



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Accessibility Resource Manual

Academic Success and Accessibility Office

Medical Education Building

MSC 21014

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El Paso, TX 79905

(915) 215-6018

disabilitysupport.elp@ttuhsc.edu

<https://elpaso.ttuhsc.edu/studentservices/office-of-academic-and-disability-support-services/default.aspx>

Academic Success and Accessibility Office

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Welcome TTUHSC El Paso students!

TTUHSC El Paso is committed to ensuring that all of our students receive an equal opportunity to a successful education. In compliance with the Americans with Disabilities Act, we provide reasonable accommodations for students with a temporary or permanent disability.

Academic Success and Accessibility Office (ASAO) works to provide equal access to educational activities for all students. In addition, ASAO coordinates programs that increase awareness among all members of the TTUHSC El Paso campus, so that students with disabilities are able to achieve academic success based on their abilities and not their disabilities.

This handbook will guide you through the requirements and procedures for requesting accommodations at TTUHSC El Paso. Please refer to this resource manual any time you have questions about the processes in Academic Success and Accessibility Office.

We are here to support you in achieving your goals! Please do not hesitate to contact us if you have any further questions or concerns. We are located in room 2101 of the Medical Education Building. Visit our website at <https://elpaso.ttuhsc.edu/student-services/office-of-academic-and-disability-support-services/default.aspx>, email us at disabilitysupport.elp@ttuhsc.edu or call (915)215-6018.

All services are confidential and free of charge.

We look forward to working alongside you to maximize your educational potential!

Academic Success and
Accessibility Office
Hector Noriega, M.A.
Associate Director, ASAO

ASAO Coordinator

Academic Success and Accessibility Office

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CONFIDENTIALITY AND RELEASE OF INFORMATION

ASAO is committed to ensuring that all student information, including disability-related documentation, correspondence, and accommodation records, is kept confidential in accordance with state and federal laws.

INSTITUTIONAL OBLIGATION

- The Institution has an obligation to confirm that students receiving accommodations have verified disabilities according to state and federal law. We request disability documentation on this information. Accommodations and services may not be provided if the student does not provide appropriate documentation of a disability, does not have a diagnosed disability, or does not follow policies and procedures. Disability documentation is housed in a confidential student file and does not become part of the student's academic record.

CONFIDENTIALITY

- A student's self-disclosure of a disability is voluntary and students are never obligated to self-disclose their disability to ASAO, faculty, or staff. However, students who wish to obtain accommodations and/or other disability-related services must self-disclose their disability to ASAO and officially request accommodations.
- Disability related information is to be treated as educational information covered under the Family Educational Rights and Privacy Act (FERPA). Any information pertaining to a student's disability is considered confidential and shall be shared with others within the institution on a need-to-know basis and only for the purpose of ensuring appropriate accommodations are implemented.
- A student's disability-related information remains in ASAO and is secured and accessible to ASAO staff only; it does not become a part of the student's academic record. Information will not be released except in accordance with federal and state laws or pursuant to a court order or subpoena.
- A student must provide written authorization for information to be released.
- If a student asks that ASAO not discuss their situation with faculty or staff, their request will be honored. However, students must understand that if they are requesting ASAO to provide accommodations and if they prohibit the individuals responsible for implementing accommodations from discussing critical components of the situation, then it may not be possible to provide the requested accommodation.

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APPLYING FOR SERVICES

SELF-DISCLOSING AND REQUESTING ACCOMMODATIONS

Academic Success and Accessibility Office (ASAO) provides academic services and accommodations for students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Students disclosing a diagnosed disability with evidence of a functional limitation that impacts them in the academic setting will be provided with reasonable accommodations.

Students with disabilities must be able to perform the essential functions (technical standards) of the curriculum with or without accommodations and present no threat to the safety and well-being of others. ASAO requires comprehensive documentation of the disability and an interactive process with the student to determine appropriate services and accommodations.

Accommodations are considered on a case-by-case basis and are based on specific, individual needs substantiated with documentation and prior history with consideration of how well the accommodations meet the curricular goals of the course of study. Both the student and faculty may be engaged in this process through ASAO.

It is the responsibility of the individual student to request accommodations, provide documentation, interact with ASAO personnel, and to advocate on their own behalf.

