

Office of Disability Services

Welcome to Louisiana Delta Community College



**Bastrop * Lake Providence * Monroe * Ruston * Jonesboro* Tallulah *
West Monroe * Winnsboro**

Procedures & Resources for Students with Disabilities

2023-2024

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Office of Student Counseling and Disability
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Disability Services

Mission of Disability Services

In support of the College's mission to identify and meet the educational needs of its community through innovative, dynamic programs, the Office of Student Counseling and Disability Services (SC-DS) ensures equal access to all campus programs and activities in accordance with [6.8.23 SS 201 Disability Services Policy.pdf](#). This office promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic outcomes and personal goals.

Role of Disability Services

Disability Services provides intake, assessment of needs on campus, and facilitation of academic and other accommodations for students with disabilities attending Louisiana Delta Community College. The Office of Student Counseling and Disability Services (SC-DS) acts as a liaison between students and faculty, as well as with community agencies. SC-DS also provides training for faculty and staff to increase greater understanding of the needs and the advantages of a team approach to serving students with disabilities within the LDCC Community.

Any student with a learning, physical, psychological, or other disability that significantly impacts his or her academic pursuits is potentially eligible to receive services from SC-DS. The office interacts with students with disabilities in the determination and facilitation of auxiliary aids and services on an individual basis.

Eligibility for Services

A student is eligible for accommodations if he/she:

- is qualified for the program(s)
- is a person with a disability
- has identified himself/herself to the institution through the Office of Student Counseling and Disability Services, and
- has presented appropriate documentation regarding the disability to the institution as required by SC-DS (see documentation requirements)

Note: Accommodations are effective after the student submits appropriate and complete documentation in accordance with SC-DS documentation policies, completes the SC-DS registration, and has presented and discussed the accommodation letter with his/her instructor (for testing accommodations, the accommodation letter must be presented to the instructor at least three business days prior to the examination date).

Nondiscrimination Notice

Louisiana Delta Community College ensure equal opportunity for all qualified individuals without regard to race, color, religion, sex, national origin, age, political belief, disability, marital

status, or veteran's status in admission to or participation in its programs and activities.

Disability Laws in Postsecondary Education

If you have a disability, you are entitled by law to equal access to college programs. The federal laws applicable to post-secondary students with disabilities are:

- The ADA Amendments Act of 2008 (ADAAA)
- The Americans with Disabilities Act of 1990 (ADA)
- The Rehabilitation Act of 1973/Section 504

ADAAA/ADA

Title II of the Americans with Disabilities Act of 1990 (ADA) is a federal civil rights statute that prohibits state and local governments from discriminating on the basis of disability. The US Department of Education, Office of Civil Rights, enforces Title II on public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are included in the general nondiscrimination provisions of the Title II regulation.

There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection for persons with disabilities; beyond those afforded in the Rehabilitation Act of 1973. The ADA is designed to remove barriers that 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 Title II and III, and miscellaneous items are covered under Title V.

The Rehabilitation Act/Section 504

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation for people with disabilities on the national level. 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 were 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 procedures developed to address possible instances of discrimination brought against the institution. At Louisiana Delta Community College (LDCC), the established office is Student Counseling and Disability Services (SC-DS).

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as Louisiana Delta Community College) 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, colleges and universities must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Under provision of the ADAAA, ADA, and Section 504 of the Rehabilitation Act of 1973, students are guaranteed equal opportunity with no guarantee of specific outcomes. **Even students with disabilities who receive accommodations and/or modifications must meet all essential components of the course, program, or activity.**

Additional information regarding the rights of students with disabilities can be found at [U.S. Dept. of Education - Office for Civil Rights](#).

Definition of a Disability

Section 504 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 disfigurement, or anatomical loss affecting one or more of the following body systems:

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

Mental Impairment

A mental impairment is defined as any psychological disorder such as a neurological, psychological disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Major Life Activity

A major life activity is defined as any function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Admittance to Louisiana Delta Community College

Qualified applicants with disabilities will not be denied admission solely on the basis of disability. **It is not necessary, nor recommended, that students disclose their disability in the application process.** Once admitted to the College, students with disabilities requiring accommodation(s) **must** contact SC-DS to request the specific accommodation(s) desired and provide necessary documentation.

Confidentiality

Disability-related documentation is defined as any documentation provided to substantiate the student's disability status and need for accommodations (e.g., psychological, psychoeducational, neuropsychological, or medical evaluations; letters; or other information from physicians or medical records). Disability-related information is kept confidential, and is not released to anyone outside the accommodations process or the direct chain of command, with the following exceptions: the student gives SC-DS a signed release to share disability-related information with the person(s) named on the release; as SC-DS is required and/or permitted by the law and/or a court order; the student is a direct threat to themselves or others; or a student makes a disability-related allegation, claim, grievance, appeal or disclosure to college attorneys for legal advice to or representation of the college.

Note: Students with disabilities have the right to review their files. This can be arranged by scheduling an appointment with a SC-DS staff member. **SC-DS does not provide copies of documentation.** Upon receipt of student documentation, SC-DS will create a student file. Upon registration, students will be encouraged to maintain a copy of the documentation. Original copies of documentation should be obtained from the originator of the documentation. SC-DS will retain a copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be destroyed. When a student with a disability requests accommodations, he/she should understand that some disability-related information may be provided on a need-to-know basis to College personnel to 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 with SC-DS. Otherwise, College personnel do not have access to information regarding a student's disability.

The SC-DS can only disclose disability information to faculty and staff if there is an *educational need-to-know*. FERPA guidelines can be viewed at

[U.S. Dept. of Education Family Educational Rights and Privacy Act \(FERPA\)](#)

Educational Access for Students with Disabilities

The SC-DS, the students, and the faculty all share a role in the success of students by partnering with one another to achieve our mission and objectives.

Faculty Rights and Responsibilities

Please Note: For those students with documented disabilities, faculty does not have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAS THE RIGHT TO:

Documentation

Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a letter written and provided by SC-DS. *SC-DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations for students with disabilities. Faculty will not view disability-related documentation.*

Accommodations

Expect the student to initiate testing accommodation requests. If the student is utilizing the Testing Room, there is an expectation that the Testing Administrator or Proctor will administer examinations in a secure and monitored environment.

