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DISABILITY SERVICES

VISION

In accordance with LSU's National Flagship Action Agenda, Disability Services (ODS) strives to be a nationally recognized model for providing services to students with disabilities by creating a program that promotes and supports students' self-recognition and management of their disability-related needs in an effort to help them achieve their educational, professional, and personal goals; and by educating students with disabilities, faculty, staff, other students, and the community, about disability sensitivity, awareness, and diversity.

MISSION

DS, in collaboration with other University departments, provides appropriate auxiliary aids, services, and support programs for students with disabilities in an effort to increase the quality of the learning and living environment, diversity, inclusiveness of the university and the effectiveness of programs and services that support students success. DS will continually assist students in becoming self-advocating, high achieving, and productive members of society. DS works with the LSU administration on the development and revision of policies and procedures relevant to students with disabilities. DS also serves as a resource for disability-related information for the campus community.

ROLE

DS provides intake, assessment of needs on campus, and when appropriate, facilitates the provision of auxiliary aids and services for students with disabilities who are attending LSU, the LSU School of Veterinary Medicine, and the LSU Paul M. Hebert Law Center. DS serves as a liaison between students, faculty, staff, and community agencies such as Louisiana Rehabilitation Services.

In addition, DS strives to increase awareness regarding the abilities and needs of persons with disabilities by coordinating programs and becoming involved in disability-related activities and issues. Similarly, DS also provides training for faculty and staff to assist them in gaining a greater understanding of the rationale for the various accommodations and services DS provides to students with disabilities.

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

For purposes of this document, all auxiliary aids and services will be referred to as accommodations.

ELIGIBILITY FOR SERVICES

A student is eligible for accommodations if he/she:

- is qualified for the program(s)
- is a person with a disability,
- has identified himself/herself to the University through DS, and
- has presented appropriate documentation regarding the disability to the University as required by DS (see documentation requirements) and requires accommodation(s).

NOTE: Accommodations are effective after the student submits appropriate and complete documentation in accordance with DS documentation policies, completes the DS 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 DS may not be sufficient at other universities or testing agencies nor may documentation from other institutions or agencies be sufficient for accommodations through DS.

DISABILITY LAWS IN POSTSECONDARY EDUCATION

A student with a disability is entitled by law to equal access to University programs. Two federal laws protect persons with disabilities in postsecondary education: the *Rehabilitation Act of 1973* (Pub. L. No. 93-112, as amended), the 1990 *Americans with Disabilities Act* (Pub. L. No. 101-336) and that *ADA Amendments Act* (Pub. L. No. 110-325).

THE REHABILITATION ACT

Title V of the *Rehabilitation Act of 1973* is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the *Rehabilitation Act* is a program access statute. This statute prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 (as amended) states:

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

Under Section 504, institutions are required to appoint and maintain at least one person to coordinate efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At LSU, the established office for the coordination of Section 504 compliance for students with disabilities is DS, located at 111A Johnston Hall at 225/578-5919 or disability@lsu.edu.

THE AMERICANS WITH DISABILITIES ACT (ADA) as amended by the ADA Amendments Act of 2008

The ADA is a federal, civil rights statute that prohibits discrimination against persons with disabilities. The five sections of this law include employment, public services, public accommodations and services operated by private entities, telecommunications, and miscellaneous provisions. The ADA provides additional protection for persons with disabilities in conjunction with the *Rehabilitation Act of 1973*. The ADA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities as addressed by Titles II and III, transportation is addressed under Title IV, and miscellaneous items are addressed under Title V.

THE ADA IN RELATION TO SECTION 504 OF THE REHABILITATION ACT

Institutions that receive federal funds are covered under Section 504. Universities are also covered under ADA. ADA does not supplant Section 504; however in situations where the ADA provides greater protection, ADA standards apply. Therefore, universities must adhere to both the Rehabilitation Act and the ADA.

DISABILITY DEFINITION

The ADA defines a person with a disability as a person:

- who has a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, or
- who is regarded as having a disability.

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.

ADMITTANCE TO THE UNIVERSITY

Qualified persons with disabilities must meet the University's admission standards. However, admission eligibility will be considered on a case-by-case basis to afford applicants an equal educational opportunity. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary, nor recommended, for students to disclose their disability in the application process.

Students who do not meet the University's admission standards will upon appeal be considered for admission based on an evaluation of their likelihood of success at LSU. The specific admissions criteria will be established each year by the Office of Undergraduate Admissions and/or Graduate Admissions. The admission standards can be found at <http://www.lsu.edu/paurec/#> for undergraduate admissions and [http://appl003.lsu.edu/grad/gradschool.nsf/\\$Content/Prospective+Student+Information?OpenDocument](http://appl003.lsu.edu/grad/gradschool.nsf/$Content/Prospective+Student+Information?OpenDocument) for graduate admissions. Disability Services does not have any consideration in the admissions process.

Once admitted to the University, students with disabilities requiring accommodation(s) **must** contact DS to request the specific accommodation(s) desired and provide necessary documentation.

POLICY STATEMENT 26

LSU's Policy Statement 26 (PS-26) affirms the University's commitment to equal opportunity for persons with disabilities without regard to disability in the areas of recruitment, admission, participation, treatment, or employment in the programs and activities operated and sponsored by the University. A copy of this policy is available upon request and may be accessed from LSU's Web page at <http://appl003.ocs.lsu.edu/ups.nsf/4d8b193f0753c7e48625714000672ba4/5b3c0a0c12df66b486256c250062ae50?OpenDocument>

CONFIDENTIALITY

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

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with a DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

Faculty Rights and Responsibilities

PLEASE NOTE: For those students with documented disabilities, faculty do NOT have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAVE THE RIGHT TO:

Documentation

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

Accommodations

- ◆ Expect the student to initiate accommodation requests.
- ◆ If the student is taking their tests at DS, expect DS to administer exams in a secure and monitored environment.

HAVE THE RESPONSIBILITY TO:

Accommodations

- ◆ Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same essential course expectations with appropriate accommodations as their peers. DS strongly recommends the essential functions and course expectation information be addressed on the syllabus.
- ◆ Provide accommodations only to students who are registered with DS. It is NOT your responsibility to provide accommodations to students who are not registered with DS.
- ◆ Use a syllabus statement and class announcements to invite students to disclose their needs. Syllabus statements are available via the web site under the faculty link at www.lsu.edu/disability.
- ◆ Act immediately upon getting a student's request for accommodations by contacting DS (if unsure about request) or submitting emails sent for student testing accommodations.
- ◆ If a student needs alternative media, please provide DS with syllabi, textbooks, course packets etc., well before classes begin (**5 weeks prior to the start of the semester is recommended**) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have *alternative media* needs for accommodations and instructional access will be served. Converting print materials is both labor and time intensive.

Alternative media may be print material in Braille, scanned onto discs E-text), or enlarged.

- ◆ Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the VCR equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.)
- ◆ Consider incorporating principles of *Universal Design for Learning* in your teaching. A fact sheet is available on Universal Design from DS or via www.lsu.edu/disability

Confidentiality

- ◆ Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation letters from DS or emails regarding student disability-related information in a protected location.

Communication

- ◆ Clearly communicate your testing procedures with the student and with DS by submitting the online form when requested.
- ◆ Consult with students with disabilities and DS in providing appropriate accommodations.

Student Rights and Responsibilities

STUDENTS HAVE THE RIGHT TO:

Confidentiality

Expect all disability-related information to be treated confidentially.

Accommodations

- ◆ Receive appropriate accommodations in a timely manner from faculty or DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that DS is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**
- ◆ Appeal decisions regarding accommodations and auxiliary aids. For more information, see the DS Student Handbook or visit www.lsu.edu/disability.

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

- ◆ Provide DS with appropriate documentation of the disability.

Confidentiality

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

Accommodations

- ◆ Initiate request for specific accommodations in a timely manner, preferably earlier in the semester if possible.
- ◆ Follow procedures with faculty and DS in order to get the appropriate accommodations. An Examination Request Form must be submitted for every exam taken in DS's testing lab.
- ◆ Inform DS of the materials you need in alternate format as soon as possible.
- ◆ Notify faculty/DS immediately when an accommodation is not being provided completely or correctly.
- ◆ Notify faculty/DS immediately when a decision has been made to *not* use an accommodation or the accommodation is no longer needed.
- ◆ Provide for their own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or requiring homework assistance are a student's responsibilities and not the responsibility of DS.

