

STUDENTS WITH disABILITIES

A Guide for Faculty and Staff



The University of Texas at Arlington



Both ADA and 504 require that . . .

"no qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

The University of Texas at Arlington is well known for its leadership in physical as well as program accessibility for the disabled student. As a result, UTA has one of the largest disabled student populations in the region. To meet the many challenges generated by this unique population, UTA has developed a support service program through the Office for Students with Disabilities and the office of Counseling and Career Development.

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93-112 — The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

You, as a faculty member, are required by law to provide "*reasonable accommodation*" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing *authorized* documentation through designated administrative channels**. Each faculty member is encouraged to become familiar with relevant federal legislation regarding the rights of disabled students.



*"Most accommodations are
both common-sense
and relatively inexpensive."*

The Law and the College Student with Disabilities

What is "504"?

In 1973, Congress passed the Rehabilitation Act (Public Law 93-112). This act guarantees civil rights for Americans with disabilities. The law is grounded in the due process clause of the Fifth Amendment and the equal protection clause of the Fourteenth Amendment. Section 504 is that section of the law that specifically refers to postsecondary and vocational education services.

Public Law 93-112 provides that "...no otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." With respect to postsecondary and vocational education services, "otherwise qualified" means a person with disabilities who meets the academic and technical standards requisite to admission or participation in the program or activity.

Does 504 mean lowering academic standards?

It does not. Nothing in the language or intent of Section 504 abridges the freedom of an institution of higher education to establish academic requirements and standards. Under 504 guidelines, colleges and universities can require some physical qualifications for certain clinical programs. For example, it would be reasonable to require students training as pilots or surgeons to have the needed level of visual acuity. However, the same vision level would not necessarily be required of students training as psychiatrists or as airline ground personnel.

A student's disabling condition may not be considered as part of any nonclinical admissions decision. Therefore, all students with disabilities will have been admitted through the same admissions process as other students.

What does 504 require of postsecondary institutions?

Essentially, 504 requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to

remove classroom prohibitions against animals (in the case of guide dogs) for blind students. Other less obvious examples might include extending time limits on exams for a learning disabled student or allowing lectures to be tape recorded when disabilities impair a student's ability to keep up with the lecturer. Occasionally, a course requirement may have to be substituted (e.g., an art appreciation elective vs. a music appreciation elective for a deaf student). Classes enrolling students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration assistance, interpreters for the hearing impaired, mobility assistance or specially proctored examination arrangements.

Note that the emphasis in each of these adjustments is on the "may." The key is accommodating the disability, *not* altering course content. The "may" means that, with the exception of removing architectural barriers, no set formulas exist for making adjustments. For example, a computerized registration procedure may provide easy access to students with hearing impairments or mobility difficulties, but may pose problems to some students with certain types of learning disabilities or with visual impairments. In the classroom, a student who has difficulties in reading due to a learning disability or visual impairment, or a mobility impaired student who has problems in the manner in which he or she is expected to respond to an exam question, may require additional time allotted on an examination. Thus, the adaptation will be specific to the needs of the individual student. In every case, the intent is to accommodate the disability without altering academic standards or course content.

More recent federal legislation, the Americans with Disabilities Act, broadens the definition of physical and program accessibility and by regulation defines appropriate accommodations. **Moreover, ADA authorizes the right, by a single individual, to bring suit for discrimination based on disability against not only the University as a public entity but also the individual responsible for the act of discrimination.**

In the classroom, the law requires that an instructor adapt the course presentation to meet the unique needs of the student's disabling condition. **The law also charges students with the responsibility to make his or her abilities and limitations known and to meet with or without accommodations the instructor's expectations in class participation, performance, and work standards.**

The Americans with Disabilities Act and 504 are not designed to ensure equal results but are designed to ensure equal opportunities of access.

UTA is fortunate to have two offices dedicated to providing accommodations for both the disabled student and faculty members. The Office for Students with Disabilities, located in University Center, is dedicated to providing a vast array of services for most disabled students. The Office of Counseling and Career Development, located in Davis Hall, is charged with the responsibility of

certifying Learning Disabilities and notifying faculty of required academic accommodations for the Learning Disabled student. While both offices embrace the uniqueness of the faculty-student relationship as essential, you will receive notifications regarding disabled students and appropriate accommodations necessary to guarantee equal access. Relying on the expertise and guidance available from the Office for Students with Disabilities and the Office of Counseling and Career Development will simplify your compliance with the law.

