

An Instructor's Guide to Implementing Classroom Accommodations



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Rules, Roles, & Responsibilities

Student	Instructor
<ul style="list-style-type: none"> • Be qualified & ready to meet academic & technical standards. • Attend class. • Follow classroom rules & procedures. • Disclose disability. • Follow school policies & procedures for accommodation. • Specifically request accommodation if you need it. • Collaborate with the process of accommodation. • Use accommodations appropriately. • Adhere to St. Philip's Codes of Conduct. 	<ul style="list-style-type: none"> • Determine "essential content" (e.g. academic & technical standards for mastery). • Prepare syllabus detailing academic requirements & behavioral expectations (attendance policy, deadlines, due dates, etc.). • Include "If you have a disability..." statement in syllabus [see samples p. 35]. • Ensure access to your content for <i>all</i> students. • Present material in a barrier-free manner. • Evaluate performance & knowledge in a barrier-free way. • Implement authorized accommodation procedures. • Work with your student (& Educational Support, if needed) to identify mutually agreeable support practices.

Introduction

A charge of Educational Support Services is to provide for equal opportunity access to education for students with disabilities as outlined by the *Americans with Disabilities Act (ADA, 1990)*. The purpose of this booklet is to provide information to assist your instructional planning and to provide sample common accommodations and explanations of their application. Information here is intended to identify some possible procedural methods for implementation; it is in no way intended to be exhaustive.

What are accommodations?



The purpose of any *accommodations* you implement is to “level the learning field” for learners with disabilities. The teaching environment directly affects students with disabilities - their chance to participate in class activities and to keep up with coursework. While *all* your students learn, the way these students learn may be different from “typical.” It is unacceptable, and *illegal*, for them to be penalized for having a disability.

Despite this, your students are “persons” first, and then “persons with a disability.” Your students will *first* be expected to maintain the standards that apply to everyone else in the course. In the words of the law, the *Americans with Disability Act (ADA, 1990)*, **students with disabilities must be “otherwise qualified” to do the work with or without accommodations** (emphasis added). They must ultimately, then, be able to “do the job” with these accommodations by applying regular practice and good student habits.

In the teaching/ learning environment, changes from typical procedures which are made to overcome barriers caused by disability are called accommodations.” Accommodations may include adjustments in methods or testing manner that are usually compensatory in nature. They allow your students to work around common day-to-day demands that act as barriers to learning because of the disability; this allows your students the opportunity to obtain results similar to other students. Individual accommodations are selected on a case-by-case basis and are chosen to support specific learning functions (e.g.: focus/sustained attention, memory,

language understanding or expression, reasoning or decision-making, mobility, dexterity or speed). Your student's accommodations are specifically determined by the disability they document and chosen according to the type of material the student is learning.

Accommodations should apply to course procedures and processes, not to course content. Most necessary modifications are simple techniques that promote increased participation by all students. With the exception of minor adjustments in presentation or exchange of material and information, the requirements of the course - the "essential content" - will not be altered. The class will probably not be any "easier" for your students with disabilities than it would be for any other students.

Six Primary Student Responsibilities

- 1. Be qualified to meet academic & technical standards.** Students in college are here to prepare for career or additional schooling so it is expected that they will meet the standards of their vocation or profession. Students may now select programs that match their strengths and interests.
- 2. Adhere to St. Philip's policies & procedures regarding accommodation requests.** They must provide acceptable and current documentation of the disability. Even "qualifying disabilities" may not require accommodation for all classes. Accommodations are determined by class, as well.
- 3. Provide notice of a disability & make a specific request for accommodation.** Merely identifying oneself as having a disability is not enough to trigger a school's responsibility to provide accommodation if that accommodation is not specifically requested.
- 4. Interactively participate in the accommodation process.** The student has a responsibility to determine his or her own needs to the best of his or her ability. It is the student's responsibility to understand personal interests, aptitudes, and strengths/weaknesses, and to come to the campus disability support office to request a Letter of Accommodation. Students must also

request any accommodations that they need, and follow the school's policies and procedures when requesting these accommodations and using the school services.

5. Use accommodations

appropriately. Requests must be timely. A student may not always get a “first choice” accommodation. Objections to choices must be supported by reasons why a choice will not work. Students must maintain contact with people providing and servicing equipment. They must fulfill school contracts and agreements for ethical use of equipment and services.