Communication

- ◆ Act as their own advocate. Work with coordinators on developing advocacy skills and communicating their specific needs and accommodations to faculty.

DS Rights and Responsibilities

DS HAS THE RIGHT TO:

Documentation

- ◆ Receive the appropriate documentation from the student prior to the accommodations being initiated.

Accommodations

- ◆ Expect students and faculty to work cooperatively with DS to facilitate academic accommodations.
- ◆ Deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services.
Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the college.
- ◆ Deny academic accommodations/services if appropriate documentation has not been provided.

DS HAS THE RESPONSIBILITY TO:

Documentation

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

Confidentiality

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

Accommodations

- ◆ Administer examinations as directed by faculty through the online ~~testing~~ Examination Request Form in a secure and monitored environment.
- ◆ Provide appropriate accommodations in collaboration with faculty and student.
- ◆ Provide print materials in accessible format once faculty and student Have identified themselves.

Communication

- ◆ Communicate procedures clearly to the student and faculty.

Advocacy

- ◆ Assist students with disabilities in understanding their strengths and functional limitations.
- ◆ Provide them with skills to become self-advocates.

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 DS:

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

NEW STUDENTS:

AD/HD documentation guidelines are available in DS (111A Johnston Hall) and online at www.lsu.edu/disability. Please contact the DS at 225/578-5919 or disability@lsu.edu for more information.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with an DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

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 DS:

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

NEW STUDENTS:

Orientation is held each fall semester for deaf and hard of hearing students to meet the LSU Communication Facilitators (CF). In addition, this is an opportunity for students to learn about resources available on campus.

STUDENT TIPS FOR USING A COMMUNICATION FACILITATOR (CF):

- On the first day of class, or in any new situation, the student should identify him/herself to the CF.
- Let the CF know what method of communication is preferred at the beginning of the semester to avoid misunderstandings.
- Sit in a place that provides the best distance, lighting, background, and angle for seeing the CF and near an electrical outlet if using a laptop.
- If a student has a question during class time, the student should raise his/her hand and ask the instructor/professor. The student should not try to talk to the CF during class time. The CF cannot listen to the faculty member, interpret/caption, and understand what the student is saying at the same time. Students should not sign/cue anything they do not want voiced in the class.
- Personal conversations with the CF should not occur during class time.
- If a student has difficulty understanding the CF, discuss it initially with them. If this does not solve the problem, then notify the Coordinator for Deaf and Hard of Hearing.
- Students should notify the Coordinator for Deaf and Hard of Hearing if:
 - He/She is planning to be absent or miss a class.
 - His/Her class is cancelled.
 - There will be a video or film shown in class.
 - He/She will be making a presentation in class.
- If a student does not show up for class, the CF will leave the class 10 minutes after the class starts.

TUTORING SERVICES:

A CF can be provided to deaf and hard of hearing students for all tutoring, review sessions, and study groups. However, requests for this accommodation **must** be made to Coordinator for Deaf and Hard of Hearing Services the at least 24 hours in advance.

EXAMINATION ACCOMMODATIONS:

Additional time for examinations may be provided as an accommodation to deaf and hard of hearing students who are not native/fluent users of English in order to compensate for their language processing time. In addition, some deaf and hard of hearing students may require their tests to be interpreted by a sign language interpreter when English comprehension and/or expression is not being tested. A distraction-reduced environment may also be required as a testing accommodation for deaf and hard of hearing students.

DEAF and HARD OF HEARING STUDENT RESPONSIBILITIES:

CF services involve significant financial expenditures. Students receiving this service must adhere to the following procedures:

- Students with hearing impairments must submit a written request for a CF on the "blue" Semester Accommodation Letter Request Form also referred to as a "Blue Form" prior to the beginning of the semester.
- If a student is unable to attend class, 24-hour notice to DS is required unless the absence is due to illness or an emergency.
- Students should immediately notify DS in writing if a CF is unsatisfactory (i.e., unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.).
- If a student needs to request a CF for additional University functions (other than normal class times), a Communication Facilitator Request Form must be filled out and returned to the Coordinator for Deaf and Hard of Hearing at **least** 24 hours in advance.

NO SHOW POLICY

If CF services have been requested and the student knows that he/she will be unable to attend class, the student should provide DS with **at least 24 hours advance notice** so that the CF can be informed. In some situations, students may not be able to provide 24 hours notice, however, any advance notice is appropriate.

Failure to provide any advance notice is considered a "no show." To give advance notice a student may:

- Call the office at 225/578-2600 and leave a TTY message,
- Contact the Coordinator for Deaf and Hard of Hearing at 225/578-4913(V) and speak either in person or leave a message (VOICE ONLY),
- E-mail the Coordinator for Deaf and Hard of Hearing at jsbourg@lsu.edu.
- Send a text message to the Coordinator at Jennienbr@tmail.com.

Failure to provide notice will result in the following actions:

- 1) **First "no show":** Formal Warning
- 2) **Second "no show":** 2nd Formal Warning
- 3) **Third and subsequent "no show":** Services will automatically be temporarily placed on hold and a letter or e-mail will be sent to the student informing the student of the policy, appropriate procedures and to inquire if they wish to continue receiving interpreting or captioning services. Services will remain on hold until the student makes an appointment and meets with the Coordinator for Deaf and Hard of Hearing to discuss the situation and inform the Coordinator of their wish to continue receiving services.

EXCEPTION TO THE "NO SHOW" POLICY:

If three (3) or more "no-shows" occur within the same two-week period, services will automatically be placed on hold **with no warning** and a letter or e-mail will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain on hold until the student makes an appointment with the Coordinator for Deaf and Hard of Hearing to discuss the situation and inform the Coordinator of their wish to continue receiving services.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with an DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

COMMUNICATION FACILITATOR REQUEST FORM

LSU, Disability Services,
Communication Facilitator Request Form

Student's Name: _____ Today's Date: _____

I am requesting (circle one): **Captionist** **Interpreter** **Transliterater**
(C-Print™) (ASL, PSE) (Cued Speech)

Event Information

Date(s): _____

Time Begin: _____

Time End: _____

Location (Building & Room Number): _____

Name of Event: _____
(ex. study group, student organization meeting, tutoring, teacher meeting etc.)

Preference of Communication Facilitator:
(optional)

1. _____

2. _____

3. _____

You must fill out your preferences, otherwise the Coordinator for Deaf and Hard of Hearing will make a choice for you.

Make sure that all information is complete before submitting this form.

I understand that it is my responsibility to cancel this request for services if these services are not needed and provide at least 24 hours notice. In addition, I understand that an attempt to provide a preference of communication facilitators will be made. However, Disability Services will make the final scheduling determination.

Student Signature

FOR OFFICE USE ONLY

Date and Time Request Received: _____

Communication Facilitator(s) Assigned: _____

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-IV-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-IV

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 LSU?

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

WHEN TO CONTACT DS:

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

NEW STUDENTS:

LD documentation guidelines are available in DS. For further information, please contact DS at 225/578-5919 or disability@lsu.edu.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with an DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

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. 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 LSU.

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
- Enlarged tests
- Use of a computer
- Reader

- Scribe
- Moving classes to accessible locations

WHEN TO CONTACT DS:

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

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.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with an DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

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 (578-8774) and Psychological Services (578-1494). 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 DS 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

WHEN TO CONTACT DS:

- To register for services.
- To request additional services.
- When unable to work out DS approved accommodations with faculty.
- When accommodations do not seem to be helping or the psychological condition has worsened.
- When there is a problem. Be honest with the DS staff and faculty. We cannot be of assistance if we do not know a problem exists.

NEW STUDENTS:

Students should attend orientation to familiarize themselves with LSU's policies and procedures.

Note: Students with disabilities have a right to review their files. This can be arranged by scheduling an appointment with an DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will scan documentation to create an electronic student file. The original hard copy of the documentation will then be destroyed. 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. DS will retain an electronic copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be deleted. 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 DS. Otherwise, University personnel do not have access to information regarding a student's disability.