Students with Disabilities in the Classroom

UTA's disabled student population represents a variety of disability groups which fluctuates from semester to semester. A typical long semester will include the blind, the visually impaired, the paraplegic, the quadriplegic, the student with multiple sclerosis, muscular dystrophy, cerebral palsy, spina bifida, cancer, deafness, hearing impairments, emotional disorders, closed-head injuries, amputations, arthritis, and a variety of learning disabilities. There are typically over 450 disabled students attending classes at UTA during each of the Fall and Spring Semesters.

Each student will have a unique set of abilities and disabilities requiring unique accommodation(s). These may include but are not limited to:

- Extended time on all examinations
- Note-copying
- Use of tape recorder in class
- Front row seating
- Text books on tape or in Braille
- Alternate testing form, (i.e., oral vs. written)
- Sign Language interpreter in class
- Scribes
- Large print material
- Audio Loop (assistive listening device)
- All classroom handouts in alternate form
- Mobility during class
- Absentee leniencies

As students make us aware of a disability that requires an accommodation, you as a faculty member can expect the following:

Students with Learning Disabilities *must* provide appropriate documentation to the Office for Counseling and Career Development for verification. Once verified, you will receive a letter from Dr. Cheryl Cardell, advising you that the named student has a legitimate learning disability and a precise listing of accommodations will be contained in the letter. Any questions regarding legitimacy of disability or accommodations should be directed to Dr. Cardell.

Students with all other disabilities will be certified through the Office for Students with Disabilities. As a faculty member, you will receive a letter of disability verification and a listing of required accommodations from the Office for Students Disabilities Director, Mr. Jim Hayes. The individual student will hand deliver the letter so that you may put a face with a name. This also provides an avenue for discussion.

Extremely Important:

The disclosure of a disability and the need for accommodations is an extremely sensitive subject requiring utmost confidentiality. Discussion between the student and faculty member should be protected. Further, your ability to work with the student to ensure equal opportunity in your class; to consume knowledge and be fairly tested on course material, will largely depend on a positive "work with me" attitude from both parties.

Tips for Teaching Students with Learning Disabilities

The term "learning disabled" describes a person with normal or above average intelligence who does not achieve at the expected level in academic areas. This gap in performance is assumed to arise from neurological origin and is not the result of mental retardation, physical disabilities, emotional disturbance, cultural differences, or educational deprivation. Persons with learning disabilities often acquire, integrate and express information in ways which differ from the norm.

Course Adaptations

Students with learning disabilities often need explicit structure. They may need help distinguishing main and supporting ideas or seeing the relationship of parts to the whole.

Students who have difficulty writing may need to take extra time for exams or make alternate arrangements in which they can respond orally, use word-processing, or tape test answers. Counseling and/or the Office for Students with Disabilities makes such arrangements for examinations and can provide information concerning the appropriateness of such alternatives.

If a requirement poses a difficulty for the student due to the learning disability, provide an alternate format which will maintain the content of the course. For example, provide extended time limits if needed for completion of assignments, or give shortened assignments.

Give students frequent feedback about their performance so that they can modify their activities in time to help their grades.

Provide as much information as possible about course requirements, as far in advance as possible. This lets students organize and secure support services where needed. Explain carefully all class expectations, grading requirements, etc.

Lecture Aids and Written Materials

Try to provide a list of new vocabulary at the beginning of each class. When possible, provide copies of lecture notes to assist the student in following the lecture.

Permit the student with a learning disability to obtain notes from a classmate or notetaker. An instructor soliciting a volunteer notetaker has the advantage of obtaining a "skilled" notetaker and anonymity for the student. The Office for Students with Disabilities will copy and/or enlarge notes, overheads, and other written lecture materials at no charge.

The use of visual aids such as chalkboards, overhead projectors, films, diagrams, and charts greatly assists these students. When showing a film, it is helpful to provide written transcripts, if available.

Allow use of dictionaries to correct spelling errors, hand held "spellcheckers" (which look like calculators), or spellcheck soft-ware programs for those students with spelling disabilities who can use a wordprocessing program on a microcomputer.

Be sure handouts and copied readings are clear and easily read. Students with learning disabilities may have special difficulty filling in missing pieces of words or reading through smudges or streaks on a poor copy.