6. Adhere to the Code of Conduct.

Students are expected to behave and follow the Code of Conduct for St. Philip's College.

Students with disabilities are students FIRST. They are expected to meet the same academic and technical standards you require whether they need accommodations or not. The issue is NOT whether they require special procedures, but whether THEY ARE MASTERING THE MATERIAL.

Instructor Responsibilities

Being penalized for having a disability is unacceptable; it is also unacceptable to expect more than “reasonable accommodation.” Modifications apply to course procedures & processes, NOT to course content.

- 1. Determine the essential content (skills & knowledge) for their classes. Ensure access to all their students to that content.**
- 2. Present material in a manner that does not present a barrier. Educational Support Services (531-3512) may help with ideas and specialized equipment, if needed.**
- 3. Evaluate performance & knowledge in a manner that does not present a barrier. The Tutoring & Technology Center (TnT) may be a valuable resource.**
- 4. Implement procedures listed in the Accommodation Letter. Work with your student & E.S.S, if necessary, to identify mutually agreeable practices.**

“Instructional Decisions”

As instructor, you make day-to-day procedural decisions such as classroom organization, classroom rules of behavior, whether students work in groups or individually, what to test, how often to test, how to determine mastery, and so forth.

Many of you already apply classroom management practices which ensure broad access such as:

- + Preparing syllabi, class notes, study guides, and outlines in simple formats that can be downloaded from the web or saved electronically and accessed from a local computer (accessible PDF, text, PowerPoints, etc.);**
- + Presenting material in a variety of ways (visually, orally, and experientially);**
- + Including multimedia presentations (videos, CDs, demonstrations, etc.) for instruction and review;**
- + Determining mastery in a variety of ways (tests, projects, portfolios);**

- + Using a variety of testing procedures such as breaking a test up over several sessions, giving one page at a time to complete, allowing all students the time they need to complete a test, open-book tests, take-home exams, procedural competency exams;**
- + Preparing study guides and test review guides;**
- + Offering subject specific tutoring in labs and offices;**
- + Encouraging study groups & topic discussion;**
- + Preparing class materials, problems, and case examples that draw upon students’ personal interests and needed career knowledge;**

All of these “instructional decisions” apply to all of your students and reflect your teaching philosophy. Obviously, the more open and flexible your learning setting is, the fewer “exceptions” will be required.

Primary Institutional Responsibility

1. **Determine “essential functions” and “essential content” for their programs.**
2. **Determine policies & procedures for all students, & Code of Conduct.** The governing board of the institution sets its policies on all things including how the school will take care of its responsibilities to students with disabilities.
3. **Not discriminate against a student on the basis of disability (ADA, 1990).**
4. **Guarantee access to students with disabilities to all of its programs.**
5. **Implement authorized accommodations.** A person, even with documented evidence of a disability only receives accommodations if the disability impairs his or her ability to learn in the educational setting.
6. **Ensure confidential treatment of disability related information.**
7. **Provide a Grievance Procedure.**

Common Myths & Misunderstandings

“St. Philip's College guarantees access; the student creates success.”

A student mentions he has a disability. Do I have to modify things? Just because a student has a disability does NOT mean there is an automatic need to change or accommodate instruction.

All students with disabilities will pass if they use their accommodations. Not necessarily, no more so than students without a disability. Other factors apply.

When do accommodations begin? When the student gives you the Accommodation Letter you become officially advised that adjustments are authorized. Your joint planning may still take a little time, though.

Accommodation Letters outline *minimal adjustments*. Instructors can certainly do MORE without Educational Support Services advisement. Just be sure you would do the same for *any* student.

A student hands me an OLD accommodation letter or a letter from another school. Do I use it? NO.

Accommodation decisions are made class-by-class based upon CURRENT NEED. Send the student to Educational Support Services.

I see a student struggling. I think she has a disability. Do I call Educational Support Services for her? NO. It is the student's choice. Talk to the student first (see sample dialogue under "A Caveat" in this pamphlet).

My student implies that his poor grades and performance are a reflection of inadequate accommodation, but he is not passing tests and completing assignments in a timely fashion. I'm following her accommodations. Students with disabilities may need suitable

accommodations, but they also must learn to manage class work and organize just as any college student. Students with disabilities are responsible for meeting your academic and technical standards (including attending class, meeting deadlines, producing acceptable quality work, etc.).