WEBSITES FOR MENTAL HEALTH AND ACCOMMODATION INFORMATION:

Internet Mental Health - www.mentalhealth.com

National Alliance for Mentally Ill - www.nami.org/

American Psychiatric Association - www.psych.org/

American Psychological Association - www.apa.org/pubinfo/

Mental Health InfoSource - www.mhsource.com

Boston University, Center for Psychiatric Rehabilitation - www.bu.edu/sarpsych/index.html

National Institute of Mental Health - www.nimh.nih.gov

Schizophrenia.com - www.schizophrenia.com

Bazelon Center for Mental Health Law (ADA Act) - www.bazelon.org/ada.html

INDEPENDENT STUDY

Students with disabilities who are enrolled or will be enrolling in an Independent Study course and are not currently registered with Disability Services need to complete and submit the Independent Study Accommodation Packet. This packet requires students to complete a Request for Accommodations Form and to submit disability-related documentation according to DS documentation guidelines. Documentation forms for all disability types are included in the packet.

Please note the following:

- Accommodations approved may be different than those received in high school or other colleges/universities.
- It is the students' responsibility to ensure that all required documentation has been received in sufficient time for documentation to be reviewed so that accommodation(s) can be approved and implemented prior to the need for the accommodation.
- Accommodations are not retroactive.
- For each subsequent Independent Study course taken, students need to contact DS to request that a new accommodation letter be sent to the Office of Independent Study. (If you are requesting new accommodations, additional documentation may be required.)

Students currently registered with DS need to contact the appropriate coordinator to notify them of their Independent Study course and discuss accommodations for the course. A separate accommodation letter will be sent directly to the Office of Independent Study.

Documentation Guidelines

Documentation guidelines will consist of two parts. Part I **MUST** be completed by the appropriated evaluator as designated on the different documentation forms. Part II **MUST** be completed by the student. Both parts are necessary before the registration process can occur.

* **note:** for students who are Deaf & Hard of Hearing, an audiogram will substitute for Part I of the required documentation.

**PART I
TO BE COMPLETED BY EVALUATOR**

**LSU, Disability Services
ATTENTION DEFICIT/HYPERACTIVITY DISORDER
(AD/HD) DOCUMENTATION REQUEST FORM**

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

LSU ID: _____

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

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

To facilitate the gathering of such critical information, please respond to the following and return to LSU, Disability Services.

1. Diagnosis (as diagnosed by the DSM-IV): _____

2. If you have a formal evaluation, please attach it.

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

4. Provide a summary of the student's educational, medical, and family history that may relate to AD/HD (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction): _____

5. What medication(s) have been prescribed? _____

6. Describe the student’s functional limitations in an educational setting: _____

7. Please indicate the **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student’s educational opportunities at LSU?

Please check all that apply: ___ extended time (1.5x) ___ distraction-reduced environment
 ___ volunteer note taker

Please note: If any other accommodations are being requested, additional documentation WILL BE REQUIRED.

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

Qualified Professional’s Signature: _____
Printed Name & Title: _____
Daytime Telephone Number: _____
Address: _____
Date: _____

**PART I
TO BE COMPLETED BY EVALUATOR**

**LSU Disability Services
LEARNING DISABILITY
DOCUMENTATION GUIDELINES**

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

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

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing 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-IV**)
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 **MUST** be included in the documentation.

Diagnostic Interview (including history)

Aptitude -**Suggested tests include:**

Weschler Adult Intelligence Scale-III
Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
Kaufman Adolescent and Adult Intelligence
Stanford-Binet Intelligence Scale (4th ed.)
Achievement –Suggested tests include:
Scholastic Abilities Test for Adults;
Stanford Test of Academic Skills
Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
Wechsler Individual Achievement Test
Information Processing (if applicable)

***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 diagnosis with the approximate date of onset
8. Describe the student's functional limitations in an educational setting:
9. Please indicate the **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at LSU?

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

**PART I
TO BE COMPLETED BY EVALUATOR**

LSU, Disability Services
**PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITY
DOCUMENTATION REQUEST FORM**

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

LSU ID: _____

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

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

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

To facilitate the gathering of such critical information, please respond to the following and return to LSU, Disability Services.

3. Diagnosis _____

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

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

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

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

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

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

Qualified Professional's Signature: _____
Printed Name & Title: _____
Daytime Telephone Number: _____
Address: _____
Date: _____

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

**PART I
TO BE COMPLETED BY EVALUATOR**

**LSU Disability Services
PSYCHOLOGICAL DISABILITY DOCUMENTATION
REQUEST FORM**

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

LSU ID: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from Disability Services. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, University Policy requires that a **Qualified Professional** provide current and comprehensive documentation. A qualified professional is a licensed mental health professional *who is not a family member of the student*. **IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 6 MONTHS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM DISABILITY SERVICES.**

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

To facilitate the gathering of such critical information, please respond to the following and return to LSU, Disability Services.

1. Diagnosis: _____

2. Date of Diagnosis: _____

3. Date of Last Contact with Student: _____

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

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

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

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

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

class notes consideration for absences no scantron

reader scribe

other _____

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

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

**PART II
TO BE COMPLETED BY STUDENT**

Request for Accommodations

Student's Name _____

Student's LSU ID Number _____

Student's Date of Birth _____

Home Address _____ Phone _____

_____ Email _____

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

- | | |
|---|------------------------|
| Attention Deficit/Hyperactivity Disorder | Learning Disability |
| Psychological Disability | Deaf & Hard of Hearing |
| Physical or Systemic (Medical) Disability (specify) _____ | |

In the space below and on the back of this sheet, list and explain each of the accommodations you are requesting. Please be as specific as possible. [For example, if one of your requests is extended time for exams, specify the amount of additional time (e.g.1.5x)].

Signature of Student: _____ Date _____

We recommend that you maintain copies of your documentation for your records.

GENERAL TIPS FOR ALL STUDENTS WITH DISABILITIES

DO AN HONEST SELF-EVALUATION.

- Identify strengths and weaknesses. Use this information to develop a strategy (i.e., students with difficulty concentrating should not schedule classes back to back and should not schedule classes that are three (3) hours long.)
- Take classes at the time of day when most alert.

MANAGE TIME WISELY.

- Expect to spend 10 hours per three (3) credit hours each week studying and preparing for class. Remember success is largely dependent on effort.
- Use a calendar to keep track of classes, tests, and due dates.

BE PREPARED.

- Get to class early in order to find a seat where he/she is most comfortable.
- Have necessary materials - paper, pens, text book, highlighter, etc..
- Preview the material to be covered in class.
- Review each class lecture at the end of the day.
- Study frequently, in short periods of time, versus cramming.
- Do not work if at all possible.
- Use a tape recorder or note taker (if it is an accommodation or approved by faculty member) to help "fill in the blanks" of class lectures.

TAKE CARE OF ONESELF.

- Eat nutritious, balanced, and regular meals.
- Get enough sleep.
- Take medications as prescribed.
- Keep in touch with support people.
- Know and obey the law related to alcohol and drugs.
- Practice safe sex.
- Exercise when possible.
- Be aware of surroundings at all times.

ALLOW TIME FOR FUN.

Like a battery, the body needs to recharge. Once it does, the ability to function improves.

WHAT TO DO WHEN...

TIME TO SCHEDULE

- Students receiving priority registration will be notified as to when scheduling begins.
- If only requesting priority registration for the next semester, an online Request Accommodation Letter Request Form (RALF) **must** be filled out no later than one (1) week before priority registration begins.
- For students requesting E-text from DS, please contact the DS Programs Office as soon as a final schedule is made.
- For students needing classes moved to an accessible location, interpreter/captionist services, E-text, Braille and tables put in classrooms, notify DS as soon as possible **(at least three (3) weeks before fee bills are to be printed)** so there is ample time to make these arrangements.

