



Office of  
**Disability Services**

# Disability Services Handbook

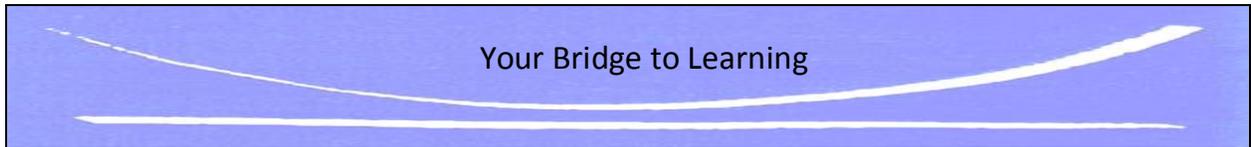
Office of Disability Services  
Student Success Center  
Louisiana State University Eunice  
Science Building, Room 145  
2048 Johnson Highway  
Eunice, LA 70535  
(Phone) 337-550-1204  
(Fax) 337-550-1268  
(Web) [www.lsue.edu/ods](http://www.lsue.edu/ods)

Dr. Althea L. Jackson, Coordinator of Disability Services/Academic Advisor  
[ods@lsue.edu](mailto:ods@lsue.edu)

Dr. Jessica J. Jones, Director of Student Success  
[studentsuccess@lsue.edu](mailto:studentsuccess@lsue.edu)

## Table of Contents

Student Success Center Mission, Vision, and Diversity Statements.....	3
Office of Disability Services (ODS).....	4
Temporary Disabilities and Pregnancy.....	7
ODS Location and Hours of Operation.....	8
Confidentiality and Release of Information.....	9
Rights and Responsibilities of Students.....	10
Rights and Responsibilities of LSUE.....	11
Eligibility for Disability Services.....	12
Disability Certification Process.....	13
Determination of Reasonable Accommodations.....	14
How to Receive Accommodations.....	16
Test Proctoring.....	17
Assistive Technology Resources.....	21
Parking/Residence Hall Accommodations.....	21
Grievance Procedure.....	22
Definitions.....	25
Acknowledgements.....	33
Appendices.....	34



# **Louisiana State University's Student Success Center's Vision, Mission, and Diversity Statements**

## ***Vision Statement***

The Student Success Center's vision is to empower students to take advantage of the resources and opportunities at Louisiana State University Eunice, in order to enrich their personal and intellectual growth. We envision a success center that creates a positive climate of respect and cooperation between adviser and student. This relationship will help maximize students' academic experience and broaden their sense of possibility for successfully completing courses and achieving academic and career aspirations.

## ***Mission Statement***

The Student Success Center monitors the retention and persistence of LSUE students toward completion of certificate, associate's degree or transfer requirements by:

- Encouraging students to develop meaningful educational plans that are compatible with their life goals.
- Providing accurate and timely information to assist students in making informed educational decisions.
- Viewing academic advising as an opportunity to teach students to use campus resources independently in order to navigate the college experience.
- Recognizing that the individual student has the ultimate responsibility for making decisions about life goals and educational plans, the academic adviser helps to identify and assess action plans and their consequences and, when appropriate, serves as an advocate for the student.
- Presenting proactive programs and information responsive to the dynamic college and University environment in which we function, and supporting Louisiana State University Eunice's core values and mission.
- Fostering resilience in students by advising them how to adapt and to grow from challenges.

## ***Diversity Statement***

The Student Success Center's services are conducted with an appreciation for and awareness of the differences that certain populations of students bring to college. We recognize that students may encounter unique challenges in higher education because of race, gender, age, social class, sexual orientation, and physical ability. LSUE's Student Success Center is committed to removing the barriers that can prevent members of underrepresented groups from achieving their academic goals in a timely and efficient manner.

### **Office of Disability Services (ODS)**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) prohibit discrimination against individuals with disabilities. Louisiana State University Eunice supports the protection available to members of its community under all applicable federal laws, including those stated above. The LSUE Nondiscrimination Policy states, "LSU Eunice adheres to the principle of equal education, employment and promotion opportunity without regard to race, creed, color, marital status, sexual orientation, religion, national origin, sex, age, mental or physical disability, or veteran's status. The University is dedicated to the philosophy of providing opportunity for full participation and representation in all segments of its operation to every individual who possesses the required training and experience" (LSUE Policy Statement, 29). The ODS exists to further this end. LSUE's statement on students with disabilities is as follows: A person with a disability is an individual "who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." Major life activities and major bodily functions or functions such as "caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, or learning. Impairments include alcoholism, blindness/visual impairment, cancer, cerebral palsy, deafness/hearing impairment, diabetes, drug addiction, epilepsy, heart disease, mental illness, mental retardation, multiple sclerosis, muscular dystrophy, orthopedic or speech problems, or perceptual handicaps, such as dyslexia or developmental aphasia."