THE FOLLOWING PROCESS MUST BE FOLLOWED TO REQUEST ACCOMMODATIONS

1. Documentation and other supporting evidence must be submitted to ASAO. Students should submit their documentation and request for accommodations prior to enrollment whenever possible. Guidelines for documentation are outlined below.
 - a. Documentation of disability must be provided by a properly credentialed professional. Additional information may include former IEP's, letters from academic professionals, results of standardized testing and grades.
 - b. Documentation should
 - o Establish the existence of an impairment
 - o Indicate the degree to which the student's impairment substantially limits a major life activity
 - o Describe the manner in which the impairment limits the individual's ability to function in the academic environment
 - c. Documentation may include but is not limited to
 - o Test scores
 - o Objective medical data
 - o Clinical Observations
 - o Past academic or professional history
 - o The student's actual performance in similar situations
 - d. A direct link between the diagnosis and the requested accommodations

Please refer to pages 10-15 for more detailed information related to documentation guidelines. Documentation guidelines can also be found on the ASAO webpage through Student Services (<https://elpaso.ttuhsc.edu/student-services/office-of-academic-and-disability-support-services/default.aspx>)

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2. Students must complete and submit the Application for Disability Services. Included is a Release of Information Form that students should sign to allow ASAO to discuss the student's needs with their medical provider and/or diagnostician and any offices from which they have previously received accommodations. While this release is not required in order to receive accommodations, it may be of significant help in determining appropriate accommodations.
 - a. ***The ASAO Self-Disclosure and Accommodation Request Forms can be found on the Student Services ASAO webpage, or in the ASAO office.***
 - b. ***Students must request each accommodation they are seeking. Please provide this specific information on the request form as each request is taken into consideration during the review of documentation***
 - c. ***Extra time on clinical performance tests is very rarely granted and only after considerate deliberation by the disability consultant, the student affairs/academic affairs officer of the school, and the course director/clerkship director.***
 - d. ***Additional time for in-class quizzes is often difficult to provide due to the possibility of missing class time, but should it become problematic students should contact ASAO.***
3. Upon delivering these forms to ASAO, students must make an appointment for an intake interview to discuss their disability and specific needs for accommodations. Interviews may be conducted in person, by phone, or through video-conferencing depending on the situation.
4. Students may be asked for additional information and should respond to all requests as soon as possible. Failure to do so may result in a denial and/or delay of the accommodation requests.
5. Students will be provided with a written decision regarding their accommodations within 10 institutional days after all requested material has been provided and reviewed.
 - a. ***Please note that we try our best to process requests for accommodations in a timely fashion, however obtaining accommodations is not immediate and can be a lengthy process at times.***
 - b. ***An approved accommodation(s) at TTUHSC El Paso is not a guarantee that an accommodation(s) would be granted on Board Exams.***
6. Students may appeal a decision regarding accommodations by following the grievance procedure described in this handbook.

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IMPORTANT INFORMATION ABOUT APPLYING FOR SERVICES:

- Accommodations are not retroactive. If you are not sure if you'll need accommodations, it is better to have them in place should the need arise.
- Accommodations can be requested at any point during the semester. However, it does take time to process the request and review documentation to determine the provision of accommodations. Don't wait until your test is days away. Please allow 10 institutional working days to process your application after the ASAO office has received all necessary documentation.
- A prior history of accommodations in a previous academic environment is not a guarantee that accommodations would be granted at TTUHSC El Paso. A prior history of accommodations without a demonstration of a current need does not in itself warrant the provision of similar accommodations.
- For students who have a disability but do not wish to seek accommodations, we still encourage you to register with our office.
- Self-disclosure of a disability is completely voluntary; however students wishing to request accommodations must self-disclose their disability and make a direct request for accommodations with ASAO.
- All information is confidential in ASAO. Written consent by the student would be needed for information to be released.
- Students must be officially approved for accommodations in order for ASAO to provide accommodations.
- An approved accommodation(s) at TTUHSC El Paso is not a guarantee that an accommodation would be granted on board exams.

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REASONABLE ACCOMMODATIONS

WHAT IS A REASONABLE ACCOMMODATION?

- Accommodations are modifications to a condition that would otherwise cause a student, because of a disability, to be at a disadvantage compared to non-disabled students in their access to the institution's programs for students. Reasonable accommodations provide equitable access to programs or facilities and do not fundamentally alter the essential nature of a course or academic program (technical standards).
- In order for accommodations to be reasonable they cannot:
 - fundamentally alter the nature of an academic program;
 - compromise the essential elements of the program;
 - endanger the safety of patients, self, or others.

Accommodations are never designed to substantially alter the curriculum or eliminate the student from meeting the academic or technical standards.

HOW ARE REASONABLE ACCOMMODATIONS DETERMINED?

Accommodations are determined on an individual, case-by-case basis after an interactive process. In some instances, the academic affairs or course director may be asked if an accommodation is reasonable given the technical standards of the academic program. Further, in addition to the disability consultant, other resources such as the Association on Higher Education and Disabilities, physicians, psychologists, psychiatrists, educators and other relevant experts are frequently consulted. Reasonable accommodations are determined by examining:

- The documentation of the disability and recommendations made by the diagnosing professional;
 - The student's request for a specific accommodation(s);
 - Barriers resulting from the interaction between the documented disability and the campus environment;
 - Possible accommodations that might remove the barriers;
 - Whether the essential elements of the course/program are compromised by the accommodation(s).
-

The amount of time needed for a test is carefully determined by examining disability documentation, observations of the student's ability, and historical information. Extra time on clinical performance tests is very rarely granted and only after considerable deliberation by the disability consultant, academic affairs officers of the school, and the course director/clerkship director.