THE FIRST DAY OF CLASS

- Print Accommodation Letters from the DS website at www.lsu.edu/disability.
- Arrive early to secure the best possible seating.
- For students using interpreters or captionists, save them a seat.
- Get copies of syllabus, outlines, required texts, and faculty's office hours. Organize each class syllabus, outlines, notes, and calendar in a notebook.
- For students coordinating their own note taking services, secure a note taker and give them the Note Taker Information Form. Once the Note Taker has the form, he/she will:
 - Go to our website, www.lsu.edu/disability,
 - Click on Note Taker Information Form. (This will force the note taker to log into PAWS)
 - Once there, They will need to enter the student code located on the bottom of the Note Taker Form. They will then be prompted to complete a form to sign-up as your note taker. When they submit the form, both you and the note taker will receive emails with each other's email address. You will need to contact the note taker to work out arrangements for getting the notes.
- For students who do not wish to coordinate their own note taking services, please provide the faculty member the Note Taker Information Sheet and allow him/her to make the announcement to the class.
- If a note taker cannot be found, contact DS.
- Provide the note taker with carbonless paper, if preferred. Carbonless paper is available for free in the Programs Office located in B22 Johnston Hall.
- The student should identify themselves to faculty, preferably during office hours, to discuss their accommodations as indicated on the letters printed through the DS website.

- Give faculty a copy of the **Accommodation Letter** as early during the semester as possible but no later than three (3) business days prior to the examination date. This letter will explain the Accommodation(s) needed (i.e. time and a half, reader, etc.)
- If you are taking computer-based testing in any testing lab besides the one in DS, please keep a copy of your Accommodation Letter to present to the lab staff.

DURING THE SEMESTER

- Make appointments to talk with instructors to monitor notes and progress. Do this at least once before an exam and again after the exam.
- If disability-related problems arise, please report them to DS as soon as possible.

AT MID-TERM

- Students receiving a grade report **should be absolutely sure that he/she is in every class listed on that report.** Students doing poorly in school for disability related reasons, should see their DS Coordinator.
- Make sure to get advised to remove all "holds" that may affect you being able to register for classes.
- Students who have more than three (3) final examinations in a twenty-four (24) hour period, can make arrangements with their instructors to have one test moved. This must be taken care of no later than the last day to drop/resign from the University.

PRIOR TO FINAL EXAMINATIONS

- Check final examination schedule and submit required examination forms online one week prior to the examination date. There will be absolutely NO exceptions made during the final examination period.
- Talk with faculty to find out if they foresee any problem in administering final examinations.
- **THANK** the faculty for their assistance.

SAMPLE ONLINE REQUEST ACCOMMODATION LETTER FORM (RALF)

http://paws005.lsu.edu/pwstrans.nsf/desktop?openagent&default=http://appl010.lsu.edu/stu/ods/od - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Media Print Mail

Address http://paws005.lsu.edu/pwstrans.nsf/desktop?openagent&default=http://appl010.lsu.edu/stu/ods/odsforms.nsf/OpenDatabase?OpenAgent&Form

Susie's Desktop


[Mail Account](#)
[Address Book](#)
[Paws Page](#)
[TigerBytes](#)

LOGOUT

- ▶ Personal Preferences
- ▶ Directory Information
- ▶ Campus Community
- ▶ Computing Services
- ▶ Employee Resources
- ▶ Library Resources
- ▶ Financial Services
- ▶ Planning Resources
- ▶ Registration Services
- ▶ Instructional Support
- ▶ Student Services

[Public Applications](#)

[Site Map](#) [Help](#)
[News](#) [FAQ](#) [Feedback](#)
[LSU Home](#)



Created: 09/07/2004 08:45:33 AM

:: Disability Forms ::

Administration
[Users](#) | [Disabilities](#) | [Student Accommodations](#) | [Email Groups](#) | [Options](#)

Accommodation Letter Request Form

Name: Susie, Cute
SSN: 555-44-3210
Date: 09/07/2004

Local Mailing Address:

City:

State:

Zip:

Phone Number:

Email:

Number of classes: (This Semester)

Attention Deficit Disorders (AD/HD)
 Deaf and Hard of Hearing
Disability: Learning Disability (LD)
 Physical
 Psychological

- I understand if I am requesting new accommodations, I must meet with my advisor prior to having these accommodations approved.
- I understand that Accommodation Letters should be given to my instructor at the beginning of the semester. Letters must be given to instructor prior to receiving accommodations.
(Accommodations are not retroactive.)
- I understand that if I am testing in the office of Disability Services, a completed testing form signed by myself and my instructor must be submitted to the Office of Disability Services three(3) days prior to each exam (please refer to the chart on the bottom of the testing form.) I also understand that during finals, I am encouraged to have the testing request forms submitted at least one (1) week in advance.
- I understand that I am responsible for following the Office of Disability Services policies and procedures outlined in the Office of Disability Services Student Handbook and that failure to comply with these policies and procedures may result in my not receiving accommodations.
- I understand that if I request note taking services through the Office of Disability Services, my e-mail address will be posted in the Note Taker Packet. (If this is a problem, please speak with your ODS advisor.)

I agree to and understand the conditions stated above.

Alternative Format

Disability Services provides a variety of alternative formats upon request for registered students with disabilities.

Braille

Braille is an alternative format which is provided to students with visual impairments who can read Braille and specifically request materials in Braille. Students should request materials to be converted to Braille as early as possible as it can take several days to several months to convert materials into Braille depending upon the material being converted.

Enlarged Text

Enlarged Text is an alternative format which is provided to students with visual impairments and other disabilities who can require a larger print to read the material. Students should request materials to be enlarged as early as possible as it can take several days to several months to enlarge text depending upon the material being converted.

E-Text Policy

E-text is an alternate format of converting textbooks into an electronic text format (usually a text .pdf document) and placed onto CD's.

E-Text Request Forms are located at www.lsu.edu/disability under Forms. Each student who receives this accommodation and wishes to utilize it should submit a request form as soon as their schedule is finalized. Converting print materials is both labor and time intensive.

ALL STUDENT'S ARE REQUIRED TO SHOW PROOF OF PURCHASE OF ANY TEXTBOOK BEING CONVERTED TO E-TEXT!

Note: Students should allow approximately two (2) weeks for receipt of CD's. Submission of syllabi for courses with designated assigned readings will facilitate timely receipt of recorded textbooks.

*Note: Students may obtain tapes directly through Recordings for the Blind and Dyslexic (RFB&D). Information about obtaining tapes directly from RFB&D is provided by DS in 22 Johnston Hall or students can call 225/578-2614. Students may contact RFB&D directly by telephone 800/221-4792 or via the RFB&D website at www.rfb.org. RFB&D is an independent organization separate from LSU. *Students should allow approximately six (6) weeks for receipt of tapes.**

**DS does not provide Books on Tape anymore unless there are extraordinary reasons otherwise.

Other

As technology and the needs of students change, other alternative formats can be requested and will be considered as an accommodation. All requests for materials in another alternative format should be made by scheduling an appointment with a coordinator in Disability Services to discuss the need for accommodation and the alternative format being requested.

NOTE TAKING

Students qualifying for a note taker as an accommodation have two options:

Option 1- Students may give a Note Taker Form to the student of their choice or

Option 2- Students may give a Note Taker Form to their professor/instructor to have an announcement read to the class.

All students requesting a note taker must follow the procedures listed below.

Step 1. If the student chooses to have the professor/instructor read an announcement, please make sure to give them the Note Taker Form.

Step 2. Note takers must sign up at www.lsu.edu/disability --> Forms --> Note Taker Information Form. Note Taker's will need the Note Taker form from the student that contains a student code. A STUDENT CODE MUST BE ENTERED IN BEFORE SIGNING UP. Note Takers must enter in all needed information. Once the Note Taker Information is submitted, an email will be sent to the note taker and student with disabilities informing them of each other's email addresses. Note takers must also indicate on this form which type of compensation they are requesting.

Step 3. A Student Verification Form will be on the DS website for you to sign in and submit. This form must be submitted by the indicated date or the note taker will not receive the type of compensation that was indicated on the Note Taker Information Form.

Note: If you are not receiving notes in a timely manner or the notes that you are receiving are inadequate, please contact the DS Programs Office at 225/578-2613 or odstests@lsu.edu.