My student appears to be trying so I allow lots of additional support in addition to her "official" accommodations. No matter what I do it does not seem to help. Students with disabilities may need suitable accommodations, but they also must learn to manage class work and organize just as any college student. Students with disabilities are responsible for meeting your academic and technical standards (including attending class, meeting deadlines, producing acceptable quality work, etc.). Therefore, ONLY offer "lots of additional support" IF you offer that support to ALL of your students.

A Caveat



As adults, **ONLY** the person with the disability can request accommodations for himself or herself (ADA, 1990). Before receiving them, though, the student must decide to “disclose” the fact that he or she has a disability. Many students with

bonafide disabilities choose not to request support or changes. This may happen because they are studying in an area of strength or intense interest (so no changes are needed). It may be because they “want to see if I can do it without help.” Whatever the reason, their privacy must be respected. Under these circumstances such students become “ordinary citizens” who will be subject to all of the same routines that you use for all students. **All** students will need to comply with the school’s attendance requirements, your classroom behavior rules, class work preparation guidelines and deadlines, and other academic standards. **YOU**, the instructor, can make additional “instructional decisions” (*which apply to all of your students*) such as

allowing use of formula cards or word lists during certain types of tests, ample time to finish tests, multiple administrations or testing to mastery, portfolio evaluations, or demonstrating mastery in other ways that make sense for your discipline. Many faculty members here already use clever techniques which open instruction to a wide range of learning styles. “Accommodations,” then, may not be required.

On the other hand, if you notice students whom you believe to be struggling in ways that suggest they could use additional help, you have several options:

- ✚ You can speak to them privately and note that they “seem to be having trouble doing” Is this new? Have they experienced this in the past? Is there another way they have learned this kind of information in the past? This dialogue gets them thinking without anyone jumping to conclusions. It also gives you a chance to learn if there are other methods that have been successful in the past.

- ✚ You can offer to ALL of your students a list of student support services and locations at St. Philip's. Included on that list, of course, is Educational Support Services, tutoring labs, Tutoring & Technology Center, Rose Thomas Writing Center, special purpose or study skills mini-workshops) or advisement that may be available to students.
- ✚ St. Philip's College has many avenues to using technology to work around many kinds of difficulties. These **"technological bridges"** can be brought into your own departments for the use of *all* of your students and would not be under the eligibility restrictions we must conform to in Educational Support Services. Several computers on campus have **software that reads screen text (JAWS, Adobe Reader for PDFs)**, in effect serving as a "reader" for text documents or downloads. In public labs, with headphones, anyone could use them. **Voice recognition software allows students to dictate** information which then transcribes onto the screen. **Integrated grammar and spelling editing programs** overcome a variety of

written language challenges while allowing a student to learn how to think in an organized manner.

- ✚ Other software programs available to educators, such as *Inspiration*™ provide **graphic mapping of ideas**, allowing any student to "map out" a project or set of ideas and then generate a written outline from it (Rose Thomas Writing Center, NTB 405; Tutoring & Technology Center).
- ✚ If a student mentions that he or she was diagnosed with a disability at some time in the past, and if it seems to be bothering the student, you can encourage her or him to come to Educational Support Services to see if support is appropriate at this time. Students sometimes think "I can just take a test and then get all kinds of help." Not true. Unlike education at the K-12 level, post-secondary education **DOES NOT** automatically mandate support for students with disabilities, even those with known disabilities. **Use of support is based upon whether it is needed to guarantee "access to information and**

learning opportunity.” The “otherwise qualified” requirement means that students still need to work hard as a student to learn what they need to in order to meet the expected academic standards of your classes or program.

- ✚ If you feel yourself needing to modify procedures or content in ways that compromise academic integrity or the nature of your program please contact Educational Support Services.

If your student DOES decide to come to E.S.S.....

If a student decides to come to Educational Support Services, he or she will be required to produce current documentation of the disability, and to meet eligibility requirements. This may require **formal psychoeducational testing** (about 10 hours of testing) or a **medical doctor’s letter** verifying a **diagnosis**, giving **impact on current functioning**, and including recommendations which we may include among accommodations.

Only **known** disabilities may be accommodated. Any alterations in procedure will be chosen to directly

compensate for the effect on learning of the known disabling condition(s). Being penalized for having a disability is unacceptable. However, sweeping changes in presentation or course requirements will not be expected. It is also unacceptable to expect more than “reasonable accommodations” for the disability.