Additional time for In-class quizzes is often times difficult to provide due to the possibility of missing class time, but should it become problematic students should contact ASAO.

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GUIDELINES FOR DOCUMENTING A DISABILITY

To provide reasonable and appropriate academic accommodations to TTUHSC El Paso students with disabilities, ASAO requires documentation to show the current diagnosis, the significant functional limitation in a major life activity being impacted for which an accommodation is being requested, and a rationale for why the accommodation is needed.

It is essential that each student understand his/her responsibility to look at the information provided for the *specific* type of disability for which they are asking accommodations and make certain that the documentation adheres to those specific guidelines.

GENERAL GUIDELINES FOR ALL DOCUMENTATION

Documentation must *minimally* include the following:

All documentation submitted to ASAO must include the following information in addition to specific disability information listed on the following pages.

1. **The report must clearly state the diagnosed disability or disabilities.** Terms such as “suggest” or “is indicative of” are not acceptable.
2. **Describe the significant functional limitation(s) and the specific effect(s) it has in the learning environment.** A diagnosis in and of itself is not sufficient to substantiate accommodations.
 - *This information is frequently left out of reports and is essential for the approval of accommodations.*
3. **Documentation must be current.** Documentation that is dated after the age of 13 is considered valid. Documentation from any time after 13 must be included as well as a current letter from a qualified practitioner describing the diagnosis, current level of functioning, effects on the academic environment and requested accommodations.
4. **Include complete educational, developmental, and medical history** relevant to the disability for which accommodations are being requested.
5. **Include a list of all testing instruments, scores and subtest scores derived from these tests and a discussion of the data** in the evaluation report. ASAO reserves the right to determine which tests are acceptable for diagnosing the disability. Standardized tests must be based on adult norms, when appropriate.

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6. **Describe the specific accommodations being requested and explain the rationale for each as to why the accommodations may be needed based upon the student's functional limitation.**
 - *A request for extended time should have documentation that demonstrates difficulty taking tests under timed conditions. In most cases, the documentation should include scores from both timed and extended/untimed tests, to demonstrate any differences caused by the timed conditions.*
 - *Please Note: The inability to complete an exam is not a sufficient rationale for extended test-taking time, since this does not address the academic need for the accommodation as related to the student's functional limitation and disability.*
7. **Reports should be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis** (include information about license or certification and area of specialization). Professionals conducting the evaluation/assessment must be qualified to do so, and it is essential that they have experience working with *adult populations*.
8. **If medications are taken these should be listed.** Any potential side effects caused by the medications should also be listed.
9. **If symptoms involve cognitive recall (memory), appropriate testing needs to be conducted.** Testing for specific learning disabilities may be appropriate.
10. **A doctor's prescription pad note or a school plan such as an Individualized Educational Plan (IEP) or a 504 Plan IS NOT sufficient documentation in and of itself**, but can be included as part of a more comprehensive evaluation report.

PLEASE NOTE:

- *It must be understood that evaluation reports themselves do not automatically qualify a student for registration or services through the ASAO will make the final decision as to whether reasonable and appropriate accommodations are needed and can be provided to the student.*
- *It is important to note that a prior history of receiving accommodations in previous academic/testing environments is not a guarantee one will be granted accommodations on a high stakes examination. Prior documentation may have been adequate in determining appropriate services or accommodations in the past. However, a prior history of accommodations without demonstration of a current need does not in itself warrant the provision of similar accommodations.*

DOCUMENTATION FOR A SPECIFIC DISABILITY

In addition to the general guidelines listed on pages 8-9, documentation for a specific disability must also include the following:

DEAF AND HARD OF HEARING

1. Report from an audiologist or otolaryngologist that includes the following:

- A clear statement of deafness or hearing loss;
- A current audiogram that reflects the degree of hearing loss and current impact the deafness or hearing loss has on the student's functioning;
 - The type of hearing loss (conductive or sensorineural);
 - The status of the individual's hearing in regards to whether the hearing loss is temporary or permanent, and if it is stable or progressive;
- Whether the condition is mitigated by hearing aids or medication;
- Recommendations for reasonable academic accommodations.

VISUAL IMPAIRMENT

1. Report or letter from an ophthalmologist or optometrist that includes the following:

- The specific medical condition which causes the visual impairment and how long the student has experienced the condition;
- The degree of visual acuity, including with corrective lenses;
- The extent of the visual fields;
- Whether the condition is temporary or permanent, and if it is stable or progressive;
- Whether the condition is mitigated by corrective lenses or medication;
- A description of the functional limitation(s) caused by the disability;
- Recommendations for reasonable academic accommodations including any visual aids.

SPEECH IMPAIRMENT

1. Report or letter from a speech pathologist or physician that includes the following:

- The specific disabling condition;
- Whether the condition is temporary or permanent, and if it is stable or progressive;
- A description of the functional limitation(s) caused by the disability on student's academic performance;
- Recommendations for reasonable academic accommodations.

