

TEXAS SOUTHERN
UNIVERSITY



**THURGOOD
MARSHALL SCHOOL
OF LAW**

**STUDENT
ACCOMMODATIONS**

2010-2011

**IN ACCORDANCE WITH
§ 504 OF THE
REHABILITATION ACT
AND THE AMERICANS
WITH
DISABILITIES ACT**

***IDENTIFYING THE NEED
FOR ACCOMMODATIONS***

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Assistant Dean for Student
Development*

*Dannye Holley
Dean*

**TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL
SCHOOL OF LAW**

ACCOMMODATIONS HANDBOOK

2010 - 2011

OFFICE OF STUDENT AFFAIRS

**Room 223B
Dean's Suite
713-313-4468**

2010

Updated: September 9,

I. Identifying the Need for Accommodations

Students with disabilities who require accommodations must make those needs known to the Assistant Dean for Student Development as follows:

Fall Semester

Accommodations other than exams	August or as need arises
Final Exams	August

Spring Semester

Accommodations other than exams	January or as need arises
Final Exams	January

Summer

Final Exams	First Week of Classes
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It is the responsibility of the student to make these needs known in a timely fashion and to provide appropriate documentation requirements. **(See Appendix “A” for Application).** Do not assume that because your application to Law School indicates the presence of a disability that this information is known to the Assistant Dean for Student Development. Submit all completed forms and documentation to the Office of Student Affairs. This information will be forwarded to our outside consultant who will review the application and documentation. The consultant will then submit a written report

stating whether the student qualifies for accommodations, and if so, which accommodations should be provided. The law school will review the recommendations and prepare written notices to the student and his/her professors.

Students who do not require accommodations need not make their disabilities known. The information on the nature of the student's disability and accommodations is treated as confidential information under applicable federal, state, and university laws and policies and is only provided to individuals who are privileged to receive such information on a need-to-know basis. Faculty members who are apprised of a disability are advised that the nature of the student's disability is confidential and not released without the student's written permission.

In some cases where only minor accommodations are required (such as requesting to sit in the front row because of a visual or hearing impairment), the student should feel free to request this of the faculty member. If requests for minor accommodations are not responded to adequately, the student should make the request to the Assistant Dean for Student Development.

II. Accommodations

The Law School will make reasonable accommodations to documented disabilities. Such accommodations will not be provided if they fundamentally alter the

nature of the program or if they would be unduly burdensome either financially or administratively. Students will be notified of the consultant's decision in writing.

A. Academic Modification

Academic modifications include reduced course loads to a minimum of 12 hours, extending the time for exams or similar modifications. The student is expected to complete the curriculum as listed in the Student Rules and Regulations, no exceptions.

Only modifications that do not fundamentally alter the nature of the program and that are not unduly burdensome financially or administratively are required by law. While the law school must provide justification for refusing to allow a requested reasonable accommodation, higher education institutions are given substantial deference in establishing their academic requirements.

B. Auxiliary Services

Auxiliary services may include, but not limited to, assistance with photocopying and library retrieval, assistance in getting to and from classes, and other support services in connection with the academic programming. Services for personal use are not provided.

The Law School does not provide individual tutorial assistance tailored to the special needs of learning disabled students. The Law School offers a tutorial program for first year law students, which does not discriminate on the basis of disability. The learning disabled student may participate in the program. Additionally, the Assistant Dean for Student Development may refer learning disabled students to the University's Office of Disabled Students services in order to obtain additional help in appropriate cases.

Students requiring auxiliary services should direct requests initially to the Assistant Dean for Student Development. For certain auxiliary services such as readers, the Assistant Dean may request that the student seek eligibility for such services from the Texas Vocational Rehabilitation Agency or other no cost services providers. The University's Office of Disabled Students will work with the student and the law school in facilitating such services. Because obtaining these services can be a time consuming and complicated process, students are urged to seek assistance as early as possible after being accepted for admission.

Occasional assistance in the library may be obtained by making a request of the library desk staff. The student who will require more extensive assistance and/or assistance on a regular basis should make this need known to the Assistant Dean for Student Development. That office will work with the Law Library staff

to facilitate an appropriate schedule of assistance. Students who are unable to receive satisfactory responses to their requests for assistance should direct this concern to the Assistant Dean for Student Development.

C. Exam Modifications

Exam modifications may include additional time to take the exam, rest, breaks, eating during the exam, and taking the exam in a separate exam room. Students requesting certain exam modifications may be asked to ascertain the format of the exam in order to determine the appropriate modification. The need for additional time would be affected by whether the exam was to be a multi-state format or an essay form.

