case basis in collaboration with DSS, class instructors, programs, and site location as appropriate.

If an instructor objects to the use of a recording device, it is typically because they maintain that their right to privacy of information discussed in the classroom is being violated or because there is a concern about a breach of copyright. However, the instructor's right to privacy or concern over copyright does not override the student's right to accommodation.

Instructors may require students to sign an agreement between the instructor and student that details the specific use of class lecture recordings and disposal of recordings when the purpose of the recordings have been fulfilled. DSS can assist instructors with such an agreement if needed. If recording class lectures involving a sensitive subject, such as self-disclosure, personal reflection, or confidential discussions from students or presenters that are not appropriate subject matter for any student to be taking notes, then it would be appropriate to make a general announcement to the class and ask all students to stop note-taking in addition to turning off any recording devices.

Instructors that have questions or concerns regarding the recording of their class discussions, or the nature of the information presented and discussed, please contact the DSS office.



Mobility Devices

Per ADA law regarding mobility devices, people with disabilities are permitted to use manual or power wheelchairs or scooters, and manually-powered mobility aids such as walkers, crutches, and canes, into all areas where members of the public are allowed to go. In addition, entities must also allow people with disabilities who use other types of power-driven mobility devices into their facilities, unless a particular type of device cannot be accommodated because of legitimate safety requirements. Where legitimate safety requirements bar accommodation for a particular type of device, the covered entity must provide the service it offers in alternate ways if possible. Please note that in some cases, the DSS office may ask for documentation of a disability to determine if a mobility device is needed due to a disability. The DSS office does not provide any mobility devices as this is the responsibility of the student.

Service & Emotional Support Animal Policies

Service Animal Policy

For detailed information on ADA service animal laws, visit https://www.ada.gov/regs2010/service_animal_qa.html.

The ADA (Americans with Disabilities Act) recognizes only dogs (and sometimes miniature horses) as service animals since March 15, 2011. These animals must be individually trained to perform tasks related to a person's disability. Emotional support animals are not considered service animals.

The ADA only allows two questions regarding service animals:

- Is the animal necessary for the person's disability?
- What work and/or task is the animal trained to perform?

According to ADA laws, service animals are allowed on campus wherever students and the public are normally permitted. Access cannot be denied based on allergies or fear of dogs. There is no requirement for vests, ID tags, or specific harnesses for service animals. Students with disabilities requiring service animals may voluntarily complete the [Service Animal Registration E-form](#) but are not required to submit an accommodation request. However, if student is needing the service animal to reside with them in campus housing, student must follow the process to request housing accommodations. Questions can be directed to Disability Support Services at DSS@ctcd.edu or 254-526-1863.

Important Notes

ADA does not require covered entities to modify policies, practices, or procedures if it would “fundamentally alter” the nature of the goods, services, programs, or activities provided to the public. Nor does it overrule legitimate safety requirements. If admitting service animals would fundamentally alter the nature of a service or program, service animals may be prohibited. In addition, if a particular service animal is out of control and the handler does not take effective action to control it, or if it is not housebroken, that animal may be excluded. ADA requires that service animals be under the control of the handler at all times. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. Under control also means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. However, if a dog barks just once, or barks because someone has provoked it, this would not mean that the dog is out of control. If a service animal is out of control and the handler does not take effective action to control it, staff may request that the animal be removed from the premises (<https://www.ada.gov/resources/service-animals-faqs/>)

Responsibilities of Service Animal Owner

- Make sure the service animal has all required vaccinations and wears a visible tag (proof may be needed).
- Ensure the service animal is licensed in the city or state where it's registered.
- Take responsibility for any damage or harm caused by the service animal on campus or to others during college events.
- Care for, control, and supervise the service animal; it must be clean and leashed on campus.
- Use harnesses, leashes, or tethers unless they interfere with the service animal's work or the individual's disability.
- Ensure the dog is housebroken, clean up litter immediately, and dispose of it properly.
- Remove the service animal from the premises if it exhibits unacceptable behavior that cannot be controlled.
- Understand that violating these responsibilities may lead to disciplinary action.