STUDENT EXAMINATION PROCEDURES

Students who plan on using their examination accommodations in Disability Services have the responsibility of completing the Examination Request Form online at www.lsu.edu/disability 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 DS LAB THE STUDENT MUST FOLLOW THE FOLLOWING STEPS:

1. Go to www.lsu.edu/disability and under **Forms**, there will be a link to the **Examination Request Form**. Click on the examination request form and complete the ENTIRE form at least three (3) business days prior to the exam. Click on **Submit**. This will send a copy of the Examination Request Form to DS and also a copy to faculty. Faculty will then complete his/her part and submit the form to DS.
2. 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 wish to test with DS. A rescheduled test MUST be approved by the faculty member in order for DS 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 DS LAB FACULTY MUST FOLLOW THE FOLLOWING STEPS:

1. Faculty should complete the faculty section of the Examination Request Form that will be emailed to them once the student submits their 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. Print out the Examination Request Form before submitting the completed Faculty section of the Examination Request Form.
4. Bring the examination to 22 Johnston Hall, email it to odstests@lsu.edu, or fax it to 578-2615 by the scheduled exam date and time. If you bring the examination to 22

Johnston Hall, please attach a copy of the Examination Request Form paper to the front of 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:	Student should submit examination request form no later than this day and time:
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
Saturday	Saturday 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 click on OTHER ARRANGEMENTS HAVE BEEN MADE on the Examination Request Form and submit.
- All examinations are monitored and are returned to the faculty member in a tamper-proof 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 DS unless approval is given by the faculty member.**
- If the student registers for a test at DS and for some reason decides to cancel, the student must notify DS so that the office can cancel the testing arrangements. If a student is a no show three (3) times without notifying DS, he/she may lose testing accommodations with this office. To resume testing privileges with DS, a student must meet with an DS staff member.
- Instructors should not send a student's test to DS if he/she did not receive an e-mail requesting verification of examination information.
- **Please note that all tests taken in DS, with the exception of final exams, must be completed by 4:30 p.m.**

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

FALL and SPRING Final Exams Office Hours: 7:30 am - 9:00 pm M-F & 7:30 am - 6:00 pm on Saturday.

(DS is ONLY open for extended hours during the FALL and SPRING FINALS. All other exams taken in DS must be during our normal 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 DS office hours

EXAMINATION RULES and REGULATIONS

1. All Personal belongings must be stored in B22 Johnston Hall. This includes backpacks, cell phones, pagers, etc.
2. **No hats/caps, cell phones, MP3 players 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 Programs Coordinator.
8. Cheating or the intent to cheat **WILL NOT** be tolerated. All incidents will be reported to the instructor/professor and to Student Advocacy and Accountability in the Office of Dean of Students 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 online Examination Request Form. ODS will not be allowed to reschedule exams via the telephone.

SAMPLE EXAMINATION REQUEST FORM

Disability Services
Testing's Mail Desktop
Mail

Expand All | Collapse All

- ▶ Campus Community
- ▶ Computing Services
- ▶ Instructional Support
 - Site Map
 - Help
 - News
 - Feedback
 - LSU Home

:: Disability Forms ::

[Accommodation Letters](#) | [Examination Requests](#) | [Note Taker Forms](#)

Administration
[Users](#) | [Disabilities](#) | [Student Accommodations](#) | [Email Groups](#) | [Options](#)

Examination Request Form

Student
Student Name: Disability Services Testing
LSU ID: --
Date: 05/27/2008
Phone Number: 555-5555
Email: odstests@lsu.edu
Class Name: BIOL 1000 (For Example: BIOL 1000)
Section Number: 001

Is Final Examination: Yes No

NOTE: The Office of Disability Services considers any exam taken during the week of finals to be a final exam and must be scheduled as a final exam at least 1 WEEK prior to the exam date.

Computer Based: Yes No

Rescheduled Exam: Yes No

Instructor Name:

[Find Instructor](#)
Click on "Find Instructor" to find your instructor.

Instructor Phone:

Date ODS is to give examination: [Click Here to Select Date](#)

Time ODS is to give examination:

<input type="checkbox"/> 08:00 AM	<input type="checkbox"/> 10:30 AM	<input type="checkbox"/> 01:00 PM
<input type="checkbox"/> 08:10 AM	<input type="checkbox"/> 10:40 AM	<input type="checkbox"/> 01:10 PM
<input type="checkbox"/> 08:30 AM	<input type="checkbox"/> 11:00 AM	<input type="checkbox"/> 01:30 PM
<input type="checkbox"/> 08:40 AM	<input type="checkbox"/> 11:10 AM	<input type="checkbox"/> 01:40 PM
<input type="checkbox"/> 09:00 AM	<input type="checkbox"/> 11:30 AM	<input type="checkbox"/> 02:00 PM
<input type="checkbox"/> 09:10 AM	<input type="checkbox"/> 11:40 AM	<input type="checkbox"/> 02:10 PM
<input type="checkbox"/> 09:30 AM	<input type="checkbox"/> 12:00 PM	<input type="checkbox"/> 02:30 PM
<input type="checkbox"/> 09:40 AM	<input type="checkbox"/> 12:10 PM	<input type="checkbox"/> 02:40 PM
<input type="checkbox"/> 10:00 AM	<input type="checkbox"/> 12:30 PM	<input type="checkbox"/> 03:00 PM
<input type="checkbox"/> 10:10 AM	<input type="checkbox"/> 12:40 PM	

NOTE: ODS Office Hours: 8:00 am - 4:30 pm M-F, except during Finals.
 Final Exams Office Hours: 7:30 am - 9:00 pm M-F & 7:30 am - 6:00 pm on Saturday.

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 office hours.

Accommodations:

- Extended Time
- Use of a Computer
- Reader
- Scribe
- Distraction-Reduced Environment
- Enlarged Examination
- Tape Recorder
- Other

 Chart for when Examination Request Forms must be submitted online:
Examination Date: **Submission Date:**

Monday	-->	Wednesday of previous week
Tuesday	-->	Thursday of previous week
Wednesday	-->	Friday of previous week
Thursday	-->	Monday of same week
Friday	-->	Tuesday of same week

**FINAL EXAMINATION REQUESTS MUST BE SUBMITTED AT LEAST 1 WEEK PRIOR TO THE EXAMINATION DATE AND TIME TO ENSURE DATE OR TIME REQUESTED.

05/27/2008 09:39:25 AM

ASSISTIVE TECHNOLOGY

Disability Services maintains an assistive technology lab which is located in room 28 Johnston Hall. The lab contains a variety of assistive technology as listed below. The lab is primarily used for as an assistive technology examination lab. However, use of the lab is not limited to examination purposes only. Students who want to use the lab must schedule with the DS Program Office in room 22 Johnston Hall. In addition, the university is in the process of putting assistive technology in all of the Technology Fee supported public access labs on campus. Having the assistive technology in the public access labs provides students with disabilities greater access to assistive technology in location and time. The following is a list of assistive technology software that is available for through DS.

DUXBURY BRAILLE TRANSLATOR

Duxbury Braille Translator (DBT) is braille translation software for individuals who are blind and use braille. DBT provides translation and formatting facilities that automate the process of conversion from regular print to braille and vice versa. Additionally, it provides software facilities for working directly in both braille and print.

JAWS FOR WINDOWS

JAWS for Windows is a computer screen-reader application for individuals with visual impairments and LDs.

MAGIC

MAGIC (Magnification in Color) is screen magnification software that enlarges a computer screen from 2 to 20X. MAGIC is used for individuals with visual impairments.

TEXTHELP! READ & WRITE

Read & Write is designed to stimulate motivation, promote learning, and achieve results for individuals with LDs. Within the educational word processor is a phonetic spell-checker.

GRIEVANCE AND APPEAL PROCEDURES

APPEALING ACCOMMODATION(S) DETERMINED BY DS

Any student who disagrees with the academic accommodation(s) or other services that have been determined should first speak to a DS staff member. The student should express his/her concerns and be prepared to offer alternative solutions. If, after consulting with his/her DS staff member, the student is still not satisfied regarding the proposed accommodation(s) or the provision of accommodation(s), the student should speak with the direct supervisor of the staff member. If the student is still not satisfied with the proposed or provided accommodation(s), the student may file a formal grievance. The University's Policy Statement 26 (PS-26), Policy on Persons with Disabilities, includes the process for filing a formal grievance.