All exam modification requests are to be directed to the Assistant Dean for Student Development. (This form is included in the application. (See **Appendix “A”, page 5 of 6**). Because of the extra time involved to arrange these requests, students must make such requests no later than the dates listed in Section I of this policy. **Exam accommodation requests must be renewed each semester.** Depending on the nature of the disability, new or updated documentation may be required. **Any student who arrives at an exam that does not provide the applicable modifications must notify the proctor at that time. This will allow the law school to provide proper accommodations. Any**

student who does not follow this procedure and takes the exam without notifying the proctor will not be allowed to contest the accommodations provided/not provided.

Please note that accommodations provided for the bar examinations may not be the same accommodations as those provided by the Law School. Inquiries concerning accommodations for the Texas Bar Examination may be directed to:

State Board of Law Examiners
510 South Congress Avenue South 116
Austin, Texas 78711
(512) 463-1621 www.ble.state.tx.us

D. Parking

There are several accessible parking spaces in the East Garage near the Law School for individuals who have state issued handicap parking designations.

E. Accessible Restrooms

All restrooms in the law school are accessible to students with disabilities.

F. Classrooms

All classrooms are accessible. For this reason, students with mobility impairments are requested to advise the Assistant Dean for Student Development as early as possible.

G. Housing

There are several choices of accessible housing on campus, including both dormitory and apartment living. For information on housing, contact 713-313-7205.

H. Modification of Policies and Practices

Class attendance is generally deemed to be a fundamental aspect of legal education. For that reason, faculty members are not expected to waive attendance policies for students with disabilities.

III. Academic Dismissal & Readmission

Students who are academically dismissed sometimes raise a disability as the basis for the academic difficulty. Unless an academically dismissed student timely applied for accommodations, presented appropriate documentation, and demonstrated that the law school either denied accommodations or provided insufficient accommodations, he will not be readmitted. Students with complaints should follow the procedure under Section IV. Grievances.

IV. Grievances

Texas Southern University has adopted an internal complaint procedure providing prompt and equitable resolution of complaints alleging any action prohibited by the Title II of the ADA and/or Section 504 of the Rehabilitation Act.

All complaints concerning the law school should be addressed to the Assistant Dean for Student Development at:

Office of the Dean
Mrs. Rita Johnson, Administrative Assistant
Dean's Suite

The following steps explain the procedure in the School of Law:

- (1) A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- (2) A complaint should be filed within thirty (30) days after the complainant becomes aware of the alleged violation.
- (3) An investigation, as may be appropriate, shall follow a filing of complaint. The Assistant Dean for Student Development shall conduct the investigation. These rules allow for an informal but thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
- (4) A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Assistant Dean for Student Development and a copy forwarded to the complainant and Human Resources no later than fifteen (15) business days after its filing.
- (5) The Assistant Dean for Student Development shall maintain the files and records of the Texas Southern University Thurgood Marshall School of Law relating to the complaints filed.

- (6) The Assistant Dean for Student Development will gather all the documents relating to the ADA/Section 504 Hearing Committee.
- (7) A hearing will be held within five (5) days of the committee receiving the information.
- (8) The committee will issue a decision within twenty-four (24) hours of hearing the complaint.
- (9) The complainant can request an appeal of the case in instances where he or she is dissatisfied with the resolution. The request for appeal should be made within five (5) business days to:

Dannye Holley, Dean
Thurgood Marshall School of Law
3100 Cleburne Ave.
Houston, Texas 77004

- (10) The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this complaint procedure is not a prerequisite to the pursuit of other remedies.
- (11) These rules shall be constructed to protect the substantive rights of interested persons to meet appropriate due standards and to assure that Texas Southern University complies with the ADA and implementing regulations.

If the complainant is dissatisfied with the determination by the law school, he/she may appeal as follows:

File an appeal addressed to the University Compliance Manager at:

Texas Southern University – Human Resources Department
3100 Cleburne Avenue
Hanna Hall – Suite 126
Houston, Texas 77004

The following steps explain the procedure:

