

Disability Services Handbook

Revised: May 2020

Disability Services
Louisiana State University *of* Alexandria
Division of Student Engagement
8100 Hwy US 71 South
Alexandria, LA 71302
Student Center, West Wing
Room W209A

318-427-0137

disabilityservices@lsua.edu

Contents

Mission.....	3
Role.....	3
Eligibility for Services.....	3
DISABILITY LAWS IN POSTSECONDARY EDUCATION.....	4
ADMISSION TO THE UNIVERSITY.....	5
CONFIDENTIALITY.....	6
RIGHTS AND RESPONSIBILITIES.....	7
ATTENTION DEFICIT/HYPERACTIVITY DISORDER.....	8
DEAF & HARD OF HEARING.....	9
LEARNING DISABILITIES (LD).....	11
PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITIES.....	13
PSYCHOLOGICAL DISABILITIES.....	14
TO-DO CHECKLIST.....	15
GRIEVANCE AND APPEAL PROCEDURES.....	16
FINANCIAL ASSISTANCE.....	17
FREQUENTLY ASKED QUESTIONS.....	18
REGIONAL, STATE, AND LOCAL RESOURCES.....	21
NATIONAL RESOURCES.....	22

LOUISIANA STATE UNIVERSITY OF ALEXANDRIA
Disability Services

Mission

Disability Services (DS) collaborates with other University departments to assist in the provision of appropriate auxiliary aids and services for qualified students with disabilities. DS supports the University's mission as the sole state-funded undergraduate university by ensuring that all students, without regard to disability, are able to achieve a broad and an affordable education. DS also serves as a source of disability-related information for the University.

Role

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

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

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

Eligibility for Services

Students may be eligible for services if they are otherwise qualified for the academic program and

- Are regarded as a person with a disability.
- Have identified themselves to the institution through DS, and
- Have presented appropriate documentation regarding the disability to the institution as required by DS, and need accommodation(s).

DISABILITY LAWS IN POSTSECONDARY EDUCATION

A student with a disability is entitled by law to equal access to University programs provided they are otherwise qualified for academic programs. There are two federal laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-113, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) along with the ADA Amendments Act of 2008 (Pub. L. No. 110-325).

The Rehabilitation Act

Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity by an entity or institution receiving federal funds.

Section 504 states (as amended)

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

Under Section 504, institutions are required to appoint and maintain at least once person to coordinate efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility that the institution practices nondiscrimination on the basis of disability and should be included in any grievance/appeals procedures developed to address possible instances of discrimination brought against the institution. At LSUA, the established contact is the disability services coordinator in the Division of Student Engagement in the Student Center, West Wing, Room W208. Phone: 318-427-0137. Email: disabilityservices@lsua.edu.

The Americans with Disabilities Act (ADA)

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

Disability Definition

ADA and its amendments define a person with a disability as a person

- With a physical, psychological, or learning impairment that substantially limits one or more major life activities, including major bodily functions, of such individual;
- Who has a record of such an impairment; or
- Who is regarded as having such an impairment.

ADMISSION TO THE UNIVERSITY

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

Policy Statement

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

General Policy

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

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

A student may present documentation and request services during any semester and at any point. Students are encouraged to request services as soon as they know their class schedule. **Requests for retroactive accommodations will not be considered. No requests will be accepted during finals week.**

CONFIDENTIALITY

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

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

Students with disabilities have a right to review their file. A review of files can be arranged by scheduling an appointment with the coordinator of disability services. DS will retain a copy of all information within a student's file for five (5) years. After the student has been inactive, the file may not necessarily be maintained. When a student with a disability requests accommodations, they understand that some disability-related information may be provided on a need-to-know basis to University personnel to help ensure that the student will receive appropriate accommodations. In most instances, University personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process at LSUA. Otherwise, University personnel do not have access to information regarding a student's disability.

RIGHTS AND RESPONSIBILITIES

Students with disabilities at LSU have the right to

- Confidentiality.
- Receive reasonable and appropriate accommodations in a timely and respectful manner from faculty, staff, and DS.
- Be protected from discrimination.
- Challenge decisions or submit a complaint.