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

GRIEVANCES WITH OTHER LSU DEPARTMENTS OR PROGRAMS

It is the practice of DS that issues concerning accommodation(s) of students with disabilities in academic and other programs/activities be resolved between the student requesting the accommodation and the University employee representing the department within which the academic program or service is located. Students should then report the grievance to an DS staff member. If the student believes that all efforts to resolve the complaint have proven unsuccessful, he/she may file a formal grievance. PS-26 includes the process for filing a formal grievance.

In addition, University Policy Statement, PS-48 outlines procedures to be followed when filing an appeal of any University regulation, rule, policy, or decision made by University personnel. In all cases, students must follow University grievance procedures prior to contacting any outside agency (i.e. the Office of Civil Rights or the Department of Justice).

FINANCIAL ASSISTANCE

DS does not provide or award tuition scholarships or financial aid based on disability. Any student requesting financial aid due to disability should call Louisiana Rehabilitation Services (LRS) at (225) 295-8900.

ROTARY CLUB SCHOLARSHIP

Rotary Club Scholarship, Inc., a scholarship for students with physical disabilities, is awarded through the DS.

Primary criteria to determine eligibility are as follows:

- Students must have completed at least one semester at LSU before being eligible for consideration. First-semester freshmen or transfer students are not eligible.
- Students must be enrolled in at least six (6) hours (graduate or undergraduate) at LSU during the semester of application. Any hours taken through correspondence or independent study cannot be counted toward the six (6) hours total.
- Students must have a documented physical disability and be registered with DS. The physical disability may include, but is not limited to: visual, mobility, hearing impairment, stroke, diabetes, head trauma, etc. Processing, psychological, or learning disabilities are not considered physical disabilities.
- Students must be in good academic standing with the University.
- Students on academic probation are not eligible.
- Students may not be employees of the University, unless they are student workers.

Secondary criteria include:

- Incurred extra expenses directly due to a disability.
- Strong academic achievement, as indicated by grade point average.

Third criteria include:

- An explanation/narrative of how scholarship money will be used to enhance the student's college education.

Applicants who meet primary criteria and demonstrate the secondary criteria will be given priority consideration. Third criteria will be used only in the event that final selections have not been determined by primary or secondary criteria.

The committee to select the scholarship recipients consists of DS staff members.

BANKSTON SCHOLARSHIP

The Jacob Ryan Bankston Endowed Scholarship was established by Joel and Linda Bankston as a permanent memorial for their beloved son Jacob who despite fighting for many years with a heart condition lived life to the fullest. As Jacob once wrote, *"I'm glad I didn't know the way it would end, because then I might have missed all of the great times we had together."* - Jacob, 1995.

The scholarship is awarded annually and is available to any Louisiana State University student with a physical disability, however, primary consideration will be given to students who have heart conditions.

The committee to select the scholarship recipients consists of DS staff members.

STUDENT AID AND SCHOLARSHIPS

LSU's Student Aid and Scholarship Office offers various forms of financial assistance ranging from grants to work study. Applications can be picked up in 202 Himes Hall. Eligibility criteria varies. Student aid can be reached at 225/578-3103 or via the LSU Web site at www.lsu.edu.

LOUISIANA REHABILITATION SERVICES (LRS)

LRS is a vocational rehabilitation agency designed to assist persons with disabilities in gaining and maintaining suitable employment. Eligibility is based upon severity of disability. For additional information, call 225/295-8900.

APPENDIX A - DEFINITIONS

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

Accessible Classrooms and University Functions • It is the responsibility of the student to notify DS of classes that are not accessible due to his/her disability at least three (3) weeks before fee bills are sent out. Students who notify DS after this time may have their classes moved after the first day of classes.

Accessible Housing • Housing can be arranged through Residential Life. This would include wheelchair accessible rooms, flashing fire alarm systems for students who are deaf or hard of hearing, etc. Residential life can be reached at 225/578-8663 or via the LSU website, www.lsu.edu.

Accommodation Letters • Qualified students with disabilities that require accommodations will receive semester accommodation letters through the DS website at www.lsu.edu/disability that are to be given to the appropriate faculty. These letters, available the first day of class, state what accommodation(s) the student will receive as determined by DS.

Alternative Media • Books provided in auditory, Braille and E-text formats.

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

ADA Amendment Act •

Assistive Listening Device (ALD) • A technical tool to assist students who are hard of hearing with or without a hearing aid. ALDs bring the speaker's voice directly to the ear and help overcome the problems of distance and surrounding background noise, however, other accommodations may still be necessary to for the student to be able to fully participate in a classroom environment.

Alternative Format (AF) • AF changes the format of the material to one that allows the student to have access to the material, such as enlarged print, brailled text, etc.

Alternative Examination Format (AEF) • AEF involves changing the format of a test to one that allows the student to demonstrate his/her knowledge of the course material. This accommodation cannot change the essential components of a course. AEF is granted when

an DS staff member has sufficient documentation that the student is not able to adequately convey his/her course knowledge with other accommodations.

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

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

Auxiliary Aids • Services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include but are not limited to: sign language interpreters, real-time captioning services, adaptive technology, alternative media, examination accommodations, etc.

Books-on-Tape • Books can be obtained from Readings for the Blind & Dyslexic (RFB&D), through DS, or by the student. If RFB&D does not have the book required, DS can contact readers to record textbooks onto tape.

C-Print Captioning • Typing and/or voicing of all verbal information from classes into a laptop computer. All verbal communication between faculty and the student including class discussions, are captioned and will appear on the computer screen. Students who use captioning services and want to have a copy saved to disk are required to bring their own disk with them to class. These transcripts cannot be sold, lent or given to any other student. Violation of the above rule will result in termination of services.

Closed-Captioned Decoder • A closed-captioned decoder is available from DS for use in classrooms or for other college-related activities. Faculty may reserve the decoder by contacting DS. Students should inform their faculty members about the need for a decoder if films are scheduled as part of the course. Note: Direct access to the back of the VCR or DVD player is required in order to connect a closed-captioned decoder. If this is not possible, or if the media is not closed-captioned, please contact the Coordinator for Deaf and Hard of Hearing services to have a transcript of the media provided for the student.

Closed Captioning • Closed captioning is word-for-word text of a movie or video dialogue that requires the use of a decoder to be viewed on the screen. Televisions 13" or larger, manufactured after July 1993, are required by law to have a built-in caption decoder.

Communication Facilitators (CF) • Communication facilitators are all either captionists, interpreters, and/or transliterators who provide services at LSU. CFs should not edit the content of communication or let personal feelings or ideologies influence their translation. CFs follow a strict *Code of Ethics* that binds them to confidentiality and prevents them from becoming personally involved in an interaction.

Captionist • Trained professionals who type and/or voice into a laptop computer and provide a message-for-message typed transcription and real-time access to all classroom information.

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

Transliterater • Trained professionals who translate from spoken language to the visual mode of communication Cued Speech. Transliteraters provide real-time access to all information occurring in the classroom.

Consideration for Absences • This is an accommodation that may be given to students who have a disability that may cause them to occasionally miss class. All the essential components of the class must be met regardless of the accommodation. This accommodation is only applicable if class is missed due to a disability-related problem. If students miss class, they are responsible for contacting their faculty member and making up any missed work as soon as possible. Class attendance is extremely important and while a student may have consideration for absences, too many missed classes will make it difficult to complete course requirements.

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

Cued Speech • Cued speech is a mode of communication that translates verbatim everything spoken in class for students who are deaf or hard of hearing.

Curb Cut • A curb cut is a depression built into the curb of a sidewalk to permit passage by a wheelchair. LSU has curb cuts at various locations throughout campus.

Degree of Hearing Loss • The extent of hearing loss may be categorized as "slight," "mild," "moderate," "severe," or "profound."

Distraction-Reduced Environment (formerly "Quiet Room for Testing") • This is an environment in which distractions are minimized while the student is taking his or her examination (i.e., not with the rest of the class.)

Documentation • Documentation includes information obtained from a qualified professional that contains specific information related to the disability. (See specific disability for documentation guidelines.)

E-Text • Books produced in a digital format.

Essential Functions • These functions relate to what an individual must be able to do to participate in a course or program with or without accommodations.