- (1) A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- (2) A complaint should be filed within thirty (30) days after the complainant becomes aware of the alleged violation.
- (3) An investigation, as may be appropriate, shall follow a filing of complaint. The University Compliance Manager shall conduct the investigation. These rules allow for an informal but thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
- (4) A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA Coordinator and a copy forwarded to the complainant and Human Resources no later than fifteen (15) business days after its filing.
- (5) The ADA Coordinator shall maintain the files and records of the Texas Southern University Thurgood Marshall School of Law relating to the complaints filed.
- (6) The Compliance Manager will gather all the documents relating to the ADA/Section 504 Hearing Committee.
- (7) A hearing will be held within five (5) days of the committee receiving the information.
- (8) The committee will issue a decision within twenty-four (24) hours of hearing the complaint.
- (9) The complainant can request an appeal of the case in instances where he or she is dissatisfied with the resolution. The request for appeal should be made within five (5) business days to:

Dr. William Saunders, Dean of Students
Texas Southern University
3100 Cleburne Avenue

Recreational Center
Houston, Texas 77004

- (10) The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this complaint procedure is not a prerequisite to the pursuit of other remedies.
- (11) These rules shall be constructed to protect the substantive rights of interested persons to meet appropriate due standards and to assure that Texas Southern University complies with the ADA and implementing regulations.

The Vice President of Student Affairs will appoint the ADA appeals committee. This committee, the *ADA/Section 504 Hearing Committee*, will hear all complaints and appeals related to ADA and Section 504. The committee hears all cases referred by the Dean of Students. The Committee is composed of three students, two faculty members and two administrator/staff members. A faculty member or administrator/staff member who is appointed by the Dean of Students chairs the Committee.

Hearing Procedures

- 1) The Chairperson will control the hearing and take whatever action is necessary to insure an equitable, orderly, and expeditious hearing. As presiding officer, the Chairperson may remove anyone not complying with the rules and/or disrupting the hearing. Only clearly relevant and substantive objections will be allowed.
- 2) Legal, procedural rules of evidence will not be used in the disciplinary hearing.
- 3) All parties, members of the Hearing Committee, complainant and the accused student may examine all available evidence and question all witnesses.
- 4) The student and/or employee may bring a representative; however, it is not a requirement. The student and/or employee, or their representative may ask questions if necessary.
- 5) Witnesses will be heard one at a time, and may be excused from the hearing by the Chairperson after testifying.
- 6) After all available evidence and witnesses have been examined and questioned, all persons except members of the Hearing Committee must leave the room.
- 7) Member of the Hearing Committee will then make a determination of the case and render a written recommendation to the complaint and to the Dean of Students.

Complaints in the following areas will utilize the same complaint procedure previously described:

- Law
- College of Pharmacy and Health Sciences
- All other schools will be combined

A copy of the final resolution resulting from the complaint procedure shall be provided to the appropriate officer in the school where the violation has occurred, to the Human Resources Department and to the Office of the General Counsel.

V. Additional Information

A list of addresses and phone numbers is provided. (See Appendix “D”)

APPENDIX

“A”

STUDENT APPLICATION FOR ADA/504 ACCOMMODATIONS

I submit this application for accommodations under ADA/504 to the Office of the Assistant for Student Development at **Texas Southern University Thurgood Marshall School of Law**.

Please read and initial each of the following statements.

1. ____ I will read the directions on the general application, fill in the requested information, and answer the questions to the best of my ability.
2. ____ I will submit a copy of the applicable directions for documentation to the appropriate licensed professional who makes my assessment and recommendation. (**Directions I** for Learning Disability, **Directions II** for Visual Disability, **Directions III** for Hearing Disability, **Directions IV** for Any Other Medical, Physical, or Mental Illness (Not Learning Disabilities, Attention Deficit Disorder, or Visual or Hearing Impairment), **Directions V** for Attention Deficit Disorders (ADD/ADHD).
3. ____ I will submit my original application and proper documentation to Dean Mouton's office for evaluation.
4. ____ I will submit all applications and documentation in a timely manner to allow the law school sufficient time for evaluation and determination of accommodations.
5. ____ I understand that I will not receive accommodations until all of the above steps have been completed.

Instructions to Petitioner. File two original copies with Mrs. Johnson in the Dean's Office. She will file stamp and initial the date she receives them, keep one original for the Dean's Office, and return one to you. Please keep your copy for your records.

OFFICE USE ONLY

Date filed _____

Law School Administrator _____ Date _____

TEXAS SOUTHERN UNIVERSITY

THURGOOD MARSHALL SCHOOL OF LAW

CONFIDENTIAL

APPLICATION FOR ACCOMMODATIONS AND/OR SERVICES **FOR STUDENTS WITH DISABILITIES**

The University maintains a policy for students with disabilities in accordance with the American with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guideline the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

Under these federal guidelines the University is not obligated to:

1. Identify students with disabilities; the burden of proof is on the student to demonstrate the need for the requested accommodations.
2. Provide testing services the cost associated with demonstrating a need for requested accommodations is borne by the student.
3. Provide retroactive consideration for an exam retake, change in grade, readmission, or other such actions.
4. Provide accommodations that are not reasonable, place an undue financial requirements of the program.
5. Provide accommodations or services to a person merely because they have been properly diagnosed as disabled or handicapped.

