



Office of Disability Services

Student's Handbook

Revised August 31, 2010

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Introduction

This handbook is designed to assist students with disabilities with receiving reasonable accommodations and services. This handbook includes the policies, benefits, rights and responsibilities of a student with documented disabilities. It is a valuable source of information and it is suggested that the student continues to use this throughout his or her college career.

Delgado Community College

Delgado Community College complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 as amended in 2008. Students with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic requirements and technical standards will receive services accordingly. Students must self-identify by providing official documentation of the disability by a qualified professional.

Office of Disability Services

The office of Disability Services assists students with disabilities. It works with the students with documented disabilities to make the most of his/her college career. With the office of Disability Services, it helps students to achieve the academic goals through many services. These services include academic advising, advocacy, and academic accommodations. And, it provides access to adaptive equipments and computers with specialized software programs.

Mission

The office of Disability Services is committed to providing an equal educational opportunity for qualified students with disabilities in an effort to ensure full participation in all activities, programs, and services of the college. The office of Disability Services coordinates services for students with disabilities.

Disability Law in Post-Secondary Education

A student with a disability is entitled by law to equal access to the college programs. The federal laws protect persons with disabilities in postsecondary education: the Rehabilitation Act of 1973-Section 504 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 101-336).

The Rehabilitation Act of 1973 – 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 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:

“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.”

The Americans with Disabilities Act of 1990 (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection of disabled persons to 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 with disabilities.

The ADA in relation to Section 504 of the Rehabilitation Act

Post-secondary education institutions that receive federal funds are covered under Section 504 and ADA. ADA does not supplant Section 504; however, in situation where the ADA provides greater protection, ADA standards apply.

Disability Definition

ADA defines a person with a disability as a person, as follows,

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

Eligibility For Services

A person is eligible for accommodations if he/she

- is considered a person with a disability,
- has identified his/herself to the college through the office of Disability Services and
- has presented appropriate documentation regarding the disability to the college as required by the office of Disability Services, and needs accommodation(s).

Physical Impairment

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

Neurological

Musculoskeletal

Special Sense Organs
Cardiovascular
Digestive
Hemic and Lymphatic

Respiratory (including speech organs)
Reproductive
Genitourinary
Skin and Endocrine

Mental Impairment

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

Major Life Activity

A major life activity is a function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, thinking, concentrating and communicating.

Qualified Applicants with Disabilities

Qualified applicants with disabilities are people who meet the academic and technical standard requisite to admission or participation in a college program or activity. Qualified applicants with disabilities will not be denied admission solely on the basis of their disabilities. It is neither necessary nor recommended, for students to disclose their disabilities in the application process.

Once admitted, students with disabilities requiring accommodations (s) must contact the office of Disability Services to register for these services. In order to receive academic accommodations for a disability, the student must furnish appropriate documentation of the disability to the office of Disability Services.

The Rehabilitation Act of 1998- Section 508

In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities.

Section 508 requires that electronic and information technology developed, procured, used or maintained by all agencies and department of the federal government be accessible both to federal employees with disabilities and to members of the public with disabilities, and that these two groups have equal use of technologies as federal employees and members of the public who do not have disabilities.

Confidentiality

Disability-related documentation consists of documentation provided to verify the student's disability status and need for accommodations. The documentation may include psychological,

psycho-educational, neuropsychological, or medical evaluations, letters, or other information from a physician or a qualified professional. The information regarding a person's disability shall be considered confidential. Students with documented disabilities must fill out the waiver of confidentiality form for release of information. It is not released to anyone, with the following exceptions: a.) the student to complete Consent to Release Information form; b.) the coordinator of disability services is required and/or permitted by the law and and/or a court order; c.) the students are a direct threat to themselves or others; or a student makes a disability-related allegation, claim, grievance, appeal or disclose to the college attorneys for legal advice to or representation of the college.

The Office of Disability Services will keep 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.

Some disability-related information may be provided on a need-to-know basis to the college personnel to ensure that the student will receive appropriate accommodations. Generally, the faculty need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process in the office of Disability Services. The faculty and staff do not have access to information regarding a student's disability.

RIGHTS AND RESPONSIBILITIES

The **RIGHTS** of the **students with disabilities** are as follows:

- Equal access to courses, programs, services, jobs, and activities available through the college.
- Reasonable and appropriate accommodations.
- Information available in a timely manner in an accessible format.
- All disability-related information treated confidentially by all staff and faculty at Delgado Community College.

The **RESPONSIBILITIES** of the **students with disabilities** are as follows:

- Meet the college's essential technical and academic standards.
- Self-identify concerning disability status to the office of Disability Services in timely manner.
- Provide an official documentation from a licensed professional that verifies the nature of the disability, functional limitation, and the need for specific accommodation.
- Submit disability documentation before school starts or within a month from the first day of school.
- Give instructor(s) a letter of accommodation provided by the office of Disability Services.

The **RIGHTS** of the **faculty and staff** are as follows:

- Receive verification of a documented disability from the Disability Services Coordinator in the form of a letter of accommodation delivered by the student.

