



## SERVICES FOR STUDENTS WITH DISABILITIES (SDS)



August 1, 2003

Located in Student Services (above the bookstore in Room 206)

Phone: 473-6545

Dr. Dee Slavant, Director for Student Services

# Table of Contents

- LSUA’s Services For Students with Disabilities** ..... 5
  - Mission
  - Role
  - Eligibility For Services
  
- Disability Laws in Postsecondary Education** ..... 6
  - The Rehabilitation Act of 1973 - Section 504
  - The Americans with Disabilities Act (ADA)
  - Disability Definition
  
- Admittance to the University** ..... 7
  - Policy Statement
  
- Confidentiality** ..... 8
  
- Rights and Responsibilities** ..... 9
  - Rights and Responsibilities of Students with Disabilities
  - Rights and Responsibilities of the Faculty and Staff
  - Rights and Responsibilities of Services for Students with Disabilities (SSD)
  
- Attention Deficit/Hyperactivity Disorder** ..... 10
  - Document Guidelines
  - Accommodations
  - When to Contact Student Services
  - New Students
  - Sample Documentation Request Form
  
- Deaf & Hard of Hearing** ..... 11
  - Documentation
  - Accommodations
  - When to Contact Student Services
  - New Students
  - Student Tips for Using a Communication Facilitator
  - Tutoring Services
  - Deaf & Hard of Hearing Student Responsibilities
  - No Show Policy
  
- Learning Disabilities** ..... 14
  - Documentation Guidelines
  - Accommodations
  - When to Contact Student Services
  - New Students

<b>Physical and Systemic (Medical) Disabilities</b> .....	16
Documentation Guidelines	
Accommodations	
When to Contact Student Services	
Types of Physical and Systemic (Medical Disabilities)	
Mobility Impairments	
Visual Impairments	
Systemic Impairments	
Other Physical Disabilities	
<b>Psychological Disabilities</b> .....	18
Documentation Guidelines	
Accommodations	
When to Contact Student Services	
Websites for Mental Health and Accommodation Information	
<b>General Tips for all Students with Disabilities</b> .....	20
<b>What To Do When</b> .....	21
Time to Schedule	
The First Day of Class	
After the Last Day to Add Classes	
During the Semester	
At Mid-term	
At the End of the Semester	
<b>Sample Accommodation Request Form</b> .....	23
<b>Books on Tape Policy</b> .....	24
Return of Material Policy	
<b>Testing Procedures</b> .....	25
Student Steps for Testing	
Faculty Steps for Testing	
Testing Reminders for Students and Instructors	
<b>Sample Testing Accommodation Form (Student)</b> .....	27
<b>Sample Testing Accommodation form (Instructor)</b> .....	28
<b>Assistive Technology</b> .....	29
<b>Grievance and Appeal Procedures</b> .....	30
<b>Financial Assistance</b> .....	31

<b>Appendix A - Definitions</b> .....	32
<b>Appendix B - Frequently Asked Questions</b> .....	35
<b>Appendix C - Resources</b> .....	38

# **LOUISIANA STATE UNIVERSITY AT ALEXANDRIA**

## **Services for Students with Disabilities**

### **Mission**

Located within Student Services, Services for Students with Disabilities (SSD), in collaboration with other University departments, assist in the provision of appropriate auxiliary aids and services for qualified students with disabilities to encourage their participation in all activities, programs, and services of the University. SSD also serves as a source of disability-related information for the University.

### **Role**

SSD provides intake, assessment of needs on campus, and where appropriate, the provision of auxiliary aids and services for students with disabilities attending LSUA. SSD serves as a liaison between students, instructors, and staff.

In addition, SSD strives to increase awareness regarding the abilities and needs of persons with disabilities by providing information for faculty and staff to help them gain a greater understanding of the rationale for and advantages of the various accommodations and services we provide for students with disabilities.

Any student with a learning, physical, psychological or other disability that significantly impacts their academic pursuits may be eligible to receive services from SSD. The office interacts with students on an individual basis in the determination and facilitation of auxiliary aids and services.

### **Eligibility For Services**

A person may be eligible for services if he/she is otherwise qualified for the academic program and:

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

## **DISABILITY LAWS IN POSTSECONDARY EDUCATION**

A student with a disability is entitled by law to equal access to University programs provided they are otherwise qualified for academic programs. There are two federal laws that protect persons with disabilities in post secondary 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**

Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity 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 LSUA, the established office is the Services for Students with Disabilities (Student Services) in the Student Center, Room 206. Phone: 473-6545.

### **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, and telecommunications. 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.

### **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.

## ADMISSION TO THE UNIVERSITY

Qualified persons with disabilities must meet the University's regular admissions standards. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary that students disclose their disability in the application process. An applicant for admission may voluntarily self-identify as a person with a disability in the admissions process and will be routinely provided information on services available to students with disabilities. A decision not to self-identify will not result in adverse treatment of the applicant. Once admitted to the University, students with disabilities requiring accommodation(s) **must** contact the office of SSD to request the specific accommodations desired and provide the necessary documentation.

### Policy Statement

LSUAlexandria's Policy Statement 242 (Policy for Students with Disabilities) provides equal opportunity for all qualified persons without regard to disability in the recruitment of, admission to, participation in, or employment in the programs and activities operated and sponsored by the University.

### General Policy

The University prohibits discrimination on the basis of a disability in any academic program or activity associated with the University and strives to integrate students with disabilities into the University community to the fullest extent possible. Qualified applicants with disabilities will not be denied admission or subjected to discrimination in admission or recruitment to the University on the basis of their disability. In its recruitment efforts, the University shall not limit the number of persons with disabilities who may be admitted. When a University representative receives a request for a disability related accommodation, advice and assistance should be sought from the Director of Student Services and from the Coordinator of the Americans Disability Act. Students with disabilities may participate in services coordinated through SSD. When students opt to register for services with SSD, they are required to abide by SSD's policies and procedures.

Only those students who identify themselves to the University and/or present appropriate written documentation of a disability are eligible for academic accommodation. Students with a disability which requires special accommodation on the part of the University should submit documentation to the SSD Coordinator before the beginning of each new semester so that arrangements can be made to meet individual needs. The students are further required to return to the SSD office before the beginning of a new semester so that appropriate accommodations may be continued or new accommodations arranged.