FACULTY HAVE THE RESPONSIBILITY TO:

Accommodations

Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same essential course expectations with appropriate accommodations as their peers. SC-DS strongly recommends the essential functions and course expectation information be addressed in the syllabus.

Provide accommodations only to students who are registered with SC-DS. It is not your responsibility to provide accommodations to students who are not registered with SC-DS.

Use a syllabus statement and class announcements to invite students to disclose their needs to SC-DS.

Upon notice of a student's request for accommodations, contact SC-DS immediately if unsure about the request.

Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.).

Consider incorporating principles of *Universal Design for Learning* in your teaching.

Confidentiality

Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation Letters from SC-DS or emails regarding student disability-related information, in a protected location. Respect the student's right to privacy and do not identify him/her to the class or discuss disability matters in public settings.

Communication

Consult with students with disabilities and SC-DS in providing appropriate accommodations.

Clearly communicate testing procedures to the Testing Administrator and to the student. The exam and instructions can be sent by email to rhondalindsay@ladelta.edu for student testing accommodations.

Student Rights and Responsibilities

STUDENTS HAVE THE RIGHT TO:

Confidentiality

Expect all disability-related information to be treated confidentially.

Accommodations

Receive appropriate accommodations in a timely manner from faculty and SC-DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that SC-DS is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

Provide SC-DS with appropriate documentation of the disability.

Confidentiality

Go to the instructor's office during office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.

Accommodations

Initiate request for specific accommodations in a timely manner, preferably earlier in the semester if possible. Accommodations for students with disabilities are *not* automatic and must be requested by the student and supported by appropriate documentation. They are determined on a case-by-case basis depending on valid documentation and individual needs.

Follow procedures with faculty and SC-DS to get the appropriate accommodation. A Testing Form must be submitted for every examination to be taken in the Testing Room. Notify faculty/SC-DS immediately when an accommodation is not being provided completely or correctly.

Provide for own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants, transportation or requiring homework assistance are a student's responsibilities and **not** the responsibility of SC-DS.

Instructors are not required to provide accommodations that would alter the nature of a program, lower or waive academic requirements, or result in undue financial burden. Schools are also not required to provide personal devices such as wheelchair, attendants, glasses, hearing aids, tutoring, or readers.

Communication

Act as own advocate and work with counselor on developing advocacy skills and communicating your specific needs and accommodations to faculty.

Attendance

Students at LDCC, with or without disabilities, are expected to attend class regularly and punctually. An absence, avoidable or unavoidable, does not relieve the student from responsibility for course requirements. Students with disabilities should be aware that class attendance policies are not determined by ADA, nor can these policies be waived by ADA.

SC-DS Rights and Responsibilities

SC-DS HAS THE RIGHT TO:

Documentation

Receive the appropriate documentation from the student prior to the implementation of accommodations.

Accommodations

Ensure students and faculty work cooperatively with SC-DS to facilitate academic accommodations.

Deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to or fundamentally alter a program or activity of the College.

Deny academic accommodations/services if appropriate documentation has not been provided.

SC-DS HAS THE RESPONSIBILITY TO:

Documentation

Collect, evaluate, securely store disability documentation, and determine eligibility for services in a timely manner.

Confidentiality

Treat and protect all disability-related information as confidential medical information.
Meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

Provide appropriate accommodations in collaboration with faculty and student to eliminate barriers and ensure equal access so that students with disabilities can be as fully engaged in the educational experience as possible. SC-DS offers accommodations to help level the playing field and create opportunities for success for students with disabilities.

Assist in coordinating efforts between Faculty, Students, and the Testing Administrator/ Proctor in scheduling and administering examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Communication

Communicate procedures clearly to the student and faculty as outlined in the Disability Services

Procedures and Resources. SC-DS will email the student's Letter of Accommodation to faculty each semester per student's schedule in the LOLA/ Banner system after the student has completed the Semester Request Accommodation form. Should difficulties arise in a particular class, faculty are encouraged to express concerns to the student and/or SC-DS to discuss suggestions for alternative solutions.

Advocacy

Assist student with disabilities in understanding their strengths and functional limitations.

Provide students with self-advocacy training.

Documentation

Documentation from a Qualified Professional

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 that student to discuss classroom instructional accommodations. This is not the case with colleges and universities. **Note: An IEP should include an evaluation (evaluation criteria for specific disabilities is included in this section).**

The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. In most cases, the person should disclose this to Student Counseling and Disability Services. The SC-DS office will ask you to bring in documentation regarding your disability.

The cost of the documentation is the responsibility of the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, SC-DS has the discretion to require additional and updated documentation. **SC-DS reserves the right to deny services or accommodations pending receipt of documentation.**

Documentation Guidelines for Specific Disabilities

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADD/ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) is characterized by a persistence of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. The services available are designed to aid and encourage college students with ADD or ADHD to achieve success on a college/university campus.

May impact the following:

- Concentration
- Distractibility
- Organization
- Time management
- Impulse control (i.e., inappropriate comments, fidgeting)
- Ability to stay focused (i.e., lectures, projects, exams)

DOCUMENTATION GUIDELINES:

Students with Attention Deficit Hyperactivity Disorder **must provide** documentation that meets the following criteria:

- Documentation must be **comprehensive and current** (within five (5) years prior to the student's 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., licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional).
- The name, title, signature, and credentials of the professional making the diagnosis should be clearly listed on the documentation.
- 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 accommodation(s).
- The documentation should **recommend accommodation(s)** to compensate for identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

DEAF AND HARD OF HEARING

An individual with hearing loss frequently communicates using a combination of strategies that rely on residual auditory ability that may be enhanced by a hearing aid, cochlear implant and/or an assistive-listening device. These strategies are often supplemented through visual means.

Persons who are deaf may have different communication preferences and rely on residual hearing, lip reading, captioning, or American Sign Language.

Available services are designed to provide communication access for deaf and hard of hearing students attending the College.

May impact the following:

- Proficiency with English language comprehension and usage
- Verbal communication/interaction
- Social integration
- Ability to conceptualize and understand instructions given in English

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.

