



STUDENT HANDBOOK FOR DISABILITY SERVICES

Student Academic Support Services and Inclusion

8 South Dunlap, GEB, BB9

Memphis, TN 38163

(901) 448-5056

Dear Student,

Student Academic Support Services and Inclusion (SASSI) is committed to ensuring that all students with disabilities, who are otherwise capable of meeting all technical standards of the College in which they are enrolled, are provided access to all facets of UTHSC. We are available to assist and coordinate support services and programs that enable students with disabilities to maximize their educational potential, as well as help increase awareness among all members of UTHSC, so that students with disabilities can achieve academic success based on their abilities, not their disabilities. SASSI assists students with documented disabilities by determining their eligibility for services and then working with students to determine reasonable accommodations and services which will, in turn, give the student equal access to the University.

This handbook was created to detail the guidelines and procedures for requesting and receiving accommodations at UTHSC. It is our hope that the information provided addresses your needs, but should you have a question or concern please contact the Disability Coordinator in SASSI at 901-448-5056. Please know that all conferences with SASSI are completely confidential and all services provided by SASSI are free of charge to students.

SASSI is located in the General Education Building, Room BB9 (basement). Our office hours are 8:00am to 5:00pm Monday through Friday; we are closed from 1:00pm to 2:00pm daily for lunch.

We look forward to working with you!

SASSI Staff

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CONFIDENTIALITY AND RELEASE OF INFORMATION

The office of Student Academic Support Services and Inclusion (SASSI) 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.

UNIVERSITY OBLIGATION

- The University 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 SASSI, faculty, or staff. However, students who wish to obtain accommodations and/or other disability-related services must self-disclose their disability to SASSI and officially request accommodations.
- Disability related information is to be treated as medical information. Any information that regards 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 assuring appropriate accommodations.
- A student's disability-related information remains in SASSI and is secured and accessible to only SASSI Staff; it does not become a part of the student's academic record. Information in files 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 SASSI not discuss their situation with faculty or staff, their request will be honored. However, students must understand that if they are requesting SASSI 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 implement an accommodation.

APPLYING FOR SERVICES

SELF-DISCLOSING AND REQUESTING ACCOMMODATIONS

Student Academic Support Services and Inclusion (SASSI) 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 the individual 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.

Students with documented disabilities who wish to request accommodations must self-identify by registering with SASSI and submitting documentation. SASSI engages in an interactive process and reviews requests for accommodations on an individual basis. In determining eligibility for accommodations, SASSI considers each individual's condition, history, request, and the essential functions (technical standards) of the academic program.

Once we've received a student's application AND documentation, please allow 10-20 business days for the process to be completed. However, at certain times in the semester, such as the beginning of each semester, the volume of students applying for accommodations is higher and the length of time to complete the process may take longer.

THE BELOW PROCESS *MUST* BE FOLLOWED TO REQUEST ACCOMMODATIONS DUE TO A DISABILITY:

1. Submit an online application by going to this webpage: <https://bachelor.accessiblelearning.com/UTHSC/>.
 - a. A link to the application can be found on the SASSI main webpage under Inclusion → Disability Services → Requesting Accommodations.
2. Documentation should be submitted that meets the documentation guidelines. The documentation guidelines can be found on the SASSI webpage at <https://www.uthsc.edu/sassi/inclusion/doc-guidelines.php> as well as on the pages 9-16 of this handbook.
 - a. Documentation should be uploaded into the application, or it can be emailed to Laurie Brooks (lbrook15@uthsc.edu).
3. Upon receiving both the application and documentation, the information will go through a review process and after being reviewed the student will be contacted by the Disability Consultant to arrange an intake interview.
4. Once the review process and intake interview are complete, which can take up to 10-20 business days, reasonable accommodations are determined, and the Disability Coordinator will notify the student of their accommodation status and steps for implementing accommodations.

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 occur.
- 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. The process can take up to 10-20 business days once we've received a student's application AND documentation. Please note, that at the beginning of each semester the volume of students requesting accommodations is higher, so the length of time to complete the process can take longer at certain times of the year.
- A prior history of accommodations in a previous academic environment is not a guarantee that accommodations would be granted. A prior history of accommodations without a demonstration of a current need does not in itself warrant the provision of similar accommodations.
- For students that 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 in SASSI.
- All information is confidential in SASSI. Written consent by the student would be needed for information to be released.
- Students must be officially approved for accommodations for SASSI to provide accommodations.
- An approved accommodation(s) for a test is not a guarantee that an accommodation would be approved on clinicals.
- An approved accommodation(s) at UTHSC is also not a guarantee that an accommodation would be granted on board exams.