**A student may present documentation and request services during any given semester. Students are encouraged to request services as soon as they know their class schedule. Requests for retroactive accommodations will not be entertained.**

## CONFIDENTIALITY

The University will request information about an individual's disability as is necessary for those University representatives making an accommodation decision to determine whether the student is in fact disabled and the need for and the manner in which the disability may reasonably be accommodated.

Disability-related documentation is defined as any documentation provided to substantiate the student's disability status and need for accommodation(s) (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; kept confidential, and is not released to anyone outside the accommodation process or the direct chain of command. The following exceptions may apply: (a) the student gives SSD a signed release to share disability-related information with the person(s) named on the release; (b) as SSD is required and/or permitted by the law and/or court order; (c) the student is a direct threat to themselves or others; (d) if a student makes a disability-related grievance or appeal; or (e) the university attorneys for the purpose of providing legal advise to the university.

Students with disabilities have a right to review their file. A review of files can be arranged by scheduling an appointment with the ADA Coordinator. SSD will retain a copy of all information within a student's file for **five (5) years**. After the student has been inactive, the file may not necessarily be maintained. 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 University personnel to help ensure that the student will receive appropriate accommodations. In most instances, University 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 LSUA. Otherwise, University personnel do not have access to information regarding a student's disability.

## RIGHTS AND RESPONSIBILITIES

### RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

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

- Meet the University'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 procedures with instructors and SSD.
- Make an appointment with instructors to facilitate privacy when requesting and discussing accommodations.
- Provide instructor(s) with the Accommodation Letter from SSD.
- Communicate needs and concerns with the ADA 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).

The faculty and staff have the **RIGHT** to:

- Receive verification of a documented disability from SSD 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 SSD in providing appropriate accommodations.

SSD 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 definitely 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 that violates an essential component of the course, program, or activity.
- Establish policies and procedures related to providing services to students with disabilities.

## **ATTENTION DEFICIT/HYPERACTIVITY DISORDER**

Attention Deficit/Hyperactivity Disorder (often shortened to ADD or AD/HD) may make it difficult for a person with this disability to sit calmly and give a task his/her full attention.

The services provided are designed to aid and encourage college students with AD/HD to achieve success on a college/university campus. The most frequently requested accommodations include extended test time, testing away from the group, copies of class notes, information, advocacy, and referrals. Whether these accommodations will be provided depends on a student's needs and conditions.

### **DOCUMENTATION GUIDELINES**

- Professionals conducting assessments and rendering diagnoses of AD/HD 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 AD/HD provided they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent or adult AD/HD population: licensed psychiatrist, psychologist, medical doctor or other qualified mental health professional.
- The documentation provided to SSD must be within **three (3) years** prior to the student's request for accommodation(s). The documentation must be comprehensive, and current.
- Documentation may be mailed, faxed or personally delivered to:  
Services for Students with Disabilities  
Student Services  
Louisiana State University at Alexandria  
8100 Hwy 71 South  
Alexandria, LA 70302  
Phone: (318) 473-6545  
Fax: (318) 473-6580

### **ACCOMMODATIONS AND WHETHER A STUDENT IS OTHERWISE QUALIFIED ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING**

- Note takers or copies of notes
- Extended time for exams
- Exams in a quiet, distraction-reduced environment
- Frequent breaks; exams given by page or section
- Tape recorder
- Use of hand-outs and visual aids
- Concise oral instruction
- Writing directly on test, no scantron

### **WHEN TO CONTACT STUDENT SERVICES**

- To request accommodations.
- When accommodations do not seem to be helping.
- When there is a problem, be honest with the ADA Coordinator and instructors. "We cannot help if we do not know a problem exists."

## DEAF & HARD OF HEARING

An individual with a hearing loss frequently communicates using a combination of strategies that rely on residual auditory ability enhanced by a hearing aid or assistive listening device and often supplemented through lipreading or other visual means.

Persons who are deaf may have different communication preferences and rely on residual hearing, lipreading, captioning, or perhaps an English based or American sign language.

Services are designed to provide accommodations to deaf and hard of hearing students attending the University. Services may include: interpreter, note taker, notes from class, information, and referrals.

### DOCUMENTATION GUIDELINES

- Documentation of a hearing loss is the basis for providing accommodations.
- The documentation for a hearing loss is typically an audiological evaluation. An audiogram **must** be included in the documentation. An audiological evaluation will indicate the presence of a hearing loss and its scope.
- Documentation must be from a licensed audiologist that includes a diagnosis and information as to how the disability has an impact in an academic environment.

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

- Registration assistance
- Sign language interpreting
- Notes from professor when available
- Preferential seating
- Note taker (Note takers will not take notes if the student is not in class unless SSD has been notified in time for a determination to be made by the Director of SSD)

### WHEN TO CONTACT STUDENT SERVICES

- To request accommodations.
- When there is a problem, be honest with SSD advisor and instructor. "We cannot be of assistance if we do not know a problem exists."

### STUDENT TIPS FOR USING AN INTERPRETER

- On the first day of class, or any new situation, the student should come by the Services for Students with Disabilities before class so that the interpreter can meet the student and accompany him/her to class.
- Let the interpreter know what method of communication is preferred at the beginning of the semester to avoid misunderstandings.
- Sit in a location that provides the best distance, lighting, background and angle for seeing the interpreter.

- 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 Interpreter. The Interpreter 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 made known to the entire class.
- Personal conversations with the Interpreter should not occur during class time.
- If a student has difficulty understanding the Interpreter, discuss it initially with them. If this does not work, report the problem to the Services for Students with Disabilities.
- Students should notify the Services for Students with Disabilities if:
  - \_\_\_ He/she is planning to be absent or miss a class.
  - \_\_\_ His/her class is cancelled.
  - \_\_\_ 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, the Interpreter will leave the class 10 minutes after the class starts.
- He/she has a problem with the interpreter or the instructor.

### **TESTING ACCOMMODATIONS**

Additional time for testing is sometimes provided as an accommodation to deaf and hard of hearing students.

