

South Louisiana Community College

Office of Disability Services

Handbook

Lafayette Campus
320 Devalcourt St
Lafayette, LA 70506
(337) 521-8896
(337) 262-2101 Fax

New Iberia Campus
908 Ember Drive
New Iberia, LA 70560
(337) 373-0185
(337) 373-0187 Fax

Franklin Site
1013 Perret St
Franklin, LA 70538
(337) 413-8146
(337) 413-8145 Fax

Office of Disability Services
Jodie Dupre', M.S., CRC, LRC
320 Devalcourt St.
Lafayette, LA 70506
337-521-8907
jdupre@southlouisiana.edu

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OFFICE OF DISABILITY SERVICES

VISION

The Office of Disability Services (ODS) strives to create a program that promotes and supports students' self-recognition and management of their disability-related needs in an effort to help them achieve their educational, professional, and personal goals. In addition, the ODS advocates educating students with disabilities, faculty, staff, other students, and the community, about disability sensitivity, awareness, and diversity.

MISSION

ODS, in collaboration with other college departments, provides appropriate auxiliary aids, services, and support programs for students with disabilities. The ODS works with the SLCC administration on the development and revision of policies and procedures relevant to students with disabilities. The ODS also serves as a resource for disability related information for the College.

ROLE

The ODS provides intake, assessment of needs on campus, and when appropriate, facilitates the provision of auxiliary aids and services for students with disabilities attending SLCC at all campuses and/or sites of the college. The ODS serves as a liaison between students and instructors, as well as with community agencies such as Louisiana Rehabilitation Services.

In addition, the ODS strives to increase awareness regarding the abilities and needs of persons with disabilities by coordinating programs and becoming involved in disability-related activities and issues. Similarly, the ODS also provides training for faculty and staff to assist them in gaining a greater understanding of the rationale for the various accommodations and services the ODS provides for students with disabilities.

Any student with a learning, physical, psychological, or other disability which significantly impacts his/her academic pursuits may be eligible to receive services from the ODS. The students will be assisted in the determination and facilitation of auxiliary aids and services on an individual basis.

For the purpose of this document all auxiliary aids and services will be referred to as accommodations.

ELIGIBILITY FOR SERVICES

A person is eligible for accommodations if he/she:

- is a person with a disability,
- has identified his/herself to the institution through the ODS, and
- has presented appropriate documentation regarding the disability to the institution as required by the ODS, and requires accommodation(s).

Note: Accommodations are effective after the documentation has been reviewed, approved and the student has completed the ODS registration with the office. Accommodations are not retroactive. Also, documentation required by ODS may not be sufficient at other universities or testing agencies.

DISABILITY LAWS IN POSTSECONDARY EDUCATION

A student with a disability is entitled by law to equal access to College programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 101-336).

THE REHABILITATION ACT

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

No otherwise qualified person with a disability in the United States..... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions are required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance/appeals procedures developed to address possible instances of discrimination brought against the institution. At SLCC, the established office is the Office of Disability Services, located at 320 Devalcourt Street at the Lafayette Campus in Office 130 at 337-521-8907.

THE AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are five sections of the law: employment, government, public accommodations, telecommunications and miscellaneous. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Colleges and Universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities are addressed by Titles II and III, transportation is addressed under Title IV, and miscellaneous items are addressed under Title V.

THE ADA IN RELATION TO SECTION 504 OF THE REHABILITATION ACT

Institutions that receive federal funds are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection, the ADA standards apply. Therefore, universities must adhere to both the Rehabilitation Act and the ADA.

DISABILITY DEFINITION

ADA defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, or
- who is regarded as having the disability.

PHYSICAL IMPAIRMENT

Any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more of the following body systems:

Neurological	Musculoskeletal
Special Sense Organs	Respiratory (including speech organs)
Cardiovascular	Reproductive
Digestive	Genitourinary
Hemic and Lymphatic	Skin and Endocrine

MENTAL IMPAIRMENT

Any psychological disorder such as organic brain syndrome, emotional or mental illness, or specific learning disabilities.

MAJOR LIFE ACTIVITY

Any function, including but not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

ADMISSION TO THE COLLEGE

Qualified persons with disabilities must follow admissions procedures as outlined in the South Louisiana Community College Catalog. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is left to the discretion of the student when and/or if to disclose their disability in the application process. Once admitted to the College, students with disabilities requiring accommodation(s) **must** contact the ODS to register for these services.

ACCOMMODATION REQUEST

Students must request accommodations for each semester. This is done by filling out an Accommodation Request Form prior to the beginning of each semester to ensure the provision of appropriate accommodations. Although it is not a requirement, it is always bet to request accommodations at least two (2) weeks prior to the beginning of the semester, since accommodations are not retroactive.

Specialized services such as a reader, notetaker, interpreter, etc. should be indicated on the Accommodation Request Form. Students may request an academic accommodation, but the institution is not required to provide the accommodation requested, if an alternative accommodation is effective.

Receiving accommodations should not be regarded as giving the student, “special privileges,” but rather as minimizing the impact of the disability to the greatest extent possible. It is important to remember that the professor expects the same academic performance from students with disabilities as the other students. The ADA and Section 504 did not intend that institutions pass student as a result of their disability. Students with disabilities must adhere to the code of conduct required by the institution for all students.