Examination Accommodations • Legally mandated services that allow students with disabilities to exhibit their knowledge on examinations by using auxiliary aids which include but are not limited to: extended time, reader/scribe, computers, large print, CCTV, distraction reduced environment, etc.

Examination Request Form • This electronic form aids in the facilitation of examination accommodations at LSU. It must be completed by both the student with a disability and the faculty member for the course. Examination accommodations cannot be scheduled at DS without this form. This form is located on the website at www.lsu.edu/disability.

Extended Time

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

Out-of-class Assignments • Extended time on out-of-class assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see an DS staff member when there is a need for this accommodation for a specific assignment before the due date of the assignment. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

Hard of Hearing • A student is considered hard of hearing if his/her hearing loss makes it difficult, but not impossible, for him/her to understand speech and language with or without the use of hearing aids.

No Scantron • This accommodation allows the student to write his/her answers directly on the exam.

Note-Taker • A note-taker is a person, typically a student in the class, who as an accommodation takes notes and provides them to a student with a disability.

Qualified • An individual with a disability who meets the academic and technical standards required for admission or participation in the education program or activity.

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

Handicapped Parking • Handicapped parking is indicated by light blue paint and a wheelchair symbol. In order to obtain this type of parking, the student must have a license plate or a hang tag and an identification card from the Department of Motor Vehicles. The identification card must be taken to the Office of Parking, Traffic, and Transportation to obtain a handicapped parking permit.

Medical Parking • Medical parking is reserved for persons with temporary conditions. These parking spaces are indicated by light blue paint. In order to obtain a medical parking permit, students must contact the Office of Parking, Traffic and Transportation.

Personal Services • The University is not responsible for providing personal services, such as readers, for personal use or study, or other devices or services of a personal nature.

Priority Registration • This accommodation allows students the flexibility to schedule classes in a manner that allows their schedule to conform to the needs associated with their disability and/or allows adequate time for DS to arrange and coordinate appropriate accommodations such as moving classes or scheduling interpreters.

Private Room • Use of a private room provides a testing environment in which the student is the only person in the room except for an exam proctor.

Request Accommodation Letter Form (RALF) • Students must request accommodation(s) for **each** semester. This is done by going to the DS website at www.lsu.edu/disability and clicking on the Request Accommodation Letter Form link.

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

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

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

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

Sign Language • Students are able to choose one or a combination of the following modes of communication: ASL, PSE, Signed English, and SEE II.

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

Technical Standards • Technical standards include all non-academic admissions criteria that are essential for a student to complete a program.

TTY/TTD • This is a telecommunications device for the deaf, used by those who cannot communicate on the telephone. A typewriter-like unit prints the conversation on screen or paper so that it can be read. A TTY must connect with another TTY or a computer.

Universal Design • An approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. Universal design provides equal access to learning, not simply equal access to information. Universal design allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods.

APPENDIX B - FREQUENTLY ASKED QUESTIONS

- 1. If I am not a Vocational Rehabilitation client, can you help me?**
Yes.
- 2. Does DS test for LDs and AD/HD?**
No. We maintain a list of resources for this service that may be obtained from Disability Services, 111A Johnston Hall.
- 3. I have AD/HD. What services are available to me at DS?**
All the services provided by DS are determined on an individual basis. Consideration is given to your needs based on the documentation regarding your disability. For more information, see "Attention Deficit/ Hyperactivity Disorder" (page 13).
- 4. What are accommodations and how do I receive them?**
Accommodations are modifications or changes to limit the impact of a person's disability. In order to receive accommodations, you must request them and provide documentation of your disability and how it impacts you in the academic environment. Once accommodations are determined, you are responsible for requesting your accommodations each semester. This is done by going to the DS website at www.lsu.edu/disability and clicking the link for Accommodation Letters.
- 5. If I register for accommodations, who will have access to my documentation?**
DS staff will have access to your documentation but your disability records are confidential. For more information, see our statement on confidentiality (page 9).
- 6. What services are available for students with psychological disabilities?**
Services include disability management counseling, academic accommodations, information/referral, academic crisis intervention, and advocacy. For more information, see "Psychological Disabilities" (page 32).
- 7. If I have consideration for absences, does that mean I don't have to attend class?**
No. Class attendance is extremely important and may be considered an essential component of the course or program. This accommodation only applies if a class is missed for disability-related reasons. If you miss class, you are responsible for contacting your instructor and making up any missed work as soon as possible. For more information, refer to the definition of "Consideration for Absences" (page 56).

- 8. Does DS provide tutoring?**
No. Tutoring is offered through the Center for Academic Success on campus. You may also contact the department of the course in which you are having difficulty for a tutoring referral.
- 9. Who is responsible for getting the documentation I need to apply for services?**
You are responsible for getting the appropriate documentation to an DS staff member. An DS staff member may assist you in facilitating this process. However, you must follow up with your provider. All related costs incurred are your responsibility.
- 10. I have a medical condition. Is that considered a disability?**
If you have a medical condition, you may be eligible for accommodations if the condition results in a functional limitation in a major life activity.
- 11. I have a learning disability. Will LSU waive entrance requirements because of my disability?**
No. The University does not waive entrance requirements for students with learning disabilities. All students with disabilities must be "otherwise qualified" in order to attend LSU.
- 12. Will my transcript indicate that I received accommodations?**
No. Your disability records are confidential and are not part of your LSU transcript.
- 13. Does the University have tuition scholarships available for students with disabilities?**
No. LSU does not have tuition scholarships specifically designated for students with disabilities. Students with disabilities are eligible for scholarships or other financial aid to the same extent as they would be if they did not have a disability.
- 14. I am unable to walk long distances because of my disability. What is available to me?**
You may be eligible to receive a handicapped or medical parking permit that would allow you to park closer to your classes. In order to obtain a medical parking permit, you must contact the office of Parking, Traffic and Transportation.
- 15. I am enrolled in an independent study course. What do I need to do to receive accommodations?**
You must complete and submit an Independent Study Accommodation Packet. This packet requires you to complete a Request for Accommodations Form and to submit disability-related documentation according to DS documentation guidelines.

Documentation forms for all disability types are included in the packet. For further information, please refer to the Independent Study section (page 36) or visit the DS Web site at www.lsu.edu/disability.

16. I am an incoming freshman. Can I get accommodations for Spring Invitational or Freshman Orientation placement tests?

Yes. Accommodations are available for otherwise qualified persons with disabilities. Please contact DS at 578-5919 for more information.

17. I am taking a graduate entrance exam. Can I get accommodations?

Yes. Contact an DS staff member and bring the necessary paperwork from your testing instructions booklet to receive accommodations. (Note: Updated documentation may be required).

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

While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor makes these recommendations to aid in accommodation determination.

19. Do I have to complete a Request Accommodation Letter Form every semester?

Yes. In order to receive accommodations, you must complete a Request Accommodation Letter Form (RALF) every semester. It is recommended that the form be completed within the first three days of class.

20. Are "disability" and "handicap" the same thing?

A "disability" is a condition caused by accident, trauma, genetics, or disease that may limit a person's mobility, hearing, vision, speech, or mental function. A person may have more than one disability.

A "handicap" is a physical or attitudinal constraint imposed upon a person; for example, stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

21. Are accommodations retroactive?

No. Accommodations are not retroactive. Accommodations for otherwise qualified students with disabilities do not take effect until you have completed registration with DS and have provided the faculty member with your Semester Accommodation Letter. You must give faculty members at least three (3) school days notice before use of an accommodation. 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.

- 22. Does LSU/DS pay for all interpreting/captioning services?**
Yes. If a student meet his/her responsibilities, LSU/DS pays for all interpreting/captioning services provided to deaf and hard of hearing students for both classroom and other University functions.
- 23. How do I request an interpreter or captionist for my classes?**
Complete a Semester Accommodation Letter Request Form (blue form) requesting services for your classes at least two (2) weeks prior to the beginning of the semester. Return this form to the Coordinator for Deaf and Hard of Hearing.
- 24. How do I request an interpreter or captionist for out of class meetings such as tutoring, review sessions, or meetings with faculty members?**
Complete a Communication Facilitator Request Form and return it to the Coordinator for Deaf and Hard of Hearing at least twenty-four (24) hours in advance.
- 25. Why does my interpreter/captionist leave when I am late for class?**
Interpreters and captionists are required to wait 10 minutes after the beginning of a class. If you do not arrive prior to the interpreter or captionist leaving, you will receive a "no show" for that class. Please see the Coordinator for Deaf and Hard of Hearing section on "no show" policy for more information.