DEAF and HARD OF HEARING STUDENT RESPONSIBILITIES

Communication facilitator (CF) services involve significant financial expenditures for the College. Students receiving this service must adhere to the following procedures:

- Students with hearing impairments must submit a written request for a CF on the Semester Accommodation Request Form prior to the beginning of the semester.
- If a student is unable to attend class, 24-hour notice to SC-DS is required unless the absence is due to illness or an emergency.
- Students should immediately notify SC-DS in writing if a CF is unsatisfactory (i.e., unsatisfactory ability to sign, tardiness, absenteeism, unprofessional behavior, etc.).
- If a student needs to request an interpreter for additional College functions (other than normal class times), a CF Request Form must be filled out and returned to SC-DS **at least 24 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 SC-DS with **at least 24 hours advance notice** so that the CF can be informed. In some situations, students may not be able to provide 24 hour notice; however, any advance notice is appropriate.

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

- Contact SC-DS at (318) 345-9152 and speak either in person or leave a message (voice only), or email SC-DS at traciclark@ladelta.edu.

Failure to provide notice will result in the following actions:

- | | |
|---|---|
| 1. First “no show”: | Formal Warning |
| 2. Second “no show”: | 2 nd Formal Warning |
| 3. Third and subsequent “no show”: | Services will automatically be temporarily placed on hold and a letter or e-mail will be sent to the student informing the student of the policy, appropriate procedures and to inquire if they wish to continue receiving interpreting services. Services will remain on hold until the student makes an appointment and meets with a Counselor in SC-DS to discuss the situation and inform the Counselor of their wish to continue receiving 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 placed on hold **with no warning** and an e-mail will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain on hold until the student makes an appointment with a SC-DS Counselor to discuss the situation and inform the Counselor of their wish to continue receiving services.

LEARNING DISABILITY

A learning disability (LD) may make it difficult for a person to receive information from his/her senses, process the information and communicate what he/she knows. A LD is a permanent disorder affecting how students with average or above average intelligence process information, and/or categorization of information in memory. It is typically characterized by a significant discrepancy between a student's aptitude and achievement test scores and is accompanied by evidence of a processing disorder. A LD frequently causes difficulty in reading, writing, and/or mathematics. The services offered by SC-DS are designed to aid and encourage college students with LDs to achieve success on a college campus.

May impact the following:

- Reading
- Auditory processing
- Visual processing
- Writing
- Speaking
- Retrieving information
- Performing mathematical calculations
- Time management and organizational skills (i.e. projects, budgeting time)

DOCUMENTATION GUIDELINES:

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation:

1. Diagnosis (as diagnosed by the DSM-5) and functional limitations due to the learning disability.
2. Comprehensive documentation including summary of a diagnostic/clinical interview, assessment of the major domains of cognitive and academic functioning, a list of tests administered including all standard scores, expert interpretation of the results, a clear diagnosis and statement of disability, discussion of the functional limitations and academic functioning levels, and recommendations.
3. Psychometric assessments should include (a) aptitude/ cognitive ability, (b) academic achievement, (c) areas of cognitive and information processing.
4. The evaluation must document both the nature and severity of the learning disability.

5. Documentation should reflect current severity and manifestations of the learning disability. Therefore, documentation of a learning disability should be completed within the past 5 years.

The documentation should also contain the following information:

6. Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate the difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).
7. Describe the symptoms which meet the criteria for the DSM-5 diagnosis with the approximate date of onset.
8. Describe the student's functional limitations in an educational setting.
9. Please indicate **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College.

PHYSICAL (MEDICAL) DISABILITIES

Physical and systemic (medical) disabilities include a wide variety of disabilities that have definitive physical causes and significantly impact the physical functioning of the student with the disability, resulting in a substantial limitation of one or more major life activities. Students with ***temporary conditions*** (i.e., broken arm, broken leg, etc.) may also be eligible for services through SC-DS. Services are designed to facilitate access, to promote self-advocacy, and to afford students with physical and systemic disabilities the opportunity to achieve success at Louisiana Delta Community College.

DOCUMENTATION GUIDELINES

Students with physical or systemic disabilities and temporary conditions **should provide** documentation that meets the following criteria:

- The documentation must be **comprehensive and current** (within three (3) years prior to the student's 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 accommodation(s).
- The documentation should **recommend accommodation(s)** that compensate for the identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

Other Physical Disabilities

Students with a wide variety of other physical disabilities, including **temporary conditions**, may be eligible to receive 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 that affect the student's academic performance.

PSYCHOLOGICAL DISABILITIES

Students with psychological disabilities may experience adverse effects regarding their educational access, performance, and daily functioning. Prescribed medication can impact the student's behavior or performance. Psychological or psychiatric disabilities can refer to a number of syndromes and conditions characterized by different types and degrees of emotional, developmental, cognitive, and/ or behavioral manifestations.

The services are designed to assist and support students with psychological disabilities to achieve their academic goals.

May impact the following:

- Concentration, fatigue, memory, and recall
- Cognition (verbal/visual perception or expression)
- Distractibility
- The ability to deal with social situations and interpret social cues
- Ability to handle stress
- Difficulty dealing with new situations
- Attendance
- Academic performance
- Class participation

DOCUMENTATION GUIDELINES:

- The documentation must be comprehensive and must discuss current problems associated with the diagnosis. The documentation of psychological disabilities provided to SC-DS must be within **three (3) years** prior to the student's request for accommodation(s).
- Professionals conducting evaluations, rendering diagnoses of psychiatric disorders, and making recommendations for accommodations of individuals with disabilities must be qualified to do so.
- Professional qualifications include information about (1) comprehensive training and relevant expertise in diagnosis of psychiatric disorders and (2) appropriate licensure/certification.
- The documentation **must** identify a diagnosis of a psychological disorder according to the most current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- The documentation **must discuss** functional limitations caused by the disability in an academic environment in which the student is requesting accommodation(s).
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing side effects.
- Updated documentation may be requested as needed.

**Louisiana Delta Community College
Student Counseling and Disability Services**

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)
DOCUMENTATION REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS.****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from the Disability Services due to ADHD. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation of ADHD. A qualified professional includes a licensed psychiatrist, psychologist, or other qualified mental health professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 5 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that diagnoses the ADHD, describes the functional limitations in an educational setting, and indicates the severity and longevity of the ADHD for the purpose of determining academic adjustment(s) or other accommodation(s).

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College SC-DS.