Service Animals in Training

An individual training a service animal can bring it to campus if:

- Accompanied by an approved trainer from a reputable organization.
- The individual provides proof to DSS that they are an approved trainer

Emotional Support Animal Policy: Important Notes

Under federal disability laws, Emotional Support Animals (ESA) are NOT Service Animals and cannot be with an individual at all times. ESA fall under Fair Housing Act (FHA). Under the FHA, a housing provider MAY request reliable documentation of the disability itself and the disability-related need for the ESA. Online certification of an assistance animal alone does not establish either criteria.

- For more information see: [US Department of Housing and Urban Development \(HUD\)](#). Approval from DSS is required to bring an ESA to campus housing. Requests and ESA documentation should be submitted at least 60 days before the anticipated move-in date. Approval is not guaranteed.
- Morton Hall Housing Application: students are REQUIRED to complete the housing application with Morton Hall, which is a separate process. Questions should be directed to the Residence Hall Manager.
- ESA must be an animal commonly kept in households: dogs, cats, small birds, rabbits, hamsters, gerbils, other rodents, fish (no more than 10-gallon tank), turtles, or other small, domesticated animals that are traditionally kept in the home. The following are not considered an ESA: reptiles (other than turtles), barnyard animals, monkeys, kangaroos, and other non-domesticated animals are not considered common household animals.

If approved by DSS, the ESA is allowed ONLY in the student's assigned dorm room and the residence hall's outdoor space for waste disposal as applicable. Students will be required to sign the ESA Liability Waiver Form with DSS if approved. ESA is NOT permitted in any common areas in housing (no exceptions). ESA accommodations must be requested every semester by completing the housing accommodation request eform in eTrieve.

ESA Considerations

DSS will consider the following factors when determining if the presence of the ESA is deemed reasonable, when reviewing ESA requests, and/or in determining housing assignments for students with an ESA:

- The size of the animal is too large for available assigned housing space (generally limited to 60 pounds)
- The animal's presence would force another individual from individual housing (e.g. serious allergies)
- The animal's presence otherwise violates individuals' right to peace and quiet enjoyment
- The animal is not housebroken or is unable to live with others in a reasonable manner
- The animal's vaccinations are not up-to-date
- The animal poses or has posed in the past a direct threat to the safety or health of the individual or others such as aggressive behavior towards or injuring the individual or others, potential transmission of zoonotic diseases
- The animal causes or has caused excessive damage to housing beyond reasonable wear and tear
- There is already an approved ESA in your assigned housing space/room (generally only one approved ESA per housing space will be permitted and generally only one ESA per student will be permitted - DSS will review this policy on a case by case basis to determine if a second ESA can be permitted - dependent upon type and size of ESA - some requests for a second ESA cannot be approved and will be determined by DSS)

CTC takes the stance that campus housing is not an appropriate setting to raise a young puppy/kitten. Generally, dogs must be at least 12 months of age and cats six months of age. Proof of rabies vaccination and other vaccinations as needed are required for dogs. Appropriate vaccinations also required for cats. Proof of an up-to-date exam for the animal from a licensed veterinarian that attests to the absence of communicable diseases and parasites to show that the animal does not pose a notable risk of zoonosis and is in good health may also be required for other types of animals. A picture of the animal must also be provided.

Size/weight of ESA and crate must be able to reasonably and safely fit in dorm room for approval. Only one ESA per student will be permitted with approval from DSS in order to fulfill the intent of the FHA requirements of providing support to a student with a mental health disability.