The student must show a substantial limitation, compared to the average person in the general population. If an educational accommodation or service is requested, the student must show that the substantial limitation pertains to education.

In order to comply with these regulations, the University has implemented the following:

1. All requests for accommodations and services will be reviewed on a case-by-case basis. The University may seek independent recommendations by a licensed educational diagnostician, or appropriate health care provider.
2. The University may request additional or updated documentation.
3. The University will notify students, in writing, as to the status of their requests for accommodations and services, within 30 school days of receipt of this completed application.
4. All requests for accommodations and services must be submitted, in full no later than the fourth week of the current semester, or as soon as the disability is known.
5. The University will provide, at no cost to the student, counseling services to help the student understand the University policies relating to the federal guidelines for students with disabilities.

Students must provide complete, candid, and realistic information concerning the nature of the disability, special needs, and may support services required. This information will be retained in a confidential manner by this department.

APPLICATION FOR ACCOMMODATIONS

NAME: _____

SOCIAL SECURITY NUMBER: _____ DATE: _____

LOCAL ADDRESS: _____

Number and Street (Apt.) (City) (State) (Zip)

EMAIL ADDRESS: _____

PERMANENT ADDRESS: (if different from above) _____

Number and Street (Apt.) (City) (State) (Zip)

Local Phone #: _____ Permanent Phone #: _____

EMERGENCY CONTACT: _____

	Name	Phone #
Classification: 1L (\$)	2L	3L
Cumulative GPA:		

Please return this completed form with the following attachments.

Your application will be considered once you have returned the above forms.

1. An official notice of testing accommodations granted for each standardized test you have taken with accommodations: SAT, ACT, LSAT.
2. A current report of your disability by a licensed professional. (See accompanying verification forms on the Dean's Table.)
3. An official notice of accommodations you received at your undergraduate university.

What is the nature of your disability? _____

Have you received accommodations or services in the past? _____

If so, describe briefly, _____

If not, explain briefly why you did not receive them in the past, and why accommodations are needed now. _____

What assistance or accommodations do you believe you require? _____

I HAVE READ AND UNDERSTAND THIS APPLICATION. BY SIGNING THIS FORM, I HEREBY GRANT THE LAW SCHOOL PERMISSION TO NOTIFY TEACHERS AND/OR ACADEMIC ADVISORS OF ANY ACCOMMODATIONS OR SERVICES GRANTED BY THIS DEPARTMENT.

Print Name: _____ Date: _____

Your signature: _____ Date: _____

ACCOMMODATIONS REQUEST FORM

(Other than Exams to be Completed by Student)

Name _____

Date _____

SSN _____

Phone _____

Disability _____

Documentation _____

Accommodations Requested (Be as specific as possible)

List all final exams for the current application

Course	<u>Instructor</u>	Scheduled Exam	Date & Time	Approved
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

FOR ADMINISTRATIVE USE ONLY

ARRANGED ACCOMMODATIONS

EXAMS ACCOMMODATIONS REQUEST FORM

(To be completed by student)

To be submitted in September for Fall Semester, January for Spring Semester, and first week of classes for Summer Semester.

Name _____

Date _____

SSN _____

Phone _____

Disability _____

Documentation _____

Accommodation(s) Requested – i.e., extra time, space, etc. (Be as specific as possible)

List all professors for the current semester:

Course

Instructors

Days and Times of Classes

For administrative use only:

Accommodations



TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL OF LAW
3100 CLEBURNE
HOUSTON, TEXAS 77004

OFFICE OF STUDENT AFFAIRS
FAX 713 313 1049

Telephone 713 313 7909
email vmouton@tsulaw.edu

RELEASE OF INFORMATION

In order to obtain information needed and/or information requested, I authorize the Office of Student Development to obtain/release information pertinent to me from/to the following:

_____ Consultant

_____ Faculty or other Texas Southern University Personnel
(Specify) _____

_____ Other agencies/organizations
(Specify) _____

_____ Individual(s)
(Specify) _____

I recognize that confidentiality of information is maintained and that only that which is absolutely necessary and appropriate will be shared with others.