Students with disabilities at LSU are responsible for

- Meeting the University's qualifications and essential technical, academic, and institutional standards.
- Providing documentation to DS from the appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Requesting specific accommodations in a timely manner following procedures with instructors and DS.
- Making an appointment with instructors to facilitate privacy when requesting and discussing accommodations.
- Communicating needs and concerns with the coordinator of disability services and instructors as appropriate.
- Maintaining the same responsibility for their education as non-disabled students including maintaining the same academic standards, attending class, maintaining appropriate behavior, and providing timely notification of individual needs.
- Comprehending course material and communicating that comprehension to instructors.
- Paying any costs associated with providing documentation necessary to receive accommodations.
- Having open communication with instructors regarding any accommodations.

Faculty and staff have the right to

- Receive verification of a documented disability from DS in the form of a letter of accommodation
- Expect that the student will initiate specific accommodation requests in a timely manner.
- Consult with DS in providing appropriate accommodations.

DS has the right to

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

ATTENTION DEFICIT/HYPERACTIVITY DISORDER

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

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

Documentation Guidelines

Professionals conducting assessments and rendering diagnoses of AD/HD must have training in differential diagnosis and the full range of psychiatric disorders. The following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent or adult AD/HD population: licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional.

The documentation provided to DS must have been issued within **three (3) years** of the student's request for accommodations. The documentation must be comprehensive and current.

Documentation may be mailed, emailed, or personally delivered to:

Disability Services
Louisiana State University of Alexandria
8100 Hwy 71 South
Alexandria, LA 71302
disabilityservices@lsua.edu

Accommodations are decided on a case-by-case basis and may include but are not limited to the following:

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

When to contact Disability Services:

- To request accommodations
- When accommodations do not seem to be helping
- When there is a problem, be honest with the coordinator of disability services and instructors. We cannot be of assistance if we do not know a problem exists.

DEAF & HARD OF HEARING

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

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

Documentation Guidelines

Documentation of hearing loss is the basis for providing accommodations.

The documentation for hearing loss is typically an audiological evaluation. An audiogram **must** be included in this documentation. An audiological evaluation will indicate the presence of hearing loss and its scope.

Documentation must be from a licensed audiologist that includes a diagnosis and information as to how the disability has an impact in an academic environment.

Accommodations are decided on a case-by-case basis and may include but are not limited to the following:

- Registration assistance
- Sign language interpretation
- Notes from instructors
- Preferential seating
- Note takers
- Extended time for exams
- Exams in a quiet, distraction-reduced environment

STUDENT TIPS FOR USING AN INTERPRETER

- On the first day of class, or any new situation, the student should come by Disability Services before class so that the interpreter can meet the student and accompany them to class.
- Let the interpreter know what method of communication is preferred at the beginning of the semester to avoid misunderstandings.
- Sit in a location that provides the best distance, lighting, background, and angle for seeing the interpreter.
- If a student has a question during class time, the student should raise their hand and ask the instructor. The student should not try to talk to the interpreter. The interpreter cannot listen to the instructor, interpret, and understand what the student is saying at the same time. Students should not sign/cue anything they do not want made known to the entire class.
- Personal conversations with the interpreter should not occur during class time.
- If a student has difficulty understanding the interpreter, the student should discuss it initially with the interpreter. If this does not work, report the issue to Disability Services.
- Students should notify Disability Services if

- They are planning to be absent or miss a class
- Their class is cancelled
- There will be a video or film shown in class
- They will be making a presentation in class
- If a student does not show up for class, the interpreter will leave the class ten minutes after it starts.

DEAF & HARD-OF-HEARING STUDENT RESPONSIBILITIES

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

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

NO-SHOW POLICY

If an interpreter's services have been requested and the student knows that they will be unable to attend class, the student should provide DS with notice at least twenty-four (24) hours in advance so that the interpreter can be informed.