Lecture Delivery

It is best to speak naturally; however, it may be necessary to rephrase particularly complex ideas or ideas introducing new terms.

Colloquial expressions and idioms are often difficult to process; try to limit their usage.

Allow tape-recording of lectures; where copyrighted video or audio materials are used, permission may need to be obtained from the distributor.

Use multiple modes to deliver information. Both speaking and use of chalkboard, overhead projector, printed outlines or diagrams are very useful to the student who has difficulty in processing information due to his or her learning disability.

Orally and visually (on the board or overhead) outline the lecture at the beginning of class and review it at the end.

Tips for Teaching Blind and Visually-Impaired Students

The two basic categories of visual impairments are total and partial blindness. Only ten percent of the visually-impaired population is totally blind. The remainder of the visually-impaired population may be able to discern light, colors, or shapes to one degree or another. Some may be able to read by seeing small parameters but have trouble with peripheral functioning. Others may be able to see a whole area but have difficulty with precise visual functions. Some students have diseases which cause their visual acuity to fluctuate. Visually-impaired persons are sometimes also mobility-impaired because of their visual disabilities.

The major challenge facing visually-impaired and partially sighted students in colleges and universities is the volume of printed materials with which they are confronted. These include textbooks, syllabi, outlines, class schedules, and tests. By the time these students reach college, unless recently disabled, they have probably developed their own personal method for dealing with the volume of visual materials. Students may use readers, brailled books, tape-recorded lectures, and computer equipment which gives them access to required course material. In addition, some students may be able to use large print books, electronic visual aids or other magnifying devices for readings, and/or a large print typewriter for writing papers. They may also be able to take their own notes in class by printing with a felt pen. Students may use a slab and stylus which enables them to record notes in braille. Often students may need the assistance of a fellow student's notes to be copied and enlarged in addition to their own devices. Many students may prefer to tape-record class lectures to alleviate additional time needed to transcribe written notes shared by a fellow student. This is all a matter of preference.

Other common difficulties visually-impaired students experience differ only in degree. Faculty are sometimes confused about the legitimacy of a visual impairment when the student does not use a cane or guide dog for mobility assistance. Actually, the large majority of the visually-impaired don't require these types of support. For the majority, other signs are more apparent. The use of adaptive methods when scrutinizing printed materials and larger than normal handwriting may give the impression of child-like or immature responses or that the student is attempting to "stretch" the quantity of the printed assignment. In actuality, the visually-impaired student is only trying to see what they have written. These students are usually unable to adequately utilize

standard printed material like textbooks, classroom handouts, references, and tests. This is also true for information written on the blackboard, seen on the overhead projector, or other audio-visual materials.

The following suggestions are offered for your consideration:

1. Most visually-impaired students secure their text in audio form from an agency called Recording for the Blind (RFB). In order for the agency to provide taped text, a minimum of eight weeks is required for each text. It is very important that faculty select their required text early in the previous academic semester and make that information available. The Office for Students with Disabilities has application forms for those visually-impaired students not currently enrolled in the RFB system and will assist all qualified students with the ordering process.
2. Visual aids during lecture can be adapted by using clear descriptions of the visual material presented. This would include verbalizing what is written on the board.
3. Copies of overhead materials should be made available to the student to be discerned at a later time via a reader or alternate material transfer.
4. Due to the time needed to schedule an appropriate testing arrangement, "pop-quizzes" in class create tremendous difficulty and more often than not preclude involvement by the visually-impaired student. These students should be tested in a private setting, or the proctoring service available in the Office for Students with Disabilities should be utilized. For those students able to benefit from enlarged print, there is a copy machine available in the Office for Students with Disabilities for enlarging class work.
5. If any room changes occur, be certain the arrangement is made in verbal form. Visually-impaired students might well miss a notice written on a chalkboard.
6. Preferential seating is important for the visually-impaired student. When visual cues are not available, the student must receive all auditory cues possible. Please arrange seating the first day of class.