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**

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

- Students with hearing impairments should submit a written request for an Interpreter on an Accommodation Request Form at the beginning of the semester. This request must include course name, number and section number. Any change in this schedule, either to add or delete services, must be requested in writing to the SSD.
- If a student is unable to attend class, a 24-hour notice to SSD is required unless the absence is due to illness or an emergency.
- The student will immediately notify SSD in writing if an Interpreter is unsatisfactory (i.e., unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.)
- If a student needs to request a Interpreter for other University programs (other than normal class times), a Special Request Form must be filled out and returned to SSD at **least** 24 hours in advance.

### **NO-SHOW POLICY**

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

Failure to provide any advanced notice is considered a “No-Show.”

To give advance notice a student may:

- Call the office at (318) 473-6545 and leave a message, or
- Contact the Services for Students with Disabilities located in the Student Center, above the Bookstore in Room 206.
- Call the Interpreter by phone or e-mail and speak to the person or leave a message.

## LEARNING DISABILITY (LD)

A learning disability may make it difficult for a person to receive information from his/her senses, process it, and communicate what he/she knows. A learning disability frequently causes severe difficulty in reading, writing, and/or mathematics.

The services are designed to aid and encourage college students with learning disabilities to achieve success on a college/university campus. The most frequent services used include academic accommodations, information, advocacy, and referrals.

### DOCUMENTATION GUIDELINES

- Documentation must be appropriate to verify disability and to support requests for reasonable accommodation(s). Testing **must** be comprehensive. Minimally, domains to be addressed must include:

**Aptitude.** The Wechsler Adult Intelligence Scale - III with all subtest scores is the preferred instrument. A complete Woodcock-Johnson Psycho educational Battery - Revised: Tests of Cognitive Ability; Stanford-Binet Intelligence Scale: Fourth Edition; or Kaufman Adolescent and Adult Intelligence Test are acceptable.

**Achievement.** Current levels of functioning in **reading, mathematics** and **written language** are required. Acceptable instruments include the complete Woodcock-Johnson Psycho educational Battery - Revised: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (DATA); or specific achievement tests such as the Test of Written Language - 3 (TOWL-3), Woodcock Reading Mastery Tests - Revised, and the Stanford Diagnostic Mathematics Test. **The Wide Range Achievement Test - 3 (WRAT-3) and the Mini-Battery of Achievement (MBA) are NOT comprehensive measures of achievement and therefore are not suitable.**

**Information Processing.** Specific areas of information processing (e.g., short and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed as needed to document the LD or justify accommodation(s). Information from subtests on the WAIS-III, the Woodcock-Johnson 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.

**(This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.)**

Testing must be **current**. In most cases, this means testing that has been conducted before the age of 18 must be **within the past three (3) years**. An evaluation performed during or after age 18 must be no more than five (5) years old. Because the provision of all reasonable accommodation(s) is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.

There **must be clear and specific** evidence and identification of a learning disability. Individual “learning styles” and “learning differences” in and of themselves do **not** constitute a LD.

**Actual test scores must be provided.** Standard scores are required; Percentiles and grade equivalents are **not** acceptable unless standard scores are also included. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are **not** sufficient.

Professionals conducting assessments and rendering diagnoses of LD must be qualified to do so. Trained, certified, and/or licensed school, clinical, and educational psychologists, neuropsychologists, and learning disability specialists are typically involved in the process of assessment. Experience in working with an adult population is essential.

Tests used to document eligibility **must** be technically sound ( i.e., statistically reliable and valid) and standardized for use with an adult population.

Diagnostic reports **must** include the names, titles, and professional credentials (e.g. licensed psychologist) of the evaluators as well as the date(s) of testing. **All reports should be typed.** Handwritten scores or summary sheets are **not** acceptable.

A written summary of or background information about the student’s relevant educational, medical, and family histories that relate to the learning disability **must be included.**

Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning supported by specific test results or clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need. Individual Education Programs (IEPs) are useful, but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations.

### **ACCOMMODATIONS AND WHETHER A DISABLED STUDENT IS QUALIFIED ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING**

- Assisted registration
- Tape recorders
- Copy of class notes (when available)
- Extended time on exams
- Exams in a quiet distraction-reduced environment
- Calculator, spell-checker, thesaurus where appropriate
- Oral assistance on tests
- Books on tape
- Use of handouts or visual aids
- Word processor with spell-checker

### **WHEN TO CONTACT THE STUDENT SERVICES**

- To request accommodations.
- When accommodations do not seem to be helping.
- When there is a problem, be honest with the SSD advisor and instructors. We cannot be of assistance if we do not know a problem exists.
- For further information, contact Student Services at 473-6545

## PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITIES

Physical and Systemic (Medical) disabilities include a wide variety of disabilities that have a definitive physical cause and significantly impacts the physical functioning of the student with the disability that results in a substantial limitation of one or more major life activities.

The services are designed to facilitate access, promote self-advocacy, and encourage students with physical and systemic disabilities to achieve success on a college/university campus. The most frequent services used include physical accessibility arrangements/accommodations, academic accommodations, information, advocacy, and referrals.

### DOCUMENTATION GUIDELINES

Students with physical or systemic disabilities that are **clearly visible** by outward manifestations of the disability (e.g., quadriplegics) shall be afforded accommodation(s) that are clearly justified by the nature of their disability. When accommodations(s) cannot be justified by the outward manifestation of the disability, the student shall follow the documentation guidelines below.

Students with physical or systemic disabilities that are **not clearly visible** by outward manifestations of the disability **must provide** documentation that meets the following criteria:

- The documentation must be **comprehensive and current** (within three (3) years prior to the students request for accommodation(s)).
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified to do so (e.g. physician).
- The documentation **must** identify an unequivocal diagnosis of a specific disability.
- The documentation **must** discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodations(s).
- The documentation should **recommend accommodation(s)** to compensate for the identified functional limitations and provide complete rationale.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

**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 takers (copies of notes)
- Food and beverages in class (if medically indicated)
- Books on tape
- Enlarged tests
- Use of a computer
- Reader
- Scribe

**WHEN TO CONTACT STUDENT SERVICES**

- To request accommodations.
- When accommodations do not seem to be helping or the physical condition has worsened.
- When there is a problem, be honest about your problem. We cannot be of assistance if we do not know a problem exists.