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PHYSICAL / MEDICAL

1. Letter or report from a physician in an appropriate medical specialization that includes the following:

- The specific medical condition which causes the disability;
- Whether the condition is temporary or permanent, and if it is stable or progressive;
- Information about current prescribed medications used to treat the disability and possible side effects;
- A description of the functionally limiting manifestations of the condition(s) for which accommodations are being requested;
- Recommendations and rationales for reasonable academic accommodations.
- If temporary, please include start and end dates for accommodation requests. (see Temporary Accommodations section on p.17)

PSYCHOLOGICAL

1. Psychological or neuropsychological evaluation or report from a psychiatrist, licensed psychologist, or otherwise qualified practitioner that includes the following:

- Clear statement of the condition with the DSM-V diagnosis;
- Clear description of the specific symptoms experienced by the student which meet the criteria for the diagnosis;
- A summary of the assessment procedures and evaluation instruments which were used to make the diagnosis;
- Information about current prescribed medications used to treat the disability and possible side effects;
- Description of the functional limitation(s) caused by the disability that would impact the academic context for which accommodations are being requested;
- Recommendations and rationales for reasonable academic accommodations.

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ADHD

1. A qualified diagnostician must conduct the evaluation.

- Professionals conducting assessments and rendering diagnoses of ADHD must be qualified to do so and qualified to recommend appropriate accommodations for adult students. Professionals typically qualified include psychologists, neuro-psychologists, psychiatrists, and other practitioners trained in psychology/psychiatry.
- Comprehensive training in the differential diagnosis of ADHD and direct experience in diagnosis and treatment of adolescents and adults with ADHD is necessary.
- Diagnoses of ADHD documented by family members will not be accepted even when the family members are otherwise qualified by virtue of training and licensure/certification.
- All reports should be in English, typed or printed on professional letterhead, dated and signed.

2. Evaluation report must include specific information:

Since reasonable accommodations are based upon the assessment of the current impact of the disorder on academic and other functioning, a comprehensive neuropsychological or psychological evaluation, interview, clinical narrative discussion and summary is required.

- Date(s) of assessment;
- Clear diagnosis utilizing the appropriate DSM-V or DSM-IV-TR code(s);
- A description of the symptoms and criteria met for the diagnosis;
- Identification of tools used for diagnostic purposes; (see #4)
- Testing results using adult norms (if over 18 at the time of testing) and reporting as percentiles or stanines, along with standard scores;
- Clinical narrative based upon observations and specific results as it pertains to the learning environment;
- Relevant pharmacological history, explanation of the extent to which the medication(s) currently benefit and effect the student;

3. Documentation should build a case for and provide a rationale for the ADHD diagnosis.

- Description and emphasis on how ADHD symptoms have manifested across various settings over time, how the student has coped with the problems and what success the student has had in their coping efforts;
- A thorough explanation of the student's current level of functioning, with or without the use of mitigating measures, including medication and increased time on exams.
- Description of the functional limitation(s) to major life activities (e.g. learning, concentrating, thinking) posed by the disability and how it may affect the accommodations that are being requested.

4. Comprehensive testing battery and diagnostic report with specific assessment data must be included in each of 3 areas: Aptitude/Cognitive Ability, Academic Achievement, and Information Processing.

- Summary of the assessment procedures and evaluation instruments used to make the diagnosis.
- An assessment of aptitude and cognitive ability including sub-test scores, standard scores and percentiles or stanines listed by preference:
 - Acceptable Aptitude/Cognitive Ability Tests:
 - Wechsler Adult Intelligence Scale – Revised (WAIS-R) *or*
 - Wechsler Adult Intelligence Scale 3rd Edition (WAIS-III)
 - Woodcock-Johnson Psycho-educational Battery: Test of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence Test
 - Stanford Binet – 5th Edition
- A comprehensive academic achievement battery with all sub-test scores, standard scores and percentiles or stanines reported, and should include current levels of academic functioning in such relevant areas as reading (decoding and comprehension), mathematics, and oral and written language, listed by preference:
 - Acceptable Academic Achievement Tests:
 - Woodcock-Johnson III Psycho-educational Battery: Test of Achievement

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- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Woodcock Reading Mastery Tests – Revised (specific achievement test)
- Test of Written Language (TOWL-3) (specific achievement test)
- Nelson-Denny Reading Testing (*to be used as supplemental test*)
- Assessment of short and long term memory, auditory and visual perception and processing, executive functioning, and/or motor ability. Sub-test scores, standard scores and percentiles or stanines should be provided for all normed measures.
 - Acceptable Information Processing Tests:
 - Detroit Test of Learning Aptitude (DTLA-3)
 - Detroit Test of Learning Aptitude – Adult (DTLA-A)
 - Subtests from the Woodcock-Johnson – Revised: Tests of Cognitive Abilities
 - Subtests from the Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Other behavioral rating scales, attention, memory and learning assessments, or checklists/ADHD symptom rating scales may not be used alone but only in conjunction with other data above. Other tests/measures can and should be submitted in addition to the above assessments to support the evaluation report.
- Age/grade equivalent scores are not sufficient in the absence of standard scores or percentile ranks; all test scores must be included in the report including sub-test scores, standard scores and percentile ranks or stanines.
- Test data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation.
- The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations.