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

To give advance notice a student may:

- Call the office at 318-427-0137 and leave a message, or
- Call the interpreter by phone or e-mail and speak to the person or leave a message.

LEARNING DISABILITIES (LD)

A learning disability may make it difficult for a person to receive information from their senses, process it, and communicate what they know. A learning disability frequently causes severe difficulty in reading, writing, and/or mathematics.

DOCUMENTATION GUIDELINES

Documentation must be appropriate to verify disability and to support requests for reasonable accommodations. Testing **must** be comprehensive. Minimally, domains to be addressed must include:

Aptitude. Suggested tests include: Wechsler Adult Intelligence Scale-IV, Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability, Kaufman Adolescent and Adult Intelligence, and Stanford-Binet Intelligence Scale (4th ed.).

Achievement. Current levels of functioning in reading, mathematics, and written language are required. 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.

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

Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.

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

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

Diagnostic reports **must** include the names, titles, and professional credentials (e.g., licensed psychologist) of the evaluators as well as the dates of testing. All reports should be typed. Handwritten scores or summary sheets are not acceptable. A written summary of or background information about the student's relevant educational, medical, and family histories that relate to the learning disability must be included.

Accommodations are decided on a case-by-case basis and may include but are not limited to the following:

- Assisted registration

- Tape recorders
- Copy of class notes
- Extended time on exams
- Exams in a quiet, distraction-reduced environment
- Calculator, spell-checker, thesaurus where appropriate
- Oral assistance on tests
- Audio books
- Use of handouts or visual aids

PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITIES

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

DOCUMENTATION GUIDELINES

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

The documentation must be comprehensive and should be current.

Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so.

The documentation must identify an unequivocal diagnosis of a specific disability. The documentation must discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodations. The documentation should recommend accommodations to compensate for the identified functional limitations and provide complete rationale. The documentation should list current medications, dosages, and existing (not possible) side effects.

Accommodations are decided on a case-by-case basis and may include but are not limited to the following:

- Priority registration
- Extended time for exams
- Exams in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- Writing directly on the test, no scantron
- Note takers
- Food and beverages in class (if medically indicated)
- Audio books
- Enlarged texts
- Use of a computer
- Reader
- Scribe

PSYCHOLOGICAL DISABILITIES

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

Students who are experiencing emotional problems that are interfering with academic success, should see a counselor in the Division of Student Engagement for possible referral.

Psychological disabilities do not excuse inappropriate conduct. Counseling appointments can be made with Cynthia Sandoval by phone at 318-427-0101 or via email at csandoval@lsua.edu.

DOCUMENTATION GUIDELINES

The documentation must be comprehensive and must discuss current and anticipated problems associated with diagnosis. Current documentation is preferred.

Professionals conducting assessments, rendering diagnoses of specific psychological disabilities and making recommendations for appropriate accommodations must be qualified to do so (e.g., licensed psychiatrist, psychologist, social worker, physician, or other qualified mental health professional).

The documentation must identify a diagnosis of a psychological disorder according to the Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM-V).

The documentation should list current medication, dosages, and existing (not possible) side effects.

Accommodations are decided on a case-by-case basis and may include but are not limited to the following:

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

TO-DO CHECKLIST

Before Each New Semester

- Once you have scheduled your classes, complete an online intake form.
- Requesting audio books? Let us know as soon as your final class schedule is completed.
- Requesting classes moved to an accessible location or special seating? Let us know at least three weeks before school begins.

During the First Week of Classes

- Make sure that your accommodation letters have been sent to faculty.
- Discuss any concerns you may have about receiving your accommodations with faculty.

The First Day of Class

- Arrive early for the best possible seating.
- Using an interpreter or note-taker? Save them a seat.
- Using special equipment? Arrive early to work with the instructor to set it up.

Before Each Test (If you are using the Testing Center)

- At least five business days before the test, copy, fill out, and give your instructor a Testing Accommodation Form
- Make an appointment for your test NO LESS than twenty-four (24) hours before the desired time at www.registerblast.com/lsua.exam. Click on the choice "LSUA Testing Accommodations" for all of your appointments.

