

Accessibility Resources' Student Guide

Welcome to the Accessibility Resources office at Tulsa Community College!

Accessibility Resources (AR) manages accommodations for qualifying Tulsa Community College (TCC) students in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In serving as advocates, the Accessibility Resources staff partners with students to provide access to classroom instruction and college accommodations.

Accommodations are not intended to alter or lower the standards or expectations of a course or exam; they are designed to assist students in learning the same material and meet the same expectations as their classmates. Accommodations are determined on a case-by-case basis. This guide outlines the rights, responsibilities, and accommodation procedures for students that receive academic accommodations for a disability. All processes procedures set forth are subject to change.

Please review this guide thoroughly. For questions about rights, responsibilities, or procedures to obtain accommodations please contact us at 918-595-7428 or ar@tulsacc.edu. Additional information regarding our services can be found on our website at: <https://www.tulsacc.edu/support/accessibility-resources>

Section 1: Students with Disabilities Rights and Responsibilities

Tulsa Community College (TCC) is committed to following Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) as amended in 2008 (ADAAA), and other applicable federal and state regulations and university policies which prohibit discrimination based on disability. Under these laws, eligible students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws.

Students with disabilities have the **right** to:

1. An equal opportunity to learn. If the building location, academic course materials, or instructional methodology limits access, participation, or the ability to benefit, students have a right to reasonable accommodations in those aspects of the course (or program). The accommodation(s) may not fundamentally alter the nature of the program or activity, lower academic standards, present an undue financial or administrative burden on the university, or pose a threat to others or public safety.
2. An equal opportunity to participate in and benefit from the academic community. This includes access to services, extra-curricular activities, housing, and transportation at a comparable level as provided to any student.

Students with disabilities shall be **responsible** for:

1. Completing the online application.
2. Provide documentation and/or forms to support eligibility for accommodations and support services, if necessary.
3. Complete the intake process which includes a student interview.
4. Notifying the AR office of any issues, concerns, or delays in receiving requested accommodations.
5. Meeting and maintaining the college's fundamental academic and technical standards.

Section 2: Determining Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to have an equal opportunity to access and use benefits, privileges and services that are available to similarly situated students without disabilities. The college is responsible for providing accommodation(s) solely for the known disability-related needs of an otherwise qualified student with a documented disability.

Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the impact of the documented disability and the campus environment.
- The possible accommodations that might reduce and/or remove the barriers.
- Whether or not the student has access to the course, program, service, or activity without an accommodation.
- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

In reviewing accommodation requests, the following analysis is used:

- Does the student have a documented disability?
 - that substantially limits one or more major life activities that impacts them in the TCC environment (academics, activities)
- Is the student "otherwise qualified?"
 - Meets the college's departments/programs academic and technical standards.
- Is the request reasonable? (The following requirements must **ALL** be satisfied for the request to be considered reasonable):
 - The accommodation does not fundamentally alter the nature of the program or activity.
 - The accommodation does not alter or remove essential requirements.
 - The accommodation does not lower academic standards.
 - The accommodation does not present an undue financial or administrative burden on the college.
 - The accommodation does not pose a threat to the safety of others or the public.

Section 3: Alternative Testing

The Accessibility Resources (AR) office offers different reduced distraction environments on each TCC campus for instructor exams. Depending on the disability, students may also qualify for extended testing time or private testing rooms.

Placement Exams

Placement exams may be taken in-person at any TCC campus. The AR office may provide a reader or scribe for these exams for students who are qualified.

Section 4: Accommodations for Arithmetic Computation

For students who have a learning disability that impacts arithmetic computation, using a simple calculator could be a reasonable accommodation. The academic decision of whether arithmetic computation is essential to the course is typically the prerogative of the instructor and/or academic unit involved. The AR office will not approve use of calculators as a reasonable accommodation when using one would be a fundamental alteration of the academic standards.

If an instructor deems this unreasonable or unfair accommodation, they should reach out to the AR office immediately to discuss their concerns.

Section 5: Notetaking Services

Eligible students may choose from one of the following notetaking services offered through the AR office:

- Glean Notetaking App
- Digital Recorder
- Peer-to-Peer Notetaker

Glean Notetaking App

With Glean, students can audio record their lectures, which enables them to focus on what they are hearing during the lecture, flag what the instructor identifies as important, and then come back to their recording to create effective notes. Students can also import slides and images that connect to their audio recording to create multi-media study resources.

Glean is a web application accessible on any laptop or desktop computer through the Chrome Web browser. Glean works on any operating system: Windows, Mac, Chromebooks, and Linux. Glean is also available for both iPhone and Android. (Go to the designated app store and search “Glean Notes.”)