Printed Name

Date

Signature

Date

Permission Revoked:

Student Signature

Date

Required General Application for ADA/504 Accommodations

DIRECTIONS I

DIRECTIONS FOR DOCUMENTATION OF A LEARNING DISABILITY

FROM YOUR UNDERGRADUATE SCHOOL

If your Disability was diagnosed while you were in undergraduate school, call or write your Accommodations Department and request:

1. A copy of accommodations you received while enrolled there.

FROM OUTSIDE TESTING AGENCIES

An official notice of testing accommodations granted for the LSAT test if you received accommodations.

IF RECORDS ARE NOT FROM YOUR UNDERGRADUATE SCHOOL OR YOU WERE NOT PREVIOUSLY DIAGNOSED WITH A LEARNING DISABILITY:

You must submit a comprehensive, individualized, Psycho-Educational Evaluation.

Share this page with the person who conducts the evaluation.

What is it? A 4-6 hour battery of tests and information about you.

Who conducts it? A professional trained in evaluating Adolescent or Adult Learning Disabilities, such as a school Psychologist or Educational Diagnostician.

What tests are given? An **IQ** test such as the Wechsler Adult Intelligence Tests **Standardized, individualized, achievement tests** in Reading Comprehension, Reading Decoding, Written Expression for Content and Mechanics, Math Reasoning and Computation, Listening, and Speaking. Screening Devices such as the Wide Range Achievement Test are unacceptable.

Where can I go? Many private psychologists and learning clinics offer these services. The office of disabled students can also give you referrals.

What must be in the report in order to obtain accommodations?

1. Background information: developmental history, medical history, primary language dominance, past and current academic functioning, previous evaluations, and a history of services for disabilities. This information can be gathered from previous evaluations, self-reports, report cards, and transcripts.
2. All standardized test scores and subtest scores, including percentiles.
3. Interpretation of tests results.
4. A specific diagnosis of Learning Disabilities based on a significant discrepancy (of more than 15 points) between the IQ score and one of the Achievement test scores. The diagnosis must rule out alternative explanations, such as language differences for students who speak English as a Second Language. A discussion of co-existing diagnoses and the way alternative explanations were ruled out.
5. A clear and specific statement of how the Learning Disability substantially impairs work and learning, documented by the information in the evaluation.
6. Suggested accommodations, with a specific rationale for each. Educational documentation must be cited for educational accommodations. Thus, a math disability will not provide a need for additional time to write an essay.

**RECOMMENDED NONSTANDARD CLASSROOM
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- ☐ specified seating (front, back, middle, end in a classroom)
- ☐ restroom breaks if necessary (classes are about 50 minutes in length)
- ☐ other (specify _____)
- ☐ braille version of exam or books
- ☐ enlarged print of exam (12 pt. Font is used)
- ☐ use of magnifying glass
- ☐ other special devices (specify _____)
- ☐ reader
- ☐ special assistance in gridding scantron
- ☐ additional testing time
- ☐ sign language interpreter
- ☐ audio cassette version of exam
- ☐ separate testing area (section of classrooms, separate room if available)
- ☐ breaks (specify _____)
- ☐ food or drinks during exam
- ☐ medication during exam
- ☐ water during exam
- other: _____

I understand that this completed **Form I** must be filed by the student in order to receive accommodations in the classroom and/or exams.

I certify that the information provided by me on this form is true and correct to be the best of my knowledge.

I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.

Signature of Licensed Physician/Licensed Professional

Date

DIRECTIONS II

DIRECTIONS FOR DOCUMENTATION OF A VISUAL DISABILITY

MANDATORY: FROM YOUR HEALTH CARE PROVIDER, MEDICAL DOCTOR, OPHTHOMOLOGIST OR OPTOMETRIST: (Show this form to the evaluator)

1. A “State of Texas Interagency EYE EXAMINATION REPORT” dated within the past 12 months.
2. A “Functional Vision” evaluation dated within the past 12 months. This evaluation should Specifically address functional implications with and without correction.

TO THE HEALTH CARE PROVIDER;

According to legal standards, documentation must be very thorough in order to secure accommodations under federal guidelines for Americans with Disabilities. Even if a student is diagnosed with a disability, accommodations cannot be granted without proper documentation. The evaluation must describe a substantial limitation compared to the average person in the general population. The evaluator must show that the substantial limitation pertains directly to the educational accommodation or service is requested.

FROM YOUR UNDERGRADUATE SCHOOL:

MANDATORY: If your Visual Impairment occurred while you were in undergraduate school, call or write your Accommodations Department and request:

1. A “Learning Media Assessment” with recommended assistive technology.
2. A copy of accommodations you received while attending your undergraduate school.