**NEW STUDENTS:**

Please contact the Services for Students with Disabilities for further information at 473-6545.

## PSYCHOLOGICAL DISABILITY

A psychological disability is a mental impairment that results in a substantial limitation of one or more major life activities. The most common life activities affected are learning and caring for one's self.

The services are designed to assist and support students with psychological disabilities to achieve their academic goals. Services include: academic accommodations, information/referrals, academic crisis intervention, and advocacy.

Students who are experiencing emotional problems that are interfering with academic success, should see a counselor in Student Services for possible referral. Psychological disabilities do not excuse inappropriate conduct. Student Services is located in the Student Center above the bookstore in Room 206 or phone 473-6545.

### DOCUMENTATION GUIDELINES

- The documentation must be comprehensive and must discuss current and anticipated problems associated with the diagnosis. The documentation of psychological disabilities provided to SSD must be within **three (3) years** prior to the student's request for accommodation(s).
- Professionals conducting assessments, rendering diagnoses of specific psychological disabilities and making recommendation for appropriate accommodation(s) must be qualified to do so (e.g., licensed psychiatrist, psychology, social worker, medical doctor, or other qualified mental health professional).
- The documentation **must** identify a diagnosis of a psychological disorder according to the **Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition. (DSM-IV)**.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

### ACCOMMODATIONS AND WHETHER A STUDENT IS OTHERWISE QUALIFIED ARE DECIDED ON A CASE-BY-CASE BASES AND MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Assisted registration
- Extended time on exams
- Exams in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- Writing directly on the test, no scantron
- Copy of notes where possible

### WHEN TO CONTACT AN SSD ADVISOR

- To request accommodations.
- When accommodations do not seem to be helping or the psychological condition has worsened.
- When there is a problem, be honest with the SSD officer.

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

**NEW STUDENTS:**

Please contact the Services for Students with Disabilities for further information at 473-6545.

**WEBSITES FOR MENTAL HEALTH AND ACCOMMODATION INFORMATION:**

[www.nami.org/](http://www.nami.org/)

[www.psych.org/](http://www.psych.org/)

[www.apa.org/pubinfo/](http://www.apa.org/pubinfo/)

[www.bu.edu/sarpsych/index.html](http://www.bu.edu/sarpsych/index.html)

[www.nimh.nih.gov](http://www.nimh.nih.gov)

[www.nmha.org/index.cfm](http://www.nmha.org/index.cfm)

[www.bazon.org/ada.html](http://www.bazon.org/ada.html)

## **GENERAL TIPS FOR ALL STUDENTS WITH DISABILITIES**

### **DO AN HONEST SELF-EVALUATION**

- Students should identify strengths and weaknesses, use this information to his/her 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 they are most alert.
- Remember that success in college for all students, regardless of disability, largely depends upon the effort by the student.

### **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 he/she is most comfortable. Sit as close to the front as possible if this is not a problem for you.
- Students should have necessary materials including paper, pens, textbook, 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

- After the schedule is final, the student is to come to SSD and fill out an **Accommodation Request Form, (Blue Form)**. A sample of this form is located on page 23. This should be done no later than the last day to add classes.
- For students requesting books on tape from SSD, please contact SSD as soon as the final schedule is made.
- For students requesting classes moved to an accessible location, notify SSD as soon as possible **(at least three (3) weeks before school begins if possible)** so there is ample time to make these arrangements.

### THE FIRST DAY OF CLASS

- Arrive early to secure the best possible seating.
- For students using interpreters, 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 SSD.
- Provide the note taker with carbonless paper if needed. Paper is available at no charge from SSD.
- The student should identify themselves to the instructor, before or after class, or during office hours, and explain that SSD will have letters printed after the last day to add classes.

### AFTER LAST DAY TO ADD CLASSES

- Come by SSD to pick up Accommodation Letters. A date will be posted as to when letters will be available. If a letter is needed prior to this time, the student should see SSD.
- Give the instructor the **Accommodation letter** that is specific to the instructor's class. This letter will explain the accommodation(s) needed (i.e. time and a half, reader, etc.) **Note: Accommodation letters will not be printed during Dead or Finals Week. If possible, this should be taken care of at the beginning of the semester to help ensure that accommodation(s) will be provided.**
- After the second week of class, if a student has not picked up their accommodation letters, one notice will be sent. **Students will not receive accommodations without the accommodation letter.**
- Discuss accommodation(s) with the instructor. If he/she cannot provide the accommodation(s) needed, please contact SSD for further instructions or if there are questions as to what procedures need to be followed.
- Discuss course requirements with the instructor.

### **DURING THE SEMESTER**

- Students should inform SSD 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 SSD 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 SSD. **Remember, tests must be scheduled with SSD at least three (3) days before the test date.**
- 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 SSD as soon as possible.

### **AT END OF SEMESTER**

- Check schedule for finals 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.

# SAMPLE ACCOMMODATION REQUEST FORM

**LOUISIANA STATE UNIVERSITY AT ALEXANDRIA**  
**Services for Students with Disabilities**  
 Semester Accommodation Request Form

Please complete the following information and list the accommodation(s) that are appropriate. All accommodation requests must be supported by your disability documentation on file with this office

All information on this form **must** be complete. Incomplete requests will not be processed.

Name: \_\_\_\_\_ SSN: \_\_\_\_\_ Date: \_\_\_\_\_

Local Mailing Address: \_\_\_\_\_ Apt # \_\_\_\_\_

City : \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_ Circle Disability: LD/ADD    Physical    Psychological

Semester:    FALL    SPR    SUM    INT            Year: 2002    2003    2004    2005

What accommodations are you requesting for this semester? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Are these the same accommodations you received last semester?    Yes    No    Na

	Course Name	Course Number	Section Number
Example	Math	1021	0143

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

.....