1. Diagnosis (DSM/ ICD Code): _____
2. If you have a formal evaluation, please attach it.
3. Date of Diagnosis: _____ Date of Last Contact with Student: _____
4. Provide a summary of the student's educational, medical, and family history that may relate to ADHD (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction): _____

Louisiana Delta Community College
Office of Student Counseling and Disability Services
LEARNING DISABILITY
DOCUMENTATION REQUEST FORM

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS.****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

Students requesting accommodations from SC-DS due to a learning disability must provide current and comprehensive documentation of the learning disability from a **Qualified Professional**. A qualified professional includes the following types of licensed psychologists: clinical, educational, school, and neuropsychologist *who is not a family member of the student*. **IN ORDER TO BE CONSIDERED CURRENT, AN EVALUATION PERFORMED BEFORE AGE 18 MUST HAVE BEEN PERFORMED WITHIN 3 YEARS PRIOR TO THE STUDENT'S REQUEST FOR ACCOMMODATION(S). AN EVALUATION PERFORMED DURING OR AFTER AGE 18 MUST BE NO MORE THAN 5 YEARS OLD.**

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation.

1. Diagnosis (as diagnosed by the DSM-5)
2. Level of Severity: Mild, Moderate, or Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following **MUST** be included in the documentation.

Diagnostic Interview (including history)

Aptitude -**Suggested tests include:**

Weschler Adult Intelligence Scale-III
Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
Kaufman Adolescent and Adult Intelligence
Stanford-Binet Intelligence Scale (4th ed.)

Achievement -**Suggested tests include:**

Scholastic Abilities Test for Adults
Stanford Test of Academic Skills
Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
Wechsler Individual Achievement Test
Information Processing (if applicable)

Wide Range Achievement Test

The documentation should also contain the following information:

6. Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).
7. Describe the symptoms which meet the criteria for the DSM-5 diagnosis with the approximate date of onset.
8. Describe the student's functional limitations in an educational setting.
9. Please indicate the **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College.

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Please return requested documentation to:

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9002

Louisiana Delta Community College
Office of Student Counseling and Disability Services

**PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITY
DOCUMENTATION REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from Student Counseling and Disability Services. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation. A qualified professional includes a medical doctor or other qualified healthcare professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 3 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that diagnoses a physical or systemic (medical) disability, describes the functional limitations in an educational setting, indicates the severity and longevity of the physical or systemic (medical) disability for the purpose of determining academic adjustment(s) or other accommodation(s), and lists current medication along with any current side-effects which may impact academic performance.

If it is a visual disability the documentation must include the student's visual acuity (best corrected), a description of the effects of the visual problems, and a recommended font size for text when enlarged text is recommended as an accommodation.

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College, Student Counseling and Disability Services.

1. Diagnosis _____

2. Date of Diagnosis: _____ Date of Last Contact with Student: _____

3. Provide a summary of the student's educational, medical, and family history that relates to the physical or systemic (medical) disability (difficulties must be related to the diagnosed disability and are not the result of other conditions, cultural differences, or insufficient instruction):

4. Describe the student's functional limitations in an educational setting: _____

5. List current medication along with any current side-effects which may impact academic performance: _____

6. Please indicate the RECOMMENDATIONS you have regarding necessary and appropriate auxiliary aids or services, academic adjustments, or other accommodations to equalize the student's educational opportunities at LDCC as justified based on the functional limitations indicated above.

Please check all that apply: ☐ extended time (1.5x) ☐ distraction-reduced environment
☐ alternative test format ☐ consideration for absences ☐ no scantron ☐ class notes
☐ books on CD/electronic format ☐ enlarged text (font size) ☐ reader ☐ scribe
☐ other _____

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9002

Louisiana Delta Community College
Office of Student Counseling and Disability Services

**PSYCHOLOGICAL DISABILITY DOCUMENTATION
REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from Disability Services. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation. A qualified professional is a licensed mental health professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 3 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that indicates a diagnosis of a psychological disability (must make a DSM-5 diagnosis), describes the functional limitations in an educational setting, indicates the severity and longevity of the psychological disability for the purpose of determining academic adjustment(s) or other accommodation(s), and lists current medication and any current side-effects which may impact academic performance.

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College, Student Counseling and Disability Services.

1. Diagnosis: _____

2. Date of Diagnosis: _____

3. Date of Last Contact with Student: _____

4. Provide a summary of the student's educational, medical, and family history that relates to the psychological disability (difficulties must be related to the diagnosed disability and are not the result of other conditions, cultural differences, or insufficient instruction):

5. Describe the student's functional limitations in an educational setting: _____

6. List current medication along with any current side effects that may impact academic performance: _____

7. Please indicate the RECOMMENDATIONS you have regarding necessary and appropriate auxiliary aids or services, academic adjustments, or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College, as justified based on the functional limitations indicated above.

Please check all that apply: ☐ extended time (1.5x) ☐ distraction-reduced environment

☐ class notes ☐ consideration for absences ☐ no scantron

☐ reader ☐ scribe

☐ other _____

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9002

ACADEMIC ACCOMMODATIONS

Disclaimer: Accommodations are specifically individualized to each qualifying student's disability as determined by the Office of Student Counseling and Disability Services. No accommodations can fundamentally alter the essential requirements of any course.

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables a qualified student with a documented disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability and such that essential components are not compromised.

Accommodations/Auxiliary Aids and Services

The accommodations/services available to students are based on the individual student's disability-related needs. Accommodations/services include, but are not limited to, the following:

Alternative Format (AF)

AF changes the format of the material to one that allows the student to have access to the material, such as enlarged print, etc.

Communication Facilitators – All interpreters that provide services at Louisiana Delta Community College are referred to as Communication Facilitators.

- A. Sign Language Interpreters** – Students can choose one or a combination of the following modes of communication: ASL, PSE, Signed English, and SEE II. If interpreting services are needed for any college-related events (i.e., instructor meetings, study sessions, tutoring sessions, etc.) other than the regular class schedule, contact Student Counseling-Disability Services and submit an Interpreter Request Form at least **24 hours in advance**.
- B. Captionist** – Captionists are trained text-to-speech providers (C-Print Software) who type all verbal information from classes on a laptop computer. All verbal communication between the instructor and the student, including lectures and class discussions, are captioned and will appear on the laptop computer screen. Students who use captioning services may have a copy of the class transcript e-mailed to them. These transcripts cannot be sold, lent or given to any other student. Any violation of the above is grounds for termination of services at the discretion of the Director of Student Counseling and Disability Services.