FROM AN OUTSIDE SETTING, SUCH AS TEXAS COMMISSION FOR THE BLIND:

Forward copies of any assessments completed since your graduation from undergraduate school. An outside evaluator, such as the Texas Commission for the Blind may have conducted these assessments.

FROM OUTSIDE TESTING AGENCIES:

An official notice of testing accommodations granted for the LSAT if you received accommodations.

**RECOMMENDED NONSTANDARD CLASSROOM
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- ☐ specified seating (front, back, middle, end in a classroom)
- ☐ restroom breaks if necessary (classes are about 50 minutes in length)
- ☐ other (specify _____)
- ☐ braille version of exam or books
- ☐ enlarged print of exam (12 pt. Font is used)
- ☐ use of magnifying glass
- ☐ other special devices (specify _____)
- ☐ reader
- ☐ special assistance in gridding scantron
- ☐ additional testing time
- ☐ sign language interpreter
- ☐ audio cassette version of exam
- ☐ separate testing area (section of classrooms, separate room if available)
- ☐ breaks (specify _____)
- ☐ food or drinks during exam
- ☐ medication during exam
- ☐ water during exam
- other: _____

I understand that this completed **Form II** must be filed by the student in order to receive accommodations in the classroom and/or exams.

I certify that the information provided by me on this form is true and correct to be the best of my knowledge.

I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.

Signature of Licensed Physician/Licensed Professional

Date

DIRECTIONS III

DIRECTIONS FOR DOCUMENTATION OF A HEARING DISABILITY

MANDATORY: FROM YOUR HEALTH CARE PROVIDER, MEDICAL DOCTOR, OPHTHOMOLOGIST OR AUDIOLOGIST: (Show this form to the evaluator)

1. Please submit an audio logical and ontological evaluation dated within the past 12 months.
2. Include aided thresholds; specifically addressing functional implications with and without amplification.

TO THE HEALTH CARE PROVIDER;

According to legal standards, documentation must be very thorough in order to secure accommodations under federal guidelines for Americans with Disabilities. Even if a student is diagnosed with a disability, accommodations cannot be granted without proper documentation. The evaluation must describe a substantial limitation compared to the average person in the general population. The evaluator must show that the substantial limitation pertains directly to the educational accommodation or service is requested.

FROM YOUR UNDERGRADUATE SCHOOL:

MANDATORY: If your Hearing Impairment occurred while you were in undergraduate school, call or write your Accommodations Department and request:

1. Special Education Comprehensive Testing, including educational, intellectual and achievement test results for undergraduate school.
2. Speech and Language Assessments from undergraduate school.
3. A copy of your last Admission, Review and Dismissal (ARD) meeting that describes classroom modifications implemented in your last educational setting.

FROM AN OUTSIDE AGENCY:

Forward copies of any assessments completed since your graduation from undergraduate school. an outside evaluator, such as the Texas Rehabilitation Commission, or another agency may have conducted these assessments.

FROM OUTSIDE TESTING AGENCIES:

An official notice of testing accommodations granted for the LSAT if you received accommodations.

**RECOMMENDED NONSTANDARD CLASSROOM
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- ☐ specified seating (front, back, middle, end in a classroom)
- ☐ restroom breaks if necessary (classes are about 50 minutes in length)
- ☐ other (specify _____)
- ☐ braille version of exam or books
- ☐ enlarged print of exam (12 pt. Font is used)
- ☐ use of magnifying glass
- ☐ other special devices (specify _____)
- ☐ reader
- ☐ special assistance in gridding scantron
- ☐ additional testing time
- ☐ sign language interpreter
- ☐ audio cassette version of exam
- ☐ separate testing area (section of classrooms, separate room if available)
- ☐ breaks (specify _____)
- ☐ food or drinks during exam
- ☐ medication during exam
- ☐ water during exam
- other: _____

I understand that this completed **Form III** must be filed by the student in order to receive accommodations in the classroom and/or exams.

I certify that the information provided by me on this form is true and correct to be the best of my knowledge.

I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.