CONFIDENTIALITY

Disability-related documentation is defined as any documentation provided to substantiate the student’s disability status and need for accommodations (e.g., psychological, psycho educational, neuropsychological, or medical evaluations; letters or other information from physicians; or medical records). Disability-related documentation is treated as medical documentation, which is to be kept confidential, and is not to be released to anyone outside the accommodation process or the direct chain of command with the following exceptions: **(a)** the student gives the ODS a signed release to share disability-related information with the person(s) named on the release; **(b)** as the ODS is required and/or permitted by the law and/or a court order; **(c)** the student is a direct threat to him or herself or others; or **(d)** if a student makes a disability-related grievance or appeal.

Students with disabilities have a right to review their file, which can be arranged by scheduling an appointment with their ODS Advisor. The ODS does not provide copies of documentation. This information should be obtained from the originator of the test. The ODS will retain a copy of all information within a students file for **five (5) years**. After the student has been inactive, the file will be destroyed. When a student with a disability requests accommodations, he or she understands that some disability-related information may be provided on a need-to-know basis to College personnel to help ensure that the student will receive appropriate accommodations. In most instances, College personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process at SLCC. Otherwise, College personnel do not have access to information regarding a student’s disability.

RIGHTS AND RESPONSIBILITIES

RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

*Students with disabilities at SLCC have the **RIGHT** to:*

- Equal access to courses, programs, services, and activities available through the College.
- Reasonable and appropriate accommodations.
- Information available in a timely manner in an accessible format.
- Expect all disability-related information to be treated confidentially by all SLCC employees.

*Students with disabilities at SLCC have the **RESPONSIBILITY** to:*

- Meet the College's qualifications and essential technical, academic, and institutional standards.
- Provide documentation from the appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Request specific accommodations in a timely manner following posted procedures with instructors and the ODS.
- Make an appointment with instructors to facilitate privacy when requesting and discussing accommodations.
- Provide instructor(s) with the Accommodation Letter from the ODS.
- Communicate needs and concerns with an ODS Coordinator and instructor as appropriate.
- Act as a self-advocate.
- Maintain the same responsibility for their education as non-disabled students including maintaining the same academic standards, attending class, maintaining appropriate behavior, and providing timely notification of individual needs.
- Comprehend the course material and communicate that comprehension to the instructor.
- Pay any costs associated with providing documentation necessary to receive accommodations.
- Have open communication with instructors regarding any accommodation(s). **Note: The communication between the student and instructor should not be limited to email unless agreed upon by both the student and the instructor. If a student sends an email to or leaves a telephone message for an instructor and receives no response from the instructor, open communication HAS NOT taken place.**

RIGHTS AND RESPONSIBILITIES OF THE FACULTY AND STAFF

*The Faculty and Staff have the **RIGHT** to:*

- Receive verification of a documented disability from the ODS in the form of an Accommodation Letter delivered by the student.
- Expect that the student will initiate specific accommodation requests in a timely manner.
- Consult with ODS in providing appropriate accommodations.

The Faculty and Staff have the **RESPONSIBILITY** to:

- Maintain the student's confidentiality.
- Meet privately with the students in an accessible location to discuss disability-related needs.
- Provide appropriate accommodations (approved by the ODS) in a timely manner either independently or in collaboration with the ODS.
- Provide all class printed materials in alternate format when requested.
- Insure all audio-video materials presented in class are accessible.
- Communicate procedures clearly with the student and the ODS.
- Provide reasonable accommodations and **NOT** question the student regarding the validity of a documented disability when accommodations are approved by the ODS.
- Not request to examine the student's confidential documentation.
- Maintain the same standards for students with disabilities as are applied to all other students with the exception of accommodations determined by the ODS.
- Contact ODS when an accommodation might violate an essential component of the course, program or activity.

RIGHTS AND RESPONSIBILITIES OF THE ODS

The ODS has the **RIGHT** to:

- Identify and establish appropriate accommodations for courses, programs, services, activities, and facilities.
- Request and receive appropriate documentation that supports the need for accommodations and academic adjustments.
- Deny a request for accommodations and academic adjustments if the documentation does not definitively demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation.
- Expect that students will initiate specific accommodation requests in a timely manner.
- Deny an accommodation which violates an essential component of the course, program, or activity.
- Establish policies and procedures related to providing services to students with disabilities.

The ODS has the **RESPONSIBILITY** to:

- Maintain the student's confidentiality and confidentiality of the documentation.
- Meet with the student privately in an accessible location to discuss disability-related needs.
- Provide appropriate accommodations in a timely manner in collaboration with the instructor, or the department at the College.
- Communicate procedures clearly with the student and instructor.
- Provide adequate access to the ODS staff, accommodations, or available equipment.
- Assist the student in self-advocacy and teach self-advocacy skills.
- Make referrals to Mental Health Services, Student Support Services, and other departments and organizations.

ACCOMMODATION LETTERS

Students will receive accommodation letters based on information received from the Accommodation Request Form. Accommodation letters must be picked up in person by the student requesting the accommodations. Students are responsible for distributing their accommodation letters to their professors and discussing their accommodations with their professors.

DOCUMENTATION GUIDELINES

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to discuss that student's classroom instructional accommodations. This is not the case with colleges and universities. The legislation states that in order to receive services from a university, a person with a disability must first disclose their disability to the institution. In most cases, the person would disclose this to the Office of Disability Services on campus. The person must bring the appropriate documentation regarding their disability.

The name, title, the professional credentials of the evaluator (including license or certification as well as the area of specialization), place of employment, and state in which the individual practices, should clearly be stated on the documentation for all disabilities.

Additionally, appropriate documentation must meet the following criteria:

General Disability Documentation Guidelines

A. Evaluator Qualifications

Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training with regard to the specific disability being addressed and direct experience with an adolescent and/or adult population are essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences during the assessment process. It is not considered appropriate for professionals to evaluate members of their own families.