If upon the basis of your disability documentation you are entitled to captioning services, this accommodation does not, and should not replace or substitute for class attendance. Captionists will not be responsible for providing transcripts to you for missed class periods

unless your accommodation is “Consideration for Absences.” This should be discussed with the captionist at the beginning of the semester and is subject to review for approval by the Director of Student Counseling and Disability Services.

Consideration for Absences

This is an accommodation that may be given to students who have a disability that may cause them to occasionally miss class. All the essential components of the class must be met regardless of the accommodation. This accommodation is only applicable if class is missed due to a disability-related problem. If students miss class, they are responsible for contacting their faculty member immediately and making up any missed work as soon as possible. Class attendance is extremely important and while a student may have consideration for absences, excessive accumulation of unexcused absences may result in consequences as outlined in the Student Handbook.

Consideration for Spelling

This is an accommodation that allows students not to be penalized for spelling. All essential components of the course must be met regardless of the accommodation. A spell checker may be used in the place of consideration for spelling.

Distraction-reduced Environment

This is an environment in which distractions are minimized while the student is taking his or her examination (i.e., not with the rest of the class).

Extended Time

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

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 a SC-DS staff member when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

Individualized Registration Counseling

Students with disabilities, registered with SC-DS, are eligible for Individualized Registration Counseling. The purpose of this accommodation is to allow students to select their classes with consideration for medication schedules, or other health concerns. **It is the student’s responsibility to utilize this option.**

No Scantrons

This accommodation allows the student to write his/her answers directly on the exam.

Note Taker

A note taker is a person, typically a student in the class, who takes notes and provides them to a student with a disability. NCR paper, available in SC-DS office, assists with this process and is available upon request.

Private Room

Use of a private room provides a testing environment in which the student is the only person in the room except for an exam proctor. Documentation is needed to determine private room eligibility.

Readers

A reader is a person who is available to read in-class assignments and exams for students.

Scribes

A person who is available to write for students on in-class assignments and exams is a scribe.

Seizure Letter

This letter gives the faculty member directions on what to do if the student has a seizure in class.

If a student experiences a seizure in the class room, immediately phone call 911 for emergency assistance. Faculty can also call campus security office (ext. 9105), and provide the building name, room number, and description of the emergency. The individual may be transported for additional treatment and observation until the situation is under control. Conversely, the individual may also decline to be transported to the hospital. The following actions are suggested:

- Keep calm. Ease the person to the floor and open the collar of the shirt. You cannot stop the seizure. Let it run its course and do not try to revive the person.
- Remove hard, sharp, or hot objects which may injure the person, but do not interfere with the person's movements.
- Do not force anything between the person's teeth.
- Turn the person's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed but do not be concerned if breathing is irregular.
- When the person regains consciousness, let her/him rest as long as desired.

Audio or electronic format textbooks – If the student is unable to purchase accessible course materials, SC-DS will assist with the acquisition of alternative format course materials / electronic textbooks for students who have vision, learning and physical disabilities.

OTHER REASONABLE ACADEMIC ACCOMMODATIONS:

- Adaptive Furniture
- Assistive Listening Devices
- Adaptive Technology

Procedure for Enrolling with Student Counseling and Disability Services

Initial Meeting: Students who need accommodations must apply for services with the Office of Student Counseling & Disability Services (SC-DS).

Students with disabilities can begin the process by completing the [LDCC Application for Disability Services](#). This is an online, fillable form that once submitted will be received by the Office of Student Counseling and Disability Services (SC-DS).

Once the application is received, students are also encouraged to call (318) 345-9152 or email (traciclark@ladelta.edu) to schedule an appointment. The counselor may also call or email the student to schedule this meeting. This interactive meeting can take place in person or by telephone. Students are asked to bring documentation of disability to the meeting (see Documentation and Forms section below).

For community campuses, the student can notify the CTE Coordinator/ Campus Director, who will make the referral to SC-DS. The disability services coordinator will meet with the student at the campus where he or she attends class.

Documentation and Forms: The student will meet with the SC-DS Office and provide documentation which verifies the disability.

If the meeting cannot occur face-to-face, the SC-DS Office will remotely complete the process. This process will still include the completion of the Application for Services Form and discussion of disability-related needs. All Disability Services forms are located on the Disability Services webpage. Students can forward documentation of disability to fax # (318) 345-9002 or by email to traciclark@ladelta.edu.

The SC-DS office will review the disability documentation and engage in the interactive interview with the student with a disability. This will conclude in identifying the appropriate academic accommodations and discussing how the accommodations will be implemented. The Office of Disability Services will write a Letter of Accommodation outlining the approved accommodations and will email this letter to the student's instructors per the schedule in the LOLA/ Banner system. The student will also receive a copy of the Letter of Accommodation by email.

Students may request academic accommodation(s), but the college is not required to provide the specific accommodation requested if another accommodation is reasonable and effective. A student is required to submit "Documentation of Disability" prior to receiving services.

Documentation must specifically support the need for any accommodations requested. No accommodations will be given without appropriate documentation. If another evaluation is obtained after the initial intake or the disability has changed in some way, specifically worsened and limitations have increased, further documentation must be presented to SC-DS. All accommodations are decided on a case-by-case basis and are subject to change if disability-based needs change. SC-DS is not responsible for re-evaluation expenses.

Accommodations are NOT retroactive.

Accommodation Implementation: Students and Instructors are encouraged to collaborate to implement the accommodations most effectively.

Students must submit a Semester Accommodation Request Form every semester to receive disability services. Students will receive Accommodation Letters based on the agreed upon accommodations set forth in the intake meeting with the SC-DS Counselor. Students are responsible for discussing the Accommodation Letters with their instructors. SC-DS will send the letters to Instructors via email.

Procedure Orientation: SC-DS personnel provide a demonstration of procedures for accessing accommodations to ensure student access.

Renewal/ Retention: All students must fill out a Semester Accommodation Request Form every semester to remain in the SC-DS program.

For each subsequent semester it is always best to request accommodations at the beginning of the semester. **No Accommodation Letters will be given out the last week of classes or final exam week unless it is requested by the Instructor. Special circumstances will be taken into consideration.** The Instructor may give the student the accommodation, only if the Instructor receives the letter in a reasonable amount of time before the test. This is typically three (3) days prior to the exam date.

Testing Procedures: Students are required to request testing accommodations by notifying the Testing Room. Students will provide a **Testing Form** to the Testing Administrator for each exam at least three (3) business days prior to the examination date. The Testing Form is available on LDCC's Disability Services website, under the Disability Services webpage at:

[Testing Accommodation Form](#)

Note: The three (3) days notice is to ensure that all accommodation needs can be met, and all exams have been received.