5. Each accommodation recommended must include a rationale.

- *An ADHD diagnosis alone will not necessarily establish disability status or warrant accommodations under the ADA.*
- Accommodations are not granted on the basis of a diagnostic label. Instead, accommodation requests need to be tied to evidence of current functional impairment that supports their use. Accommodations must be necessary, reasonable and appropriate.
- The evaluator must describe the type and degree of impact ADHD has on a specific major life activity and on the individual.
- Each recommendation should be tailored to the individual and tied to specific test results and clinical observations.
- A detailed explanation supporting the need for each requested accommodation must be provided. The rationale should explain why the specific accommodation is needed based upon functional limitations established through the evaluation process.
- If extended time is recommended as an accommodation, specific evidence must demonstrate improved performance with additional time.
 - “The inability to complete an exam” is not sufficient evidence for extended test taking time. It does not address the academic need for the accommodation as related to testing data, the student’s functional limitation(s), and disability.

Note: If you were diagnosed after the age of 13, you should provide the records and documentation from your original testing as well as a letter from your current provider stating your current level of functioning and pharmacological treatment. You do not have to be tested again.

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SPECIFIC LEARNING DISABILITY

1. A qualified diagnostician must conduct the evaluation.

- Professionals conducting assessments and making the diagnosis must be qualified to do so and qualified to recommend appropriate accommodations. Professionals typically qualified include psychologists, neuropsychologists, psychiatrists, and other practitioners trained in psychology/psychiatry.
- The documentation must include name, title, and professional credentials of the evaluator, including information about licensure and/or specialization.
- Diagnoses of Learning Disorders documented by family members will not be accepted even when the family members are otherwise qualified by virtue of training and licensure/certification.
- All reports should be in English, typed or printed on professional letterhead, dated and signed.

2. Documentation must be current.

- Although LD is normally viewed as lifelong, the severity and manifestations of the condition may change over time. The provision of reasonable accommodations and services is based upon assessment of the *current* impact of the disability on academic functioning, therefore it is necessary to provide "recent" and appropriate documentation.
- If you were diagnosed after the age of 13, you should provide the records and documentation from your original testing as well as a letter from your current provider stating your current level of functioning and recommendations for accommodations. You do not have to be tested again

3. Evaluation report must include specific information:

Since reasonable accommodations are based upon the assessment of the current impact of the disorder on academic and other functioning, a comprehensive neuropsychological or psychological evaluation, interview, clinical narrative discussion and summary is required.

- Date(s) of assessment;
- A clear diagnosis utilizing the appropriate DSM-V or DSM-IV-TR code(s);
- A description of how the condition was diagnosed;
- Diagnostic interview and clinical observations;
- Identification of tools used for diagnostic purposes, (see #4);
- Testing results using adult norms (if 18 or over at the time of testing) and reporting as percentiles or stanines, along with standard scores;
- Description of the individual's current level of functioning, current impact of the disability on the student's ability to function in an academic setting
- List of the current treatments, therapeutic techniques, and any assistive technology that may be used to ameliorate the impact of the learning disorder.
- Evidence that establishes a clear link between the functional limitations and the specific deficit areas along with a justification for the need of the recommended accommodations. Identifying a discrepancy on one test is not sufficient to warrant a diagnosis of a learning disability, nor does it establish eligibility for an accommodation. The diagnosis must be based upon the full comprehensive assessment battery;
- Demonstration that a major life activity (e.g. learning, concentrating, thinking) is substantially limited by providing a clear sense and implication of the frequency and severity of the disability and how it applies to the accommodations being requested.

4. Comprehensive evaluation and diagnostic report with specific assessment data must be provided.

- Summary of the assessment procedures and evaluation instruments used to make the diagnosis.
- An assessment of aptitude and cognitive ability including sub-test scores, standard scores and percentiles or stanines listed by preference:
 - Acceptable Aptitude/Cognitive Ability Tests:
 - Wechsler Adult Intelligence Scale – Revised (WAIS-R) or