Signature of Licensed Physician/Licensed Professional

Date

DIRECTIONS IV

DIRECTIONS FOR DOCUMENTATION OF ANY OTHER MEDICAL, PHYSICAL, OR MENTAL ILLNESS NOT: LEARNING DISABILITIES, ATTENTION DEFICIT DISORDER, OR VISUAL OR HEARING IMPAIRMENT

MANDATORY: EVALUATION FROM YOUR HEALTH CARE PROVIDER

1. An updated medical report from the Health Care Provider documenting, in detail, the current disability or condition.
2. If applicable, the Physician should describe medication prescribed for this disability, and how this medication affects the student, including significant side effects.
3. According to legal standards, the written report for the documentation must be very thorough in order to secure accommodations under federal guidelines for accommodations cannot be granted without proper documentation. The evaluation must describe a substantial limitation compared to the average person in the general population. The evaluator must show that the substantial limitation pertains directly to the educational accommodation or service is requested. Thus, a diagnosis of a physical disease such as Epilepsy or a mental illness such as Bi-Polar disorder may not automatically warrant accommodation such as extra time on tests.
4. If the disability has been identified for the first time, and the student has not previously received accommodations, further testing may be required, including educational testing to document a need for educational accommodations.

FROM YOUR UNDERGRADUATE SCHOOL:

MANDATORY: If your Disability occurred while you were in undergraduate school, call or write your Accommodations Department and request:

1. A copy of accommodations you received while enrolled there.

FROM AN OUTSIDE AGENCY:

Forward copies of any assessments completed since your graduation from undergraduate school. An outside evaluator, such as the Texas Rehabilitation may have conducted these assessments.

FROM OUTSIDE TESTING AGENCIES:

An official notice of testing accommodations granted for the LSAT if you received accommodations.

**RECOMMENDED NONSTANDARD CLASSROOM
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- ☐ specified seating (front, back, middle, end in a classroom)
- ☐ restroom breaks if necessary (classes are about 50 minutes in length)
- ☐ other (specify _____)
- ☐ braille version of exam or books
- ☐ enlarged print of exam (12 pt. Font is used)
- ☐ use of magnifying glass
- ☐ other special devices (specify _____)
- ☐ reader
- ☐ special assistance in gridding scantron
- ☐ additional testing time
- ☐ sign language interpreter
- ☐ audio cassette version of exam
- ☐ separate testing area (section of classrooms, separate room if available)
- ☐ breaks (specify _____)
- ☐ food or drinks during exam
- ☐ medication during exam
- ☐ water during exam
- other: _____

I understand that this completed **Form IV** must be filed by the student in order to receive accommodations in the classroom and/or exams.

I certify that the information provided by me on this form is true and correct to be the best of my knowledge.

I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.

Signature of Licensed Physician/Licensed Professional

Date

DIRECTIONS V

DIRECTIONS FOR DOCUMENTATION OF ATTENTION DEFICIT DISORDERS (ADD/ADHD)

FROM YOUR UNDERGRADUATE SCHOOL If your Disability was diagnosed while you were in high school, call or write your district's Special Education Department and request:

1. Special Education Comprehensive or Psycho-Educational Testing, including educational, intellectual and achievement test results for undergraduate school.
2. A copy of your last Admission, Review and Dismissal (ARD) meeting that describes classroom modifications implemented in your last educational setting.

FROM OUTSIDE TESTING AGENCIES:

An official notice of testing accommodations granted for the LSAT if you received accommodations.

IF RECORDS ARE NOT FROM AN UNDERGRADUATE SCHOOL OR YOU WERE NOT PREVIOUSLY DIAGNOSED WITH ADD/ADHD:

You must submit a comprehensive, individualized, Psycho-Educational Evaluation.

What is it? A 4-6 hour battery of tests and information about you
Who conducts it? A Professional trained in evaluating Adolescent or Adult ADD/ADHD and Learning Disabilities, such as a school Psychologist. Medical Psychiatrists are qualified to diagnose ADD/ADHD, but some do not conduct the educational component of the evaluation. Some clinics offer joint evaluations with two specialists, one for the medical component, and one for the educational component. The counseling office can also give you referrals. **Show this page to the person(s) conducting the evaluation.**

- What tests are given?
1. An **IQ** test such as the Wechsler Adult Intelligence Test
 2. **Standardized, individualized, achievement tests** in Reading Comprehension, Reading Decoding, Written Expression for Content and Mechanics, Math Reasoning and Computation, Listening, and Speaking, Screening Devices such as Wide Range Achievement Test are unacceptable.
 3. **Formal and/or informal tests to diagnose ADD/ADHD**

What must be in the report in order to obtain accommodations?