Confidentiality: Students do not need to disclose the nature of their disability to their Instructor to access accommodations.

Specialized Services: Specialized testing services such as reader, captionist, interpreter, etc. should be indicated on the accommodation request form. Students must request these services three (3) business days before they are needed.

Louisiana Delta Community College
Office Student Counseling and Disability Services
Application for Services

Name: _____ Campus: _____

Local Mailing Address: _____ Apt. # _____

City: _____ State: _____ Zip: _____ Phone Number: _____

E-mail: _____ Campus ID: _____

Disability: _____ Date of Birth: _____

How did you hear about this service? _____

Are you registered with Louisiana Rehabilitation Services (LRS) Yes No

If yes, who is your LRS Counselor? _____

How does the disability impact you, as a student? _____

What accommodations are you requesting? _____

I UNDERSTAND THAT I AM NOT OFFICIALLY REGISTERED WITH STUDENT COUNSELING AND DISABILITY SERVICES UNTIL I HAVE MET WITH A COUNSELOR AND ACCOMMODATIONS HAVE BEEN APPROVED.

I acknowledge that the Office of Student and Disability Services Procedures & Resources is available to me online. I understand that it is my responsibility to adhere to the procedures as outlined.

Signature

Date

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Revised 10/2023

Louisiana Delta Community College
Student Counseling and Disability Services
Semester Accommodation Request Form

Semester Accommodations requested (please circle): Fall Spring Summer Winter 20____

Name: _____ Campus ID: _____

Telephone: _____ Campus: _____

Email: _____

In case of emergency, who may we contact? Name _____ Phone: _____

Describe any concerns/ unmet needs: _____

Do you want reminders to renew each semester? ☐ Yes ☐ No If yes, by: ☐ Email ☐ Text*

For text reminders, please list your phone number and cell phone carrier: _____

**By selecting a text reminder, you agree to receive a text message on your mobile phone. Note message or data rates may apply.*

Student Agreement

- I understand the responsibility for obtaining reasonable accommodations in the classroom is mine.
- I understand if I am requesting new accommodations, I must meet with my SC-DS Counselor prior to having these accommodations approved.
- I understand that Accommodation Letters will be emailed to my instructors by the SC-DS office. I understand that **ACCOMMODATIONS ARE NOT RETROACTIVE**.
- I understand that if I am testing in the Testing Center, I must schedule this service by emailing rhondalindsay@ldelta.edu or completing the online Testing Accommodations Form at 3 business days prior to each exam to schedule the testing appointment.
- I understand that I am responsible for following the procedures as outlined in the Disability Services Procedures & Resources. Failure to comply with these policies and procedures may result in my not receiving accommodations.
- I UNDERSTAND I MUST COMPLETE THIS FORM EVERY SEMESTER THAT I ATTEND LDCC.
- I agree to and understand the conditions stated above.

Student's Signature: _____ Date: _____

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Revised 10/2023

Steps for Receiving Accommodations

At the beginning of each subsequent semester, students must request accommodations for that semester. This can be done by filling out the [Semester Accommodation Request Form](#), which is an online fillable form.

Students will receive accommodation letters based on information gathered during the intake interview. The SC-DS will review the schedule in LOLA/ Banner and distribute the Accommodation Letters to the student's Instructors.

For each subsequent semester it is always best to request accommodations at the beginning of the semester. **No Accommodation Letters will be given out the last week of classes or final exam week.** The Instructor should be given advance notice of at least three (3) business days prior to the exam date to administer reasonable accommodations.

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 Instructor expects the same academic performance from students with disabilities as the other students. The ADA and Section 504 did not intend that institutions pass students as a result of their accommodations. Students with disabilities must adhere to the same codes of conduct required by the college for all students.

Services for International Students with Disabilities

International students are entitled to the same protection from nondiscrimination on the basis of disability as are U.S. citizens. Section 504 states the prohibition of discrimination covers any otherwise qualified person with a disability in the United States. Section 504 does not state the student has to be a citizen of the United States. However, students do not qualify for services because English is their second language.

Audited Classes

The legislation states any student with a disability is eligible for services if the institution receives federal assistance. Therefore, audited classes are no different than classes taken for credit.

Personal Services such as Personal Care Attendants (PCA)

The legislation indicates universities/colleges are not responsible to provide PCAs, readers for personal use or study, or other personal devices, transportation, or services unrelated to the student's education.

Testing Procedures

Note: The Accommodation Letter must be presented to the student's instructor before testing accommodations can be utilized. Students and Instructors will collaborate with one another to decide how testing accommodations will be granted. To use the testing center to accommodate a student who requires testing accommodations, the following procedures are required to ensure appropriate testing services can be rendered.

- To schedule a testing appointment, students are asked to complete the Testing Form. This form is used to schedule each exam.
- The [Testing Accommodation Form](#) is an online, fillable form that will be submitted directly to the Testing Administrator.
- Students will schedule a testing appointment at least three (3) days before the exam is scheduled.
- Should a student not provide the three (3) advance notice, the student will have to work out the testing accommodations directly with the course instructor.
- Students will keep scheduled testing appointments. If the student is more than 15 minutes late, the testing appointment may need to be rescheduled.
- Cell phones must be turned off and stored in the designated area. Please do not have the cell phone on your person.
- Take restroom and water breaks before starting your exam. Students are unable to leave the Testing Room once the exam has started.
- Students should bring all necessary testing supplies including scantrons, pencils, calculators, and any other needed materials.
- Students are responsible for maintaining the standards of academic honesty as set forth in the Student Handbook. Violations of academic integrity could result in a failing grade and/or the student being referred to the Academic Appeals Committee for further sanctions.

For additional information about the testing procedures, contact the Testing Administrator.

Telephone: (318) 345-9290

Email: rhondalindsay@ladelta.edu

Location: Room 137- ATC Building

Grievance and Appeal Procedures

Accommodation Disagreement Procedures

Any student who disagrees with the academic accommodations or auxiliary aid provided should speak to the Director of Student Counseling and Disability Services. Express your concerns and be prepared to offer alternative solutions. Remember that LDCC must provide appropriate academic accommodations, but if the institution can provide you with an auxiliary aid that is equally as effective as the one being requested and less expensive, the community college is not required to provide the more expensive one.