In the event that a student is not complying with his or her responsibilities, first talk with the student. If that does not bring around the result you desire, then please contact Educational Support Services 531-3512, so that a conference may be scheduled with the student to remind them of the importance of fulfilling their part of the contract. This contact will also serve as necessary documentation in the event that the student fails the course and attempts to place blame on everyone but his or her own efforts. **Instructors should not take it upon themselves to discontinue providing accommodations because a student is not meeting expected student responsibilities.** Educational Support Services will take the

necessary steps to address this aspect of the problem with the student.

Letters of Accommodation

Letters of accommodation are divided into three areas of information:

- ✚ What the student is responsible for
- ✚ How the student learns best
- ✚ What the instructor is responsible for.

The form is titled 'UNIVERSAL SUCCESS BY DESIGN' and 'Any Technical Center Disability Support Services'. It includes a 'Statement of Authority' box on the left and a 'Disability Service Provider' box at the bottom left. The form is divided into four main sections: Student Data, Student Responsibility, Institutional Responsibility, and Instructor. The 'Student Data' section includes fields for Semester, Date, Subject, Class, Student Name, and SSN. The 'Student Responsibility' section lists accommodations such as 'Allowed class irregularity', 'Take notes in class', 'Complete all in-class & homework assignments when possible', and 'Arrange for learning as necessary'. The 'Institutional Responsibility' section lists accommodations such as 'Short, frequent breaks', 'Use of a word processor for essay exams', 'Use of a calculator for exams', and 'Use of a "hat" sheet for exams'. The 'Instructor' section has fields for the instructor's name, address, and phone number.

Commonly Used Accommodations

Managing class work

Typical accommodations are used to support unreliable or weak memory, fleeting focus, weak language systems, and difficulty coordinating writing and listening simultaneously, among other things. These are common disabilities that effect learning environments. Here are examples of some common procedural supports. Others may also be selected.

Access to instructor's notes:

Supplied at the beginning of the class, notes help the student focus and keep track of the main points.

- ✚ Instructors should make lecture notes, charts, or overheads available to students *before* class begins. This keeps the student on track during class and discussion.
- ✚ Printed notes from PowerPoint presentations are one good example. They keep information in context with charts or pictures.

- ✚ **Notes should be in an outline or overview format, identifying the essential topics to be discussed in the lecture.**
- ✚ **Notes should NOT be so comprehensive that the student can simply sit through the lecture without paying attention, or without needing to take additional notes.**
- ✚ **Having copies available "on-line" in a .doc or .pdf format makes them easy to download and print off. It also makes them easy for computer text readers to read out loud. Adobe Reader (version 6 or later) will read text you have saved (or have assigned as a download) in .pdf format.**
- ✚ **Some faculty members may offer notes for the semester by leaving them on file in the library. Under these circumstances, students are responsible for obtaining their own copies of the notes.**
- ✚ **Faculty are not required to provide "instructors' notes" if they are lecturing straight from the book. However, if you make references to**

material not contained in the book, plan to include that information about those materials among your "instructor's notes" if you are going to cover the information on exams.

Tape recording lectures for later review.

- ✚ **Student must provide the tape recorder and tapes.**
- ✚ **Students may need to sit at the front near the speaker.**
- ✚ **Instructors who "roam" may get better quality recording by placing the small recorder into their shirt pocket to capture the information.**

Short, frequent breaks:

- ✚ **Student should be allowed priority seating at the front of the class or near a door**
- ✚ **Student should be allowed to leave the classroom as necessary with minimal distraction to the class.**
- ✚ **Breaks should not go beyond 3 to 4 minutes without reason.**

Seating at the front of the class:

- ✚ Student should be allowed priority seating at the front of the class or near a door (e.g.: for taping or taking quick breaks).
- ✚ It is important that there be a clear view of the instructor, boards, and any overheads or projected materials.

Managing tests and projects

The same “system failures” affect the student’s comfort and efficiency when taking tests. In addition to the usual problems, ordinary anxiety over taking exams may further erode recall and efficiency. Research has shown that for most people with disabilities “time-and-a-half” is ample, although there are specific circumstances when “double time” or longer is appropriate.

Extended time for testing and in-class timed exercises.