- *Acquired Brain Injury (ABI)* ~ Professionals conducting assessments and rendering diagnoses of Acquired Brain Injury must have post-doctoral training in identification and treatment of ABI. The following professionals would generally be considered qualified to evaluate and develop learning strategies for persons with ABI: neuropsychologists, educational psychologists with post graduate concentration in cognitive strategy development and remediation, and relevantly trained clinical psychologists. Use of diagnostic terminology indicating an ABI by someone whose training and experience are not in these fields is not acceptable.
- *Attention Deficit Hyperactivity Disorder (ADHD)* ~ Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and pertinent psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have direct experience with an adolescent and/or adult ADHD population: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. A clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adolescents and/or adults may be important. Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable.
- *Learning Disabilities* ~ The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in differential diagnosis and the assessment of learning problems in adolescents and/or adults: clinical or educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable.
- *Psychiatric Disabilities* ~ Professionals conducting assessments and rendering diagnoses of psychiatric disabilities must have training in differential diagnosis and the full range of psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose psychiatric disabilities provided they have comprehensive training in differential diagnosis and direct experience with an adolescent and/or adult population: licensed clinical psychologists, licensed clinical social workers, psychiatrists, and other relevantly trained medical doctors. Use of diagnostic terminology indicating a psychiatric disability by someone whose training and experience are not in these fields is not acceptable.

B. Current Documentation

Because the provision of all reasonable accommodations and services is based upon assessment of the **current** impact of the disability on academic performance, it is in an individual's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation has been completed within the past three to five years. Flexibility in accepting documentation is important, particularly if the previous assessment is applicable to the current or anticipated setting.

If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodation(s), reevaluation may be warranted.

Furthermore, observed changes may have occurred in an individual's performance, or new medication(s) may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it may be necessary to update the evaluation report and reassess the student's functional abilities with greater frequency. The update(s), conducted by a qualified professional, should include: a detailed assessment of the current impact of the disability, an integrated summary of relevant information, a rationale for ongoing services and accommodations, and previous diagnostic information.

While many postsecondary institutions define "current" documentation as assessments conducted within the past three years, the court in *Guckenberger v. Trustees of Boston University* (Case No. 96-11426-PBSD. Mass. 1997) ruled that it is improper for a college to require a reevaluation every three years for a student with a learning disability who is at least 18 years old, at least insofar as determining whether he/she still has the condition (Kincaid, 1997). Expert testimony reported that for adults with LD, reevaluation every five years is sufficient (Heyward, 1997). Although Boston University did not address the issue of needing current documentation to determine appropriate accommodations, this rationale is supported by the Office for Civil Rights (Kincaid, 1997). In contrast, expert testimony convinced the court that the symptoms of ADHD change in different environments, are often treated with medication, and often remit from adolescence to adulthood. Thus, the court did not find fault with Boston University's requirement that students with ADHD undergo reevaluations every three years unless a qualified examiner determines that retesting is unnecessary (Kincaid, 1997).

C. Comprehensive Documentation

Disability documentation must verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. Students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions.

A comprehensive assessment battery and the resulting diagnostic report should include background information (e.g., interview, review of records), assessment of areas appropriate for the specific disability and a diagnosis. School plans such as an Individualized Education Program (IEP) or a 504 Plan are useful but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery. All reports should be on letterhead, typed, dated, signed and legible.

The diagnostic report should include more than test protocol sheets or a summation of individual report information. It should integrate the various views regarding a student's specific functioning abilities and the resulting impact of these abilities as they relate to postsecondary educational demands. In a public school system, the Planning and Placement Team recommends the type of evaluations necessary for the educational programming of a student and provides a special education diagnosis. A diagnostic report would synthesize all of the diagnostic information culled from the individual reports of the team members and include the resulting diagnosis.

A postsecondary institution has the discretion to require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the extent of the disability or the need for reasonable accommodation. With the student's written permission, a telephone consultation with an evaluator to update or clarify information regarding the disability may be sufficient to complete the existing documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate for postsecondary purposes is borne by the student. If the existing documentation is complete but the postsecondary institution desires a second professional opinion, the postsecondary institution bears the cost.

Comprehensive disability documentation should include the following six components:

1. Evidence of existing impairment;
2. Background information (e.g., interview, review of records);
3. Relevant testing;
4. Specific diagnosis;
5. Rule-out of alternative diagnoses or explanations; and
6. Integrated summary.

1. Evidence of Existing Impairment

Statement of Presenting Problem(s): A history of the individual's presenting problem(s) should be provided, including evidence of ongoing difficulties/behaviors that significantly impact functioning.

2. Background Information

Information collected for the background information summary should be culled from a variety of sources (e.g., interview, review of records) and, whenever feasible, should consist of more than self-report. Information from third party sources is often invaluable.

The diagnostician, using professional judgment as to which areas are relevant, should review pertinent records and conduct an interview which may include, but not necessarily be limited to, the following:

- history of presenting problem(s)/symptom(s);
- any significant developmental, medical, psychosocial and employment histories;
- family history (including primary language of the home and the student's current level of English fluency);
- review of pertinent academic history of elementary, secondary, and postsecondary education;
- review of prior evaluation reports;
- description of current functional limitations pertaining to an educational setting that are presumably a direct result of the presenting problems; and
- relevant history of prior treatment, therapy, interventions or accommodations.

3. Relevant Testing

Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest. Neuropsychological or psychoeducational assessment is important in determining the current impact of the disorder on the individual's ability to function in academically related settings. The evaluator should objectively review and include relevant background information to support the diagnosis in the evaluation report.