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 relative to non-disabled students in their access to the university'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.
- For accommodations to be reasonable they:
 - Cannot fundamentally alter the nature of an academic program.
 - Compromise the essential elements of the program.
 - Cause an undue financial or administrative burden.
 - 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. In some rare 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 Disability (AHEAD), 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 or not 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 didactic exams does not mean that extra time is approved on clinical performance tests is determined. This is determined separately after considerable deliberation by the Disability Consultant and the course director/clerkship director.*

APPEALS AND GRIEVANCES

Consistent with the spirit of the ADA, SASSI 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 UTHSC, a problem may occur. To this end, SASSI recommends a range of options to resolve concerns about accommodations and eligibility decisions, services received, treatment by University staff and faculty, and University 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 SASSI 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 resolving concerns are available and may be exercised at any time. Throughout any of these procedures you may expect to be treated with respect, receive a timely response, not experience any form of retaliation, and have your issues dealt with in a confidential manner to the greatest extent possible, if so requested. The University expects that you bring up 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 student with a disability under Federal and State law and University policy, SASSI can refer you to the appropriate entity. Disability-related law and University policy prohibit retaliation in any form against persons who file complaints.

APPEALS OF ACCOMMODATION DECISIONS

Students who wish to appeal a decision regarding an approved accommodation should contact the Assistant Vice Chancellor of SASSI, Kathy Lovett, at (901) 448-7746 or kgibbs@uthsc.edu. Students will also need to complete and submit an [Appeal for Accommodation Form](#), which can be found on the SASSI webpage under Disability Services. This form can be submitted by email or in-person to the SASSI office. The appeal will be reviewed with the student to discuss their request. To reach a decision, additional documentation may be requested and consultation with appropriate personnel such as faculty, diagnosticians, consultants, and professional experts may be needed.

GRIEVANCES

Any student who believes they have been discriminated against based on their disability, or who feels that the University is out of compliance with their obligations to people with disabilities under Section 504 of the Rehabilitation Act of 1973, the ADA, and ADAA, is encouraged to work with UTHSC to resolve their concerns informally. If such difficulties cannot be resolved informally, students can avail themselves to UTHSC's formal grievance processes. These processes are specific to disability grievances only; if a complaint is not pertaining to a disability, please inquire with us about the process that is needed. For information on the informal and formal process, please refer to the [SASSI webpage](#) under Disability Services.

GUIDELINES FOR DOCUMENTING A DISABILITY

To provide reasonable and appropriate academic accommodations to UTHSC students with disabilities, SASSI requires that students submit documentation and other supporting evidence of their disability. Documentation must 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.

The following guidelines are provided to assure that documentation is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids. UTHSC adheres to the standards set forth by Educational Testing Services (ETS). It is essential that each student understand their 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.

DOCUMENTATION MUST INCLUDE THE FOLLOWING:

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

1. **Must be on official letterhead, typed, and signed by the appropriate credentialed professional.**
2. **Must be current.** Generally, this means that documentation for ADHD and Learning Disabilities is determined using assessment tools that have been normed on adult (not children). For mental health disabilities, it is preferable to have documentation from within the 12-months during which the request is being made. SASSI reserves the right to make appropriate modifications to this timeframe.
3. **Must include a clear diagnostic statement provided by a properly credentialed professional** that establishes the existence of a diagnosis and includes the degree to which the student's diagnosis substantially limits a major life activity and the manner in which the diagnosis limits the individual's ability to function in the academic environment.
4. **Must provide a description of the diagnostic methodology**, including but not limited to test scores, objective medical data, clinical observations, past academic or professional history, and the student's actual performance in similar situations.
5. **If recommendations are made, these should include a description of the specific accommodations being recommended and a rationale for each** as to why the accommodation(s) may be needed based upon the student's functional limitation(s).
 - Example: *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: *If extended test taking time is suggested, the inability to complete an exam is not a sufficient rationale since this does not address the academic need for the accommodation as related to the student's functional limitation and disability.*

PLEASE NOTE:

- *It must be understood that evaluation reports themselves do not automatically qualify a student for services through SASSI. SASSI 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 (ex: board exam). 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 the previous page, documentation for a specific disability should also include the following:

ADHD

1. A qualified diagnostician must conduct the evaluation.

- Professionals conducting assessments and rendering diagnoses of ADHD must be qualified to do so.
- Comprehensive training in the differential diagnosis of ADHD and direct experience in diagnosis and treatment of adolescents and adults with ADHD is necessary.