Digital Recorder

Students may check out a digital recorder from any AR office on any TCC campus. Students must return the digital recorder at the end of each semester in good condition. Failure to return items will result in a fee equivalent to the equipment's replacement cost charged to my student account. AR office locations are as follows:

- Metro Campus, Room 118
- Northeast Campus, Room AB224
- Southeast Campus, Room 2210
- West Campus, Room IC 129

Peer-to-Peer Notetaking

In the event a student is unable to use notetaking technology, the AR office and instructor will assist the student to select a peer to serve as notetaker. Notetaker paper will be given to the AR student for the peer notetaker.

Section 6: Accessible Formats

Alternate format books include instructional materials, textbooks, and other reading materials presented in formats accessible to individuals with disabilities. Examples of alternate format books include audiobooks and books in PDF formats. Students requesting books in alternative formats should contact Accessibility Resources as early as possible before the semester begins.

Section 7: Accessible Media

Accessible audio/video accommodations provide access to media content. It can include the following:

- Closed-captioning/subtitles for videos: time-synchronized text that reflects the audio track and can be read while watching the video.
- Transcripts, which provide verbatim text for audio materials, such as podcasts or taped interviews.
- Audio description for videos, which provides information about actions, characters, scene changes, on-screen text, and other visual content which is added during existing pauses in dialogue.

Be sure to discuss needs for accessible formats with the assigned Accessibility Resources Counselor. Students may also contact the Accessibility Resources (AR) office at 918-595-7428 or ar@tulsacc.edu.

Section 8: Interpreting Services:

Sign language interpreters are available to deaf and hard-of-hearing students to facilitate communication in the classroom and other college activities. To request an interpreter, please fill out the online form here: [Interpreter Request Form](#).

Please note that interpreter requests must be received at a minimum 72 hours (about 3 days) in advance.

Section 9: Memory Aid Guidelines

For students who have documented disabilities that affect memory, using a memory aid sheet may be a reasonable accommodation. The memory aid allows the student to demonstrate knowledge of course material by helping prompt the student's memory, not by providing the answer. Students are responsible for learning course materials, discerning which materials may require cues or prompts, developing the cues that will appear on the aid, and securing the instructor's approval of the aid. If the instructor is concerned this accommodation is unreasonable because it will lower standards, compromise an essential component of, or fundamentally alter a course or program, such concerns should be addressed to the Accessibility Resources (AR) Office as soon as possible. Instructors should not unilaterally render and attempt to implement a judgment that an accommodation is unreasonable without first consulting the Accessibility Resources (AR) Office.

Who receives the Memory Aid Accommodation?

Students with a disability that interferes with their spontaneous retrieval of learned information may be approved for this accommodation.

Students seeking this accommodation must provide **documentation** that includes the following:

1. Validated measures of performance validity
2. A memory assessment that provides the following:
 - a. Demonstrates actual learning of information took place.
 - b. Requires the student to recall the learned information after a standardized period.
 - c. Confirms that the student failed to retrieve the learned information.
 - d. Confirms that the student could recall it when given cues.
 - e. Confirms that the difference between the student's spontaneous recall and cued recall is significantly larger than it is for other students (e.g., normed comparisons)

Working Memory: Low scores on measures of "working memory" and "auditory working memory" are not sufficient evidence to support the need for a memory aid accommodation. Working memory does not require actual storage of information. Auditory working memory does not require the transferal of temporarily-held information into long-term storage.

What does a memory aid look like?

Styles of memory aids may vary and are at the discretion of the instructor. They can be written or typed using a size 10 or 12 font on a large index card, OR up to one side of an 8 ½" x 11" sheet of paper. A memory aid may or may not contain acronyms, short phrases, pictures, schematic diagrams or mind maps, names, definitions, tables, charts or key terms and certain formulae.

There are two types of memory aids that may be approved of as an accommodation:

- Cue Sheet – a document containing information that serves as "prompts" to help cue a student's recall of previously learned information.
- Formula Sheet – a document containing formulae. Formulae refers to a set of rules or principles that are expressed using symbols, figures, or both. Students can use a formula sheet only on exams or tests that evaluate their use and application of formula. Instructors may not permit students to use formula sheets on exams that evaluate student's recall of formulae itself.

It is important to note:

- Given the specific analysis for each course, a memory aid may be allowed for some exams but not others.

- The AR Office will consider requests for a memory aid on a case-by-case basis.
- Accessibility Resources will not approve use of a memory aid as a reasonable accommodation when doing so results in a fundamental alteration of academic standards.

Section 10: Accessible Furniture

Students may require specialized furniture such as tables, chairs, and height adjustable desks to support their ergonomic needs and provide equal access. Accessible classroom furniture will be provided to students upon request. Medically prescribed seating and other personal items are not the responsibility of the College. Students may furnish their own personal items, such as special seating devices or cushions, if the device/equipment does not damage current furniture or impede entry to/exit from the classroom.