During the Semester

- Inform DS of any changes in your schedule.
- Make appointments to talk with your instructor to monitor notes and progress.
- If disability-related concerns arise, let DS know as soon as possible.

At the End of Each Semester

- Talk with instructors to determine any foreseeable problems in taking your final exams.
- Thank the instructors for their assistance.
- Remember to make your schedule soon, so you can fill out the intake form for next semester!

GRIEVANCE AND APPEAL PROCEDURES

Appealing Accommodations Determined by DS

Any student who disagrees with the academic accommodations that have been determined should first speak to the coordinator of disability services. Students should express their concerns and be prepared to offer alternative solutions. If, **after consulting** with the coordinator, the student remains dissatisfied with their proposed accommodations or the provision of accommodations, the student should speak with the vice chancellor for enrollment and student engagement. If the student still is not satisfied, the student may file a formal grievance with the vice chancellor. The University's Policy Statement 207 (Policy for Student Grievance Procedure) is found on page twenty-nine (29) of the Student Handbook.

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

Grievances with Other LSUA Departments or Programs

Informal Resolution Issues concerning accommodation of persons with disabilities for participation in academic and other programs, activities, and services of the University should be expeditiously resolved between the person requesting the accommodation and the University employee representing the department within which the program, activity, or service is located. The disability services coordinator is available to help facilitate informal resolutions. If the person requesting an accommodation believes that all efforts to resolve the complaint have proven unsuccessful, they may file a formal grievance. LSUA's Policy Statement 207 includes the process for filing a formal grievance.

Formal Grievances A grievance may be filed directly with the vice chancellor for enrollment and student engagement, who will provide procedures for a hearing of the grievance by the coordinator of disability services within no more than fifteen days. If the grievant is not satisfied with the coordinator's response, the grievance may be referred for hearing by the chancellor and/or their designee who shall constitute the final University administrative action on the grievance. University policy PS 207 outlines the procedure to be followed when filing an appeal of any University regulation, rule, policy, or decision made by University personnel. Assistance in filing an appeal may be obtained through DS or DOSE. Contact DS directly by calling 318-427-0137 for a copy of PS 207.

Students who believe that they have been discriminated against or harassed may also file a grievance with the Office for Civil Rights. Students are encouraged to first seek remedy within institutional channels. The OCR contact for Louisiana is:

Dallas Office

Office for Civil Rights

Phone: 214-661-9600

Email: OCR.Dallas@ed.gov

FINANCIAL ASSISTANCE

LSUA does not provide or award scholarships for tuition or financial aid based on disability. Any student requesting financial aid due to disability should call Louisiana Rehabilitation Services at 317-487-5335.

Louisiana Rehabilitation Services (LRS)

LRS is a vocational rehabilitation agency designed to assist persons with disabilities in gaining and maintaining suitable employment.

FREQUENTLY ASKED QUESTIONS

- 1. If I am not a Vocational Rehabilitation client, can you help me?**
 - a. Yes!
- 2. Does DS test for learning disabilities and AD/HD?**
 - a. No. We maintain a list of professionals in this area who test.
- 3. I have AD/HD. What services are available to me through DS?**
 - a. All services provided by DS are on an individualized basis. Consideration is given to your needs as well as documentation regarding your disability.
- 4. What are accommodations and how do I receive them?**
 - a. Accommodations are modifications or changes to limit the impact of a person's disability. In order to receive accommodations, you must be otherwise qualified for the program, provide documentation of your disability and how it impacts you in the academic environment, and how the accommodation will enable you to perform essential functions. After accommodations are determined, you are responsible for requesting your accommodations each semester. This is done by completing an intake form on the DS website. For more information, see the To-Do Checklist section.
- 5. If I register for accommodations who will have access to my documentation?**
 - a. DS staff will have access to your documentation, but your disability records are confidential. For more information, see our statement on confidentiality.
- 6. What services are potentially available for students with psychological disabilities?**
 - a. Services include counseling, academic accommodations, information, referrals, group support, academic crisis intervention, and advocacy.
- 7. If I have consideration for absences does that mean I don't have to go to class?**
 - a. No. Class attendance is extremely important. Inability to attend class may mean you are not otherwise qualified for the program. This accommodation only applies if a class is missed for disability reasons. If you miss class you are responsible for contacting your instructor and making up any missed work as soon as possible. There is a limit to the number of absences a student can incur before dropping the class becomes an issue. Each case will be determined on an individual basis.
- 8. Does DS provide tutoring?**
 - a. No. Tutoring is offered to all students through departments. You can contact DOSE or the respective department for tutoring schedules.
- 9. Who is responsible for getting the documentation I need to apply for accommodations?**
 - a. The student is responsible for obtaining and providing documentation to the coordinator of disability services. The coordinator may assist the student in facilitating the process (i.e. mailing consent forms, sending a letter of request to