Required Forms

The student must request approval for the ESA for housing with DSS by completing ALL the required eforms listed below and required documents listed below:

- **ESA Verification Form** - Student must contact DSS to request copy of ESA Verification Form by emailing Disability Support Services at DSS at DSS@ctcd.edu or calling our DSS Coordinator at 254-526-1863 (Reliable documentation must be from a qualified/licensed mental health professional with whom the student has an established/ongoing therapeutic relationship with - an evaluator that the student has only met with once or twice should not complete this form. Students may elect to submit a letter from their treating mental health provider they have an established history/ongoing therapeutic relationship with in lieu of the ESA verification form, but letter must be on an official letter head with evaluator's credentials/signature and must still provide all information required/listed on the ESA verification form). ESA documentation may be updated every year or as required by DSS. Documentation or ESA verification form **MUST** be attached to the Student Intake, ESA Registration and Housing Accommodation e-Forms - incomplete forms will be returned back to students)
- **Student Intake E-Form** (must attach verification form or required documentation as explained below under ESA verification form section)
- **ESA Registration E-Form** (must attach verification form or required documentation as explained below under ESA verification form section; must attach proof of rabies vaccination/other required vaccinations and/or record of good health from licensed veterinarian; must attach picture of the ESA; this eform is required to be submitted every year or as required by DSS)
- **Housing Accommodation E-Form** (must attach verification form or required documentation as explained below under ESA verification form section; must attach picture of the ESA; this eform is required to be submitted each semester)

Student Responsibilities

The owner is solely responsible for the animal's care, complying with all animal ordinances/laws, cleanliness, and control. The animal must not pose a threat, and all waste/droppings from the ESA (inside Residence Hall and outdoor areas) is required to be promptly cleaned/picked up by the owner. No excessive noise or disruptive behavior is allowed. Students will be required to sign a liability form with DSS each semester before final approval for ESA is given.

- The College is not responsible for the animal during emergencies or at any time. Owner is responsible for and required to provide a local emergency point of contact to the Residence Hall Manager who can pick-up the ESA immediately if an emergency situation arises.
- ESA is required to be in an animal carrier, on a leash, or under harness control when going outside.
- ESA cannot be left alone for over an extended period of time (generally no more than 6 hours). ESA must be crated when the owner is not in the room.
- ESA may not be left in the care of other student residents at any time. If the owner is to be absent from the residence hall overnight or longer, the ESA must accompany the owner.
- The owner is financially responsible for any damage or bodily injury caused by the animal. Maintenance staff entry requires the owner's presence.

Compliance with ESA Policy

Failure to comply with all ESA policies may result in the loss of ESA housing accommodations

- 1st incident of non-compliance = written warning from DSS
- 2nd incident of non-compliance = meeting/discussion with DSS
- 3rd/final incident of non-compliance = removal of ESA from campus housing as directed by DSS

*In situations where the ESA poses a threat, causes uncontrollable disturbances, or is in violation of any animal laws, the College/DSS may remove the ESA immediately from campus housing.

If maintenance staff needs to enter a student's room, the owner must be present. Work cannot be done without the owner being there.

TSI, HESI, & Standardized Testing Accommodation Requests

Overview

All TSI, HESI and standardized test accommodation requests must be made at least 4 weeks before the test date to allow DSS adequate time to review the request and arrange appropriate accommodations, if approved. The student must provide required documentation to the college. DSS will review the submitted documentation to decide on suitable accommodation(s), according to college's policies and federal/state disability laws. Please note that some accommodations may not be approved due to the nature of the exam and what the exam is designed to measure/test.

- HESI is a state assessment More info on HESI.
- TSI is an untimed assessment for math, reading, and writing skills (generally, extra testing time is not needed as it is untimed). More info on TSI. Also see [Texas Success Initiative Assessment, 2.0 \(TSIA2\) Accommodations Guidelines for Students with Documented Disabilities](#)
- DSS cannot modify TSI or HESI test sections or grading.

*If test is not being proctored by CTC's Testing Center, students will need to contact the proctoring agency directly to discuss accommodation requests.