Standard scores should be provided for all normed measures, including all subtests administered. Grade equivalents and/or percentiles are not useful unless standard scores are also included. The tests used should be technically sound (e.g., statistically reliable, valid) and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the disability. The particular profile of the student's strengths and weaknesses must relate to functional limitations that may necessitate accommodations.

Interpretation of results is required. Test scores, subtest scores, or test protocol sheets alone are not sufficient and should not be used as a sole measure for the diagnostic decision. For example, in *Bartlett v. New York State Board of Law Examiners* (970 F. Supp. 1094 (S.D.N.Y.); 1997 U.S. Dist. Lexis 12227 (S.D.N.Y.)), the court made it clear that clinical judgment is critical to the diagnosis of learning disabilities; scores alone cannot form the basis of a diagnosis nor a denial

of accommodation under the ADA or Section 504 (Simon, 1997). Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not, in and of themselves, establish the presence or absence of a specific disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests (i.e., standardized and norm- or criterion-referenced tests) to further develop a clinical hypothesis. All data must logically reflect a substantial limitation to learning or another major life activity for which the individual is requesting the accommodation.

4. Specific Diagnosis

The report must include a specific diagnosis of the disability by a qualified evaluator. It is important to rule out alternative explanations for problems such as emotional, attentional or motivational issues that may be interfering with learning but do not constitute a specific disability. If the data indicate that a specific disability is not present, the evaluator should state that conclusion in the report. The evaluator is encouraged to use direct language in the diagnosis and documentation of a specific disability, avoiding the use of terms such as "suggests" or "is indicative of." It is important to note that the public school system is qualified to diagnose only educationally related disabilities in accordance with state guidelines (e.g., learning disabilities, speech and language impairment). The classification of Serious Emotional Disturbance (SED), that is used in the school systems, is not considered to be an acceptable diagnosis at the postsecondary level.

5. Rule-Out of Alternative Diagnoses or Explanations

The evaluator must investigate and discuss the possibility of dual or multiple diagnoses, where indicated, and alternative or co-existing conditions which may confound the specific disability diagnosis. This process should include exploration of possible alternative diagnoses as well as other factors impacting the individual which may result in behaviors mimicking a specific disability.

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, chronic tardiness or inattendance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity.

6. Integrated Summary

A well-written summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be interpreted and integrated by the evaluator with background information, observations of the student during the testing situation, and the current context. It is essential, therefore, that professional judgment be used in the development of a summary. The summary should include:

1. demonstration of the evaluator's having ruled out alternative explanations for the presenting problems;
2. indication of the substantial limitation to learning or other major life activity presented by the specific disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
3. indication of whether or not the student was evaluated while on medication, and whether or not there is a positive response to the prescribed treatment; and
4. indication as to why specific accommodations are needed, how the effects of the specific disability can be accommodated and any record of prior accommodation or auxiliary aids.

D. Rationale for Recommended Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) should describe the impact, if any, of the diagnosed disability on a specific major life activity as well as the degree of impact on the individual. The diagnostic report should include specific recommendations for accommodations that are reasonable. When possible, a detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation should validate the need for services based on the individual's present level of functioning in the educational setting.

The documentation should include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether or not they benefited the individual. A school plan such as an Individualized Education Program (IEP) or a 504 Plan is insufficient documentation, in and of itself, but can be included as part of a more comprehensive evaluative report. However, a prior history of accommodations, without demonstration of a current need, does not, in itself, warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the individual should include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with the designated postsecondary institution working in collaboration with the individual with the disability and, when appropriate, college faculty. Accommodations may vary based on course content and/or academic programs. If accommodations are not clearly identified in a diagnostic report, the disability service provider should seek clarification and, if necessary, additional information.

E. Confidentiality

The receiving institution or agency has a responsibility to maintain confidentiality of the evaluation and may not reveal any part of the documentation to faculty, administration, or parents without the student's informed and written consent. Disability information should be kept in a separate, secure location and should not be included in a student's general education records.

Acquired Brain Injury

Students requesting accommodation on the basis of an Acquired Brain Injury (ABI) must provide documentation (in most cases within two years) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists). Documentation for students requesting accommodations on the basis of an ABI must include but not be limited to:

1. A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention.
2. Utilization of particular evaluation techniques must be at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts), selected parts of the Illinois Test of Psycholinguistic Ability (ITPA) (or other psycholinguistic tests); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test (PIAT) (or other adult individual achievement tests); Woodcock Reading Mastery Tests-Revised; Woodcock-Johnson Psychoeducational Battery; and the Spache Written Language Assessment.
3. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
4. An integrated summary which:
 - indicates the substantial limitations to major life activities posed by the specified brain injury,
 - describes the extent to which these limitations impact the academic context for which accommodations are being requested,
 - suggests how the specific effects of the brain injury may be accommodated, and
 - states how the effects of the brain injury are mediated by the recommended accommodations.

Attention Deficit Hyperactivity Disorder

Students requesting accommodations on the basis of Attention Deficit Hyperactivity Disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). Documentation for students requesting accommodations on the basis of ADHD must include:

1. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
2. Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.
3. An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD or other educational, learning, physical or psychological difficulties; relevant medical and medication history; a thorough academic history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
4. Description of relevant employment history.
5. Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
6. Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
7. A discussion of the neuropsychological or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
8. A specific psychiatric diagnosis as per the Diagnostic and Statistical Manual-IV (DSM-IV) of the American Psychiatric Association (1994). Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
9. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
10. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
11. An integrated summary which:
 - indicates the substantial limitations to major life activities posed by the disability,
 - describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
 - suggests how the specific effects of the disability may be accommodated, and
 - states how the effects of ADHD are mediated by the recommended accommodations.