Section 11: Flexibility with Attendance/Assignments

If a student has a disability with random or cyclical acute episodes that may **occasionally** impact the student's ability to attend the course or complete exams/assignments at the scheduled time, Flexibility in Attendance/Assignments may be considered an appropriate accommodation.

What does flexibility in attendance/assignments mean?

It is an approved agreement between the student and instructor to clarify expectations should an unexpected flare-up of the student's chronic condition occur during the term.

Attendance and assignment deadlines:

Students are expected to attend classes regularly. The number of allowable absences depends on the interactive or participatory nature of a course, or is based on department, college, or accrediting agency rules. **Therefore, attendance policies are set by instructors at the college or departmental level.**

Students are expected to meet all deadlines for assignments and exams. Instructors have the right to establish late work policies based on course design and learning outcomes.

Please note:

- The Flexibility in Attendance/Assignments accommodation is not intended to be used **every week, for every assignment, or every exam**. This accommodation does not mean the student can miss an unlimited number of classes. The student is responsible for completing all coursework.
- **Discussion boards** function as "in-class" participation time, particularly for online/hybrid classes. As a result, the dialectic engagement between peers is important for the course topics to be discussed and for the class to move forward to new topics. As a result, the

discussion board component of the course may not be able to be extended, or an alternative may not be available.

- **Group work** does not fall under the flexibility agreement because a student's individual accommodation should not impact the progress of other students.

When are flexibility in attendance/assignment deadlines appropriate?

Some disabilities are unpredictable or cyclical, which may **occasionally** affect a student's ability to attend class, complete assignments, or take exams at the scheduled times. In such cases, flexibility in attendance/assignments may be considered an appropriate accommodation.

Important Information:

- This accommodation is not a general permission to miss class.
- Instructors are **not** expected to provide retroactive accommodation.
- Absences that are not related to the effects/impacts of a disability are not included in this accommodation (e.g., absences due to a common illness, COVID, car trouble, childcare, etc.) and should be addressed according to the attendance/absence policy stated in the syllabus.
- Instructors are not obligated to re-teach material missed due to not attending the course.
- It may not be possible to provide an extension for every course component.
- Students are responsible for completing all course work and should be held to the same standard as all other students.

Section 12: Service Animals

Please refer to the [Student Handbook](#).SH,07, Accessibility Resources, for all policies regarding service animals.

Section 13: Temporary Injury

Tulsa Community College is committed to supporting the academic success of all students and recognizes that certain life events may adversely affect a student's ability to fully participate in class. Students who experience a temporary injury (i.e., broken arm, hand, or leg) and require assistance should contact the Accessibility Resources office as soon as possible at 918-595-7428 or ar@tulsacc.edu.

Section 14: Management of Student Disability Information

The Accessibility Resources Office views all information pertaining to a student's disability as confidential. Any information obtained by the AR staff is used to verify the disability, plan for appropriate services, and document service and communication within the AR Office.

The following are the guidelines used regarding disability-related information:

- All disability-related information for students at Tulsa Community College is managed by the Accessibility Resources staff.
- Only authorized personnel working in the AR office have access to this information.
- Beyond the relevant information released to enable AR staff to implement and provide accommodations, disability information may be released only when a student has signed an Authorization to Release Confidential Information form available by contacting the AR office. This includes information to be shared with family, other institutions, or a provider.
- The Family Educational Rights and Privacy Act of 1974 (FERPA) and the Americans with Disabilities Act (ADAA) do not allow faculty, family members or third parties access to information pertaining to a student's specific medical conditions, such as medical or psychiatric records, unless the AR office has a signed release from the student.
- Submitting an online request for accommodations authorizes us to notify instructors of the approved accommodations the student will be using in their course.
- The functional impact of a student's disability may be disclosed to instructors on an educational need-to-know basis.
- AR staff may engage in discussions or consultations with instructors and/or staff, as needed, to effectively implement approved accommodations.
- Students may request a copy of the documentation of their disability by submitting a signed written request, email request using their TCC email.

Section 15: Grievance Procedures

Students may register complaints or grievances regarding attitudinal barriers, and accessibility issues they encounter in Tulsa Community College activities, programs, or services. Please refer to the [Student Handbook](#) SH, 07, Accessibility Resources, regarding this process

Complaints Based on Disability Discrimination

Individuals who believe they have been discriminated against or harassed because of a disability should submit a report at www.tulsacc.edu/Reportit, and the college will review and respond. The Compliance Officer can be reached at (918) 595-7842, TCCTitleIX@tulsacc.edu. For more information, see the [Discrimination and Harassment Policy](#)

This document was last revised 9/24/24 SG