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- Wechsler Adult Intelligence Scale 3rd Edition (WAIS-III)
 - Woodcock-Johnson Psycho-educational Battery: Test of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence Test
 - Stanford Binet – 5th Edition
- A comprehensive academic achievement battery with all sub-test scores, standard scores and percentiles or stanines reported, and should include current levels of academic functioning in such relevant areas as reading (decoding and comprehension), mathematics, and oral and written language, listed by preference:
 - Acceptable Academic Achievement Tests:
 - Woodcock-Johnson III Psycho-educational Battery: Test of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - Stanford Test of Academic Skills (TASK)
 - Scholastic Abilities Test for Adults (SATA)
 - Woodcock Reading Mastery Tests – Revised (specific achievement test)
 - Test of Written Language (TOWL-3) (specific achievement test)
 - Nelson-Denny Reading Testing (*to be used as supplemental test*)
 - Assessment of short and long term memory, auditory and visual perception and processing, executive functioning, and/or motor ability. Sub-test scores, standard scores and percentiles or stanines should be provided for all normed measures.
 - Acceptable Information Processing Tests:
 - Detroit Test of Learning Aptitude (DTLA-3)
 - Detroit Test of Learning Aptitude – Adult (DTLA-A)
 - Subtests from the Woodcock-Johnson – Revised: Tests of Cognitive Abilities
 - Subtests from the Wechsler Adult Intelligence Scale - Revised (WAIS-R)
 - Other behavioral rating scales, attention, memory and learning assessments, or checklists/ symptom rating scales may not be used alone but only in conjunction with other data above. Other tests/measures can and should be submitted in addition to the above assessments to support the evaluation report.

5. Each accommodation recommended must include a rationale.

- Accommodations are not granted on the basis of a diagnostic label. Instead, accommodation requests need to be tied to evidence of current functional impairment that supports their use.
- The evaluator must describe the type and degree of impact that the LD has (if one exists) on a specific major life activity and on the individual.
- A detailed explanation supporting the need for each requested accommodation must be provided. The rationale should explain why the specific accommodation is needed based upon functional limitations established through the evaluation process.
- If extended time is recommended as an accommodation, specific evidence must demonstrate improved performance with additional time.
 - “The inability to complete an exam” is not sufficient evidence for extended test taking time. It does not address the academic need for the accommodation as related to testing data, the student’s functional limitation(s), and disability.

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TEMPORARY ACCOMMODATIONS

- During enrollment, students may acquire a short-term disabling condition, often due to injury or surgery. This temporary disability is covered by the 2008 Americans with Disabilities Act (ADAAA) which allows students to apply for and receive reasonable and appropriate temporary accommodations.
- In order to receive temporary accommodations, please fill out the Temporary Accommodation Application and submit the appropriate documentation with an anticipated end date. (Refer to Documentation Requirements on p. 10-15)
- After submitting the application and documentation, the student must set up an intake interview with the Director of Academic Success and Accessibility Office who will determine the appropriate accommodations.

PROVISIONAL ACCOMMODATIONS

- At times a situation may occur where a provisional accommodation is provided for a student. It is a conditional arrangement made on a case-by-case basis and is not an official approved accommodation.
- This arrangement is not a substitute for a student with no documentation to get accommodations nor is it a replacement for a student whose documentation has been denied.

FOR CONSIDERATION OF A PROVISIONAL ACCOMMODATION, THE FOLLOWING MUST OCCUR:

- **Step 1:** Documentation is provided, even if it may be insufficient information to meet TTUHSC-EP guidelines that presents a diagnosis and substantiates a need for accommodations. Documentation presented at least 2 weeks before an exam will be eligible for provisional accommodations.
- **Step 2:** The Disability Director is in the process of reviewing documentation to determine the provision of accommodations.
- **Step 3:** Appropriate documentation is in the process of being obtained, including any upcoming evaluation appointments.
- **Step 4:** A request for a provisional accommodations is submitted.

Complete documentation must be received within four weeks of receiving provisional accommodations or else they will be waived. If you have difficulty in meeting this deadline due to troubles making a testing appointment, you must contact the disability coordinator immediately.

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ADDITIONAL RESOURCES

Accessible Parking

- Students with disabilities needing accessible parking should contact ASAO to help facilitate this process with Traffic and Parking. Appropriate documentation is required. Traffic and Parking can be reached at 915-215-4425 and their website is <http://elpaso.ttuhsc.edu/parking>.

Student Health Services

- If a student has paid the Medical Services Fee, they are eligible to receive services at the Texas Tech Physicians Hague Clinic. Students can make an appointment for assistance in receiving documentation related to their disability. In addition, all students are required to have health insurance and so a student may use their insurance to see a physician or provider of their choice.
- NOTE: Physicians at the Texas Tech Physicians Hague Clinic cannot prescribe medication or provide documentation for ADD/ADHD.
- Additional information can be found on the TTUHSC-EP Student Services Website -> Health and Safety Resources -> Health Services Brochure
<http://elpaso.ttuhsc.edu/som/studentaffairs/documents/Student%20Health%20Brochure.pdf>
- If you do not currently pay the Medical Services Fee and would like to opt in, please fill out the Student Business Services Elect to Pay form and take to your Student Affairs office. The form can be found on the ADS website.