- Expect that the student will initiate specific accommodation request in a timely manner.
- Consult with the Disability Services Coordinator in providing appropriate accommodations.

The **RESPONSIBILITIES** of the **faculty and staff** are as follows:

- Assist the office of Disability Services in providing authorized accommodations in a reasonable and timely manner.
- Maintain the student's confidentiality.
- Meet privately with the student in an accessible location to discuss disability-related needs.
- Provide reasonable accommodations as determined by the college and not question the student regarding the validity of a documented disability when accommodations are approved by ODS.

Initial Meeting

A student with a disability must self-identify by making an appointment with the coordinator before or at the beginning of the semester. A student must submit appropriate documentation to the office of Disability Services.

Orientation Advising Registration Support Services (OARS)

The Orientation Advising Registration Support Services (OARS) is held each semester for new students. This program helps the student to make a positive transition to Delgado Community College. After a new student completes the placement test he/she will receive a notice either by a staff from the testing center or in the mail for the OARS date.

Orientation

The office of Disability Services also provides orientation for students with disabilities. This is always held before the semester begins. This orientation provides information on services and accommodations, testing accommodations, assistive technologies, financial assistance, and many more.

For the student who has requested a letter of accommodations earlier, he/she will receive the letter of accommodations. If the student has not requested the letter, he/she will have an opportunity to complete the request form for letter of accommodations at the orientation.

Letter of Accommodations

Before the semester begin, a student with a documented disability must complete a request form for letters of accommodations. The form is located in the office of Disability Services. The letter of accommodation(s) is based on the official documentation. A student is responsible for giving the letters to the instructors.

Seizure Letters

There are millions of young people who have epilepsy with more than 20 different kinds of seizure disorders. There is evidence that hereditary factors, brain injuries, high fevers during childhood, and brain tumors occurring at any age may cause seizures. Seizures are the result of imbalances in the electrical activity of the brain. The appearance of a seizure can range from a brief stare or period of confusion to uncontrolled muscle spasms and movements or a sudden fall.

The office of Disability Services will provide, upon the request of the student, a seizure letter. This letter provides technique for the instructor to use during student's seizure in class.

Reasonable Accommodations/Services

The reasonable accommodations/services include but are not limited to the following:

- **Extended Time-**
In-classroom assignments - Student may need extended time to complete class assignments. The class lecture may move at such a fast pace that student will not be able to follow the lecture, discussion, project, film, and presentation.

Tests - Student may need more time to complete their examinations due to difficulties with reading comprehension, excessive test anxiety, loss of concentration, and etc. Time and half is usually sufficient for the tests. On the other hand, disability documentation indicates that student may need double time or unlimited time to complete the tests.
- **Distraction-Free Environment** - Student may need to take the tests in a quiet and uninterrupted environment. This would involve taking the test by himself/herself. Student may be easily distracted due to disability such as Attention Deficit Hyperactivity Disorder, Specified Learning Disability, and Trauma Brain Injury, (TBI).
- **Readers** - A person who is available to read exams for the students with disability.
- **Scribes** - A person who is available to write for the student with disability on exams is a scribe.
- **Oral Tests** - Student may need to respond to tests verbally. A student may have difficulty with reading comprehension, or have visual impairments.
- **Consideration for absences** - Student with a medical condition or a disability may miss class occasionally for doctor's office visits or hospitalizations. It prevents them from attending class on a regular basis.
- **Alternative Test Format** - It is changing a test format to one that allows the student to be able to use his/her knowledge of the course material.

- Calculator- Student may need to use the calculators due to specified learning disability or other type of disabilities.
- Assistive Listening Device (ALD) - It consists of a technical tool to assist students who are hard of hearing. The partial of ALD is a microphone which brings its speaker voice directly to the student's earphone.
- Note-taking Services- It is a classroom accommodation for student who has difficulty taking class lecture notes due to perceptual, motor, or cognitive impairments. A note-taker assists student with a disability in taking class lecture notes and/or visually presented materials. The note-taking announcement is included in the letter of accommodation. Student must give the letter of accommodation to each of his/her instructors. Instructors will read an announcement before class begins. Note-taker must complete and turn in the bottom portion of the form to the disability services coordinator, preferably at the beginning of the semester.
- Tape-recorder- Most students with disabilities require tape recording their class lectures due to their limitations. The limitations include mobility impairments, visual impairments and learning disability, and others.

Recording class lectures may be a concern to certain faculty members because it may infringe on their freedom of speech or of potential copyrights material. The "Tape-Recording Agreement" form is included in the letter of accommodations.