7. Give the student plenty of advance notice in the event that research papers are to be assigned as someone may have to aid in the literature search, both in finding and in reading materials.
8. Early in the semester, it is a good idea to orient the student to the room by explaining where things are located and guiding the person around the room.
9. Inform the student when classroom furniture has been rearranged.
10. Keep doors fully open or fully closed.
11. If a visually-impaired person seems to need assistance, identify yourself and offer your services.
12. If you are walking with a visually-impaired person, let him/her take your arm just above the elbow and walk in a relaxed manner. The person can usually follow the motions of your body. Warn the person when you are approaching a step or other obstacle.
13. When giving directions, use descriptive words such as "straight ahead" or "forward." Be specific in directions and avoid vague terms such as "over there."
14. When interacting with the visually-impaired, use verbal identification when you arrive or leave an area.
15. Guide dogs are working animals and it can be hazardous if the guide dog is distracted. **Never** pet the dog without the owner's knowledge and permission. Normally, the dog is "working" when the harness is on.
16. Do not hesitate to use words like "see" or "look" when speaking with a visually-impaired person. Also, make sure you identify yourself by name, maintain a normal voice volume, speak directly to the person, and maintain eye contact.

Tips for Teaching Deaf Students

Most people see deafness as just a loss of hearing. However, it is more complicated and creates unique problems at the University level. Most people who were born deaf, or lost their hearing before age two, have never heard English.

The communication language used by most deaf students is called American Sign Language (ASL). This language has its own syntax and grammar. Having never heard it, English is very difficult for most deaf students to master. Most deaf individuals have some hearing capabilities called residual hearing. Listening and understanding speech varies with each individual's residual hearing capability. It is important to understand that students may need to use speechreading (lip reading), utilize hearing aids, and require interpreter services to make it through their curriculum. Since only 25% of all speech is visible on the lips and since English has never been heard, speechreading alone will not meet the student's needs. Moreover, a hearing aid amplifies sound—all sound—so unless there is an ability to discriminate between speech and background noise, the hearing aid will not meet the student's "hearing" needs.

Having never heard English also creates difficulty with speech. It takes practice to understand the speech of a totally deaf person since there

appears to be no discernable consonants. The most important point is that there is no correlation between a deaf person's speech abilities and intelligence.

To communicate effectively with a deaf person one-to-one, the following are guidelines:

1. Obtain the deaf person's attention before speaking. A tap on the shoulder, a wave, or another visual signal usually is effective.
2. Clue the deaf person into the topic of discussion. Deaf students need to know what subject matter will be discussed in order to pick up words which help them follow the conversation. This is especially important for deaf people who depend on oral communication.
3. Speak slowly and clearly, but do not yell, exaggerate, or over pronounce. Exaggeration and over-emphasis of words distort lip movements, making speechreading more difficult. Try to enunciate each word, without force or tension. Short sentences are easier to understand than long ones.
4. Look directly at the deaf student when speaking. Even a slight turn of your head can obscure their speechreading view.

5. Do not place anything in your mouth when speaking. Mustaches that obscure the lips, smoking, pencil chewing, and putting your hands in front of your face all make it difficult for deaf students to follow what is being said.
 6. Maintain eye contact with the deaf person. Eye contact conveys the feeling of direct communication. Even if an interpreter is present, continue to speak directly to the deaf person. He/she will turn to the interpreter as needed.
 7. Avoid standing in front of a light source such as a window or bright light. The bright background and shadows created on the face make it almost impossible to speechread.
 8. First repeat, then try to rephrase a thought rather than repeating the same words. If the person only missed one or two words the first time, one repetition will usually help. Particular combinations of lip movements sometimes are difficult for deaf persons to speechread. Do not be embarrassed to communicate by paper and pencil if necessary. Getting the message across is more important than the method used.
 9. Use pantomime, body language and facial expression to help communicate. A lively speaker is always more interesting to watch.
 10. Be courteous to the deaf student during conversation. If the telephone rings or someone knocks at the door, excuse yourself and tell the deaf person that you are answering the phone or responding to the knock.
 11. Use open-ended questions which must be answered by more than "yes" or "no." Do not assume that deaf students have understood your message if they nod their head in acknowledgement. Open-ended questions ensure that your information has been communicated.
 12. Seat the deaf student to his/her best advantage. This usually means a seat opposite the speaker so that the deaf person can see the speaker's lips. The speaker should be illuminated clearly so be aware of the room's lighting.
 13. Provide new vocabulary in advance. It is difficult if not impossible to speechread or read fingerspelling of unfamiliar vocabulary. If new vocabulary can't be presented in advance, write the terms on paper, a chalkboard, or an overhead projector. If a lecture or film is to be presented, a brief outline or script given to the deaf person and interpreter in advance helps them in following the presentation.
 14. Avoid unnecessary pacing and speaking when writing on a chalkboard. It is difficult to speechread a person in motion and impossible to speechread one whose back is turned. Write or draw on the board, then face the group and explain the work. If you use an overhead projector, do not look down at it while speaking.
 15. Make sure the deaf student does not miss vital information. Write out any changes in meeting times, special assignments, additional readings or additional information. Allow extra time when referring to manuals or texts since the deaf person must look at what has been written and then return his/her attention to the speaker.
 16. Slow down the pace of communication slightly to facilitate understanding. Many lecturers talk too fast. Allow extra time for the deaf person to ask or answer questions.
 17. Repeat questions or statements made from the back of the room. Remember that deaf persons are cut off from whatever happens outside their visual area.
- It may also be helpful for you to understand the following guidelines if the student uses an interpreter for your class.
1. Speak directly to the deaf person, not the interpreter. The interpreter is not part of the conversation and is not permitted by professional ethics to voice personal opinions or enter the conversation. Face the deaf student and speak to him/her in a normal manner. Do not make comments to the interpreter which you do not mean to be interpreted to the deaf student—even if the deaf student's back is turned. The interpreter is there to provide a service, not chat with individuals.
 2. Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish before you ask questions so that the deaf student can ask questions or join in the discussion.
 3. Treat the interpreter as a professional. It is courteous to introduce the interpreter to the class at your first opportunity and to explain why he/she is attending. Do not ask him/her to introduce themselves.
 4. Provide good lighting for the interpreter. If the interpreting situation requires darkening the room to view slides, videotapes, or films, auxiliary lighting is necessary so that the deaf person can see the interpreter. If a small lamp or spotlight cannot be obtained, check to see if room lights can be dimmed but still provide enough light to see the interpreter.