Required Form & Disability Documentation

Student must contact DSS to request the TSI and/or HESI Accommodation Request Form by emailing DSS at DSS@ctcd.edu or calling our DSS Coordinator at 254-526-1863.

Students must also submit the following required documentation along with the Accommodation Request Form (insufficient documentation will not be accepted by DSS and student will be asked to provide additional documentation).

- Documentation on an official letterhead by a qualified professional whose license/credentials are appropriate to diagnose the disability - must have signature and credentials of the health care professional.
- A diagnosis of the disability or disabilities for which testing accommodations are being requested, summary of tests (along with test results) that were used to determine the diagnosis, and explanation of functional limitations due to the disability must be included in the documentation.
- Recommended test accommodations determined by the evaluating professional that are specifically related to the disability and are reasonable within the context of the TSI or HESI and rationale for the test accommodation must be included in the documentation.

After submission and review has been completed by DSS, you will receive a response via email on any approval or denial of accommodations before the TSI/HESI test date. Submitting the request and providing documentation does not guarantee approval of accommodations.

Students are responsible for contacting CTC's Testing Center directly to schedule their test appointment. Information on CTC's Testing Center can be found at: <https://www.ctcd.edu/students/current-ctc-students/testing-services/>

Accommodations for National Exams

Accommodations for national exams, including ACT or SAT, must be made to the individual testing agency by the test taker then coordinated with DSS. Students are responsible for contacting the testing agency directly to schedule their test appointment.

Temporary Disability

Students with temporary illness or injury are not considered disabled under the Americans with Disabilities Act (ADA) and DSS is NOT obligated to provide accommodations for temporary disabilities. However, DSS will make every effort to provide reasonable accommodations to students who identify to our office on a case to case basis (please note that accommodations cannot be applied retroactively). Temporary disability is defined as a transitory impairment with an actual or expected duration of six months or less. Some examples of temporary disabilities addressed by these guidelines include broken extremities, hand injuries, post-surgical recoveries, concussions, etc.

For students who have a temporary injury or illness, DSS encourages them to first talk directly with their instructors to discuss their temporary impairment prior to contacting DSS to determine what, if any, reasonable arrangements can be made with the instructor(s). In many cases, students with a temporary disability do not need to come to DSS and can work informally with their instructors to get the support they need. If the student's temporary injury/disability is obvious (i.e. cast, crutches, sling, etc.), DSS encourages instructors to informally work with students related to their impairment. Reasonable amount of absences due to temporary disability will need to be discussed directly with the instructor(s) by the student. If a student is expected to be out for an extended period of time, it may be necessary for a student to seek a leave of absence or course withdrawal as outlined in CTC's policies.

Students may consult with DSS after talking with their instructor(s) if any additional reasonable accommodations may be needed beyond what instructors may be able to provide. DSS may be able to provide some reasonable support services to eligible students with temporary conditions on a case by case basis. The eligibility process for a temporary disability is the same as for permanent disability cases (student must complete our DSS Student Intake eform and attach appropriate medical documentation to the eform for review).

The documentation for a temporary disability must include ALL the following information:

- Type of disability, severity, limitations, prognosis and estimated duration of the condition
- It is also helpful to know any adverse side effects caused by medication
- Must list recommendations for accommodations
- The documentation must be on an official letter head, dated and signed by the treating health care provider (provider must be qualified to make the diagnosis)

DSS may require student to provide additional medical documentation to verify the need for continued accommodations after the estimated duration of the condition has expired. DSS will determine if any appropriate/reasonable academic accommodations are needed after reviewing the student's submitted medical documentation.

Reasonable academic accommodations, if any, will be determined by the type of temporary disability, medical documentation and through an interactive process with the student.

Accommodations are NOT retroactive Examples of possible accommodations:

- Audio recorder for lectures
- Extended testing time

Accommodations Grievance Process

To file an accommodations grievance/complaint, students must submit their grievance in writing within 10 days of the alleged incident to the DSS Director, who will investigate the complaint.