- Interpreting Services- It is available to the students who use sign language. The interpreter uses a natural visual-gesture language with syntax, structure, and grammar rules different than English rule. An interpreter translates from spoken language into the appropriate visual language mode and from visual language into spoken language. The interpreter uses the communication modalities appropriate to the student including Conceptually Signed English, American Sign Language, Manually Coded English, and Deaf-Blind interpreting/transliterating. Conceptual accuracy is stressed regardless of what mode is used and the student should be made aware of the proper use and spelling of all relevant vocabulary.
- Captioning Services- It includes a computer-aided speech to print transcription system for the students who are Deaf or Hard of Hearing. It is used for class lectures. A captionist is there to caption what is spoken in the class into a form of visual communication. The captionist most often is situated in the front of the classroom and near the instructor. The reason for this is quite simple, to allow the students to have both the captionist and instructor in their field of vision as visual cues are an important aspect of any communication. Individuals with a hearing impairment rely more on visual cues for communication. When a film is shown in class, the captionist will also caption the film.
- Stenographing Services- It involves a stenographer using a computer laptop with specialized software and stenographic machine. It is the accurate transcription of words that make up

spoken language into text, what is spoken in the classes or college-related activities into a form of visual communication. Individuals with a hearing impairment rely more on visual cues for communications.

- Priority Registration- It allows students with disabilities that require this service to register their first academic semester. The purpose of priority registration is to allow students with disabilities the ability to schedule classes in a manner, which allows their schedules to conform to the needs associated with their disabilities.

ASSISTIVE TECHNOLOGIES

Delgado Community College has assistive computers with specialized programs for the students with documented disabilities. The assistive computers with specialized programs include but are not limited to the following:

JAWS is a specialized software with computer screen reader for students with visual impairments and students with learning disabilities.

Zoom Text is computer access solution for the students with visual impairments. It consists of screen magnification and screen reading. It allows student to see and hear everything on the computer screen.

Dragon Naturally Speaking allows students to talk to computer instead of typing. As the student speaks, the words are transcribed onto the screen and into your documents or e-mail messages.

WYNN is designed to assist students with learning disabilities read written materials on a computer with scanning program.

Closed Circuit Television (CCTV) allows students with visual impairments to read written materials on a monitor. Students can enlarge the prints that meet their needs.

E-Text solution allows students to have access to textbooks and other written materials in an electronic version.

DOCUMENTATION GUIDELINES

Students must provide official documentation from a licensed professional. All documentation must be typed on letterhead with the name, title, date of testing, and professional credentials (e.g. licensed psychologist, medical physician), handwritten summary or prescription sheet are not acceptable.

Individual Education Programs (IEPs) may have valuable information, but they are not sufficient documentation.

The current documentation must be within three years prior to apply for the office of Disability Services. Based on case-by-case of the student's academic status such as summer only and transfer from another college from previous semester, documentation must be within the last five years.

Chronic Illness /Physical Disabilities Documentation

Chronic illness may include but not limited to the following: cancer, chronic fatigue syndrome, diabetes, lupus erythematosus, and epilepsy/seizure disorder.

Physical disabilities may include neuromuscular and orthopedic disabilities. These disabilities can be congenital or result from an illness, disease, or accident. Also, they may include amputation or paralysis, cerebral palsy, stroke, multiple sclerosis, cystic fibrosis, muscular dystrophy, arthritis, and spinal cord injury. Students with a broken arm, sprained ankle, etc. are considered temporary conditions and are eligible for services through office of Disability Services.

The following information must be included in the documentation:

1. A licensed professional's name, titles, address, phone number, state of license, and license number. The licensed professional includes a physician, medical specialist, or other relevantly trained medical doctors who have expertise in the conditions for which accommodations are being requested.
2. Summary of the medical diagnosis of the physical disability or chronic illness.
3. Recommendations for accommodations for classroom and college related activities and rationale for accommodations.
4. Impact of medication on student's academic performance in the college setting.
5. Statement of the functional limitation of the physical disability or chronic illness that affects the student's academic performance in a post secondary educational setting.

Visual Impairments/Blindness Documentation

Blindness means anatomic and functional disturbances of the senses of vision of sufficient magnitude to cause total loss of light perception. Visual impairment refers to any deviation from the generally accepted norm which affects: (1) central visual function; (2) peripheral visual function; (3) binocular visual functional; or (4) color perception.

The following information must be included in the documentation:

1. A licensed professional's name, titles, address, phone number, state of license and license number. The licensed professional consists of ophthalmologist, optometrists, or related-specialist.
2. Report of vision impairment with the supporting numerical description.

3. Descriptions of the current symptoms.
4. Statement of the functional limitation of the visual impairment/blindness which affects the student's academic performance in post secondary educational settings.
5. Recommendations for accommodations for classroom and college related activities and the rationale for accommodations.

Hearing Impairments Documentation

Hearing impairment means any degree and type of auditory disorder; while deafness means an extreme inability to discriminate conversational speech through the ear.

The following information must be included in the documentation:

1. A licensed professional's name, titles, address, phone number, state of license and license number. The licensed professional includes otorhinolaryngologist, otologist and/or audiologist.
2. An audiogram with a clear statement of deafness or hearing loss.
3. Information as to how the disability impacts the student in an academic environment.

Attention-Deficit/Hyperactivity Disorder Documentation:

Attention-Deficit/Hyperactivity Disorder (ADHD) is characterized by a persistent pattern of frequent and severe inattention, hyperactivity, and/or impulsiveness. People with ADHD have many problems in academic settings. Some of these problems are similar to the problems of people with learning disabilities: reading, slow pace with essay-writing and frequent errors in math calculation and the mechanics of writing. Other problems are time management, tasks completion, organization, and memory.

