MISSION AND PHILOSOPHY

The Disability Services Office at Texas A&M University-Corpus Christi is dedicated to facilitating equal and integrated access to educational opportunities for students with disabilities in order to meet their academic and personal goals. The office coordinates appropriate academic accommodations and encourages the development of student self-advocacy skills. We further promote an inclusive environment by collaborating with students, faculty, and staff to eliminate physical, programmatic and attitudinal barriers within the campus community.

OFFICE HOURS
Monday–Friday 8:00 a.m.–5:00 p.m.

CONTACTING DISABILITY SERVICES
Texas A&M University-Corpus Christi
Disability Services, CCH 116
6300 Ocean Drive, Unit 5717
Corpus Christi, Texas 78412-5717
E-mail: disability.services@tamucc.edu
Main Office: 361-825-5816
Exam Services: 361-825-2259
A.T. Lab: 361-825-3376
Fax: 361-825-2536
http://disabilityservices.tamucc.edu

WHO WE ARE

The Disability Services (DS) office coordinates services and academic adjustments for Texas A&M University-Corpus Christi (TAMU-CC) students with disabilities to ensure equal access to facilities, programs, services, and resources of the university. The DS office policies and procedures are in accordance with the professional best standards recommended by the Association on Higher Education and Disability (AHEAD).

WHO WE SERVE

Services and auxiliary aids are provided to students with physical, sensory, neurological, chronic health, learning, mental health, TBI and other health impairments who qualify under Section 504 of the Rehabilitation Act, Americans with Disabilities Act and the ADA Amendments Act. Students with temporary impairments may receive services on a short-term basis.

Available in alternate format upon request
REQUESTING SERVICES

IT IS THE STUDENT’S RESPONSIBILITY TO:

- Contact the Disability Services office to request academic adjustments.
- Provide documentation to verify that the student’s condition meets the definition of a disability.
- Complete the registration forms and meet with DS staff to conduct an intake.

Advance notice (2-3 weeks prior to the date that the requested services are needed) can help ensure that there is adequate time to review each request. Federal Law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.

ACADEMIC ADJUSTMENTS

- Volunteer note-taker
- Audio record lecture
- Adaptive furniture
- Special/Preferred seating
- American Sign Language interpreters/Communication Access Realtime Translation (CART)

EXAM SERVICES

Exam services and accommodations are provided to ensure that evaluation methods represent the student’s ability rather than the disability. Dependent on the nature of the course, disability and documentation, exam accommodations may include:

- The Deaf and Hard of Hearing Center
- Department of Assistive and Rehabilitation Services, Division of Rehabilitation Services
- Department of Assistive and Rehabilitation Services, Division of Blind Services
- Mental Health Services (BHCNQ)

ASSISTIVE TECHNOLOGY

SERVICES PROVIDED:

- User support for assistive equipment and software
- Assistance in obtaining books in digital or audio format
- Assistive Technology study and training lab
- Lending Library
- Production of textbooks and materials in alternate formats

EQUIPMENT AND AIDS:

Equipment is provided for on-campus use. All requests for auxiliary aids must be made through the DS office.

- Assistive listening devices
- Digital Recorders
- UbiDuo Communication Device for Deaf/HH
- CCTVs (Video Magnifiers) and other magnification devices
- Adjustable computer workstations and chairs
- Alternative computer input devices
- Daisy Readers
- Braillie devices

ASSISTIVE SOFTWARE:

- Text to Speech
- Screen Magnification
- Screen Reader
- Voice input
- Note-taking

Other equipment and software are available as appropriate and reasonable for specific disabilities.

LIASION SERVICES

The Disability Services (DS) Staff serves as a liaison to Texas A&M University-Corpus Christi faculty, staff, and administration; as well as to agencies working with students, including:

- The Deaf and Hard of Hearing Center
- Department of Assistive and Rehabilitation Services, Division of Rehabilitation Services
- Department of Assistive and Rehabilitation Services, Division of Blind Services
- Mental Health Services (BHCNQ)

DOCUMENTATION GUIDELINES

It is the responsibility of the student to provide information that verifies that the student’s condition meets the definition of a disability as defined by applicable laws (i.e., Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008). Federal law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.

Sources of information used for determining a disability and/or accommodations may include a student’s self-report, direct observation and interaction with the student, and/or documentation from qualified evaluators or professionals.

Student Self-Report:

Students should complete the Accommodation Request Form, which provides students an opportunity to describe their disability and accommodations they are hoping to receive. Students may supplement the request form with an additional narrative by providing a letter that further describes their disability and/or accommodations they are requesting. Students may consider including information about their experiences related to their disability, barriers faced, and/or previous accommodations (effective or ineffective).

Documentation:

Disability related documentation should provide information on the functional impact of the disability so that effective accommodations can be identified. Criteria for the source, scope and content of documentation differ by disability type. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions. Common sources of documentation are health care providers, psychologists, diagnosticians, and/or information from a previous school (e.g., accommodation agreements/letters, 504, IEP, or ARD documents).

Suggested Documentation Elements:

1. Typed on letterhead, dated, and signed by a qualified professional (diagnostic criteria and/or procedures)
2. Diagnostic Statement with any related diagnostic methodology
3. Functional limitations or symptoms
4. Severity and/or expected progression
5. Current medication(s) and any related side-effects
6. Current and/or past accommodations

FOR MORE INFORMATION PLEASE VISIT THE DS WEBSITE:
http://disabilityservices.tamucc.edu
Or call for an appointment 361-825-5816