Example: The institution does not have to buy the biggest and best computer and printer if a system is already available which would be just as effective. If, after the intervention from Student Counseling and Disability Services, there is not satisfaction on the part of the student regarding the proposed accommodation or the provision of an accommodation, the student may file a formal grievance.

Grievances with Other Louisiana Delta Community College Departments or Services

It is the practice of the Office of Student Counseling and Disability Services that issues concerning accommodations of students with disabilities in academic and other programs and activities be resolved between the student requesting the accommodation and the LDCC employee representing the department within which the academic program or service is located. If the student feels that all efforts to resolve the issue have proven unsuccessful, he/she may file a formal grievance. Students who wish to file a non-academic concern or formal complaint can do so by completing and submitting the online [LDCC Incidence/ Grievance Reporting Form](#).

Process for Addressing Disability Services Grievances

Students with disabilities are responsible for contacting Student Counseling and Disability Services if reasonable accommodations are not implemented in an effective and timely manner. SC-DS will work with LDCC faculty and the student to resolve disagreements regarding recommended accommodations.

Conflict resolution should be attempted at the lowest level possible. Faculty members and students with disabilities should first consult with the Director of Student Counseling and Disability Services when accommodation-related concerns arise.

Faculty members who question the legitimacy of an accommodation recommended by SC-DS should continue to afford the accommodation to the student while the appeals procedures are implemented.

Filing Disability Services Grievance

Students are encouraged to resolve complaints informally and use the formal student grievance procedure as a last resort. The online [LDCC Incidence/ Grievance Reporting Form](#) is available or

the student may submit a written complaint to the Dean of Student Success Services on the Monroe Campus or the Campus Director or designee at the community campuses.

The following procedures will be used for all complaints or grievances alleging violations of the ADA or Section 504:

1. If informal discussions have not resolved the issue, all complaints alleging violation of the ADA or Section 504 should be made in writing to the Director of Student Counseling & Disability Services within ten (10) working days of the complaint becoming aware of the alleged violation or claim of failure to provide reasonable accommodation(s).
 2. The Director of Student Counseling & Disability Services will investigate the allegation, including all pertinent facts and circumstances, and will attempt to offer a resolution to the complaint through a mutual agreement of the affected parties within five (5) working days.
 3. If the student is not satisfied with the proposed resolution, the student will appeal to the Dean of Students within five (5) working days.
 4. The allegation, after having been reviewed by the Dean of Students, may be upheld and corrective action will be taken, or it may be dismissed if it is not deemed to be a violation of the ADA or 504 within five (5) working days.
 5. The College's grievance procedure should be followed prior to contacting an outside agency.
- * If the issue cannot be resolved at the college level, you may contact the Office of Civil Rights or the 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), or those under Titles II or III of the ADA with the Department of Justice. If unsure, file with the Department of Justice, who will refer the complaint to the appropriate agency.

Financial Assistance

The Office of Student Counseling and Disability Services does not give tuition scholarships or financial aid based on disability.

Frequently Asked Questions

1. Where is Student Counseling and Disability Services located?

Student Counseling and Disability Services is in Suite 144, Room 155 of the Student Services Suite which is located in the Louisiana Purchase Building on the Monroe campus.

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

Yes.

3. Does SC-DS test for Learning Disabilities and Attention Deficit Disorders?

No. We maintain a list of resources for this service that may be obtained from our office.

4. I have ADHD. What services are available to me at SC-DS?

All the services provided by SC-DS are determined on an individual basis. Consideration is given to your needs based on the documentation regarding your disability.

5. What are accommodations and how do I receive them?

Accommodations are modifications or changes to limit the impact of a person's disability. To receive accommodations, you must request them and provide documentation of your disability and how it impacts you in the academic environment.

6. If I register for accommodations, who will have access to my documentation?

SC-DS staff will have access to your documentation, but your disability records are confidential. Student records are protected by the Family Educational Rights and Privacy Act (FERPA). Information is provided only on a need-to-know-basis.

7. What services are available for students with psychological disabilities?

Services include disability management counseling, academic accommodations, information/referral, academic crisis intervention, and advocacy.

8. If I have consideration for absences, does that mean I don't have to attend class?

No. Class attendance is extremely important and may be considered an essential component of the course or program. This accommodation only applies if a class is missed for disability-related reasons. If you miss class, you are responsible for contacting your instructor immediately and making up any missed work as soon as possible.

9. Does SC-DS provide tutoring?

No. Free tutoring is offered through Library Services.

10. Who is responsible for getting the documentation I need to apply for services?

You are responsible for getting the appropriate documentation to a SC-DS staff member. A SC-DS staff member may assist you in facilitating this process. However, you must follow up with your provider. All related costs incurred are your responsibility.

11. I have a medical condition. Is that considered a disability?

If you have a medical condition, you may be eligible for accommodations if the condition results in a functional limitation in a major life activity.

12. Will my transcript indicate that I received accommodations?

No. Your disability records are confidential and are not part of your Louisiana Delta Community College transcript.

13. 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 may make these recommendations to aid in accommodation determination.

14. Do I have to complete a Semester Accommodation Request Form every semester?

Yes. To receive accommodations, you must complete a Semester Accommodation Request Form every semester. It is recommended that the form be completed within the week of the academic term.

15. Are accommodations retroactive?

No. Accommodations are not retroactive. Accommodations for otherwise qualified students with disabilities do not take effect until you have completed the registration process with SC-DS and the Instructor has received the Accommodation Letter. SC-DS cannot require the Instructor or anyone else to make changes in grades for assignments/examinations given prior to notification of accommodations.

16. How do I request an interpreter or captionist for my classes?

First, students must be registered with and approved to receive accommodations through SC-DS. The next crucial step is having the individual complete the [LDCC Request for](#)

[Communication Facilitator/ ASL Interpreter Form](#). The earlier the request is made the more flexibility there will be in the communication facilitator's scheduling availability.

17. How do I request an interpreter or captionist for out of class meetings such as tutoring, review sessions, or meeting with faculty members?

Complete the [LDCC Request for Communication Facilitator/ ASL Interpreter Form](#) at least 72 hours in advance.

18. Why does my interpreter/captionist leave when I am late for class?

Interpreters and captionists are required to wait 10 minutes after the beginning of class. If you do not arrive prior to the interpreter or captionist leaving, you will receive a "no show" for that class.