The following information must be included in the documentation:

1. A licensed professional's name, titles, address, phone number, state of license and license number. The licensed professional consists of psychologists, psychiatrists, neuropsychologists, or other relevantly trained medical doctors.
2. Statement of the level of severity, date of diagnosis, date of last contact with the student.
3. A comprehensive statement of the following:
 - a.) Evidence of onset
 - b.) Evidence of current impairment with statement of the present problem
 - c.) Diagnostic interview:
 - i. Family history for presence of attention deficit hyperactivity disorder,
 - ii. Educational background, physical, psychological difficulties deemed relevant by the licensed professional
 - iii. Relevant medical and medication history
 - iv. Relevant psychosocial history and any relevant

- interventions
- v. Educational history of elementary, secondary and postsecondary
- v. Relevant employment history

d.) Relevant testing information

Rating Scales:

- 1.) Wender Utah Rating Scale
- 2.) Brown Attention-Activation Disorder Scale
- 3.) Beck Anxiety Inventory

Neuro-psychological and psycho-educational setting:

- 1.) Weschler Adult Intelligence Scale-3rd Edition (WAIS-III)
- 2.) Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
- 3.) Kaufman Adolescent Adult Intelligence Test

Academic Achievement:

- 1.) Woodcock-Johnson Psychoeducational Battery Revised: Test of Achievement Test (WIAT)

Information Processing:

- 1.) Detroit Tests of Learning Aptitude
- 2.) Subtests from the WAIS-III or the Woodcock-Johnson Psychoeducational Revised: Test of Cognitive Ability

Medical Evaluation:

Rule out the following:

- 1.) Neuroendocrine Disorder
- 2.) Neurologic/Psychological Disorder

Other tests deemed necessary such as

- 1.) Conners Continuous Performance (CPT)
- 2.) Integrated Visual and Auditory (IVA)

- 4. Alternative diagnoses or explanation should be ruled out on the dual diagnoses and alternative or co-existing mood, behavioral, neurological, and/or personality disorder, that may confound with Attention Deficit/Hyperactivity Disorder.
- 5. Identification of Diagnostic and Statistical Manual-TR criteria:
 - Summary of the symptoms of hyperactivity/impulsivity or inattention from childhood.
 - Summary of the current symptom within the last six months.
 - Summary of the impairment for the current symptom in the two or more settings such as school, work, and/or home.
 - Summarize the significant impairment with social, educational or employment.

6. Specify diagnosis based on the Diagnostic and Statistical Manual-TR criteria.
 - Use of term in the diagnosis of ADHD, avoiding use of “as suggests”, “is indicative of”, or “attention problems”. Test anxiety is not the criteria for Attention Deficit Hyperactivity Disorder, (ADHD).
7. Interpretative summary must include the following:
 - Ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological, medical disorder or noncognitive factors.
 - Presence of AD/HD based on the inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings.
 - Statement on whether or not the patient was evaluated while on medications, and whether or not the prescribed treatment produced a positive response.
 - Provide medication information that affects the student’s academic performance in the post secondary educational settings.
 - Statement of the disability which affects the student’s academic performance for which accommodations are being requested.
8. Recommendations for accommodations for in-classroom and college related activities and the rationale for each accommodation.

Learning Disability Documentation:

Students with a learning disability have average to above average intelligence. They have the potential to succeed in post secondary education institutions. However, they may experience academic problems. Students with a learning disability may have difficulty with taking, processing, and expressing information. The problems may include auditory and visual perception, memory, fine and gross motor skills, spatial awareness, sequencing, oral communication, and temporal and spatial organization. Also, student with a learning disability may deal with difficulty with study, oral and written language, reading, and math.

The acceptable documentation is psychological evaluation, neuro-psychological evaluation, education-psychological evaluation or other related documentation.

The following information must be included in the documentation:

1. A licensed professional’s name, titles, address, phone number, state of license and license number. A licensed professional is an educational psychologist, neurologist, neuropsychologist, or learning disability specialist.
2. Summary of educational background, medical history, and family history that relates to the learning disability.
3. The comprehensive assessment battery and the diagnostic report, including diagnostic interview, assessment of aptitude with actual test score, measure of academic achievement with actual test scores and measure of information processing with actual

- test scores.
4. In addition to actual tests scores, standard scores are required. Percentiles and grade equivalent are not acceptable unless standard scores are also included. The interpretation of results is required.
 5. The documentation should be comprehensive and have
 - a.) Identification of learning disability as defined in the DSM-TR
 - b.) Evidence of how patterns in cognitive ability, achievement, information processing are being used to determine the presence of a learning disability
 - b.) Aptitude:
 - Wechsler Adult Intelligence Scale III with all subtest scores
 - Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive ability
 - Kaufman Adolescent and Adult Intelligence
 - Stanford-Binet Intelligence Scale -4th edition
 - c.) Achievement:
 - Scholastic Abilities Test for Adults (SATA)
 - Stanford Test of Academic Skills (TASK)
 - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - Woodcock Reading Mastery Test-Revised
 - Stanford Diagnostic Mathematics Test
 6. The interpretation of actual test scores with the standard scores along with percentiles and grade equivalents.
 7. Specify the areas of information processing such as short and long-term memory, sequential memory, or auditory and visual perception/process speed must be demonstrated as needed to document learning disability. It can be addressed from the subtest on the WAIS-III, the Woodcock-Johnson Tests of Cognitive Ability, the Detroit Test of Learning Aptitude-Adult (DTLA-A), or other instruments relevant to the presenting learning problem(s).
 8. A statement of the disability which affects the student's academic performance for which accommodations are being requested.
 9. The recommendations for accommodations for in-classroom and college related activities and rational for each accommodation.