the provider); however, the student must deal directly with the provider. All cost incurred is the responsibility of the student.

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

- a. Students with medical conditions are eligible for accommodations as long as the condition results in a functional limitation in a major life activity.

11. I have a learning disability. Will LSUA waive entrance requirements because of my disability?

- a. No. The University does not waive entrance requirements for students with learning disabilities.

12. Will my transcript indicate that I received accommodations?

- a. No. Your disability records are confidential and not part of your academic record.

13. I am unable to walk long distances because of my disability. What is available to me?

- a. You may be eligible for a special parking permit, which would allow you to park closer to your classes.

14. If my doctor makes accommodation recommendations, will I receive those accommodations?

- a. While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor makes these recommendations to aid in accommodation determination. The University, at its expense, may require that you be examined by a qualified professional of its choice.

15. Do I have to complete an intake form every semester?

- a. Yes. An intake form should be completed every semester. It is recommended that the form be completed at least by the third day of classes, but earlier is better.

16. Are accommodations retroactive?

- a. No. Accommodations are not retroactive. Accommodations do not take effect until the student has completed their intake with DS. Students should further give instructors at least three (3) school days' notice before use of accommodation after letters have been sent out. DS cannot require the instructor or anyone else to make changes in grades for assignments/exams given prior to notifying the instructor of the accommodations.

17. Does LSUA/DS pay for all interpreting/captioning services?

- a. Yes. LSUA/DS pays for all interpreting provided to students who are deaf or with hearing loss for both classes and some University programs.

18. How do I request an interpreter for my classes?

- a. Complete an intake form on the website, requesting services for your classes at least two (2) weeks prior to the beginning of the semester.

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

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

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

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

REGIONAL, STATE, AND LOCAL RESOURCES

Louisiana Rehabilitation Services

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

Louisiana Association for the Deaf

3112 Valley Creek Dr., Suite E
Baton Rouge, LA 70808
(225) 341-6406

Governor's Office of Disability Affairs

P. O. Box 94004
Baton Rouge, LA 70804
(225) 219-7550
disability.affairs@la.gov

Louisiana Association for the Blind

1750 Claiborne Ave.
Shreveport, LA 71103
(318) 635-6471

Southwest ADA Center

TIRR Memorial Hermann - ILRU
1333 Moursund
Houston, TX 77030
(800) 949-4232
(713) 797-7171
swdbtac@ilru.org

ADA Hotline

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

Computer Aided Interpretation

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

LATAN (Louisiana Assistive Technology Access Network)

3042 Old Forge Drive, Suite D
Baton Rouge, LA 70808
(225) 925-9500
www.latan.org

International Dyslexia Association Louisiana Branch

Nicholls State University
P. O. Box 2050
Thibodeaux, LA 70310
(225) 924-5781

NATIONAL RESOURCES

Office on the ADA

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

Equal Employment Opportunity Commission

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

Architectural & Transportation Barriers Compliance Board

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

Department of Transportation

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

Federal Communications Commission (FCC)

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

The ADA Project

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

Job Accommodation Network (JAN)

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