5. Allow only one person to speak at a time during group discussions. It is difficult for an interpreter to follow several people speaking at once. Ask for a brief pause between speakers to permit the interpreter to finish before the next speaker starts.
6. Speak clearly and in a normal tone when using an interpreter. Do not rush through a lecture. The interpreter or the deaf person may ask the speaker to slow down or repeat a word or sentence for clarification.
7. Allow time for students to study handouts, charts or overheads. A deaf person cannot watch the interpreter and study written information at the same time.
8. When facilitating discussions, call on individual speakers rather than waiting for people to speak up. Because the interpreter needs to be a few words behind, deaf students do not always have an opportunity to become involved in discussions. Also, they some times do not realize that other people are starting to speak; often their contributions are passed over.

Tips for Teaching the Physically Challenged Student

Physical access is usually the major concern for physically challenged students. UTA is known for its commitment to include accessibility features in the physical structure of the campus, its relative compactness in terms of academic buildings, its flat terrain, and its support services. However, it is important to understand that there is no such thing as a "totally accessible" campus. A good example is that curb-cuts are provided to allow the wheelchair user access to sidewalks and streets. These are an unannounced drop-off for blind students. With the mandates of ADA, UTA will be as close as possible to a fully accessible institution of higher education.

However, that will not solve all day-to-day challenges for the mobility-impaired student when you add in the hustle and bustle of 25,000 students and a variety of classroom configurations designed for the masses. Generally, most solutions are grounded in common sense.

1. The individual using a mobility apparatus is not "the wheelchair" student. He or she has a name and a personality and they incidentally utilize a wheelchair for mobility. Recognizing one's individuality is important to all of us!
2. If your class has a physical configuration that separates the mobility-impaired student from his/her peers or in any manner compromises the student's ability to fully participate in the class, consider the following suggestions.
 - A. Ask the department if there are other rooms available more conducive to full inclusion of the mobility-impaired student.
 - B. If your class meets in an auditorium-type room, it is likely the mobility-impaired student is seated at the top and back of the room. If other classrooms are not available and your class is not full, consider moving your lectern toward the student. This will include the mobility-impaired student by physical proximity.
 - C. If your auditorium classroom is full, be sure that all handouts reach the mobility-impaired student. Further, overheads and chalkboard work may not be entirely visible to the student in the back, and, therefore, you might consider handing out hard copies of that material.
 - D. Check the sound system to be certain those in the back can hear your lecture.
3. Wheelchairs are as varied in style and type as the individuals who utilize them. The type of wheelchair will tell you a lot about the ability-disability parameters of the individual. Generally, students using a four wheel electric wheelchair not only lack functional ambulation capabilities but also lack arm strength and/or intrinsic hand capabilities. While the wheelchair accords mobility independence, the individual likely will have difficulty holding textbooks, notebooks, taking good notes, and completing tests. Additionally, it is possible the individual may have weak communication skills and/or visual acuity. Several support mechanisms are available to assist this student through the Office for Students with Disabilities.