Psychiatric/Psychological Disorder Documentation:

Students with psychiatric disabilities may experience significant emotional difficulty that generally has required treatment in a hospital setting. With appropriate treatment, often combination of medications, psychotherapy, and support, the majorities of psychiatric disorders are cured or controlled (Disability Services, University of Minnesota, 1995). Some examples included depression, bipolar disorder, anxiety disorders, and schizophrenia.

The documentation should be the following: psychological evaluation, neuro-psychological evaluation, and/or other related documentation.

The following information must be included in the documentation:

1. A psychologist, physician, psychiatrist, neurologist, or privileged licensed professional counselor must have a license by the state in order to conduct assessment, rendering diagnoses of specific psychological disability and to make recommendations for appropriate accommodations(s).
2. A diagnosis of a psychological disorder according to the Diagnostic and Statistical Manual of Mental Disorder: Fourth Edition, (DSM-TR).
3. The assessment procedures and evaluation instruments determining the diagnosis.
4. The medication information that affects the student's academic performance in the post secondary educational settings.
5. The recommendations for in-classroom and college related activities accommodations and rationale for each accommodation.

Traumatic Brain Injury (TBI) Documentation:

Though not always visible and seemingly minor an injury is complex. It can cause physical, cognitive, social, and vocational challenges that affect an individual for a short period of time or permanently. Some common results are seizures, loss of balance or coordination, difficulty with speech, limited concentration, memory loss, and loss of organization and reasoning skills (Disability Services, University of Minnesota, 1999).

The following information must be included in the documentation:

1. A licensed professional's name, titles, address, phone number, state of license and license number. A licensed professional is a neurologist, neuropsychologist, and/or psychologist.
2. Summary of the traumatic brain injury including probable site of the lesion.
3. A summary of cognitive and achievement measures used and evaluations results with standardized scores or percentiles used for diagnosis.
4. The medication information that affects the student's academic performance in the post secondary educational setting.
5. The recommendations for classroom and college related activities and rationale for each

accommodation.

TESTING ACCOMMODATIONS

The office of Advising and Testing offers test proctoring services when faculty are unable to arrange accommodations for the students with disabilities that impede their ability to test in the classroom. The staff members assist the student with the testing accommodations based on the individual's need. The Disability Services Testing Accommodations form is included in the letter of accommodations. Also, it is available on Delgado's Web site. The Disability Services Testing Accommodations form and the test should be in a sealed envelope. The student's name, instructor's name, course prefix/section number, and office location should be on the front of the envelope. Also, faculty should indicate the arrangements for delivering and returning the test.

Testing Accommodations/On-line courses

The testing accommodations are available for students with disabilities who are taking On-Line Courses. The students with disabilities must discuss the testing accommodations with the instructors. Some instructors may ask the students to come on-site for the tests and exams. If the students are not able to take the tests on site due to long distance, the instructors will arrange the approved proctor with the testing center at other colleges or universities that are near the students' residence. The approved proctor must not be a relative or friend of the examinee.

Procedure to Report the Inaccessibility of Facilities:

When a student experiences a physical barrier due to inaccessible facilities, the following steps should be taken:

1. Report the physical inaccessibility to the disability services coordinator immediately.
2. The disability services coordinator will document the physical inaccessibility. It will be kept in the office of Disability Services' file. Authorized people from Delgado Community College may need to review for further inspection of the facilities.
3. Immediate adjustments will be made to provide the educational experience for the student while long-term solutions will be implemented.
4. The disability services coordinator will send a written report to the director of the office of Advising and Testing.
5. If the matter is not resolved, discuss the complaint with the director of the office of Advising and Testing.
6. If the matter remains unresolved, follow the College's Grievance Procedures as listed in the Delgado Community *College Catalog*.

Disagreement with the Accommodations/Services:

When a student disagrees with the services provided, the following steps should be taken:

1. Discuss the situation with the disability services coordinator.
2. If the matter is not resolved, discuss the situation with the director of the office of Advising and Testing.
3. If the matter remains unresolved, follow the College's Grievance Procedures as listed in the Delgado Community *College Catalog*.