In order to fully serve the various needs of students with disabilities, the following provisions are in effect on the campus:

1. No qualified student may be excluded from any course or any course of study solely on the basis of disability.
2. Degree or course requirements, if determined to be restrictive, will be adapted to meet the needs of qualified students with disabilities. For post-secondary education purposes, qualified students with disabilities are defined as those "who meet the academic and technical standards requisite to admission or participation in the recipient's education program or activity."
3. Prohibitive rules, such as those banning tape recorders from classrooms, are waived for qualified students.
4. Auxiliary aids must be permitted in the classroom when they are required to ensure full participation of qualified students with disabilities.
5. Alternative testing and evaluation for measuring achievement will be provided for students with impaired sensory, manual, or speaking skills (except where those specific skills are being measured).
6. Classes will be relocated to the first floor, if possible, to permit access for students with mobility impairments if such access cannot be reasonably achieved otherwise.
7. Reasonable efforts will be made to adapt special equipment or devices used in the classroom (and, in some cases, teaching techniques that rely upon the sight, hearing, or mobility of students) to individual needs and to assist qualified students in pursuing resources provided by Vocational Rehabilitation or other organizations.
8. Students with disabilities should not be counseled to consider more restrictive careers than careers recommended for non-disabled students, unless such counsel is based on strict licensing or certification requirements in a profession and is provided by a licensed counselor.

9. Individuals with disabilities may refuse special accommodated services by notifying the Disability Services Coordinator/Director explaining the revocation of services.

10. Persons with disabilities who feel they have been treated unfairly with relation to their disability may file an appeal or grievance.

In order to fully serve the needs of all members of the campus community (students, faculty, staff, and visitors), service animals will be permitted to accompany visually-impaired, physically-impaired, and individuals prone to allergic reactions and seizures in campus buildings. All other animals (excluding those used for university teaching/research) are prohibited in campus buildings.

Determining criteria and accommodative testing and procedures for students with disabilities begins with the Coordinator of Disability Services. Additional assistance is provided by Director of Student Success in the Student Success Center. It is the responsibility of the student to self-disclose by informing one of the above offices of any handicapping condition which requires accommodation or consideration under this policy. These regulations are intended to also apply to the Americans with Disabilities Act.

This policy is based on the Americans with Disabilities Act of 1990, ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

The Office's mission is to assist in creating an accessible college community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

The ODS fulfills this aim by maintaining disability-related documents, certifying eligibility for services, determining reasonable accommodations and developing plans for provision of such accommodations for students with disabilities. The ODS also assists all college departments in providing

appropriate accommodations for students in courses, programs, services, activities and facilities.

In addition to determining and facilitating federally-mandated accommodations, the ODS serves as a site for students who wish to register to vote.

## **Temporary Disabilities and Pregnancy**

A temporary disability is defined as one which is not permanent. It may be due to a broken bone, a recent surgery, non-permanent injury, pregnancy, etc. Accommodations for a temporary disability are made on a case-by-case basis and are based upon professional medical documentation provided by the student. Students with a temporary disability should contact Office of Disability Services (ODS) as soon as possible to make the request and be considered for accommodations.

### **Types of Assistance**

Services may include, but are not limited to the following:

- Extended time on testing
- Note taking assistance
- Tape recording of lectures
- Leave of absence/temporary medical withdrawal

### **Process for Receiving Accommodations (see ODS website for all forms)**

1. Student must complete and submit a Self-Identification Form.
2. Student's medical provider must complete and submit the appropriate verification form
3. Request for other accommodations such as Medical Exception Parking can be obtained in the Office of Disability Services.
4. ODS will review the submitted documentation in a timely manner and contact the student directly to discuss appropriate accommodations. Please note, accommodations cannot be approved without the required medical documentation.

Accommodations are not retroactive. Therefore, students are encouraged to work with their medical provider to obtain the necessary documentation and to meet with ODS in a timely manner. It is only after the documentation

is received and reviewed by ODS that any accommodation can be provided.

### **Non-Discrimination of Students on the Basis of Pregnancy, Childbirth and Related Conditions.**

Louisiana State University Eunice prohibits discrimination on the basis of sex in its educational programs and activities, in compliance with Title IX of the Education Amendments Act of 1972 (Title IX). Title IX prohibits discrimination on the basis of sex – including pregnancy and related conditions – in educational programs and activities that are eligible for federal funding. Students with disabilities or those who are pregnant are encouraged to contact ODS for a private discussion of their individual needs for academic accommodation. It is the policy of Louisiana State University Eunice to provide reasonable accommodations to students with documented disabilities or those who are pregnant in accordance with Title IX and American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. For more information, please contact ODS at [ods@lsue.edu](mailto:ods@lsue.edu), or at (337) 550-1204, or the Student Success Center at (337) 550-1206.

### **ODS Location and Hours of Operation**

The Student Success Center is located on the first floor of the Science Building. The ODS occupies room 145. The offices serve as space for the Coordinator of Disability Services, the ODS Testing Lab, and this is also where students and their families meet with ODS personnel. A small reference library on topics relevant to college students with learning disabilities and ADHD is housed in this office and available for student and faculty check-out.

The ODS is open Monday through Friday, 8:00am – 4:30pm. Students, parents, and prospective student families are served on a walk-in basis when possible, but are encouraged to make an appointment with the Coordinator. In order to meet with the Coordinator after 3:30 pm, an appointment must be made.