**FOR OFFICE USE ONLY:**

Date Received: \_\_\_\_\_ Date Picked Up: \_\_\_\_\_

## 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). Contact RFB&D directly by phone 1-800-221-4792 or website [www.rfb.org](http://www.rfb.org). **Option 2** - SSD will obtain books on tape. Students must come to Student Services, Room 206 in the Student Center and complete a Books on Tape Request Form. The following information will be needed in order to complete this form: course, section number, title of the book, ISBN number and publisher information. This form is to be filled out no later than the second week of school or as soon as the textbook name is known. Students may come by Student Services, Room 206 in the Student Center to pick up tapes. Students may check out a tape recorder to use with the tapes. The tape recorders are 5/16 speed that is needed to listen to the tapes. All tapes and tape recorders must be returned to Student Services by the last day of finals. 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.

<b>Books on Tape Request Form</b>			
Please Note: For each class that you are requesting books on tape, a syllabus must be provided to ensure that tapes are ready in a timely manner. Failure to provide the syllabus may result in tapes being delayed.			
Student's Name:	_____	Date of Request:	_____
Course Name:	_____	Section #	_____ Instructor's Name: _____
Book Title:	_____		
Author:	_____		
Publisher:	_____	ISBN #	_____ Edition: _____
Course Name:	_____	Section #	_____ Instructor's Name: _____
Book Title:	_____		
Author:	_____		
Publisher:	_____	ISBN #	_____ Edition: _____
Course Name:	_____	Section #	_____ Instructor's Name: _____
Book Title:	_____		
Author:	_____		
Publisher:	_____	ISBN #	_____ Edition: _____
I, _____ understand that I must return all tapes to Services for Students with Disabilities, Student Services, Room 206, Student Center by the last day of finals. If I fail to comply, Services for Students with Disabilities may impose fines and require that my grades be withheld until tapes and recorders are returned.			

## TESTING PROCEDURES

Students who plan to use testing accommodations carry the responsibility of making arrangements with the instructor as to how these accommodations will be provided at **least three (3) school days before the test**. For example, if the student needs to test in a distraction-reduced environment, the student could either 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 take the entire test in the instructor's office (or begin the test early in the instructor's office and finish with the rest of the class). If the instructor is unable to provide the accommodations, or if SSD determines that the student should test in Student Services in the Testing Center, the student may arrange testing accommodations through SSD. Listed below are the responsibilities of the student and the instructor in the testing procedures:

### **IN ORDER TO TEST IN THE SSD OFFICE THE STUDENT MUST FOLLOW THE FOLLOWING STEPS:**

- 1) Come to Student Services, Room 206, in the Student Center **at least 3 school days** prior to the test date and complete the Testing Accommodation Form. There are two parts to this form, a white sheet and a gold sheet. The white sheet should be completed by the student and placed in the tray in Room 206 marked Testing Accommodations. **Remember, this form is only to be completed if the student is testing in the SSD office.**
- 2) The student is then to complete the top part of the gold sheet and bring it to the instructor **at least 3 school days** prior to the test date. The student is to verify with the instructor the date and time they will be taking the test.

### **IN ORDER TO ALLOW STUDENTS TO TEST IN THE SSD OFFICE THE INSTRUCTOR MUST FOLLOW THE FOLLOWING STEPS:**

- 1) Fill out the bottom section of part two (gold sheet) of the Testing Accommodation Form. The student should bring this to the instructor **at least three (3) days** before the test. This information includes: date and time test is to be given, time allowed in the classroom for the test, instructions/materials that can be used to administer the test. Please indicate the building and room where the test is to be returned.
- 2) The professor will return the completed gold sheet and the test to Student Services, Room 206. The gold sheet must accompany the test in order for the test to be administered correctly and returned to the proper location.

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

<b>If the test is on this day:</b>	<b>Student should turn white and gold forms in to SSD no later than this day:</b>
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 he/she can take the test in class with everyone else and does 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 monitored and will be returned to the instructor in an envelope as soon as possible. Typically, all tests should be hand carried by professors or designee.
- It is preferred that forms not 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 to test in Student Services and, for some reason, decides to cancel, the student must notify SSD so our office can cancel the testing room. If a student cancels three times without notifying SSD, he/she may lose testing accommodations with this office.
- Instructors should not send a student's test to SSD if he/she did not receive a gold form.
- **Please note that all tests must be completed by 4:30 p.m.**

**SAMPLE TESTING ACCOMMODATION FORM FOR TESTING CENTER  
(White Form)**

This form is to be submitted to in Student Services a minimum of three (3) days prior to your testing date. NOT WITH YOUR INSTRUCTOR

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA  
Services for Students with Disabilities

Notification of Testing Accommodation(s)

*Student:* Please complete the following information and submit this form to the Services for Students with Disabilities **AT LEAST THREE (3) SCHOOL DAYS BEFORE** YOUR SCHEDULED TEST DATE **OR YOU WILL NOT TAKE YOUR TEST WITH THIS OFFICE.**

Student Name (Print) \_\_\_\_\_ Phone #: \_\_\_\_\_  
Course Name \_\_\_\_\_ SS.#: \_\_\_\_\_

**Testing will not begin before 8:00 a.m. and will end at 4:30 p.m. Monday-Friday.**

Date test to be taken: \_\_\_\_\_ Time: \_\_\_\_\_

Name of Instructor (PRINT) \_\_\_\_\_ Instructor's Phone \_\_\_\_\_

Circle accommodations requested: \_\_\_\_\_

Extended Time      Computer      Quiet Room      Reader      Scribe

Enlarged Test      Tape Recorder      Other: \_\_\_\_\_

**I understand that I am responsible for completing and submitting this form to the Services for Students with Disabilities (Student Services) a minimum of three (3) school days before my scheduled test date above (see chart below of when to turn testing forms in). I also understand that I am to submit the gold "Instructors Notification of Testing Accommodation" form to my Instructor at least three (3) school days prior to the exam. If I turn in a form and the time is outside of the testing time set by the Services for Students with Disabilities, and/or is not scheduled three (3) school days in advance, I understand that his form will be discarded.**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

.....