National Resources

Architectural & Transportation Barriers Compliance Board

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

Equal Employment Opportunity Commission

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

Job Accommodation Network (JAN)

West Virginia University
P.O. Box 6080
Morgantown, West Virginia 26506-6080
800/526-7234
E-mail: jan@jan.icdi.wvu.edu
Web: www.jan.wvu.edu

Office on the ADA

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section – NY AV
Washington, DC 20530
800/514-0301 (V)
800/514-0383 (TDD)

Department of Transportation

400 Seventh Street, SW
Washington, DC 20590
202/366-4000 (V)
202/366-9696 (TTD)

Federal Communications Commission (FCC)

445 12th Street, SW
Washington, DC 20004-111
800/872-2253 (V/TTD)

Office of Civil Rights of the U.S. Department of Education (OCR)

Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 2600
Dallas, Texas 75201
214/880-2459
214/880-2456 (TTD)
E-mail: OCR_Dallas@ed.gov

The ADA Project

2323 S. Shepherd, Suite 1000
Houston, Texas 77019
800/949-4232

Websites

National Association for the Deaf – www.nad.org
Association on Higher Education and Disability – www.ahead.org
International Dyslexia Association – www.interdys.org
National Mental Health Association – www.nmba.org
Learning Ally (formerly Recording for the Blind and Dyslexic) – www.learningally.org
Children & Adults with AD/HD – www.CHADD.org

State and Local Resources

Accessible Solutions of Louisiana

910 N. Vienna
Ruston, LA 71270
318/255-5853

Advocacy Center

2704 Wooddale Blvd. Ste. B
Baton Rouge, LA 70805
225/925-8884

LA Center for the Blind

101 S. Trenton Street
Ruston, LA 71270
800/234-4166

Monroe Mental Health Center

4800 S. Grand Street
Baton Rouge, LA 70806
318/362-3339

C.H.A.D.D. (Children & Adults with AD/HD)

Louisiana Capital Area
P.O. Box 1121
Baton Rouge, LA 70821-1121
225/261-0613

Dyslexia Association of Greater Baton Rouge

9150 Bereford Dr.
Baton Rouge, LA 70809
225/926-2844

Governor's Office of Disability Affairs

P.O. Box 94004
Baton Rouge, LA 70804
225/219-7550

ADA Hotline

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

Go Care

1801 N. 7th Street, Suite A
West Monroe, LA 71291
318/325-1092

Louisiana Delta Community College – Disability Services

7500 Millhaven Road
Monroe, LA 71203
318/345-9152

Learning RX

1207 N. 19th
Monroe, LA 71201
318/855-4659

Computer Aided Interpretation

11329 Family Road
Gonzales, LA 70737
225/644-2629

Epilepsy Foundation of Southeast Louisiana

3701 Canal Street
New Orleans, LA 70119
800/960-0587

LATAN (LA Assistive Technology Access Network)

3042 Old Forge Dr. Ste. D
Baton Rouge, LA 70808
225/925-9500

Louisiana Association for the Deaf
3112 Valley Creek, Ste. C
Baton Rouge, LA 70808
225/923-1266 (V/TTD)

Louisiana Commission for the Deaf
8225 Florida Blvd
Baton Rouge, LA 70806
225/925-4175 (V/TTD)

**Louisiana Hotlines for the Blind
& Physically Handicapped**
701 N. 4th Street
Baton Rouge, LA 70802-5345
225/342-4944

**Louisiana Rehabilitation
Services (Region 8)**
State Office Building, Room 311
122 St. John Street
Monroe, LA 71201
318/362-3232 (V/TDD)

Northeast LA Sickle Cell Anemia Foundation
1604 Winnsboro Road
Monroe, LA 71202
318/322-0896

Louisiana Delta Community College Emergency – Crisis Plan for Students with Disabilities

Emergency Telephone Numbers	
Campus Police	318-345-9105
LDCC Safety Manager	318-345-9047
Emergency Responders	911

If you can evacuate, please do so at the time. Remember to use the stairs if able. **Never use the elevator during a fire alarm.**

If you are unable to evacuate:

- ACT- Take steps to protect yourself
- Inform your instructor/ teaching faculty and ask for help
- Call 9-1-1 and tell them the location to meet you and your need of assistance
- Assist emergency responders by clearly communicating your needs. Have a person exiting the location notify the first responders of your location.
- Move to the stairway and wait for emergency personnel if this does not block evacuation
- It is best to be assisted by trained professionals. However, ask other evacuees for assistance if the situation warrants immediate action.

Students with Disabilities -Those with whom an impairment places them “at risk” during an emergency evacuation.

1. Identify himself/herself to each of his/her teaching faculty, indicating the nature of his/her disability and the magnitude of assistance required. The responsibility to indicate evacuation related discussions rest solely with each “at risk” student.
2. Students with disabilities are responsible for knowing campus evacuation routes and for being capable and willing to communicate such information to teaching faculty and assistants.
3. Students who need assistance in planning their evacuation should contact the Director of the Office of Disability Services.
4. Request the help of the teaching faculty and instruct in the correct method of rendering assistance both in any training session and during an actual emergency.
5. Each floor will have a Monitor who will direct, enforce, and have full charge of the evacuation of all personnel on his/her assigned floor during the period of emergency. These monitors may assist persons with disabilities moving to an accessible point in the stairwell and awaiting help from the first responders.

Procedure:

When persons with disabilities (students or teaching faculty) are in the classroom, the following preparations will be made to leave the building immediately.

(a) Mobility impaired persons in wheelchairs on ground level floors can evacuate along with other persons.

- (b) Mobility impaired persons in wheelchairs on non-ground level floors must move to the three-hour rated stairwells and wait for the first responders for assistance. Notify first responders by calling 9-1-1 or asking another person to alert first responders to your location.
- (c) Visually impaired persons should have a sighted assistant guide them to safety.
- (d) Hearing impaired persons should be told individually of the emergency and how to respond as soon as the emergency is identified. It should not be assumed that the hearing-impaired persons can hear the fire alarm or that they will know what to do by watching others.
- (e) Persons with psychological disabilities should have an assistant guide them to safety if they indicate that they need assistance.

For advance planning or preparation, please contact the Director of Disability Services or the Safety Manager.

Director Disability Services	318-345-9152
Safety Manager	318-345-9047