Phone: (337) 550-1204

Fax: (337) 550-1268

Email: [ods@lsue.edu](mailto:ods@lsue.edu)

## **Confidentiality and Release of Information**

The ODS is committed to ensuring that all information regarding a student is confidential as required or permitted by the law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews and case notes.

No one has immediate access to student files except the staff of the ODS (Director of Student Success, Coordinator of Disability Services, and Administrative Assistant). However, students who request services based on their documented requests acknowledge that some level of disclosure to select faculty may be necessary to provide the requested accommodations. This disclosure will occur with the student's specific written permission and the understanding that only necessary information for the purposes of accommodation will be communicated by the ODS. Certain staff members that have a legitimate need to know may also have access to such records to provide evidence supporting disability-related accommodations. Students are under no obligation to disclose a disability unless an accommodation is being requested; likewise, faculty and staff have no authority to see disability documentation without a legitimate, educational need to know. Other information in files will not be released except in accordance with federal and state laws, which require release in the following circumstances:

- If the ODS staff learns about domestic abuse or substance abuse, they are required to report it to the LSUE Cares Team.
- If, in the judgment of the ODS, a client is dangerous to himself/herself or others (suicidal or homicidal), it is the responsibility of the staff to do whatever they can to protect a person from harm, even if it means breaking confidentiality.
- If the ODS is required to present records and/or appear in court, complying with a court order means breaking confidentiality.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with a ODS staff member. ODS does not provide copies of documentation. Upon registration, students will

be encouraged to maintain a copy of the documentation. Original copies of documentation should be obtained from the originator of the documentation. ODS will retain copies 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 deleted/destroyed. When a student with a disability requests accommodations, he/she should understand that some disability-related information may be provided on a need-to-know basis to University personnel in order to 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 with ODS. Otherwise, University personnel do not have access to information regarding a student's disability.

## **Rights and Responsibilities of Students with Disabilities**

### **Students with disabilities have the right to:**

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the college,
- Equal opportunity to work and to learn, and to receive reasonable accommodations,
- Appropriate confidentiality of all information regarding their disabilities and to choose to whom information about their disabilities will be disclosed, except disclosures that are required or permitted by law, and
- Information available in accessible formats as warranted by documentation.

### **Students with disabilities have the responsibility to:**

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities,
- Identify themselves as individuals with a disability when an accommodation is needed and to seek information, counsel, and assistance within a reasonable amount of time,
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs, activities, and facilities,
- Follow procedures for obtaining reasonable accommodations, and

- **Arrange test accommodations a minimum of three weekdays prior to each test.**

## **Self-Advocacy Issues**

Students who are enrolled in a post- secondary setting have responsibilities as independent adults. Students are expected to:

- Self-identify or disclose disability to the ODS
- Provide verifying documentation to that office
- Provide medical, psycho-educational, or psychological testing as needed (cost is borne by the student)
- Arrange own weekly schedule
- Arrange own study sessions
- Arrange own transportation
- Contact professors to discuss and adopt accommodations for each class
- Arrange for and obtain own personal attendants
- Meet all the standards of conduct of the University
- Observe all rules and regulations of the University
- Meet all criteria of the courses of study, including attendance (unless attendance leniency is an approved reasonable accommodation) and grading policies

## **Rights and Responsibilities of Louisiana State University Eunice**

### **LSUE has the right to:**

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities
- Confirm disability status and receive current, relevant documentation that supports requests for accommodations or auxiliary aids and services
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations

- Deny a request for accommodations or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations and/or auxiliary aids and services
- Refuse unreasonable accommodations or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university

**LSUE has the responsibility to:**

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations and/or auxiliary aids and services for students with disabilities in course, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

**Eligibility for Disability Services**

Students meet with the Coordinator of Disability Services or the Director of Student Success to complete an intake process during which the student's expressed needs and the disability documentation are reviewed. Eligibility for services is based on a combination of the student's description of need, the thoroughness of the disability documentation, and documentation guidelines developed by the ODS. At the conclusion of the intake, an individualized accommodation plan is developed for each student and training in use of the accommodations or services is provided.

Providing documentation of disability is the responsibility of the student. In general, the less obvious the disability, the more information is required to assess a student's needs and make accommodation recommendations. Documentation should be recent, relevant and comprehensive and, where appropriate, contain test scores and interpretation (e.g. learning disability). If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation is also borne by the student.

**Note:** Pending the receipt of appropriate documentation, LSUE reserves the right to deny services or accommodations to those who fail to meet the legal and professional definitions of "disabled" in this college environment. Students who feel that they have been unfairly denied services may follow the grievance procedures described in this handbook.