This accommodation is provided because the student will perform more slowly than other

students. Without the accommodation, they run the risk of not being able to get through the entire task in the regular time allotted.

- ✚ Students are allowed 1.5 to 2 times the amount of time to complete exams [e.g.: 1 hour test allows 1-1/2 hours; 2 hour test allows 4 hours].
- ✚ The location of testing is negotiated between the student and faculty member.
- ✚ Instructors may allow the student to complete exams in their offices or other quiet space.
- ✚ Tests may be taken in another suitable departmental location.
- ✚ Instructors may also choose to forward a copy of the exam in a sealed envelope to the tutoring center, NTB 116, where it is kept on file for the student to pick up and complete. Once the student has completed the exam, the instructor may pick it up. It should be noted that **proctors are not available** in NTB 116.

Extended time may also be applicable to in-class assignments to be turned in for a

grade. This will occur at the instructor's discretion. In the event that students are required to complete an in-class assignment, and you are concerned that they will not have enough time to complete the task, consider the following:

- ✚ Have them complete the remainder of the task in your office.
- ✚ Have the student complete the assignment in the library, or the tutoring lab, and have it returned to you later that day.
- ✚ Divide up the assignment, requiring the student to complete only the even or odd numbered items, so that they may finish during the regular class session.

Testing in a quiet, reduced-distraction location ("distraction-reduced space"):

- ✚ Instructors may allow the student to complete exams in their offices or other quiet space.
- ✚ Tests may be taken in another suitable departmental location.
- ✚ If your student is not using a faculty or departmental office, the student is

required to reserve a room in NTB 116 (2 days notice is recommended during busy periods).

Use of a dictionary, electronic dictionary, or word list.

A dictionary is used to check the meanings of words so that your student will not misinterpret questions, and for spelling so that answers are clear and accurate. Word lists also aid memory and recall under pressure.

- ✚ Students may use a dictionary/ electronic dictionary or word list provided by the instructor during class and for exams.
- ✚ The word list should include terms which have been covered in class.
- ✚ A word list may be important when correct spelling is necessary; **it may NOT be appropriate if you are specifically testing spelling of terms.** Be sure to make it clear to the student when you are testing for correct spelling of terms.

Use of a "facts" sheet (e.g. term list, multiplication table, formula list, etc.).

A fact sheet assists memory and recall under pressure.

- ✚ A "fact sheet" may include essential definitions, math formulae, brief listing of a procedure, proper spellings of critical terms, etc., and is available for use during in-class assignments and during examinations at the instructor's discretion.
- ✚ A "fact sheet" should be BRIEF (index card, one sheet of paper, etc.), not "a notebook" or "text book".
- ✚ Details of who creates the list, terms included, etc. are determined between the instructor and student.

Use of a computer/word processor for exams.

Word-processors help for organizing language and ideas, with poor coordination when writing, with editing grammar and poor spelling- especially under test or time pressure. They may "read" tests while the student answers. Computers are available in various locations

throughout the campus. May, under some circumstances, also include use of "dictation" software.

- ✚ Students may use word processors for exams which are essay format. Students should also be given an opportunity to use a word processor for in-class assignments if it is to be graded, and if the student's handwriting is illegible.
- ✚ Text reading software (Open Book, Kurzweil) may serve as a "reader" for tests or other exercises.
- ✚ Voice recognition dictation software is available in some locations for students familiar with dictating essays. The student is expected to be familiar with it's use.

Use of a calculator. Memory tool.

- ✚ Students may use a basic calculator for in-class assignments and on exams.
- ✚ Use of calculator is not a replacement for understanding a procedure; students may need to show step-by-

step calculations to demonstrate understanding if the instructor requires it.

- ✚ **Students are responsible for providing their own calculators.**

Use of the reader/scribe for tests and in-class assignments which will be graded.

Under very unusual circumstances, it may be necessary for tests or projects to be read to the student. Some students with low vision or deep dyslexia may require assistance with reading and writing during examinations. At times, computer-based text readers or other technology can help. Check with Educational Support Services for locations.

- ✚ **With short answer, fill-in, or multiple choice formats, the instructor may tape record the directions, questions and answers for the student to listen to and use.**
- ✚ **If the faculty member is not available to work with a student, *the student* can arrange for the reader/scribe through ESS, NTB106. The student needs to set this up 48 hours (two working days) in advance.**

- ✚ **If the test is accessed from a computer with screen text reading software (JAWS, Kurzweil software, or other), the student may be able to complete the test on-line.**
- ✚ **Teacher administered oral exam may also work. The instructor and student determine the time and location.**

Oral testing.