Blindness or Low Vision

Documentation for students requesting accommodations on the basis of low vision or blindness must include:

1. An ocular assessment or evaluation from an ophthalmologist.
2. A low-vision evaluation of residual visual function, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

Deaf/Hard of Hearing

Documentation for students requesting accommodations on the basis of on the basis of being deaf or hard of hearing must include:

1. An audiological evaluation and/or audiogram.
2. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate.
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

APPROPRIATE USES OF A COMMUNICATION FACILITATOR (CF):

- On the first day of class, or any new situation, the student should identify himself/herself to the CF..
- Let the CF know what method of communication is preferred at the beginning of the semester to avoid misunderstandings.
- Sit in a place that provides the best distance, lighting, background and angle for seeing the CF.
- If a student has a question during class time, the student should raise his/her hand and ask the instructor. The student should not try to talk to the CF. The CF cannot listen to the instructor, interpret and understand what the student is saying at the same time. Students should not sign/cue anything they do not want voiced in the class.
- Personal conversations with the CF should not occur during class time.
- If a student has difficulty understanding the CF, discuss it initially with them. If this does not solve the problem, then notify the ODS.
- Students should notify an ODS Advisor if:
 - - He/She is planning to be absent or miss a class.
 - - His/Her class is canceled.
 - - There will be a video or film shown in class.
 - - He/She will be making a presentation in class.
- If a student does not show-up for class, CF will leave the class 10 minutes after the class starts.

TUTORING SERVICES:

A CF can be provided to deaf and hard of hearing students for all tutoring, review sessions and study groups. Requests for this accommodation **must** be received at least forty -eight (48) hours in advance.

TESTING ACCOMMODATIONS:

The additional time for testing is provided as an accommodation to deaf and hard of hearing students who are not native/fluent users of English in order to compensate for their language processing time.

In addition, some deaf and hard of hearing students may require their tests to be interpreted by a sign language interpreter when English comprehension and/or expression is not being tested. A distraction-reduced environment may also be required as a testing accommodation for deaf and hard of hearing students.

DEAF & HARD OF HEARING STUDENT RESPONSIBILITIES:

CF services involve a large financial expenditure. Students receiving this service will adhere to the following guidelines:

- Students with hearing impairments must submit a written request for a CF on the Accommodation Letter Request Form prior to the beginning of the semester. This request must include the course name, number and section number, days of the week, and time of day. Any change in this schedule, either to add or delete services, must be requested in writing to the ODS.
 - If a student is unable to attend class, a 24-hour notice to the ODS is required unless the absence is due to illness or an emergency.
 - The student will immediately notify the ODS in writing if a CF is unsatisfactory (i.e., unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.)
 - If a student needs to request a CF for additional College functions (other than normal class times), a Communication Facilitator Request Form must be filled out and returned to the Deaf and Hard of Hearing Specialist at **least** 48 hours in advance.

NO-SHOW POLICY

If CF services have been requested, and the student knows that he/she will be unable to attend class, the student should provide the ODS with **at least 24 hours advanced notice** so that CFs can be informed. In some situations, students may not be able to provide 24 hours notice; however, any advance notice is appreciated.

Failure to provide any advance notice is considered a "No-Show." To give advance notice a student may:

- Call the office at (337) 984-3684 and leave a TDD message, or
- Contact a counselor at (337) 984-3684 and speak either in person or leave a message by voice
- E-mail a counselor at jdupre@southlouisiana.edu

Failure to provide notice will result in the following actions:

- 1) **First "No-Show":** Formal Warning
- 2) **Second "No-Show":** 2nd Formal Warning
- 3) **Third & subsequent "No-Show":** Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. Services will remain suspended until the student makes an appointment and meets with the Coordinator of the ODS to reinstate services.

EXCEPTION TO THE "NO-SHOW" POLICY:

If three (3) or more "No-Shows" occur within the same two-week period, services will automatically be temporarily suspended **with no warning** and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with the Coordinator of Services for Students with Disabilities.

Learning Disabilities

Students requesting accommodation on the basis of a specific learning disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience in the assessment of learning problems in adolescents and/or adults (e.g., clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists). Documentation for students requesting accommodations on the basis of a learning disability must include, but is not limited to:

1. An interview including a description of the presenting problem(s); any significant developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
2. A complete assessment of intellectual functioning/aptitude as measured by the Wechsler Adult Intelligence Scale-III (WAIS-III) with standard and scaled scores, including subtest scores. The Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition are also acceptable. The Kaufman Brief Intelligence Test (KBIT) and the Slosson Intelligence Test - Revised are NOT comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.
3. A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics and oral and written language (e.g., Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement, Wechsler Individual Achievement Test (WIAT), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests - Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests-Revised, Stanford Diagnostic Mathematics Test). All standard scores, standard deviations and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-3 (WRAT-3) is NOT a comprehensive measure of achievement and is therefore not suitable. Test selection must be guided by the age of the student and the test norms. Tests used should also be technically sound (e.g., statistically reliable, valid) and standardized for use with an adolescent/adult population.
4. An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, executive functioning, motor ability). Information from subtests on the WAIS-III, the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.
5. Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis).