## **Disability Certification Process**

Students requesting disability services are required to complete the following certification process:

- **Submit documentation of the disability from an appropriate licensed/certified professional.** A letter or summary statement will not suffice. A complete evaluation is required, dated within three years of the request for disability services. Please note that if we receive this information during the summer, we can begin preparing for your needs even before you arrive on campus. Forms for medical professionals to complete can be found here: [www.lsue.edu/ods](http://www.lsue.edu/ods)
- **Complete an intake interview with the Coordinator of ODS or Director of Student Success.** An intake interview takes about one hour during which the student will provide information about how the disability impacts his/her life functioning. The intake also provides an opportunity for the student to become acquainted with support services that are offered through Disability Services. Documentation should be submitted before the intake session. Students may make an appointment by calling 337-550-1204 or e-mailing [ods@lsue.edu](mailto:ods@lsue.edu).

- Parents may contact the ODS and request that the Coordinator/Director contact students, explain the services of the ODS, and invite them to make an appointment. However, students are responsible for further pursuing eligibility with the ODS. From elementary to high school, parents often play an active role in advocating for their children's educational needs, and rightly so. However, in college, parents shift from being the primary advocate to coaching their young adults in becoming independent self-advocates. Primary goals of the ODS are to support families as they experience this transition and to help students develop the skills they need to effectively advocate for themselves in academic life and beyond.
- At the college level, changes in the law require the student to take on the responsibility of self-identifying to the ODS, submitting proper documentation of a disability, requesting accommodations from the Coordinator/Director, discussing accommodations with faculty members, and alerting faculty and/or the Coordinator/Director if accommodations are not satisfactory.

### **Determination of Reasonable Accommodations**

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. The University is obligated to provide accommodation only to the known limitations of an otherwise qualified disabled student. To determine reasonable accommodation, staff may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities, and facilities.

Documentation required for certification of accommodations is reviewed based on guidelines that were set forth by the Americans with Disabilities Act (ADA). These guidelines are followed to provide consistency among post-secondary institutions with regard to acceptable documentation for disability certification.

Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment
- The possible accommodations that might remove the barriers
- Whether or not the student has access to the course, program, service, activity, or facility without an accommodation
- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations

## **Accommodation Request Analysis**

In reviewing accommodation requests, the following analysis is used:

1. Does the student have a disability?
2. Is the student “otherwise qualified”?
3. Did the student request an accommodation?
4. Was the request submitted in a manner consistent with established college policies and procedures?
5. Is the request reasonable and/or readily achievable?
6. Is the nature of the program or activity fundamentally altered by the provision of the accommodation?
7. Does the provision of the accommodation present an undue financial or administrative burden on the college?

**Note:** If the answer is “yes” to items 1-5 and “no” to 6-7, an accommodation should be provided. If this analysis results in a “no” to one of the questions 1-5 and/or “yes” to 6-7, then an accommodation may be denied or revised during the course of a student’s enrollment due to changes in disability status, disability documentation or program standards and requirements.

Some accommodations and services must be requested well in advance of each semester. For example, authorization for interpreter services and/or services for the blind all require students to communicate their service needs to the ODS staff well before the beginning of each semester.

Adhering to deadlines for service requests enables the University and the staff to allocate resources and provide necessary services in a timely manner.

## How to Receive Accommodations

In order to receive academic accommodations, the following steps must be completed each semester the student requests accommodations:

- **Each semester, meet with the Coordinator of ODS/Director for an Accommodation Review.** To ensure the most accurate and appropriate accommodations for each course, the student is required to meet with the Coordinator to discuss which accommodations the student will need for each course. Forms for medical professionals to complete are provided below: [www.lsu.edu/ods](http://www.lsu.edu/ods)
- **Accommodation letters are processed.** The ODS will provide the student with letters of accommodation for the student to give to instructors letting them know the accommodations for which a student is eligible to receive. Electronic accommodation letters will be sent to online instructors.
- **The student should meet with each faculty member to discuss his/her accommodations.** The student and faculty will meet privately to discuss the implementation of appropriate accommodations for the particular class.
- Students who are not yet comfortable or trained at explaining the impact of their disability to others (self-advocacy) are encouraged to meet with the Coordinator/Director to learn more about how to effectively discuss their needs with faculty members. The Coordinator/Director is also available to accompany students to these meetings during their first semester of eligibility.

NOTE: Accommodations are effective after the student submits appropriate and complete documentation in accordance with ODS documentation policies, completes the ODS registration, and has presented and discussed the accommodation letter with his/ her instructor or professor (for testing accommodations, the accommodation letter must be presented to the professors at least three business days prior to the examination date). Accommodations are not retroactive. Also, documentation required by ODS may not be sufficient at other universities or testing agencies nor may documentation from other institutions or agencies be sufficient for accommodations through ODS.

## **Test Proctoring**

### **STUDENT EXAMINATION PROCEDURES**

Students who plan on using their examination accommodations in Disability Services have the responsibility of completing the Examination Request Form (available in ODS, room 145, Science Building or Student Success Center, 146 Science Building) at least three (3) business days prior to the examination date.

Listed below are the student and instructor responsibilities in the examination procedures:

**IN ORDER TO TEST IN THE ODS LAB, THE STUDENT MUST FOLLOW THE FOLLOWING STEPS:**

1. Submit a completed Examination Request Form.
2. Submit Testing Accommodation Form (student completes information in the top portion of form) to Faculty member

Please note: All Examination Request Forms that are not received at least three (3) business days before the examination will NOT be accepted and the student will have to reschedule the examination if he/she wishes to test with ODS.