You will notice more students using the three wheel electric wheelchairs/scooters.

Normally these individuals have some ambulation ability and may walk from their scooter to a fixed seat in the classroom. Generally, however, arm weakness along with other complications may require additional support services, including note-copying, extended test time, alterations in test format, etc...

The third type of wheelchair is what is called the manual wheelchair. Technology is now

providing custom equipment designed to maximize the capability of the individual who uses a manual wheelchair for mobility. You will notice bright colors, lower backs, no push handles, cambered wheels, spoke guards, and typically a very maneuverable piece of equipment. Except for the classroom configuration and making sure he/she is fully included in all classroom activities, these students will have fewer needs for support services.

General Rules

1. **Never** come up behind an individual and push their wheelchair without their knowledge and consent. Most wheelchairs are delicately balanced (tipsy) to allow the individual to keep the majority of their weight on the rear wheels. The front wheels then “float” over cracks in sidewalks, rocks, and doorjambes so as not to cause a tumble. A sudden push from behind will cause the wheelchair to flip over.
2. The only suitable manner of gaining multi-floor accessibility is elevators. UTA has elevators in every classroom building and use is not restricted. Given a full elevator, consider stepping off when a mobility-impaired student needs access. This will allow the student who uses a chair to attend their next class on time.
3. Most students with physical limitations will ask for assistance if they need it. Never hesitate to ask if a student needs assistance but keep in mind that students often try to do as much as they can on their own. Assistance is not always required or welcomed. Ask, but don't insist.
4. When talking to a student in a wheelchair and the conversation continues for more than a few minutes, it is a good idea to sit down, kneel, or squat if convenient. Communication will be enhanced and neck strain alleviated.
5. Words such as “walking, running or standing” are acceptable in conversation. People using wheelchairs use the same words.
6. If accompanying a student who uses a wheelchair from one location to another, walk beside—not in back of—the individual. You might have to ask them to slow down, but interaction on a one-to-one level is enhanced.

Office for Students with Disabilities

Pre-Registration
Disabled Parking Permits
Note-Copying System
Enlarged Print
Test Proctoring System
Medical Supplies
Wheelchair Repair
Personal Counseling
Adaptive Physical Education
Wheelchair Athletics
Braille Capability
Text on Tape
Mobility Assistance
Accessibility Review
Agency Interface (TRC, TCB, VA)
Interpreter Arrangement
Disability Certification
(other than Learning Disabilities)
Academic Accommodations
Visual Aids
Awareness Seminars
ADA Coordinator
On-Campus Referral
(SOAR, Counseling & Career
Development)

Contact: Jim Hayes
273-3364 • TDD 273-3323
University Center Lower Level

Office of Counseling and Career Development

Verification of Disability
Documentation for Students with a
Learning Disability

Faculty Liaison for Accommodations
for Students with a Learning Disability

Academic, Personal, and Career
Counseling

Awareness Seminars

Study and Testing Skills Training

Agency Referrals

Community Referrals

Pre-Admission Counseling

On-Campus Referral

ADA Compliance Advising

Registration Assistance

Contact: Dr. Cheryl Cardell
273-3670
Suite 216, Davis Hall

Important On-Campus Services

Tutoring

SOAR
132 Hammond Hall
273-3684

English Writing Center

5th Floor, Carlisle Hall
273-2601

Science Learning Center

106 Life Science Bldg.
273-2129

Library

Multiple Service Areas
Information Desk
273-3000

Important Off-Campus Agencies

Texas Rehabilitation Commission

724 North Fielder
Arlington, Texas 76012
(817) 277-9176

Texas Commission for the Blind

4200 South Freeway
Fort Worth, Texas 76115-1404
(817) 926-4646

Texas State Library

P.O. Box 12927
Austin, TX 78711
1-800-252-9605

Recording for the Blind

20 Roszel Road
Princeton, New Jersey 08540
1-800-221-4792

Handitran Transportation System

P.O. Box 231
601 West Sanford, Suite 201
Arlington, TX 76004-0231
(817) 459-5390