Student Counseling Services

- Student counseling services is a program that enhances wellness by providing you and any dependents you have the opportunity to manage life's problems before they become serious and impair your academic and professional performance.
- Benefits include individual, short-term therapy, a 24-hour crisis hotline, complete confidentiality and no cost to students.
- 1-800-327-0328 - Call the toll free number 24/7 to speak with a specialist for personal consultation for situations that can impact your well-being or academic performance (i.e. relationship problems, sexual orientation, alcohol and substance abuse, stress, eating disorders, emotional, financial, and legal problems) and for emergency situations.
- Additional information can be found on the TTUHSC El Paso Student Services Website -> Services -> Program of Assistance for Students; <https://elpaso.ttuhsc.edu/studentservices/SCS.aspx>

The Office of Diversity, Inclusion, and Global Health

- The ASAO office works closely with the Office of Diversity Affairs to provide students with disabilities a positive and inclusive learning environment. You can contact the office directly by calling or emailing Mayra Morales at 915-215-4807, mayra.morales@ttuhsc.edu.

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RIGHTS AND RESPONSIBILITIES

The information below explains the rights and responsibilities of students with disabilities as well as the obligations TTUHSC El Paso has to provide academic adjustments, auxiliary aids, and/or services. Each student receiving academic adjustments, auxiliary aids, and/or services through the ASAO is required to sign a *Student Agreement*, which outlines his/her responsibilities for receiving academic adjustments.

Students with disabilities have a RIGHT to:

- Equal access to courses, programs, services, and activities offered through TTUHSC El Paso;
- Confidentiality of all information pertaining to the individual's disability, except as disclosures are necessary to provide accommodation or are required or permitted by law;
- Accessible formats of information if reasonably available;
- Equal opportunity to learn through reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

Students with disabilities have a RESPONSIBILITY to:

- Meet qualifications and maintain essential institutional technical standards for courses, services and activities.
- To self-disclose as an individual with a disability when an academic adjustment, auxiliary aids and/or service is needed.
- To follow published procedures and seek information, counsel, and assistance in a *timely manner* to request accommodations and services.
- Complete and submit the "Self-Disclosure and Accommodation Request Forms" to ASAO.
- Provide recent documentation from an appropriate professional detailing how a student's disability limits participation in courses, programs, services, or activities and provides support for each accommodation request.
- Discuss the accommodation(s) with the instructor during the first week of class or rotation and/or within one week of being granted the accommodation.
- Inform ASAO if the student elects not to use an approved accommodation. An "*Accommodation Waiver*" form will need to be completed.
- Renew accommodations each semester (GGHSON, GSBS) or year (PLFSOM). A "*Renewal of Accommodations*" form will need to be completed each semester/year that the student wishes to continue accommodations.
- Promptly inform the ASAO Disability Director of any problems with the manner in which an accommodation(s) is being provided.

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Faculty and Staff have a **RIGHT** to:

- Establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, and activities, and to evaluate students on this basis;
- To identify and maintain the academic and technical standards that are fundamental to providing a quality academic program, while ensuring the rights of individuals with disabilities;
- To refuse an unreasonable accommodation, adjustment, or auxiliary aid or service that imposes a fundamental alteration of a program or activity at TTUHSC El Paso;
- To select and recommend accommodations which are equally effective for individuals with disabilities.

Faculty and Staff have a **RESPONSIBILITY** to:

- Include a statement on syllabi to inform students with disabilities how to access accommodations on campus through ASAO.
- Refer any student that may report having a disability, but that does not currently receive approved accommodations, to ASAO.
- Maintain the same academic standards for all students. With appropriate accommodations, students with disabilities should be expected to perform at the same academic proficiency levels as their non-disabled peers.
- Work cooperatively with the students and ASAO in providing accommodations **only** to those students approved for accommodations. A notification is received by the school's Academic Dean's Office (to include relevant support staff) each semester with the students that are currently approved for accommodations through the ASAO.
- Ensure that students receive the needed accommodations without undue complications.
- Respect the student's right to privacy; keep disability-related information confidential. Students with disabilities are protected under FERPA and the civil rights law. At no time should faculty and staff make any statements or implications that the student with a disability is any different from the general student population.
- Remember that the student has the right not to self-disclose or discuss the particulars of his/her disability with faculty or staff except on a need-to-know basis.
- Contact ASAO immediately in the event problems occur.
- Be aware that further accommodations/arrangements may be made at a later time by a member of the ASAO staff.

Students are not expected or required to provide faculty with detailed documentation about their disabilities. Therefore, ASAO does not give advance notice to faculty regarding students with disabilities who are enrolled in their classes. From a legal standpoint, it is strongly advisable that faculty not request or expect such detailed documentation from the student. It is, however, entirely appropriate for faculty to request that the students provide verification from the ASAO Director that they are registered with ASAO.