A rescheduled test MUST be approved by the faculty member in order for ODS to provide the requested accommodations.

Final examinations MUST be scheduled one (1) week prior to the examination date.

**IN ORDER TO ALLOW STUDENTS TO TEST IN THE ODS LAB, FACULTY MUST FOLLOW THE FOLLOWING STEPS:**

1. Faculty should complete the faculty section of the Testing Accommodation Form that the student submits as his/her portion of the form.

2. The faculty portion of the Examination Request Form includes: date and time examination is to be given, time allowed in the classroom for the test, instructions/materials that can be used to administer the examination and building and room the examination is to be returned to.

3. Bring the examination to 145 Science Building or email it to [ods@lsue.edu](mailto:ods@lsue.edu) before the scheduled exam date and time. Please include the Examination Request Form with the exam.

**THE FOLLOWING CHARTS CAN BE USED TO ASSIST THE STUDENT AND FACULTY MEMBER WITH EXAMINATION PROCEDURES:**

If the examination is on this day (first day listed): Student should submit examination request form no later than this day and time: (second day listed in row):

Monday-----Wednesday of the previous week by 11:59pm  
Tuesday-----Thursday of the previous week by 11:59pm  
Wednesday-----Friday of the previous week by 11:59pm  
Thursday----- Monday of the same week by 11:59pm  
Friday----- Tuesday of the same week by 11:59pm

**FINAL EXAMINATION CHART:**

If the examination is on this day: Student should submit examination request form no later than this day and time:

Monday----- Monday of previous week by 11:59pm  
Tuesday----- Tuesday of previous week by 11:59pm  
Wednesday----- Wednesday of previous week by 11:59pm  
Thursday -----Thursday of previous week by 11:59pm  
Friday----- Friday of previous week by 11:59pm

**EXAMINATION REMINDERS FOR STUDENTS AND INSTRUCTORS:**

- If the student determines he/she can take the examination in class with everyone else and does not need the accommodations or if the faculty member can accommodate them, then please write **OTHER ARRANGEMENTS HAVE BEEN MADE** on the Examination Request Form and submit to ODS.

- All examinations are monitored and are returned to the faculty member in a tamperproof envelope as soon as possible. The person receiving the examination must sign to acknowledge that the examination has been returned.
- Extended time will be calculated according to the time that the examination is scheduled to begin, (e.g., if the student shows up 10 minutes late to take his/her examination he/she will not receive an additional 10 minutes to finish their test).

Note: If a student shows up 15 minutes after the examination is scheduled, he/she will not be allowed to take the examination in ODS unless approval is given by the faculty member.

- If the student registers for a test at ODS and for some reason decides to cancel, the student must notify ODS so that the office can cancel the testing arrangements. If a student is a no show three (3) times without notifying ODS, he/she may lose testing accommodations with this office. To resume testing privileges with ODS, a student must meet with an ODS staff member.
- Instructors should not send a student's test to ODS if he/she did not receive a Testing Accommodation Form from the student.
- Please note that all tests taken in ODS, with the exception of final exams, must be completed by 4:30 p.m.

NOTE: ODS Office Hours: 8:00 am - 4:30 pm M-F, except during Finals.

FALL and SPRING Final Exams Office Hours: TBA

(ODS is ONLY open for extended hours during the FALL and SPRING FINALS. All other exams taken in ODS must be during our regular office hours as indicated above.)

Examinations should be taken at the time the class is scheduled to take the exam unless you have received prior approval from the instructor and only during ODS regular office hours.

## EXAMINATION RULES and REGULATIONS:

1. All personal belongings must be stored in the Student Success Center (146 Science Building) This includes backpacks, cell phones, laptops, etc.
2. No hats/caps, cell phones, iPads, tablets, electronic notebooks or any electronic devices will be allowed in the testing rooms during an exam.
3. No food or drinks are allowed in the examination labs unless this is an approved accommodation and is medically necessary.
4. Examination materials will be supplied by the ODS Programs Office. This includes: Blue books, pencils/pens, scratch paper, and scantrons. No other materials will be permitted in the examination labs unless otherwise specified by the instructor/professor.
5. Cameras will monitor students taking exams in the labs at all times.
6. Please take care of personal needs before taking an exam, such as going to the restroom, getting a drink of water, etc. Activity during an exam is disruptive to other students who may be entitled to a distraction-reduced environment while taking an exam. Exceptions will be made for those students who receive drink/restroom breaks as an accommodation.
7. Breaks will be permitted during final exams and are at the permission of the ODS Coordinator.
8. Cheating or the intent to cheat WILL NOT be tolerated. All incidents will be reported to the instructor/professor and to office of the Dean of Student Affairs for disciplinary review.
9. Exam time will be deducted for students who are not on time for the exam time requested. If you are more than 15 minutes late, ODS will not administer the exam and you will have to reschedule the exam and will be considered a "NO SHOW". All rescheduled exams must be done in the same procedure, by completing the Examination Request Form and the Testing Accommodation form. ODS will not reschedule exams via the telephone.