2. Evaluation report must include specific information:

- Date(s) of assessment;
- Clear diagnosis utilizing the appropriate DSM-5 or ICD code(s);
- A description of the exact symptoms and criteria met for the diagnosis as well as absence of specific diagnostic criteria for ADHD;
- Identification of tools used for diagnostic purposes;
- Clinical observations;
- Relevant pharmacological history, explanation of the extent to which the medication(s) currently benefit and effect the student;
- Testing results using adult norms and reporting as percentiles or stanines, along with standard scores;
- Description of the functional impact as it pertains to the learning environment;
- Details about the typical progression or prognosis of the condition.

3. Evidence to support a childhood onset of symptoms and associated impairment.

- Historical information regarding the individual's developmental, academic and behavioral functioning in elementary and secondary education, including difficulties and/or use of accommodations in kindergarten through high school and college;
- Review of relevant educational records; early psycho-educational testing reports; documentation from tutors or learning specialists; and disciplinary records.

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

- In-depth history reflecting a chronic and pervasive history of ADHD symptoms and associated impairment beginning during childhood and persisting to the present day;
- 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;
- All co-morbid issues should be addressed and the manner in which they impact the diagnosis or need for accommodations should also be discussed;
- A thorough explanation of the significant functional limitation(s) to major life activities (e.g. learning, concentrating, thinking) posed by the disability;
- Description of the degree to which the functional limitations apply to the life activity for which accommodations are being requested.

5. Comprehensive testing battery and diagnostic report with specific assessment data must be included.

- Summary of the assessment procedures and evaluation instruments used to make the diagnosis.
- An intellectual assessment including sub-test scores, standard scores and percentiles or stanines:
 - Examples of acceptable IQ Tests:
 - Kaufman Adolescent and Adult Intelligence Test
 - Reynolds Intellectual Assessment Scales (RIAS)
 - Stanford Binet – 5th Edition
 - Wechsler Adult Intelligence Score-IV (WAIS-IV)
 - Woodcock-Johnson III, Tests of Cognitive Abilities, General Intellectual Ability (WJ-III)
 - Please check with SASSI if you are unsure if an assessment tool is acceptable by our standards.
- 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.
 - Examples of acceptable Achievement Tests:
 - Scholastic Abilities Test for Adults (SATA)
 - Stanford Test of Academic Skills (TASK)
 - Wechsler Individual Achievement Test – III (WIAT-III)
 - Woodcock-Johnson III Psycho-educational Battery: Test of Achievement (WJ-III)
 - Woodcock Reading Mastery Tests – Revised
 - Nelson-Denny Reading Testing (*to be used as supplemental test*)
 - NOT Acceptable Achievement Tests:
 - Wide Range Achievement Test – 4 (WRAT-4)
- 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.

- Checklists and/or ADHD symptom rating scales can be a helpful supplement in the diagnostic process, but by themselves are not adequate to establish a diagnosis of ADHD.
- Test scores or sub-test scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD as they do not in and of themselves establish the presence or absence of ADHD.

6. 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 limitation that supports their use.
- Each recommendation should be tailored to the individual and tied to specific test results and clinical observations.

DEAF AND HARD OF HEARING

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

- Clear statement of deafness or hearing loss;
- Current audiogram and interpretation that reflects the degree of hearing loss and current impacts the deafness or hearing loss has on the student's functioning, specifically within an academic and clinical setting;
- The student's history with and managing hearing loss;
- 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 and rationales for reasonable academic accommodations are appreciated.

LEARNING DISABILITY

1. A qualified diagnostician must conduct the evaluation.

- Professionals conducting assessments and rendering diagnoses of a LD must be qualified to do so.
- Comprehensive training and direct experience in diagnosis and treatment of adolescents and adults with LD is necessary.

2. Documentation must be current.

- Although a 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 the activity in question;

- Therefore, it is necessary to provide "current," relevant, and appropriate documentation.

3. Evaluation report must include specific information:

- Date(s) of assessment;
- A clear diagnosis utilizing the appropriate DSM-5 or ICD code(s);
- Identification of tools used for diagnostic purposes;
- Diagnostic interview and clinical observations;
- Testing results using adult norms and reporting as percentiles or stanines, along with standard scores;
- Description of the functional impact and severity of the disorder as it pertains to the learning environment.