The Staff

Tania F. Carradine, Director of the Office of Advising and Testing
Delgado Community College-City Park Campus
Office of Advising and Testing
Building 2 Room 307
615 City Park Ave.
New Orleans, LA. 70119
(504) 671-5155

Shelleand Terry, Administrative Assistant of the Office of Advising and Testing
Delgado Community College- City Park Campus
Office of Advising and Testing
Building 2 Room 307
615 City Park Ave.
New Orleans, LA. 70119
(504) 671-5156

Gretchen G. Peoples, Disability Services Coordinator
Delgado Community College-City Park Campus
Office of Disability Services
Building 2 Room 102
615 City Park Ave
New Orleans, LA. 70119
(504) 671-5161
(504) 483-1898 voice/tdd

Joseph Williams
Special Needs Counselor
Delgado Community College-West Bank Campus
Office of Disability Services
LaRocca Hall Room 145
2600 General Meyer Ave.
New Orleans, LA 70114
(504) 762-3191

Lionel Williams
Testing Specialist
Delgado Community College-City Park campus
615 City Park Ave.
New Orleans, La. 70119
Building 2 Room 302
(504)-671-5084

Carol M. Allen, Title III Advisor
Northshore-Covington Campus
207 E. Lockwood St.
Covington, LA. 70433
(985) 893-6286 or (504) 671-6605

Patrice Haydel, Academic and Retention Counselor
Charity Campus
450 South Claiborne Ave.
Room 301-B
New Orleans, LA. 70112
(504) 571-1273

Tammy Scott, Academic Advisor
Northshore – Slidell Campus
320 E. Howze Beach Rd.
Slidell, LA. 70461
(504) 671-6621

Brandi Berkley, Testing Specialist
Northshore/Covington
(985) 893-6286 or (504) 671-6605

Laura Eastman, Testing Specialist
Northshore/Slidell
(504) 671-6621

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Student Intake Form

This information is being requested to gather important information from students with disabilities so that we can best provide services.

Name: _____ College Wide ID Number: _____

Mailing Address: _____ City/State/Zip: _____

Home telephone: _____ Cellular phone number: _____

E-mail: _____

Primary disability: _____

Secondary disability: _____

Major: _____

Are you a client of Louisiana Rehabilitation Services? Yes ___ No ___

What is your Rehabilitation Counselor's name? _____

What is your Rehabilitation Counselor's phone number? _____

We cannot provide accommodations and services until documentation of disability is received and approved. These records must include specific diagnosis, limitations, and recommendations for the educational institutional setting—guidelines can be provide for this.

If the need arises, would you allow the Disability Services Coordinator to discuss your academic performance with instructors, administrative staff, and and/or vocational rehabilitation counselors?

Please check one: Yes ___ No ___

I understand that all information will be kept confidential, unless I have specified its release.

Student's Signature: _____

Date: _____



The Office of Advising and Testing Center

Student Agreement

I, _____, understand and agree to the following:

- 1.) The responsibility for obtaining reasonable accommodation in the classroom is mine: if I need assistance, I will contact the Disability Services Coordinator in the Office of Disability Services (ODS).
- 2.) The reasonable accommodations that are available to me are only those specified in the documentation provided to ODS.
- 3.) At the start of each semester (at least 2 weeks), I will contact the Disability Services Coordinator to have letter of accommodations prepared for my instructors. I will deliver the letters of accommodation to the instructor.
- 4.) If I require testing accommodations, I will arrange it with the instructor prior to each test. If the instructor cannot provide the testing accommodations, I will contact the Testing Specialist in Advising and Testing Center at (504) 671-5083 or lwilli2@dcc.edu for proctoring services. The call to the Advising and Testing Center must be made three days prior to the test date.
- 5.) If the reasonable accommodations are not being met as stated in the accommodation letter, I will contact the Disability Services Coordinator as soon as possible.
- 6.) I have received the student handbook from the Office of Disability Services. I understand that I am responsible for knowing and abiding these policies and procedures.

Student's Signature

Date



**CONSENT TO RELEASE INFORMATION
Waiver of Confidentiality Form for Person with Disability**

All information that has been gathered on a person is personal and private, and you are not required to release this information. Such information cannot be released without authorized written permission, except as required by law.

PERSON WITH DISABILITY:

Name: (1) _____ Date of Birth: ____/____/____

Address: (1) _____

City: _____ State: _____ Zip Code: _____

AUTHORIZED REPRESENTATIVE (If Applicable):

Name: (2) _____

Address: (2) _____

City: _____ State: _____ Zip Code: _____

I understand that the information in the record of the person above (1) is considered personal and private. However, **I GIVE MY PERMISSION FOR:**

Name: (3) _____

Address: (3) _____

City: _____ State: _____ Zip Code: _____

TO RELEASE TO:

Name: (4) _____

Address: (4) _____

City: _____ State: _____ Zip Code: _____

THE FOLLOWING SPECIFIC INFORMATION: (5) _____

TO BE RELEASED FOR THE SPECIFIC PURPOSE(S) OF: (6) _____

My permission to release this information will expire: (7) _____

I understand that my permission may be cancelled at any time except when the information has already been released.

(8) Signature of Person with Disability (Date)

(9) Witness (Date)

For Authorized Representative Only (If Applicable)--

I understand that my permission to release this information may be cancelled at any time except when the information has already been released. The undersigned certifies that he/she is the authorized representative of the person listed above and has the authorization to sign on behalf of the person, either by court order, or by operation of law.