## Assistive Technology Resources

The ODS provides assistive technology hardware and software designed to support the learning of students with a variety of needs.

## Parking Accommodations

Students requiring handicapped parking as an accommodation, must provide all required documentation, meet with the coordinator, and obtain a signed form from ODS to give to LSUE's Campus Safety and Police Department (MX2 Building). This includes parking permissions related to temporary disabilities.

## Residence Hall /Campus Housing Accommodations

Students requesting residence housing accommodations must be certified with the ODS. LSUE provides support services and reasonable accommodations to students with medical and/or psychological disabilities pursuant to the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. In order to ensure the provision of reasonable and appropriate accommodations and services for students with disabilities, students requesting housing accommodations **must** complete the following steps:

- **Meet with the Coordinator/Director of ODS.** Call (337) 550-1206 or e-mail [ods@lsue.edu](mailto:ods@lsue.edu) to schedule an appointment. During your meeting, you will complete an intake interview which will take about an hour.
  - **Submit documentation of your disability directly to the ODS** (located in room 45, Science Building). You will need to submit documentation prior to your appointment so that the Coordinator/Director will have time review it before your intake. Complete the following form: [www.lsue.edu/ods](http://www.lsue.edu/ods)
1. Specification of diagnosis;
  2. Date of diagnosis;

3. Identification of the instruments and procedures used to make the diagnosis;
  4. Accounting of the “major life activities” impacted by the student’s impairment and level of severity;
  5. Description of the student’s functional limitations in a college residential setting (i.e. how does the impairment significantly limit a major life activity in a residential setting); and
  6. Recommendations regarding effective accommodations to equalize the student’s educational opportunities at the post-secondary level; and
  7. Signature of qualified evaluator who is trained to make the diagnosis and recommendations
- **Meet with the Director of Housing and Residence Life.** Call (337) 550-1410. During your meeting, you will review approved accommodations as well as residential policies.

**All of the previous steps must be completed by April 1st if you are a returning student and by August 1st if you are a new student.** This is to allow time for your request to be reviewed so that a recommendation may be made that is reasonable and appropriate based upon the intake interview and documentation. The information you provide may be shared with appropriate staff, including but not limited to Residence Life and Facility Services at LSUE, to the extent required to evaluate the request and make a recommendation. It is important to note that not all requests are determined appropriate or reasonable accommodations under ADA and Section 504. Requests submitted after this date will be reviewed but may not be able to be granted.

## **Grievance Procedure**

An individual with a disability is defined by the Americans with Disabilities Act (ADA-1990) as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. An individual with a disability should meet the essential eligibility requirements of the college to participate in its academic and extra-curricular life. The college has an obligation to provide

reasonable accommodations for an individual with a disability if that disability substantially limits access to facilities or services. Reasonable accommodations include, but are not limited to, adjustments to rules, policies, or practices and environmental adjustments such as removal of architectural, communication, or transportation barriers, or auxiliary aids and services. Reasonable accommodations do not include changes that involve a significant alteration of admission or academic curriculum requirements, actions that create an "undue hardship" on the operation of the college, or services/aids considered to be personal in nature.

## **Filing a Grievance**

### **Informal Process**

If the ODS denies a student request for accommodations due to a disability or a student has a complaint about an action that potentially violates the ADA or Section 504 of the Rehabilitation Act, the student should first engage in new or continued contact with ODS (i.e. submission of additional documentation, meeting in person, exploration of alternative options) to identify a solution. ODS will consult with faculty, staff, department directors/deans, or other college personnel involved in the dispute to understand their perspectives and solicit additional potential solutions. Every effort will be made to reach a solution informally.

### **Formal Process**

Please note that the burden of proof rests with the student filing the grievance to prove that he/she has been subject to unfair treatment and/or injustice, which has adversely affected the student's status, rights, or privileges at the college. All grievances must be filed within 90 days of the alleged injustice.

A student may file a formal grievance if the efforts to informally resolve the request for accommodations are not considered satisfactory by the student. The grievance should be submitted in writing to the Director of Student Success, who will submit the grievance to the LSUE Cares Team to evaluate. The student must describe the nature of the grievance, the accommodation requested of the University and accompanying rationale, and supporting documentation related to the condition.

The grievance should be formatted as follows:

- Date of act or decision being challenged
- Description of the alleged act or decision
- Explanation for the basis of the challenge
- Narrative explaining the chronology of the events leading up to the decision being challenged
- Description of the attempted informal resolution of the grievance
- Statement of the outcome the student is seeking

The LSUE Cares Team/Committee will meet to review the matter within 30 calendar days of receipt of the grievance. The LSUE Cares Team/Committee and student may mutually agree to postpone the proceedings to a specified date for further information gathering purposes. The committee can request witnesses, materials, and opinions related to the case as it deems necessary. The LSUE Cares Team/ Committee will make a final decision and communicate the findings in writing to ODS, faculty, or staff directly involved and to the student.