4. Historical information that might support a childhood onset of symptoms and associated impairment.

- Historical information regarding the individual's developmental, academic, and behavioral functioning in elementary and secondary education, including difficulties and/or use of accommodations in kindergarten through high school and college;
- Review of relevant educational records, early psycho-educational reports, documentation from tutors or learning specialists, parental reports, self-report, and disciplinary records;

5. Rule Out.

- All co-morbid issues should be addressed and the manner in which they impact the diagnosis or need for accommodations should also be discussed;
- A thorough explanation of the significant functional limitation(s) to major life activities (e.g. learning, concentrating, thinking) posed by the disability;
- Description of the degree to which the functional limitations apply to the life activity for which accommodations are being requested;

6. 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 intellectual assessment including sub-test, standard scores and percentiles or stanines:
 - Examples of acceptable IQ Tests:
 - Kaufman Adolescent and Adult Intelligence Test
 - Reynolds Intellectual Assessment Scales (RIAS)
 - Stanford Binet – 5th Edition
 - Wechsler Adult Intelligence Score-IV (WAIS-IV)
 - Woodcock-Johnson III, Tests of Cognitive Ability (WJ-III)
 - Please check with SASSI if you are unsure if an assessment tool is acceptable by our standards.
- A comprehensive academic achievement battery with all sub-test, 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:
 - Examples of acceptable Achievement Tests:
 - Scholastic Abilities Test for Adults (SATA)
 - Stanford Test of Academic Skills (TASK)
 - Wechsler Individual Achievement Test – III (WIAT-III)
 - Woodcock-Johnson III, Tests of Achievement (WJ-III)
 - Woodcock Reading Mastery Tests – Revised
 - Nelson-Denny Reading Testing (*to be used as supplemental test*)

- NOT Acceptable Achievement Tests:
 - Wide Range Achievement Test_4 (WRAT-4)
- 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.

7. Each accommodation recommended must include a rationale.

- If recommendations are made, information that supports 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.

MEDICAL AND PHYSICAL DISABILITY

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/clinical accommodations.

MENTAL HEALTH DISABILITY

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

- Clear statement of the condition with the DSM-5 or ICD-10 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/clinical/residential context for which accommodations are being requested;
- If recommendations are being made, rationales for reasonable academic accommodations should be included.

SPEECH-RELATED DISABILITY

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 performance in an academic and/or clinical setting;
- If recommendations are being made for reasonable academic accommodations, rationales should be provided.

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.

RIGHTS AND RESPONSIBILITIES

The information below explains the rights and responsibilities of students with disabilities as well as the obligations UTHSC has to provide academic adjustments, auxiliary aids, and/or services. Each student receiving academic adjustments, auxiliary aids, and/or services through the SASSI is required to acknowledge that they have read and know their responsibilities for receiving academic adjustments.

Students with disabilities have a RIGHT to:

- Equal access to courses, programs, services, and activities offered through UTHSC;
- Confidentiality of all information pertaining to the individual's disability, except as disclosures 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 an application to formally self-disclose a disability and request accommodations when the need should arise.
- 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.
- Contact the Disability Coordinator if you wish to request an additional accommodation at any time during your program.
- For CRNA, CHP, and GHS students: share with your instructors during the first week of class about your accommodations so that instructors can assist with arrangements.
- For M-3/M-4 students, discuss your accommodation(s) at the beginning of each rotation with the clerkship director and clerkship contact person to aid in the arrangement of accommodations.
- Inform SASSI as soon as possible if you elect to not use an approved accommodation.
- Promptly inform the SASSI Disability Coordinator of any problems with the manner in which an accommodation(s) is being provided.

- * **Note:** Accommodations are not a guarantee of a certain grade or of success in a particular class; rather they are for the purpose of providing equal access to education. Also, an approved accommodation for a test is not a guarantee of an accommodation on clinicals/rotations. Furthermore, an approved accommodation at UTHSC is not a guarantee that an accommodation will be approved on board exams.
- * **Note:** As reminder, accommodations are not retroactive, so if you think you may need accommodations it's helpful to go ahead and go through the process of being approved so that you have them in case you need them.

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 an undue hardship or a fundamental alteration of a program or activity at UTHSC;
- 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 SASSI. An example can be found on the SASSI webpage.
- Refer any student that may report having a disability, but that does not currently receive approved accommodations, to SASSI.
- Maintain the same academic standards for all students, as 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 SASSI in providing accommodations **only** to those students approved for accommodations.
- 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 SASSI immediately in the event problems occur.
- Be aware that further accommodations/arrangements may be made at a later time by a member of SASSI staff.

Students are not expected or required to provide faculty with detailed documentation about their disabilities. Therefore, SASSI 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 SASSI that they are registered with the Disability Coordinator, should that be needed.