FOR DISABILITY SERVICE USE ONLY

Received Stamp

Test Date: Monday

Due Date: Wednesday of the previous week

Test Date: Tuesday

Due Date: Thursday of previous week

Test Date: Wednesday

Due Date: Friday of previous week

Test Date: Thursday

Due Date: Monday of the same week

Test Date: Friday

Due Date: Tuesday of the same week

## SAMPLE ACCOMMODATION FORM (INSTRUCTORS))

Proctor/Scribe: \_\_\_\_\_ Time Student Arrived for Test: \_\_\_\_\_  
Room used: \_\_\_\_\_ Start Time: \_\_\_\_\_  
End Time: \_\_\_\_\_

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA  
Services for Students with Disabilities  
Phone: (318) 473-6545 Fax. (318) 473-6580  
**INSTRUCTORS NOTIFICATION OF TESTING ACCOMMODATION**

I. Student: Complete the following information and give to your instructor **no less than three (3) school days prior to your test date.**

**PLEASE PRINT:**

Student Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Student's Local Phone #: \_\_\_\_\_ Course Name: \_\_\_\_\_ Sec # \_\_\_\_\_

Name of Instructor: **(Print)** \_\_\_\_\_ Instructor's Phone # \_\_\_\_\_

Circle accommodations requested:    Extended Time    Computer    Quiet Room

Reader            Scribe            Enlarged Test            Other: \_\_\_\_\_

**INSTRUCTOR'S USE ONLY**

II. Instructor: **In order to have this exam proctored to your specification(s), PLEASE complete the following information and return this form, along with the exam, to the Services for Students with Disabilities, Student Services. If you have any questions call 6545.**

1. Date test is to be given to the student: \_\_\_\_\_ Time: \_\_\_\_\_
2. How much time is allowed in the classroom for this test: \_\_\_\_\_
3. Please list all instructions and or materials that can be used to administer this test:  
(i.e., open book, notes, calculator, etc. ) \_\_\_\_\_
4. Building & room number that the test is to be returned to: \_\_\_\_\_

**Testing will be done between the hours of 8:00 a.m. and 4:30 p.m. Monday-Friday.**

5. I will pick up the test in Student Services: G

I understand the above named student will receive accommodations on the test to be administered as listed above.

Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR DISABILITY SERVICES USE ONLY:**

Test returned by: \_\_\_\_\_ Test Picked up by: \_\_\_\_\_

Date: \_\_\_\_\_

Test returned by: \_\_\_\_\_

## **ASSISTIVE TECHNOLOGY**

### **Special Computer for Sight Impaired**

The TLC Lab located in Student Services, Student Center West Wing, has a special equipped Computer for students who are visually impaired. The computer has a magnified screen and a special keyboard that has enlarged letters on a black background.

### **DRAGON NATURALLY SPEAKING**

Dragon Speaking is a voice recognition software package. Dragon is primarily used by individuals with sight or physical disabilities who have difficulties typing.

### **MAGNISIGHT**

The Magnisight technology is located on the first floor of the James C. Bolton Library. A student who is sight impaired can place their textbook on a screen device and view the enlarged text on a TV screen.

## **GRIEVANCE AND APPEAL PROCEDURES**

### **APPEALING ACCOMMODATION(S) DETERMINED BY SSD**

Any student who disagrees with the academic accommodation(s) that have been determined should first speak to their SSD officer. The student should express his/her concerns, and be prepared to offer alternative solutions. If, after **consulting** with their SSD 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 Vice-Chancellor for Academic Affairs. If the student still is not satisfied with the proposed or provided accommodation(s), the student may file a formal grievance with Student Services located in the Student Center, above the bookstore in Room 206, phone:473-6545. The University's Policy Statement 207 (Policy for Student Grievance Procedure) is found on page 29 of the Student Handbook.

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

### **GRIEVANCES WITH OTHER LSUA DEPARTMENTS OR PROGRAMS**

**Informal Resolution** Issues concerning accommodation of persons with disabilities for participation in academic and other programs, activities, and services of the University should be expeditiously resolved between the person requesting the accommodation and the University employee representing the department within which the academic program or other program, activity, or service is located. If the person requesting an accommodation believes that all efforts to resolve the complaint have proven unsuccessful, he/she may file a formal grievance with the proposed accommodation. LSUA's Policy Statement 207 ( includes the process for filing a formal grievance. A copy can be found on page 29 of the Student Handbook.

**Formal Grievances.** A grievance may be filed directly with the Director of Student Services, who shall provide procedures for a hearing of the grievance by the Coordinator for the Americans with Disabilities Act or designee. If the grievant is not satisfied with the response by the ADA Coordinator, the grievance may be referred for hearing by the chancellor or his/her designee who shall constitute final University administrative action on the grievance. University Policy PS 207 outlines the procedures to be followed when filing an appeal of any University regulation, rule, policy or decision made by University personnel. Assistance in filing an appeal may be obtained through SSD. Contact SSD directly by calling 473-6545 for a copy of PS 207.

## **FINANCIAL ASSISTANCE**

LSUA does not provide or award scholarships for tuition or financial aid based on disability. Any student requesting financial aid due to disability should call Louisiana Rehabilitation Services at (318) 487-5335.

LSUA's Financial Aid and Scholarship office offers various forms of financial assistance ranging from grants to work study. Applications can be picked up in Abrams Hall, Room 109. Eligibility criteria varies. Financial Aid can be reached at (318) 473-6423.

### **Louisiana Rehabilitation Services (LRS)**

LRS is a vocational rehabilitation agency designed to assist persons with disabilities in gaining and maintaining suitable employment. For additional information you can call (318) 487-5335.

## **APPENDIX A - DEFINITIONS**

**Academic Standards** - The usual indicators of academic ability such as grade point average, high school rank, and standardized test scores.

**Accessible Classrooms and University Functions** - It is the responsibility of the student to notify SSD of his/her classes which are not accessible, due to their disability. Students who notify SSD after this time will have their classes moved after the first day of classes, or otherwise resolved.

**Accommodation Letters** - Students will receive accommodation letters from SSD that are to be given to their instructors. These letters state what accommodation(s) the student will receive as determined by SSD. These letters are available the week after the last day to add classes.

**Accommodation Request** - Students **must request** Accommodation(s) **each** semester. This is done by filling out an Accommodation Request Form (blue form) and submitting it to SSD.