6. A diagnosis of a specific learning disability. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems and cultural/language issues that may be interfering with learning but do not constitute a learning disability have been ruled out.
7. An indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability.
8. An integrated summary which:
 - indicates the substantial limitations to major life activities posed by the specified learning disability,
 - describes the extent to which these limitations impact the academic context for which accommodations are being requested,
 - suggests how the specific effects of the learning disability may be accommodated, and
 - states how the effects of the learning disability are mediated by the recommended accommodations.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

Priority registration

Tape recorders

Note taker

Extended time on exams

Exams in a quiet distraction-reduced environment

Calculator, spell-checker or consideration for spelling, thesaurus

Reader/Scribe

Books on tape

Word processor with spell-checker

WHEN TO CONTACT AN ODS ADVISOR:

When unable to work out accommodations with an instructor.

When accommodations do not seem to be helping.

When there is a problem, be honest with the ODS advisor and instructors.

"We cannot be of assistance if we do not know a problem exists."

Physical Mobility, Dexterity, and Chronic Health-Related

Documentation for students requesting accommodations on the basis of physical mobility, dexterity, or chronic health-related disabilities must include:

1. An identification of the disabling condition(s).
2. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested.
3. Degree and range of functioning for a chronic or progressive condition.
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
5. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Priority registration
- Extended time for exams
- Exams in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- Writing directly on the test, no scantron
- Note taker
- Food and beverages in class
- Books on tape
- Enlarged tests
- Use of a computer
- Reader
- Scribe

WHEN TO CONTACT AN ODS ADVISOR:

- When unable to work out accommodations with an instructor.
- When accommodations do not seem to be helping or the physical condition has worsened.
- When there is a problem, be honest with the ODS advisor and instructors. "We cannot be of assistance if we do not know a problem exists."

TYPES OF PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITIES:

Mobility Impairments

Mobility impairments range in severity from limitations on stamina to paralysis. Examples of conditions that can cause mobility impairments include:

- Amputation
- Arthritis
- Cerebral Palsy
- Neuromuscular Disorders
- Paralysis

Visual Impairments

Visual impairments range in severity and limitations depending upon the type of visual impairment.

Systemic (Medical) Disabilities

Systemic disabilities are conditions affecting one or more of the body's systems. Examples of Systemic (Medical) disabilities include:

- Cancer
- Chronic Fatigue Syndrome
- Diabetes
- Epilepsy/Seizure Disorder
- Lupus Erythematosus
- Multiple Chemical Sensitivity

Other Physical Disabilities

A wide variety of other physical disabilities, including **temporary disabilities**, are provided services and/or accommodation(s) as long as the physical disability has a definitive physical cause and significantly impacts one or more major life activities which affects the students academic performance.

Psychological Disabilities

Students requesting accommodations on the basis of a psychiatric disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologists, psychiatrists, neurologists, marriage and family therapists, licensed clinical social workers, and other relevantly trained medical doctors). Documentation for students requesting accommodations on the basis of a psychiatric disability must include:

1. An interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of dual diagnosis where indicated.
2. A specific, current psychiatric diagnosis as per the Diagnostic and Statistical Manual-IV (DSM-IV) of the American Psychiatric Association (1994), which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Serious emotional Disturbance (SED) is not an acceptable diagnosis at the postsecondary level.
3. Primary and secondary Axis I and Axis II diagnoses. A measure of functioning using the Global Assessment of Functioning (GAF) Scale in the DSM-IV is highly recommended. Using the GAF, indicate the student's general, highest and lowest GAF score and describe behaviorally the student's performance at each GAF level using as much detail as is known.
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
5. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
6. An integrated summary which:
 - indicates the substantial limitations to major life activities posed by the disability,
 - describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
 - suggests how the specific effects of the psychiatric disability may be accommodated, and
 - states how the effects of the psychiatric disability are mediated by the recommended accommodations.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Extended time on exams
- Exams in a quiet, distraction-reduced environment
- Consideration for absences
- Writing directly on the test, no scantron
- Note taker

WHEN TO CONTACT AN ODS ADVISOR:

- When unable to work out accommodations with an instructor.
- When accommodations do not seem to be helping or the psychological condition has worsened.
- When there is a problem, be honest with ODS advisor and instructors. "We cannot be of assistance if we do not know a problem exists."

GENERAL TIPS FOR ALL STUDENTS WITH DISABILITIES

DO AN HONEST SELF-EVALUATION.

- Students should identify strengths and weaknesses, use this information to their advantage (i.e. students having difficulty concentrating, should not schedule classes back to back and should not schedule classes that are 3 hours long.)
- Students should take classes at the time of day when most alert.

MANAGE TIME WISELY.

- Students should expect to spend 10 hours, per 3 credit hours each week studying and preparing for class.
- Students should use a calendar to keep track of classes, tests, and due dates.

BE PREPARED.

- Students should get to class early in order to find a seat where they are most comfortable.
- Students should have necessary materials including paper, pens, text book, highlighter, etc.
- Students should preview the material to be covered in class.
- Students should review each class lecture at the end of the day.
- Students should study frequently, in short periods of time versus cramming.
- Students should not work if at all possible.
- Students should use a tape recorder or note taker to help "fill in the blanks" of class lectures.

TAKE CARE OF ONESELF.

- Students should eat nutritious, balanced and regular meals
- Students should get enough sleep
- Students should take medications as prescribed
- Students should keep in touch with support people
- Students should know and obey the law related to alcohol and drugs
- Students should practice safe sex.
- Students should exercise when possible.
- Students should be aware of their surroundings at all times.

ALLOW TIME FOR FUN.

Like a battery, the body needs to recharge. Once it does, the ability to function has improved.

WHAT TO DO WHEN.....