PROVISIONAL ACCOMMODATIONS

To provide quality services to students with disabilities, students must provide appropriate documentation of a disability and be approved by the Disability Consultant for reasonable accommodations. SASSI is unable to provide accommodations to students that have not been formerly approved.

WHAT IF A STUDENT HAS A TEMPORARY NEED FOR AN ACCOMMODATION?

- At times a situation may occur where a provisional temporary accommodation is provided for a student. It is a provisional 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 TEMPORARY ACCOMMODATION, THE FOLLOWING MUST OCCUR:

- **Step 1:** Documentation is provided, even if it may be insufficient information to meet UTHSC's documentation guidelines, which presents a diagnosis and substantiates a need for accommodations.
- **Step 2:** The Disability Consultant is in the process of reviewing the documentation to determine the official approved accommodations.
- **Step 3:** Appropriate documentation is in the process of being obtained, including any upcoming evaluation appointments.
- **Step 4:** A request is made for a provisional temporary accommodation.

Complete documentation must be received within 6-8 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.

DISABILITY RELATED ABSENCES

The following guidelines describe the process whereby students currently registered with SASSI for a documented disability can arrange to make-up an exam due to an **absence directly related to a previously disclosed and documented disability**.

1. **Students must follow the College/professor's policy regarding notification of an absence from an exam.** The reason/diagnosis for which the absence is based need only be shared with SASSI staff.
2. Students aware that they will miss an exam prior to its administration must notify the College first and then notify SASSI by email as soon as possible, prior to the exam.
3. After notifying the College, if the student is not able to notify SASSI due to an unexpected absence it is expected that they notify SASSI in writing within **12 hours of the original exam administration time**.
4. Within **5 working days** the student must provide SASSI with a written explanation/medical excuse from the diagnosing clinician. Once written notification is received SASSI can verify the absence, if needed, for the professor.
 - a. *The notification must include information that directly supports the need for the absence from an exam based on a documented disability on file with SASSI. This explanation must be from a professional on letterhead and include a projected date for return to campus.*
5. Students must follow the College/professor's policy regarding make-up exams.
6. Faculty members should contact SASSI if they desire verification of the disability-related absence from an exam. Faculty members must refrain from asking the student for specific and detailed documentation of the excused absence as such explanations/documentation constitute a violation of the student's privacy rights.
7. When providing a make-up exam for a student with a disability-related excused absence, faculty members must administer the same make-up exam given to all other students, provided that the make-up exam is given at the same time for all students.
 - a. *Should it be necessary to prepare a separate make-up exam for any student (disability or not), faculty members must provide an exam that is comparable to the original with respect to the types of questions, length of exam, and complexity of the questions.*

PLEASE NOTE: SASSI should not be contacted unless the excuse is directly related to a disability that has been documented by SASSI. Absences that are not attributable to a documented disability must be handled according to the College/professor's written policy regarding missed exams.

ADDITIONAL RESOURCES

Accessible Parking

- Students with disabilities needing accessible parking should contact the Office of Inclusion, Equity, and Diversity (OIED) to help facilitate this process with Parking Services. [UTHSC Accessible Parking Forms](#) will need to be completed and documentation provided. OIED can be contacted at (901) 448-2112.

Educational Specialists

- Educational Specialists are available in SASSI to meet with students to help improve their skills, develop personalized learning approaches, and enhance their academic performance. Working with an Educational Specialist can help students study smarter by developing skills in time management, goal setting, and test preparation. Appointments can be made [online](#) or by calling the SASSI front desk at 901-448-5056.

Counselors

- Counselors are available in SASSI to meet with students and provide support services related to test anxiety, personal issues, relaxation techniques, EMDR, Biofeedback, stress management, Heart Math, adjusting to this environment, and more. Appointments can be made [online](#) or by calling the SASSI front desk at 901-448-5056. There is also an after-hours mental health emergency number you can call after normal business hours, 901-690-CARE

University Health Services and Behavioral Health Services

- University Health Services (UHS) serves students, employees, and their family members over the age of 18. They offer primary care as well as specialized care. Most health insurance plans are accepted, including UTHSC sponsored plans for students and employees. For a list of their services and to access their patient portal, please visit the [UHS webpage](#).
- UHS has an extensive behavioral health program that helps meet the need of students by providing psychiatric and counseling services. Services are free and several providers are available. Call (901) 448-5360 or visit the UHS webpage and click on Behavioral Health.

The Office of Inclusion, Equity, and Diversity

- For any requests, concerns, or complaints regarding compliance with the ADA and Section 504 of the Rehabilitation Act at UTHSC contact this office by calling (901) 448-2112. This is also the office that would handle accessible parking on campus.