**Americans with Disabilities Act (ADA)** - ADA (Pub. L. No. 101-336) is a law that protects persons with disabilities.

**Alternative Format (AF)** - AF is changing the format of the material to one that allows the student to have access to the material, such as enlarged print, brail text, etc.

**Alternative Test Format (ATF)** - ATF is changing the format of the test to one that allows the student to demonstrate their knowledge of the course material. ATF is granted when the SSD Advisor has adequate documentation that the student is not able to adequately convey their course knowledge even with other accommodations.

**American Sign Language (ASL)** - A natural visual-gestural language with syntax, structure, and grammar rules different from English.

**Audiogram** - A graph used to record the results of a hearing evaluation.

**Books on Tape** - Books on tape can be obtained from Readings for the Blind & Dyslexic (RFB&D) through SSD or by the student.

**Communication Facilitators (CF)** - All interpreters that provide services at LSUA. CFs do not edit the content of communication and do not let personal feelings or ideologies influence their translation. CFs follow a strict Code of Ethics that binds them to confidentiality and prevents their becoming personally involved in an interaction.

**Interpreter** - Trained professionals who transmit every part of the message (whether spoken or signed) exactly in the way it was intended.

**Consideration for Absences** - May be given to otherwise qualified students who have a disability that prevents them from attending class on a regular basis. The accommodation is only applicable if class is missed due to a disability-related problem. Class attendance is extremely important and while a student may have consideration for absences, there is a point when there have been too many missed classes to make up the work missed.

**Consideration for Spelling** - Allows that otherwise qualified students not be penalized for spelling. Use of a computer with a spell checker may be used to facilitate this process.

**Degree of Hearing Loss** - The extent of hearing loss usually categorized as "slight," "mild," "moderate," "severe," or "profound."

**Distraction-reduced Environment (formally "Quiet Room for Testing")** - A testing environment in which distractions are minimized (i.e. not with the rest of the class).

**Documentation** - Information obtained from a qualified professional which must contain specific information related to the disability. (See specific disability for documentation guidelines.)

**Essential Functions** - What an individual must be able to do to participate with or without Accommodations.

**Extended Time** -

**In-class Assignments and Exams** - Extended time on in-class assignments and exams, in most cases, will be equal to time-and-a-half of the usual time allotted for the assignment or exam. Students are required to work out arrangements for extended time on in-class assignments and exams with their instructors **at least three (3) days in advance**. If the instructor cannot provide the accommodation, please contact SSD.

**Out-of-class Assignments** - Extended time on out-of-class assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see their SSD Advisor when there is a need for this accommodation. An additional Accommodation Letter for each specific assignment will be given to the student to give to their instructor.

**Hard of Hearing** - One whose hearing loss makes it difficult, but not impossible for him/her to understand speech, sound and oral language with or without the use of hearing aids.

**No Scantron** - Allowed to write their answers directly on the exam.

**Note Taker** - A person, typically a student in the class, that takes notes and provides them to the student with a disability. SSD provides note taker paper at no charge.

**Parking Permit** - Students who have a disability that limits their mobility may be entitled to accessible parking. There are two types of accessible parking on LSUA's campus:

**Handicapped Parking** - Handicapped parking is indicated by light blue paint and wheelchair symbol. In order to obtain this type of parking the student must apply through Enrollment Services located in Abrams Hall, Room 103.

**Temporary Handicapped Parking** - Temporary handicapped parking is reserved for persons with temporary disabilities. These parking spaces are indicated by light blue paint. In order to obtain a temporary handicapped parking permit, students must provide documentation of their disability to the Enrollment Services located in Abrams Hall, Room 103.

**Assisted Registration** - Otherwise qualified disabled student may request assistance with registration as an accommodation.

**Private Room** - A testing environment in which the student with a disability is the only person in the room except for an exam proctor.

**Reader** - A person who is available to read for students on exams.

**Scribe** - A person who is available to write for students during exams.

**Section 504** - Section 504, part of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) protects the civil rights of people with disabilities in many environments including college settings.

**Seizure Letter** - This letter gives the instructor directions on what to do if the student has a seizure in class.

**Sign Language** - Students are able to choose one or a combination of the following modes of communication: Signed English or American sign language.

**Speech reading (also known as lip-reading)** - The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speech reading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English. Other factors can include the amount of light and the noise level of the environment.

**Technical Standards** - All non-academic admissions criteria that are absolutely necessary for a student to complete a program.

## **APPENDIX B FREQUENTLY ASKED QUESTIONS**

**1. If I am not a Vocational Rehabilitation client, can you help me?**

Yes.

**2. Does SSD test for LDs and AD/HD?**

No, we maintain a list of people in this area who test.

**3. I have AD/HD. What services are available to me at SSD?**

All the services provided by SSD are on an individualized basis. Consideration is given to your needs as well as documentation regarding your disability. For more information, see section "Attention Deficit/ Hyperactivity Disorder."

**4. What are accommodations and how do I receive them?**

Accommodations are modifications or changes to limit the impact of a person's disability. In order to receive accommodations, you must be otherwise qualified for the program, provide documentation of your disability and how it impacts you in the academic environment, and how the accommodation will enable you to perform essential functions. After accommodations are determined, you are responsible for requesting your accommodations each semester. This is done by coming to SSD and completing a blue form. For more information, see section "What to do when."

**5. If I register for accommodations who will have access to my documentation?**

SSD staff will have access to your documentation but your disability records are confidential. For more information, see our statement on confidentiality.

**6. What services are potentially available for students with psychological disabilities?**

Services include counseling, academic accommodations, information/referral, group support, academic crisis intervention, and advocacy.

**7. If I have consideration for absences does that mean I don't have to go to class?**

No, class attendance is extremely important. Inability to attend class may mean you are not otherwise qualified for the program. This accommodation only applies if a class is missed for disability reasons. If you miss class you are responsible for contacting your instructor and making up any missed work as soon as possible. There is a limit to the number of absences a student can incur before dropping the class becomes an issue. Each case will be determined on an individual basis. For more information, refer to the definition for "Consideration for Absences."