TIME TO SCHEDULE

- Once schedules are final, the student is to come to the ODS and fill out an Individualized Post-Secondary Program. This should be done no later than the last day to add classes.
- For students requesting books on tape from the ODS, please contact the ODS as soon as a final schedule is made.
- For students needing classes moved to an accessible location, notify the ODS as soon as possible **(at least three (3) weeks before school begins)** so there is ample time to make these arrangements.

THE FIRST DAY OF CLASS

- Pick-up Semester Accommodation Letters from the ODS.
- For students using interpreters or captionists, save them a seat.
- For students using special equipment, arrive early to work with the instructor so that class time will not be taken up.
- Get copies of syllabus, outlines, required texts, and the instructor's office hours. Organize each class syllabus, outlines, notes, and calendar in a notebook.
- For students coordinating their own note taking services, secure a note taker and arrange to get notes. If note taker cannot be found, contact the ODS.
- Give the note taker carbonless paper if needed. Paper is available for free at the ODS.
- Give the instructor a **Semester Accommodation Letter**. This letter will explain the Accommodation(s) needed (i.e. time and a half, reader, etc.)
- Discuss accommodation(s) with the instructor. If he/she cannot provide the accommodation(s) needed, please contact the ODS for further instructions or if there are questions as to what procedures need to be followed.

DURING THE SEMESTER

- Students should inform the ODS of any changes in his/her schedule (for example, if a course is dropped, or if the time, place, day of class, or instructor has changed).
- Keep the ODS informed of dates for exams, major projects, or field trips, if requesting special assistance (i.e. interpreting/reading/special testing/out of class assignments) from the ODS. **Remember, tests must be scheduled with the ODS at least three (3) days before the test date and at least one (1) week before finals.**
- Make appointments to talk with instructors to monitor notes and progress. Do this at least once before an exam and again after the exam.
- If disability-related problems arise, please report them to the ODS as soon as possible.

AT END OF SEMESTER

- Check finals schedule and request accommodations if needed (reader, time and a half, etc).
- Talk with instructors to find out if they foresee any problem in administering final exams.
- **THANK** the instructors for their assistance.

BOOKS ON TAPE POLICY

Students qualifying for books on tape as an accommodation have two options:

Option 1: Students may obtain tapes directly through Recordings for the Blind and Dyslexic (RFB&D). RFB&D applications may be picked up in the ODS at 105 Patriot Avenue (Lafayette campus) or contact RFB&D directly by phone 1-800-221-4792 or website www.rfbd.org.

Option2: The ODS will obtain books on tape. Students must come to 105 Patriot Avenue (Lafayette campus) and complete a Book on Tape Request Form. The following information will be needed in order to complete this form: course, section number, and instructor's name. This form is to be filled out no later than the second week of school or as soon as the class is scheduled and/or the instructor's name is known. Students are encouraged to submit a request as soon as possible, but only if their schedules are **finalized**. Please do not submit requests for courses that are in question. Early submission allows readers to get a jump-start on reading assignments so that students are currently with the syllabus. When texts are not available through RFB&D, readers are hired to record textbooks on to tape. Dropping classes may result in the allocation of wasted resources, (i.e. tapes, labels, etc.) The ODS will also need a copy of the class syllabus. A file drawer will be set up in Room 128 (Lafayette campus) for students receiving this accommodation. Students may come here as needed to pick up tapes. All tapes must be returned to Room 128 (Lafayette campus) by the last day of finals. All students will be responsible for providing their own tape recorder. However, tape recorders will be available in Room 128 (Lafayette campus) for use during office hours only. **Reminder, it can take up to six weeks to obtain tapes from RFB&D so whichever option is chosen, begin the necessary steps as soon as possible.**

TESTING PROCEDURES

Students who plan to use testing accommodations bear the responsibility of making arrangements with their instructor(s) as to how these accommodations will be provided. These arrangements **must** be made at ***least three (3) school days before the test.*** The three-day notice is necessary in order to schedule testing locations; book proctors, readers, and scribes; and to obtain the exam from the instructor. ***It is recommended that test request forms for finals be turned in one (1) week in advance*** due to high testing volume.

The need for testing accommodations can be satisfied in different ways. For example, if the student needs to test in a distraction-reduced environment, the student may take the exam in the instructor's office at a prearranged time or in an alternative location when the instructor is available. If the student needs extended time, he/she may begin the exam with the rest of the class and finish in the instructor's office (or begin the test in the instructor's office and finish with the rest of the class). If the instructor is unable to provide the accommodations, the student may arrange testing accommodations through the ODS. Listed below are the student and instructor responsibilities in the testing procedures:

TO TEST IN THE ODS OFFICE, THE STUDENT MUST ABIDE BY THE FOLLOWING:

1) It is the student's responsibility to turn in a completed testing request form to the ODS **at least (3) school days** prior to the test date. The student and instructor **must** fill in all of the information before the form is turned into the ODS.

2) The instructor fills in the appropriate sections of the form. This information will instruct the testing coordinators as to how the exam is to be administered and where to deliver it upon completion. The testing form is to be turned in to the ODS, (Room 128 Patriot Avenue Campus for Lafayette students and the Dean of Student's Office for New Iberia and Franklin students) as the official test request. All the information on the form **must** be filled in. **INCOMPLETE FORMS WILL NOT BE PROCESSED.** Test request forms **must** be turned in to the ODS by the instructor with the exam to be administered.

CANCELLATIONS: If a student schedules an exam and for any reason is not able to test at the time requested or tests with the instructor, the student must call and cancel or reschedule. This is necessary because there will be resources allocated according to the schedule, testing locations and support staff, that will also need to be cancelled. "NO SHOWS" can result in the loss of testing services provided by the ODS.