If you have been denied an accommodation, some of the reasons may include the following:

- The documentation does not meet the university's guidelines for such accommodations
- The requested accommodation is in conflict with the academic policies of the University/program
- Providing the accommodations would fundamentally alter the nature of the program, course, or activity
- The accommodation being requested is not supported by documentation
- Providing the accommodation would pose a direct threat to the student or to others
- Providing the accommodation would constitute an undue administrative or financial burden pursuant to the criteria established under the ADA and/or Section 504
- The accommodation is in opposition to the University's mission and/or educational philosophy

## **Important Definitions:**

### **PHYSICAL/MEDICAL IMPAIRMENT**

A physical impairment is defined as any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more of the following body systems:

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

### **MENTAL IMPAIRMENT**

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

### **MAJOR LIFE ACTIVITY**

(A) **IN GENERAL**- For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

(B) **MAJOR BODILY FUNCTIONS**- For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

(3) **REGARDED AS HAVING SUCH AN IMPAIRMENT**- For purposes of paragraph (1)(C):

(A) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

## **ATTENTION DEFICIT/HYPERACTIVITY DISORDER**

Attention Deficit/Hyperactivity Disorder (often shortened to attention deficit disorder or AD/HD) may make it difficult for a person with this disability to sit calmly and give a task his/her full attention. The services available are designed to aid and encourage college students with AD/HD to achieve success on a college/university campus.

### **DOCUMENTATION GUIDELINES:**

Students with Attention Deficit/Hyperactivity Disorders must provide documentation that meets the following criteria:

- The documentation must be comprehensive and current (within three (3) years prior to the students request for accommodation(s).)
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified to do so (e.g., a licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional).
- The documentation must identify an unequivocal diagnosis of a specific disability.
- The documentation must discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodation(s).
- The documentation should recommend accommodation(s) to compensate for the identified functional limitations.
- 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:**

- Note taking
- Extended time for exams
- Exams in a distraction-reduced environment
- Tape recorder

#### WHEN TO CONTACT ODS:

- To register for services.
- To request additional accommodation(s).
- When unable to work out ODS approved accommodations with faculty.
- When accommodations do not seem to be helping.
- When there is a problem. Be honest with the ODS staff and faculty. We cannot help if we do not know a problem exists.

#### **DEAF AND HARD OF HEARING**

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

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

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

#### DOCUMENTATION GUIDELINES:

- Documentation of a hearing loss is the basis for providing accommodations.
- The documentation for a hearing loss is typically an audiological evaluation. An audiogram must be included in the documentation. An audiological evaluation will indicate the presence of a hearing loss and its scope.

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

- Priority registration
- Real-time captioning
- Sign Language interpreting (ASL, PSE, and signed English)
- Cued speech transliterating
- Note taking
- Assistive listening devices (ALDs)

#### WHEN TO CONTACT ODS:

- To register for services.

- To request additional accommodation(s).
- When unable to work out ODS approved accommodations with faculty.
- When accommodations do not seem to be helping.
- When there is a problem. Be honest with the ODS staff and faculty. We cannot be of assistance if we do not know a problem exists.

## **LEARNING DISABILITY**

A learning disability (LD) may make it difficult for a person to receive information from his/her senses, process the information, and communicate what he/she knows. A LD frequently causes difficulty in reading, writing, and/or mathematics. The services offered by DS are designed to aid and encourage college students with LDs to achieve success on a college/university campus.

### **DOCUMENTATION GUIDELINES:**

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing as outlined in # 5 and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations. The following information is a guide to what must be contained in the documentation.

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

Diagnostic Interview (including history)

Aptitude – Suggested tests include:

Weschler Adult Intelligence Scale-III, IV, etc.

Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability

Kaufman Adolescent and Adult Intelligence

Stanford-Binet Intelligence Scale (4th ed.)

Achievement - Suggested tests include:

Scholastic Abilities Test for Adults;

Stanford Test of Academic Skills

Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement  
Wechsler Individual Achievement Test  
Information Processing (if applicable)

\* note: screening instruments such as the WRAT, or abbreviated testing instruments do not provide enough detailed information and may not be sufficient to determine eligibility and accommodations

The documentation should also contain the following information:

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

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

- Priority registration
- Tape recorders
- Note taking
- Extended time on examinations
- Examinations in a distraction-reduced environment
- Consideration for spelling
- Reader
- Scribe
- E-Text
- Word processor with spell-checker

## **PHYSICAL (MEDICAL) DISABILITIES**

Physical and systemic (medical) disabilities include a wide variety of disabilities that have definitive physical causes and significantly impact the

physical functioning of the student with the disability, resulting in a substantial limitation of one or more major life activities.

Students with temporary conditions (i.e., a broken arm, a broken leg, etc.) may also be eligible for services through DS. Pregnancy also constitutes as a temporary disability under Title IX, and reasonable accommodations can be made for pregnant individuals. Services are designed to facilitate access, to promote self-advocacy, and to afford students with physical and systemic disabilities the opportunity to achieve success at LSUE.