**8. Does SSD provide tutoring?**

No, SSD does not provide tutoring. Tutoring is offered to all students through the TLC Lab located in Student Services located in the Student Center, Room 220. You may also contact the department of the course you are having difficulty in for a tutoring referral.

9. **Who is responsible for getting the documentation I need to apply for services?**  
The student is responsible for obtaining and providing documentation to their SSD Advisor. The SSD Advisor may assist the student in facilitating this process (i.e. mailing consent forms, sending a letter of request to provider), however, the student must deal directly with the provider. All cost incurred is the responsibility of the student.
10. **I have a medical condition. Is that considered a disability?**  
Students with medical conditions are eligible for accommodations as long as the condition results in a functional limitation in a major life activity.
11. **I have a learning disability. Will LSUA waive entrance requirements because of my disability?**  
No, the University does not waive entrance requirements for students with learning disabilities.
12. **Will my transcript indicate that I received accommodations?**  
No, your disability records are confidential and not part of your LSUA academic record.
13. **Does the University have tuition scholarships available for students with disabilities?**  
No, LSUA does not have tuition scholarships specifically for students with disabilities.
14. **I am unable to walk long distances because of my disability. What is available to me?**  
You may be eligible for a special parking permit which would allow you to park closer to your classes. In order to obtain a medical parking permit, students must provide documentation of their disability to the office of Enrollment Services located in Abrams Hall.
15. **If my doctor makes accommodation recommendations, will I receive those accommodations?**  
While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor makes these recommendations to aid in accommodation determination. The University, at its expense, may require that you be examined by a qualified professional of its choice.
16. **Do I have to complete an Accommodation Request Form every semester?**  
Yes. An Accommodation Request Form (blue form) should be completed every semester. It is recommended that the form be completed within the first three days of class.

**17. Are accommodations retroactive?**

No, accommodations are not retroactive. Accommodations do not take affect until the student has completed registration with SSD and has provided the instructor with their Accommodation Letter. Students should further give instructors at least three (3) school days notice before use of an accommodation. SSD cannot require the instructor or anyone else to make changes in grades for assignments/exams given prior to notifying the instructor of the accommodations.

**18. Does LSUA/SSD pay for all interpreting/captioning services?**

Yes. LSUA/SSD pays for all interpreting provided to deaf and hard of hearing students for both classroom and some University programs.

**23. How do I request an interpreter for my classes?**

Complete an Accommodation Request Form (blue form) requesting services for your classes at least two (2) weeks prior to the beginning of the semester. Return this form to the SSD office located in Student Services.

**24. How do I request an interpreter for out of class meetings such as, review sessions or meetings with my instructors?**

Discuss your request with the SSD office twenty-four (24) hours in advance. Each request will be handled on a case-by-case basis.

**25. Why does my interpreter leave when I am late for class?**

Interpreters are required to wait 10 minutes after the beginning of a class. If you do not arrive prior to the interpreter leaving, you will receive a "NO SHOW" for that class.

## STATE AND LOCAL RESOURCES

### **Services for Students with Disabilities**

LSUA Student Center - Student Services  
8100 Hwy 71 So.  
Alexandria, LA 71302  
(318) 473-6545

### **Louisiana Association for the Deaf**

3112 Valley Creek, Suite C  
Baton Rouge, LA 70808  
(225) 923-11266 (V/TDD)

### **Visual Communication Service**

6647 First St.  
Alexandria, LA  
(318) 473-0308

### **Governor's Office of Disability Affairs**

P. O. Box 94004  
Baton Rouge, LA 70804  
(225) 219-7547

### **Louisiana Association for the Deaf**

3112 Valley Creek, Suite C  
Baton Rouge, LA 70808  
(225) 923-1266 (V/TDD)

### **Louisiana Commission for the Deaf**

8225 Florida Blvd.  
Baton Rouge, LA 70806  
(225) 925-4175 (V/TDD)

### **Louisiana Rehabilitation Services**

900 Murray St.  
Alexander, LA 71301  
(318) 487-5335

### **ADA Hotline**

P.O. Box 1471  
Baton Rouge, LA 70821  
(225) 389-7800

### **Computer Aided Interpretation**

11329 Family Road  
Gonzales, LA 70737  
(225) 644-2629

### **LATAN (Louisiana Assistive Technology Access Network)**

3042 Old Forge Drive, Suite  
Baton Rouge, LA 70808  
(225) 925-9500

### **Louisiana Hotlines for the Blind & Physically Handicapped**

760 N. 3rd Street  
Baton Rouge, LA 70802  
(225) 342-4944

### **International Dyslexia Association Louisiana Branch**

The Center for the Study of Dyslexia  
Nicholls State University  
P.O. Box 2050  
Thibodaux, LA 70310  
(225) 924-5781

## NATIONAL RESOURCES

### **Office on the ADA**

Civil Rights Division  
P.O. Box 66118  
U.S. Department of Justice  
Washington, DC 20035-6118  
(202) 514-0301 (V)  
(202) 514-0381 (TDD)

### **Equal Employment Opportunity Commission**

1801 L. Street, NW  
Washington, DC 20507  
(202) 663-4900 (V)  
(800) 800-3302 (TDD)

### **Architectural & Transportation Barriers Compliance Board**

1111 18th Street NW  
Suite 501  
Washington, DC 20036  
(800) USA-ABLE (V/TDD)

### **Department of Transportation**

400 Seventh Street NW  
Washington, DC 20590  
(202) 366-9305 (V)  
(202) 755-7687 (TDD)

### **Federal Communications Commission (FCC)**

1919 M. Street NW  
Washington, DC 20554  
(202) 632-7260 (V)  
(202) 632-6999 (TDD)

### **The ADA Project**

4816 Santana Circle  
3315 W. Truman Boulevard  
Jefferson City, MO 65109  
(314) 751-2600 (V/TDD)

### **Job Accommodation Network (JAN)**

918 Chestnut Ridge Road, Suite 1  
West Virginia University  
P.O. Box 6080  
Morgantown, WV 26506  
(800) 526-7234

### **HEATH Resource Center**

Department CFD  
American Council on Education  
One Dupont Circle  
Washington, DC 20036