CHEATING: Anyone caught cheating or with an intent to cheat will be reported to the Dean of Students.

Instructor Exam Instruction Form

Instructor: Please attach this form to the exam when delivered to the ODS or my box:

Student Name: _____ Subject: _____

Day/Time of Class: _____ Day/Time of Exam: _____

Instructor Name: _____ Instructor Contact Info: _____

Exam must be completed by (Day & Time): _____

Materials Allowed:

- _____ Calculator
- _____ Paper
- _____ Books (Please list specifically)
- _____ Notes
- _____ Other _____

Instructor Notes/Comments

Exam Return Instructions:

- _____ Return in campus mail
- _____ Instructor will pick up exam
- _____ Hand deliver to instructor

Instructor's Signature

THE FOLLOWING CHART CAN BE USED TO ASSIST THE STUDENT AND INSTRUCTOR WITH TESTING PROCEDURES:

If the test is on this day:	Student should turn white forms in to the ODS no later than this day:
Monday	Wednesday of the previous week
Tuesday	Thursday of the previous week
Wednesday	Friday of the previous week
Thursday	Monday of the same week
Friday	Tuesday of the same week

TESTING REMINDERS FOR STUDENTS AND INSTRUCTORS:

- If the student feels they can take their test in class with everyone else and do not need the Accommodations, or the instructor can accommodate them, then the student and instructor **DO NOT** need to fill out these forms.
- All tests are proctored and will be returned to the instructor in a tamper-proof envelope as soon as possible. The person receiving the test must sign acknowledging the exam has been returned.
- Forms are not to be mailed or faxed.
- Extended time will be calculated according to the time that the test is scheduled to begin. In other words, if the student shows up ten minutes late to take their test they **will not** receive an additional ten minutes to finish their test.
- If the student registers a test here and, for some reason, decides to cancel, the student must notify the ODS so our office can cancel the proctor. If a student cancels three times without notifying the ODS he/she may lose testing accommodations with this office.
- Instructors should not send a student's test to the ODS if he/she did not receive a testing form.
- **Please note that all tests must be completed by 5:00 p.m. with the exception of final exams. Evening class tests, if not accommodated by instructor, should be taken during office hours or otherwise arranged with the ODS.**

GRIEVANCE AND APPEAL PROCEDURES

APPEALING ACCOMMODATION(S) DETERMINED BY THE ODS

Any student who disagrees with the academic accommodation(s) that have been determined should first speak to their ODS Advisor. The student should express his/her concerns, and be prepared to offer alternative solutions. If, after consulting with the ODS Advisor, there still is not satisfaction on the part of the student regarding the proposed accommodation(s) or the provision of accommodation(s), the student should speak with the Dean of Students (337) 373-0185. If the student still is not satisfied, with the proposed or provided accommodation(s), the student may file a formal grievance.

Formal Grievance:

The grievance must be filed by a student in writing to the Office of the Executive Vice Chancellor. This office shall coordinate procedures for a prompt hearing of the grievance by the Americans with Disabilities Act Coordinator and the Chancellor of the college or his or her designee. The Office of the Chancellor will constitute final college administrative action on the grievance. The College will request only such information about an individual's disability as is necessary for those college representatives making an accommodation decision to determine the need for and the manner in which the disability may reasonable be accommodated. Such information may be disclosed only with the express written consent of the person requesting an accommodation on the basis of disability.

Please remember that the College has an obligation to provide reasonable and appropriate accommodations to ensure that students with disabilities have access to all College functions. However, if the College can provide an accommodation that is equally as effective as the one requested but is less expensive, the College is not required to provide the more expensive one.

GRIEVANCES WITH OTHER SLCC DEPARTMENTS OR PROGRAMS

It is the practice of the ODS that issues concerning accommodation(s) of students with disabilities in academic and other programs/activities be resolved between the student requesting the accommodation and the College employee representing the department within which the academic program or service is located. Students should then report grievance to their ODS Advisor. If the student believes that all efforts to resolve the complaint have proven unsuccessful, she/he may file a formal grievance as listed above.

Assistance in filing an appeal maybe obtained through the ODS. Contact the ODS directly by calling (337) 984-3684. If the issue cannot be resolved at the College level, the student may contact the Office of Civil Rights or the U.S. Department of Justice. File complaints under Section 504 of the Rehabilitation Act with the Office of Civil Rights of the U.S. Department of Education (OCR); complaints under Titles II or III of the ADA should be filed with the U.S. Department of Justice. Students who are unsure which agency is appropriate for the complaint, file it with the U.S. Department of Justice, who will refer the complaint to the appropriate agency. In all cases, students should follow College grievance procedures prior to contacting any outside.

FINANCIAL ASSISTANCE

The ODS does not provide or award tuition scholarships or financial aid based on disability. Any student requesting financial aid due to disability should call Louisiana Rehabilitation Services (LRS) at (337) 262-5353.

STUDENT AID AND SCHOLARSHIPS

SLCC's Financial Aid Office offers various forms of financial assistance. The Director of Financial Aid can be reached at (337) 984-3684 Ext. 126.

LOUISIANA REHABILITATION SERVICES (LRS)

LRS is a vocational rehabilitation agency designed to assist persons with disabilities in gaining and maintaining suitable employment. Eligibility is based upon severity of disability. For additional information you can call (337) 262-5353.

CAMPUS RESOURCES

Learning Center: Both the New Iberia and Lafayette campuses have computer labs with tutorial software in Reading and Math. All computers have internet access and are located in the libraries of both campuses.