APPENDIX C - CLASSROOM BUILDING ACCESS CHART

Building Name	Disabled Entrance	Elevator(s)
Agricultural Administration Bldg	NONE	NO
Allen Hall	Quad Entrance- lift Ramp between Allen and Prescott	YES*
Atkinson Hall	East Entrance - lift	NO
Audubon Hall	Quad Entrance	YES
CEBA Bldg	West Entrance	YES
Choppin Hall	North Entrance	YES
Coates Hall	North and South Entrances	YES*
Dairy Science Bldg	North Entrance	NO
Design Bldg	All Entrances	YES
Dodson Auditorium	Quad Entrance	NO
Food Science Bldg	NONE	NO
Forestry-Wildlife-Fisheries	North Entrance	YES
Foster Hall	NONE	NO
Hill Memorial Library	East Entrance	YES
Himes Hall	South Entrance	NO
Howe-Russell Complex	New = North / Old = West	YES
Human Ecology Bldg	East Entrance	YES
Journalism Bldg	East Entrance	YES
Life Sciences Bldg	West Entrance	YES
Lockett Hall	North Entrance	YES
Middleton Library	East & West Entrance	YES
Music & Dramatic Arts Bldg	West Entrance	YES
Nicholson Hall	South Entrance	NO
Peabody Hall	North Entrance	YES
Prescott Hall	Quad Entrance	NO
School of Music Bldg	South Entrance	YES
Stubbs Hall	Quad Entrance	NO
Tureaud Hall	All Entrances	YES
Williams Hall	West Entrance	YES
* Elevator is small - larger wheelchairs may not fit		

APPENDIX D - RESOURCES

CAMPUS RESOURCES -

Career Services • The Career Services Center provides career planning and placement services. These include career counseling, a career library and resource center, career fairs, and placement assistance. (Telephone: 578-2162
E-mail: www.lsu.edu/career/ Location: 1502 CEBA Building and B1 Coates Hall)

Center for Academic Success • (formerly Learning Assistance Center) The Center for Academic Success offers tutoring, academic success workshops, and academic guidance to all enrolled students. (Telephone: 578-2872 E-mail: www.lac.lsu.edu Location: B-31 Coates Hall)

Mental Health Service • Provides crisis intervention, individual and group therapy, psychological testing, and varied preventive therapy clinics on a continuing basis. These services are rendered by health care providers experienced in treating emotional problems and stresses experienced by University students. Telephone: 578-8774 Location: 2nd Floor Student Health Center Building, Infirmary Road)

Psychological Services Center (PSC) • This center provides evaluative and therapeutic services, including short-term therapy, psychological evaluations, psychoeducational evaluations, and neurological evaluations. Please contact PSC for fees and further information. (Telephone: 578-1494 Location: B-31 Johnston Hall)

Speech & Hearing Clinic • The Department of Communication Sciences & Disorders maintains a clinic for the diagnosis and treatment of communication disorders. Clinical services are available to any student having speech, hearing, or language problems. Disorders treated include articulation, dysfluency, cleft palate, voice disorders, aphasia, cerebral palsy, children's language disorders, and hearing disorders. Audiological screening and speech therapy services are FREE for LSU students. (Telephone: for information call: 578-9054 Location: 63 Hatcher Hall)

Student Health Center • The Student Health Center provides quality health care to LSU students. The center is fully accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). The clinic has six full-time primary-care physicians, one full-time gynecologist, and 11 nurses. In addition, part-time specialty services are offered in orthopedics, dermatology, ear/nose/throat, and ophthalmology. A dental screening clinic is available, but no dental procedures are performed on the premises. Routine allergy shots and injectable medicines ordered by physicians are provided.

(Telephone: 578-6271 E-mail: www.lsu.edu/shc Location: Student Health Center Building, Infirmary Road)

Student Support Services (SSS) • Student Support Services is a federally funded TRIO program which serves the underrepresented students in the University. They provide one-on-one tutoring, academic and personal counseling, and workshops on academic success. Eligibility requirements for SSS are limited income, and/or disabled, and/or first generation college students. (Telephone: 578-2873 E-mail: www.uc.lsu.edu/sss.htm Location: 150 Himes Hall)

Wellness Education • Wellness Education provides effective health education services for students. The Wellness Education Department fosters student health and well-being through a variety of program offerings and services such as awareness events, health education workshops, in-service training, individual advising, volunteer peer education and advocacy organizations, media campaigns, and academic courses. (Telephone: 578-5718 Location: 275 Student Health Center Building, Infirmary Road)

Writing Center • Writing tutors will assist in developing proofreading skills, learning brainstorming techniques, working through the stages of the writing process, and avoiding writing frustration and anxiety. (For an appointment - telephone: 578-4439 Location: B-18 Coates Hall)

STATE AND LOCAL RESOURCES

Advocacy Center

2704 Wooddale Blvd. Suite B
Baton Rouge, Louisiana 70805
225/925-8884

Baton Rouge Mental Health Center

4615 Government Street
Baton Rouge, Louisiana 70806
225/925-1906

Alcohol Abuse & Crisis Intervention

800/234-0246

The Brighton School for Dyslexia

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

C.H.A.D.D. (Children & Adults with Attention Deficit/Hyperactivity Disorders)

Louisiana Capital Area
Baton Rouge, Louisiana 70821-1121
225/261-0613

Governor's Office of Disability Affairs

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

Epilepsy Foundation of Southeast Louisiana

11762 South Harrell's Ferry Suite F
Baton Rouge, LA 70816
800/960-0587

Louisiana Association for the Deaf

3112 Valley Creek, Suite E
Baton Rouge, Louisiana 70808
225/923-1266 (V/TTY)

LATAN (Louisiana Assistive Technology Access Network)

3042 Old Forge Drive, Suite D
Baton Rouge, Louisiana 70808
225/925-9500

Louisiana Hotlines for the Blind & Physically Handicapped

701 N. 4th Street
Baton Rouge, Louisiana 70802-5345
225/342-4944

St. Frances de Sales Catholic Deaf Ctr

2585 Brightside Drive
Baton Rouge, LA 70820
(225) 766-9320 (V/TDD)
(225) 766-6615 (fax)

Louisiana State University - Disability Services

111A Johnston Hall
Baton Rouge, Louisiana 70803
225/578-5919 (V)
225/578-2600 (TTY)

Louisiana Rehabilitation Services

3651 Cedarcrest Avenue
Baton Rouge, Louisiana 70816
225/295-8900 (V)
225/295-8959 (TTY)

Sickle Cell Anemia Foundation

2301 North Blvd.
Baton Rouge, Louisiana 70806
225/346-8434

Suicide Hotline

225/924-5781

NATIONAL RESOURCES

Architectural & Transportation Barriers Compliance Board

1331 F Street, Northwest Suite 1000
Washington, D.C. 20530
800/872-2253 (V/TTY)

Equal Employment Opportunity Commission

1801 L Street, Northwest
Washington, D.C. 20507
800-669-4000 (V)
800/800-3302 (TTY)
www.eeoc.gov

Job Accommodation Network (JAN)

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

Office on the ADA

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, Northwest
Disability Rights Section-NYAV
Washington, D.C. 20530
800/514-0301 (V)
800/514-0383 (TTY)
www.ada.gov

Department of Transportation

1200 New Jersey Avenue, Southeast
Washington, D.C. 20590
202/366-4000 (V)
202/366-9696 (TTY)

Federal Communications Commission (FCC)

445 12th Street, Southwest
Washington, D.C. 20004-1111
888-225-5322 (V/TTY)
fccinfo@fcc.gov

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

Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, Texas 75201-6810
214/661-9600
214/661-9587 (TTY)
E-mail: OCR.Dallas@ed.gov

The ADA Project

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



LSU IS AN EQUAL OPPORTUNITY/ACCESS UNIVERSITY