1. Background information: developmental history, medical history, primary language dominance, past and current academic functioning, previous evaluations, and a history of services for disabilities. This information can be gathered from previous evaluations, self-reports, report cards, and transcripts.
2. All standardized test scores and subtest scores, including percentiles.
3. Interpretation of test results.
4. A specific diagnosis of ADD/ADHD, as described in the DSM IV Manual; a discussion of coexisting diagnoses and the way alternative explanations were ruled out.
A clear and specific statement of how the ADD/ADHD substantially impairs work and learning, documented by the information in the evaluation.
6. Suggested accommodations, with a specific rationale for each. Properly substantiated, the University will not question a professional's diagnosis of a student's disability of ADD or ADHD. Nevertheless, the accommodations will not be provided without additional, specific documentation. For instance, the presence of distractibility will not automatically warrant accommodations such as extra time on examinations, without supporting data from the educational tests.

**RECOMMENDED NONSTANDARD CLASSROOM
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- ☐ specified seating (front, back, middle, end in a classroom)
- ☐ restroom breaks if necessary (classes are about 50 minutes in length)
- ☐ other (specify _____)
- ☐ braille version of exam or books
- ☐ enlarged print of exam (12 pt. Font is used)
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- ☐ other special devices (specify _____)
- ☐ reader
- ☐ special assistance in gridding scantron
- ☐ additional testing time
- ☐ sign language interpreter
- ☐ audio cassette version of exam
- ☐ separate testing area (section of classrooms, separate room if available)
- ☐ breaks (specify _____)
- ☐ food or drinks during exam
- ☐ medication during exam
- ☐ water during exam
- other: _____

I understand that this completed **Form V** must be filed by the student in order to receive accommodations in the classroom and/or exams.

I certify that the information provided by me on this form is true and correct to be the best of my knowledge.

I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.

Signature of Licensed Physician/Licensed Professional

Date

Appendix “B”
For Additional Information

Handicapped Lawyers Association
Lawyers with Disabilities
P.O. Box 934
Mt. Angel, OR 97362

National Disabled Bar Association, Inc.
659 Eager Rock Avenue
West Orange, NJ 07052
(201)736-6927

American Blind Lawyers Association
1155 15th St. NW, Ste 1004
Washington, DC 20005
1-(202) 467-5081

National Association of Blind Lawyers
Scott Labarre, President
1660 South Albion Street, Ste. 918
Denver, CO 80222-4046
(303) 504-5979 Fax (303) 757-3640
e-mail slabarre@interfold.com

Taped law casebooks and treaties are available from:

Recording for the Blind Inc.
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606

For information on substance addiction issues:

ABA Commission on Impaired Attorneys
541 N. Fairbanks CT. 14th Floor
Chicago, IL 60611-3314
(312) 988-5312

HBA Peer Assistance Committee
David A. Hannah, Chair
Williams Birnberg & Andersen, L.L.P.
6671 Southwest Freeway, Suite 303
Houston, Texas 77074-2209
(713) 981-9595

Texas Lawyers' Assistance Program
State Bar of Texas
P.O. Box 12487, Capitol Station
Austin, Texas 78711
(800) 343-8527

Current information on AIDS issues can be obtained from:

Task Force on AIDS
American College Health Association
P.O. Box 28937
Baltimore, MD 21240-8937
(410) 859-1500

Organization for deaf and hearing impaired lawyers

NORCAL Center on Deafness
1820 Tribute Rd Ste A
Sacramento, CA 95815
(916) 921-1045 (Voice/TDD)

For other resource information

HEATH Resource Center

2121 K Street, NW Suite 220
Washington, DC 20037

Organization committed to the full participation of individuals with disabilities in college life:

Association for Higher Education and disability (AHEAD)
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
(617) 287-3880

**TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL OF LAW
3100 CLEBURNE AVENUE
HOUSTON, TEXAS 77004
(713) 313-4468**

I _____ (print name) hereby certify that I have read a copy of the Texas Southern University Thurgood Marshall School of Law 2009-2010 **STUDENT ACCOMMODATIONS HANDBOOK**. I understand that a copy of this handbook will remain on the law school's website under Student Affairs and that it is my responsibility to refer to this handbook and contact the Assistant Dean for further assistance.

Signature

Date

This Form to be Filed in the Office of Student Affairs

TEXAS SOUTHERN
UNIVERSITY



THURGOOD
MARSHALL SCHOOL
OF LAW

STUDENT
ACCOMMODATIONS

2009-2010

IN ACCORDANCE WITH
§ 504 OF THE
REHABILITATION ACT
AND THE AMERICANS
WITH
DISABILITIES ACT

*IDENTIFYING THE NEED
FOR ACCOMMODATIONS*

*Virgie Mouton
Assistant Dean for Student
Development*

*McKen Carrington
Dean*