The DSS Director will aim to complete the grievance process within 30 business days from the receipt of the grievance. Depending on the complexity of the investigation, more or less time may be required to complete the process, at the discretion of the Director. The student will be provided a written decision in regard to the resolution of the complaint by the Director at the conclusion of the investigation.

Complainants may request a reconsideration of the case in instances where they are dissatisfied with the resolution. The request for reconsideration/appeal must be made in writing within 5 calendar days to the Dean of Student Success and Persistence. The decision of the Dean will be final.

DSS office will maintain the files and records for this institution on matters pertaining to the complaints filed that are disability related.

Students may also file a complaint of discriminatory treatment in the provision of educational programs and services with the Department of Education, Office of Civil Rights, Regional Office 1301 Young Street, Suite 1169, Dallas, TX 75202, Voice Phone (800) 368-1019, Fax (214) 767-0432, TDD (800) 537-7697. These procedures will be construed to protect the substantive rights of interested persons, due process standards, and assure that this institution complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Prison Education Program (PEP) Students

Requesting Accommodations Process

PEP students with qualifying disabilities may apply for academic accommodation through the reporting system established by the prison. Students will need to self-identify and provide sufficient disability documentation to qualify for accommodations. CTC's Prison Education Program staff will coordinate with CTC's DSS staff as needed to determine eligibility for reasonable accommodations. PEP students must adhere to all policies in this manual when applicable given the constraints of the prison setting.

Accommodations Complaint Process

PEP students may file a written complaint regarding accommodations through the reporting system established by the prison. All complaints should be submitted within a timely manner of the alleged grievance. CTC's Prison Education Program staff will coordinate the complaint with CTC's Director of DSS, who will investigate the complaint within 30 business days from receipt of the grievance. Depending on the complexity of the investigation, more or less time may be required to complete the process, at the discretion of the Director. Student will be provided a written decision in regard to the resolution of the complaint. Students may request a reconsideration of the case in instances where they are dissatisfied with the resolution. The request for reconsideration/appeal must be made in writing within a timely manner to CTC's Prison Education Program staff who will coordinate the appeal with the Director of DSS and the Dean of Student Success and Persistence. The decision will be final. All formal complaints will be addressed and maintained by CTC's Prison Education Program staff with accessibility to DSS staff.

Additional Information

Special Requests for Accommodations

Students needing accommodations for graduation, a special school event and/or school activity/club, etc., due to a disability, is required to notify DSS at least 7 business days in advance to allow adequate time to review the request and make any approved arrangements needed. Student is responsible for providing documentation of the disability to DSS if required by DSS. The student will be required to pay for services that have been contracted by the student without prior approval from the DSS office.

Limitations of Confidentiality

While CTC and DSS will strictly observe a student's confidentiality as required by law, stated above, CTC, DSS and its staff maintain the right to divulge relevant information when information is made available by the student that includes harm to self, harm to others, or the planning of the commission of a crime (see *Tarasoff v Regents of the University of California*). Final determination for providing appropriate and reasonable accommodations will rest with the institution. Central Texas College and Disability Support Services reserve the right to deny services to any individual who presents a danger to themselves or to others, or who make intentions known to harm others and will take the necessary preventive and legal actions to avoid any such danger or harm.

Exceptions to Accommodation Requirements

Pursuant to the American Disabilities Act Title III Regulations 28 CFR Part 36, Section 36.208, Central Texas College will adhere to following statement obtained from the U.S. Department of Justice website as it pertains to direct threat (<https://www.ada.gov/law-and-regs/title-iii-regulations/#-36208-direct-threat>)

Direct Threat:

- a. This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others.
- b. In determining whether an individual poses a direct threat to the health or safety of others, a public accommodation must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: The nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. Accommodations are not required if it is found that a student poses a direct threat to the safety of others. The CARES Team will meet to evaluate any questions or concerns on direct threats.