#### DOCUMENTATION GUIDELINES:

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

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

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

- Priority registration
- Extended time for examinations
- Examinations in a distraction-reduced environment
- Consideration for absences
- Frequent breaks
- Writing directly on the test, without a scantron
- Note taking
- Food and beverages in class
- E-Text

- Scribe
- Moving classes to accessible locations
- Enlarged tests
- Use of a computer
- Reader

## **TYPES OF PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITIES:**

### Mobility Impairments

Mobility impairments range in severity from limitations on stamina to paralysis.

Examples of conditions that can cause mobility impairments include:

- Amputation
- Arthritis
- Cerebral palsy
- Neuromuscular disorders
- Paralysis

### Visual Impairments

Visual impairments range in severity and limitations, depending upon the type.

### Systemic (Medical) Disabilities

Systemic disabilities are conditions affecting one or more of the body's systems.

Examples of systemic (medical) disabilities include:

- Cancer
- Chronic Fatigue Syndrome
- Diabetes
- Epilepsy/seizure disorder
- Lupus Erythematosus
- Multiple chemical sensitivity
- Seizure Disorder

### Other Physical Disabilities

Students with a wide variety of other physical disabilities, including temporary conditions, may be eligible to receive services and/or accommodation(s) as long as the physical disability has a definitive physical cause and significantly impacts one or more major life activities that affect the student's academic performance.

## **PSYCHOLOGICAL DISABILITIES**

A psychological disability is a mental impairment that results in a substantial limitation of one or more major life activities. Students with psychological disabilities often struggle with medication issues, anxiety, and other symptoms associated with their diagnosis.

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

Students who experience psychological problems that interfere with academic success should have their condition evaluated by a mental health professional. Services on campus include Mental Health Service (550-1218). Please call for further information.

### **DOCUMENTATION GUIDELINES:**

- The documentation must be comprehensive and must discuss current problems associated with the diagnosis. The documentation of psychological disabilities provided to ODS must be within six (6) months prior to the student's request for accommodation(s).
- Mental Health Professionals conducting assessments, rendering diagnoses of specific psychological disabilities, and making recommendations for appropriate accommodation(s) must be licensed by the state in which they practice (i.e., psychiatrist, psychologist, social worker, medical doctor, privileged licensed professional counselors).
- The documentation must identify a diagnosis of a psychological disorder according to the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition, (DSM-TR).
- The documentation must discuss functional limitations caused by the disability in an academic environment in which the student is requesting accommodation(s).
- The documentation should recommend accommodation(s) to compensate for the identified functional limitations.
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing 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 on examinations
- Examinations in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- Writing directly on the test, without a scantron
- Note taker

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

Internet Mental Health - [www.mentalhealth.com](http://www.mentalhealth.com)  
 National Alliance on Mental Illness - [www.nami.org/](http://www.nami.org/)  
 American Psychiatric Association - [www.psych.org/](http://www.psych.org/)  
 American Psychological Association - [www.apa.org/pubinfo/](http://www.apa.org/pubinfo/)  
 National Institute of Mental Health - [www.nimh.nih.gov](http://www.nimh.nih.gov)  
 Schizophrenia.com - [www.schizophrenia.com](http://www.schizophrenia.com)

### **ACKNOWLEDGEMENTS**

Various portions of this handbook were adapted from the following college and universities' ODS handbooks:

Louisiana State University-Baton Rouge, LA  
 Louisburg College-Louisburg, NC  
 Duke University – Durham, NC  
 Florence-Darlington Technical College – Florence, SC  
 Florida State University – Tallahassee, FL  
 Georgia Southern University – Statesboro, GA  
 Illinois State University – Normal, IL  
 Meredith College – Raleigh, NC  
 Pennsylvania State University – University Park, PA  
 University of Minnesota – Minneapolis, MA  
 University of North Carolina at Chapel Hill – Chapel Hill, NC

# Appendices

## Appendix A: Accommodations Request Form



### REQUEST FOR ACCOMMODATIONS

(TO BE COMPLETED BY STUDENT)

Student's Name:

Date of Birth:  LSUE ID Number:

Address:

Phone Number:

I am requesting accommodations because I have been diagnosed with one or more of the following disabilities which functionally impairs my ability to perform in an academic environment: (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Attention Deficit/Hyperactivity Disorder                                  | <input type="checkbox"/> Learning Disability    |
| <input type="checkbox"/> Psychological Disability  | <input type="checkbox"/> Deaf & Hard of Hearing |
| <input type="checkbox"/> Physical or Systemic (Medical) Disability (specify): <input type="text"/> |   |

In the space below, list and explain the reason for each of the accommodations you are requesting. What accommodations, if any, have you received in the past (i.e. during high school etc.) Please be as specific as possible.

## Appendix B: Schedule an Exam Form

### Schedule an Exam

1. Please fill out this form and leave it in the Testing Center (S-145) or bring it to the Student Success Center (S-146).
2. Please give the other Testing Form (Accommodated Testing Form) to your Instructor ASAP (3 days before exam)

Today's date: \_\_\_\_\_ Time: \_\_\_\_\_

Date of Exam: \_\_\_\_\_

Time of Exam: \_\_\_\_\_

Your Name: \_\_\_\_\_

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Note: \_\_\_\_\_