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GRIEVANCE POLICIES

Consistent with the spirit of the Americans with Disabilities Act (ADA), TTUHSC El Paso determines disability accommodations through a deliberative and interactive process involving disability services professionals, appropriate members of the university community and, of course, the individuals with disabilities themselves.

We recognize that there is the possibility of disagreement about the appropriateness of accommodations in any deliberative process. We also acknowledge that even with the best efforts of everyone involved with your service delivery at TTUHSC El Paso, a problem may occur. To this end, the Academic Success and Accessibility Office in the Office of Student Services and Student Affairs recommends a range of options to resolve concerns about accommodation and eligibility decisions, services received, treatment by institutional staff and faculty, and institutional policies related to students with disabilities.

Occasionally a problem arises because of a misunderstanding or miscommunication; clarification can lead to a quick and effective solution. It is often best to discuss the issue with the person(s) most closely involved with the decision or incident first, and then go to the person's supervisor or department chair if a satisfactory resolution has not been provided. We strongly encourage you to let the ASAO know about any problems as soon as possible so that we can work together to solve the problem as quickly as possible.

Though attempts at internal resolution are always recommended first, external means for resolution are available and may be exercised at any time.

Throughout any of these procedures you should expect to be treated with respect, receive a timely response, have your issues dealt with in a confidential manner to the greatest extent possible, and should not fear any form of retaliation.

The institution expects that you address any problems early, give clear and detailed information, and be respectful of those people who are working with you. If you wish to know more about your rights as a disabled person under Federal and State law and Institutional policy, ASAO can refer you to the appropriate entity. Disability-related law and Institutional policy prohibit retaliation in any form against persons who file complaints.

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Appeals of ASAO Decisions

Occasionally, an accommodation initially recommended by the students' provider may not be considered feasible or appropriate for a specific course or program requirement when the accommodations would result in a fundamental alteration of an essential aspect of the student's program. This decision would have been made through an interactive process involving the student, their program, and possibly outside experts.

If a student were to disagree with the outcome of such a decision, they are encouraged to consult informally with the ASAO Director. If this does not resolve the concern, the student may formally appeal the decision.

Students who wish to appeal a decision made by ASAO must do so in writing, by submitting an appeals form located on the ASAO website within 20 days after the receipt of the Letter of Accommodation from the ASAO Director. Appeals are considered by the Assistant Vice President for Student Services (AVPSS), as the Vice President of Academic Affairs' designee. Completed Accommodation Appeal forms may be submitted by email or in person to Dr. Valerie Paton (valerie.paton@ttuhsc.edu, MEB 3321). Refer to OP 77.14 (http://elpaso.ttuhsc.edu/opp/_documents/77/op7714.pdf)

Once the appeals form is received, the Assistant Vice President for Student Services will have 10 institutional days to review the Accommodation Appeal Form and the student's file, and meet with the student to discuss their request. In order to reach a decision, the AVPSS may also request additional documentation of a student's disability, request to consult with their treatment team or diagnostician, or consult with outside experts. The review process will be concluded 5 days after receiving any additional information. This decision is the final ruling.

Discrimination

An individual who believes they have been discriminated against on the basis of their disability, or who feels that the Institution is out of compliance with their obligations to people with disabilities under Section 504 of the Rehabilitation Act of 1973 or the ADA, is encouraged to work with TTUHSC El Paso to resolve their concerns informally. In the event that such difficulties cannot be resolved informally, students can avail themselves of TTUHSC El Paso's formal grievance processes, or the external process for resolution.

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Informal resources for resolving grievances:

Discuss with Associate Director of ASAO

Hector Noriega, M.A.

hector.noriega@ttuhsc.edu

(915) 215-6018

Discuss with Office of Diversity, Inclusion and Global Health

Mayra Morales, M.B.A.

mayra.morales@ttuhsc.edu

(915) 215-4807

Formal means for resolving grievances:

Internal:

File a grievance via the Institution's Grievance Procedure

<http://elpaso.ttuhsc.edu/student-services/grievance.aspx>

Resources:

TTUHSC- El Paso Institutional Handbook:

http://elpaso.ttuhsc.edu/student-services/_documents/TTUHSC%20Institutional%20Handbook%202016.pdf

Assistant Vice President for Student Services

Valerie Paton, Ph.D.

valerie.paton@ttuhsc.edu

(915) 215-5114

Operating Policies and Procedures:

77.14, Students with Disabilities

http://elpaso.ttuhsc.edu/opp/_documents/77/op7714.pdf

51.02, Non-Discrimination and Anti-Harassment Policy and Complaint Procedure for Violations of Employment and Other Laws

http://elpaso.ttuhsc.edu/opp/_documents/51/op5102.pdf

External:

The U.S. Department of Education Office of Civil Rights

Dallas Office

U.S. Department of Education

1999 Bryan Street, Suite 1620

Dallas, TX 75201-6810

Telephone: (214) 661-9600

Facsimile: (214) 661-9587

Email: OCR.Dallas@ed.gov

Students may also seek resolution through private legal means.