Students may respond verbally to exams.

- ✚ **Teacher may prefer to administer the exam orally. The instructor and student determine the time and location.**
- ✚ **An instructor may record questions; the student records responses.**
- ✚ **Instructor may prefer oral administration of an exam using a reader/scribe. Students can make arrangements with ESS, NTB 106, 48 hours (2 days) in advance, to schedule a reader/scribe for the exam. Instructors may forward a copy of the exam in a sealed envelope to NTB 116, if the instructor**

is not planning to test the student directly. There, a reader will present the exam and transcribe the student's answers. There is no "interpretation" or explanation of questions, and transcription is *verbatim*. The completed exam will then be picked up by the instructor or a designee.

Color coding a test.

For people who experience symbols "moving" or who are light-sensitive to certain color combinations, using another cue (e.g. color) helps the student know what the operation is.

- ✚ A test may be copied onto a particular specified color of paper.
- ✚ Symbols, numbers, or key terms (among other things) may be "highlighted" in a specific color to make them easier to see.

Administer tests without using Scantron answer forms.

This accommodation is necessary for students with certain types of attention or visual processing difficulties.

- ✚ Student may use a "straight edge" or "window" cut into a card to keep the bubble row aligned.
- ✚ Students should be provided with other test formats, such as multiple-choice, matching, fill-in-the-blank, short-answer essay, or any format other than "bubbling in" a Scantron form.
- ✚ Student may "answer" on the test form or booklet; another person may mark in the "bubbles".

Sample A.D.A. Compliance Statements for Syllabi

Educational Support Services recommends that each course syllabus contain a statement reflecting compliance with The Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended, Section 504. St. Philip's College values all its students so your statement may need to invite them to speak with you and/or to contact Educational Support Services to begin the accommodation process. Below are some examples.

"Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact Educational Support Services (531-3512), or 531-3519 (V/TTY) for users who are deaf or hard of hearing), as soon as possible to request a Letter of Accommodation listing authorized accommodations."

"It is college policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to a physical, mental or learning disability, please contact your instructor or the Educational Support Services, NTB 106, 531-3512."

"Any student with a documented disability needing academic adjustments is requested to speak directly to the Educational Support Services (531-3512), NTB 106, and the instructor, as early in the semester as possible. All discussions of your disability will remain confidential."

"Please contact your instructor immediately if (1) you have or think you may have a disability or medical condition which may affect your performance, attendance, or grades in this class and for which you wish to discuss accommodations of class related activities or schedules, (2) you may require medical attention during class, or (3) you may need special emergency evacuation preparations or procedures. For additional help, the instructor or student may contact the Educational Support Services at 531-3474. Accommodations are provided on an individualized, as-needed basis after the needs and circumstances have been evaluated."

"If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Educational Support Services, NTB 106, 531-3512."

"If you have a documented disability that will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Educational Support Services, NTB 106, 531-3512 immediately. Appropriate arrangements/accommodations can be arranged."

More Campus Resources

Tutoring & Technology Center	NTB 116
Rose Thomas Writing Center	NTB 405
Reading resource lab	NTB 200
Math tutoring lab	NTB 307
Interpreter Services	ASB 234F
Career Services	SLC 102
Equity Center	NTB 106
Book Loan	NTB 106
First Time in College	SLC 218

**To request this flyer in an alternate format,
please contact Tim Rasch, 531-3394.**

**St. Philip's College is an open admission institution of
higher education. Students are admitted without regard
to nationality, color, creed, gender, age, religion,
disability, or English proficiency.**

Points of Contact

Joannis Flatley, Director
Educational Support Services
210-531-3502

Interpreter Services
210-531-3519

Career Services
210-531-3397

Learning & Mental Health Disabilities
210-531-3474

Tutoring & Technology Center
Physical Disabilities
210-531-3394

Social Worker
210-531-4633

Equity Center
210-531-3518

Financial Services
210-531-3272

Advising & Assessment Center
210-531-3530

[Www.accd.edu/spc](http://www.accd.edu/spc)
[Www.accd.edu/spc/admin/ess](http://www.accd.edu/spc/admin/ess)