(10) Signature of Authorized Representative (Date)

(11) Witness (Date)



**DISABILITY SERVICES TESTING
ACCOMMODATIONS FORM**

*This request form must accompany all tests to be given in the
Special Populations Testing Area (City Park Campus, Building 10, Room 131)*

Student's Name	<input type="text"/>	Student ID Number	<input type="text"/>
Instructor's Name	<input type="text"/>	Building #/Room#	<input type="text"/>
Instructor's Phone	<input type="text"/>	Course Prefix/Section	<input type="text"/>

AIDS ALLOWED: No aids will be permitted unless specifically authorized.

- Calculator
- Dictionary
- Scantron 882E/ES(green,1-100,A-E)
- Notes
- Translation Device/Book
- Scantron 2052 (blue, 1-100, 1-5)
- Note card 3"X 5" 4"X 6" 5"X 7"
- Blue Book
- Scantron F-165(red, 1-100, A-E)
- NCS ScanForm 19641
- Other
- Textbook
- Scantron 881E/ES (green, 1-50, A-E)

SPECIAL INSTRUCTIONS:

Finish by this date/time:

- Method of Exam Delivery:
- Hand-delivered to Testing Center by Instructor
 - Sent via intercampus mail
 - E-mailed to lwilli2@dcc.edu.

- Method of Exam Return: Instructor will pick up exam from Bldg. #10, Rm. # 125
- Testing Center will return test to Bldg. # Rm. #
 - Campus mail

Instructor's Signature	<input style="width: 150px; height: 20px;" type="text"/>	Today's Date	<input style="width: 150px; height: 20px;" type="text"/>
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To: Instructors of _____
From: Disability Services Coordinator
Date: June 30, 2008

Delgado Community College is dedicated to providing services for its growing number of students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the recent Americans with Disabilities Act (ADA). The ADA mandates that the implementation of reasonable accommodations be provided to students with disabilities.

The office of Disability Services asks for your cooperation in assisting Ms. _____, a student in one of your classes, in her educational efforts. With permission from her, I am informing you that she is a student with a documented disability registered with the office of Disability Services who is eligible to receive support services based on that disability.

Although she has devised some coping techniques to achieve academically, she may require some additional assistance in the form of classroom accommodations. Attached are some strategies and/or accommodations that may be helpful. These strategies and accommodations will assist the student with disabilities and yet maintain the academics integrity of the course. The ADA and Section 504 require that the college make reasonable accommodations for its student. The office of Disability Services trusts that you will assist the college in meeting the requirements of this federal legislation.

I am available to elaborate upon and assist you with the implementation of any of the accommodations. You may contact me by phone at extension 15161 or in person at my office in the office of Advising and Testing, Building 10, Room 117.
Thank you for your cooperation and assistance.

Sincerely,

Disability Services Coordinator

REASONABLE ACADEMIC ACCOMMODATIONS

CLASSROOM:

It would be appropriate to provide the student with classroom accommodations. Examples of such include

- 1) Use of tape recorder.
- 2) Use of note-taking services (see attached sheet).

TESTING:

It would be appropriate to provide the student with testing accommodations. Examples of such include

- 1) **Extended Time** - The student will need additional time to complete exams (time and a half is usually sufficient).
- 2.) **Distraction- Free Environment** - The student may need to take tests in a quiet and uninterrupted environment. This would involve taking the test by him/herself.

If you are unable to accommodate the student yourself in the classroom, testing may be conducted and monitored in the Advising and Testing Center by its staff, provided that the following procedures are followed:

- 1) The student discusses the testing accommodations with the instructor;
- 2) The student and instructor complete the Request form for Special Testing Accommodations for Students with Documented Disabilities and return it to the Testing Center;
- 3) The student notifies the test administrator when testing is necessary *three (3) days in advance for each test*;
- 4) The student reminds the instructor of special arrangements for each test, particularly delivery, before the day the test is to be administered.

To ensure test security, the office of Disability Services recommends that the test be delivered to the Advising and Testing Center by the instructor in a sealed and initialed envelope. The student's name, the course name, the date and time of the exam, and the instructor's name and office number to which the test is to be returned should be written on the outside of the envelope.

We do not recommend that students deliver their own tests in any situation.

If you have any problems or questions, please call the disability services coordinator, at extension 15161.

To: Instructors of _____
From: Disability Services Coordinator
Date: June 30, 2008

Delgado Community College is dedicated to providing services for its growing number of students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the recent Americans with Disabilities Act (ADA). The ADA mandates that the implementation of reasonable accommodations be provided to students with disabilities.

The office of Disability Services asks for your cooperation in assisting Ms. _____, a student in one of your classes, in her educational efforts. With permission from her, I am informing you that she is a student with a documented disability registered with the office of Disability Services who is eligible to receive support services based on that disability.

She may require some additional assistance. Attached are some strategies and/or guidelines during a seizure episode that may be helpful.

I am available to elaborate upon and assist you with the implementation of any of the strategies and seizure guidelines. You may contact me by phone at extension 15161 or in person at my office in the office of Advising and Testing, Building 10, Room 117.

Thank you for your cooperation and assistance.

Sincerely,

Disability Services Coordinator

SEIZURE GUIDELINES

- 1) When Ms. Jane Doe is having a seizure, the instructor should call the campus police at (504) 671-6111. With her permission, you may call her relative at (504) 123-4567. Emergencies and non-emergencies after 10 p.m. and weekends, the instructor should call campus police's cellular phone number at (504) 818-6254.
- 2.) If a seizure last longer than five (5) minutes, and/or if she becomes cyanotic or appears to have breathing problems, or if injury occurs, she needs medical attention.
- 3.) The instructor may quietly inform the class that the student is having a seizure.
- 4.) Move furniture away from her during a seizure.

If you have any concerns or questions, please call the disability services coordinator at extension 16151.



Office of Disability Services
Note-taker

Instructor: Please read the following announcement at the beginning of class:

“There is a student attending this class who needs a note-taker for the semester. The pay rate is \$7.25 per hour. If you take good notes and attend class(es) regularly, please stop by the office of Disability Services in Building 10 Room 117.”

Note: Introduce the applicant to the student, and give this announcement to the applicant.

Thank you for your assistance in this matter.

Paid Note-takers should meet the following qualification criteria:

- Maintain 2.5 overall grade point average or have successfully completed course or has successfully completed a higher level course
- Good organizational skills
- Good interpersonal skills
- Strong English language skills
- Legible handwriting
- Willingness to attend training workshops on note-taking, adaptive computers, disabilities, etc.
- Must be enrolled at Delgado Community College as a student or an applicant with a Bachelor’s degree is acceptable.

Date: _____

Applicant: _____ Social Security#: _____

Address: _____

Home Phone Number: _____

Work Phone Number: _____

Cellular Phone Number: _____

Student Name: _____

Course/Prefix Number: _____

Applicant: Please bring this portion, driver’s license or ID card issued by state, U.S. Social security card with you to the office of Disability Services (Bldg. #10 Rm.117)



Office of Disability Services
Volunteer Note-taker

Instructor: Please read the following announcement at the beginning of class:

“There is a student attending this class who needs a volunteer note-taker for the semester. If you take good notes and attend class(es) regularly, please stop by the office of Disability Services in Building 10 Room 117.”

Note: Introduce the applicant to the student, and give this announcement to the applicant.

Thank you for your assistance in this matter.

Volunteer note-takers should meet the following qualification criteria:

- **Good organizational skills**
- **Good interpersonal skills**
- **Strong English Language skills**
- **Legible handwriting**
- **Willingness to attend training workshops on note-taking**

Date: _____

Applicant: _____ Social Security#: _____

Address: _____

Home Phone Number: _____

Work Phone Number: _____

Cellular Phone Number: _____

Student Name: _____

Course/Prefix Number: _____

Applicant: Please bring this portion, driver’s license or ID card issued by state, U.S. Social security card with you to the office of Disability Services (Bldg. # 10 Rm. # 117).



Office of Disability Services

The Dos and Don'ts for Note-takers

Note-takers assist students with disabilities in writing the class lecture notes, and should abide by the following:

1. Facilitate equal access to all information in the classroom.
2. Attend classes regularly.
3. Must be objective such as not disclosing information about the student's situation to anyone.
4. Must not perform the class work such as assignments and projects.
5. Must not take the tests for the students.
6. May use the copy machine in the Office of Advising and Testing Center.

Tips for Note-takers

1. Watch the professor closely.
2. Tune in for directions and cues regarding important information, both explicit and implicit such as:
 - a. details repeated by the professor
 - b. lists created by the professor
 - c. names, dates, and locations
 - d. anything spoken with emphasis or a change in voice inflection
 - e. anything written on the board
 - f. any information the professor says "will be on the test" or "you will see again".
3. At the top of the first page write the Class name and number, date, professor's name and the student's name.
4. Number and date all subsequent pages in numerical order. This allows the student to keep track of notes easily.
5. Use a black pen. Black is easier to copy and to read.
6. Write legibly.
7. Remember to write down information that is written on the board or on overheads.
8. Include information from videos in your notes. Videos are shown in class for a reason. While it is tempting to sit back and just watch, keep in mind that they contain important information.



OFFICE OF DISABILITY SERVICES
TAPE-RECORDING AGREEMENT

I understand that, as a student enrolled at Delgado Community College who has a disability that affects my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only. I realized that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape-recorder lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.

I am aware that the information contained in the tape recorder lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I taped while enrolled as a student at Delgado Community College.

Signature of Student

Date

Signature of Instructor

Date

Signature of Witness

Date



OFFICE OF DISABILITY SERVICES

TAPE-RECORDING AGREEMENT

I understand that, as a student enrolled at Delgado Community College who has a disability that affects my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only. I realized that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape-recorder lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.

I am aware that the information contained in the tape recorder lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I taped while enrolled as a student at Delgado Community College.

Signature of Student

Date

Signature of Instructor

Date

Witness

Date

Signature of