



LOUISIANA TECHNICAL COMMUNITY COLLEGE

Policy, Procedures & Resources for Students with Disabilities

Disability Services

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Nondiscrimination Statement

Northwest Louisiana Technical Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Northwest Louisiana Technical Community College does not discriminate in its hiring or employment practices.

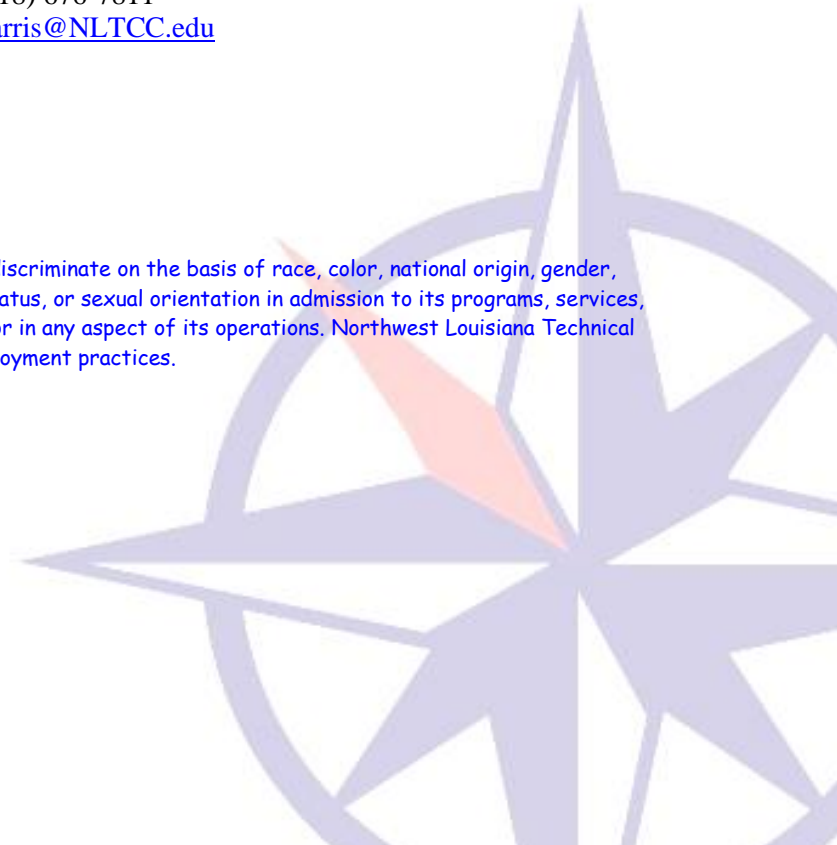


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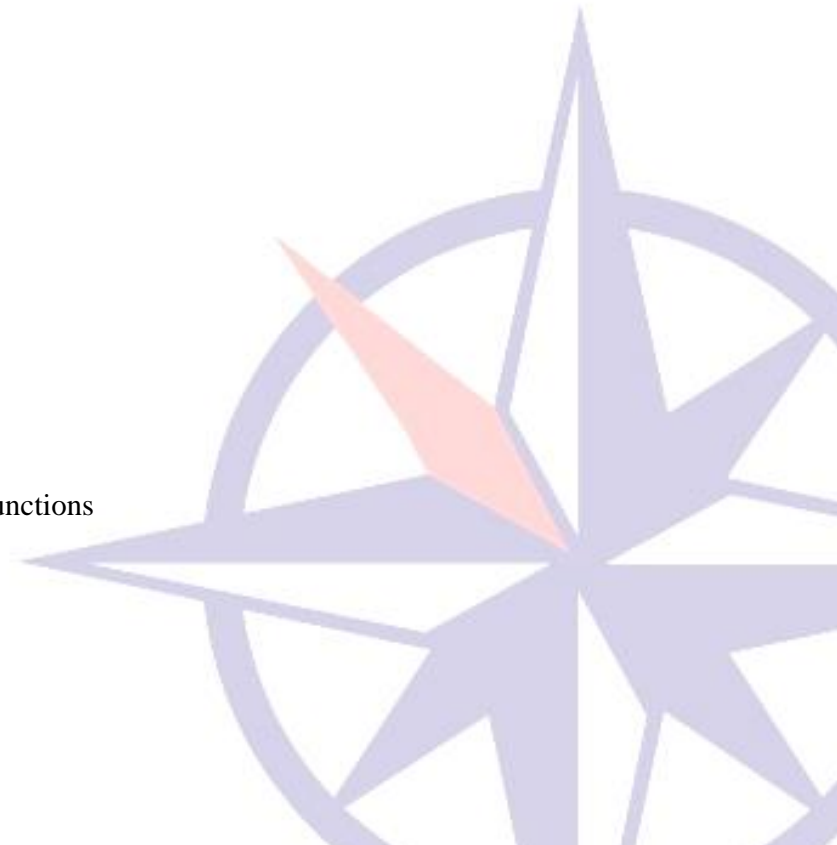
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Disability Services (DS)

Mission of Disability Services

In support of the college's mission to identify and meet the educational needs of its community through innovative, dynamic programs, Disability Services ensures equal access to all campus programs and activities. The office promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic outcomes and personal goals

Role of Disability Services

Disability Services provides intake, assessment of needs on campus, and facilitation of academic and other accommodations for students with disabilities attending NLTCC. DS acts as a liaison between students and faculty, as well as with community agencies. Disability Services also provides training for faculty and staff to increase greater understanding of the needs and the advantages of a team approach to serving students with disabilities within the NLTCC Community.

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

Eligibility for Services

A student is eligible for accommodations if he/she:

- is qualified for the program(s)
- is a person with a disability
- has identified himself/herself to the institution through DS, and
- has presented appropriate documentation regarding the disability to the institution 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 (for testing accommodations, the accommodation letter must be presented to the instructor at least three business days prior to the examination date.

Disability Laws in Postsecondary Education

If you have a disability, you are entitled by law to equal access to college programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act.

The Rehabilitation Act

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

Section 504 states (as amended):

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

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At Northwest Louisiana Technical Community College (NLTC), the established office is the Disability Services (DS).

The Americans with Disabilities Act (ADA)

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

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

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as the Northwest Louisiana Technical Community College) are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection, the ADA standards apply. Therefore, colleges and universities must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Definition of a Disability

Section 504 defines a person with a disability as a person:

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

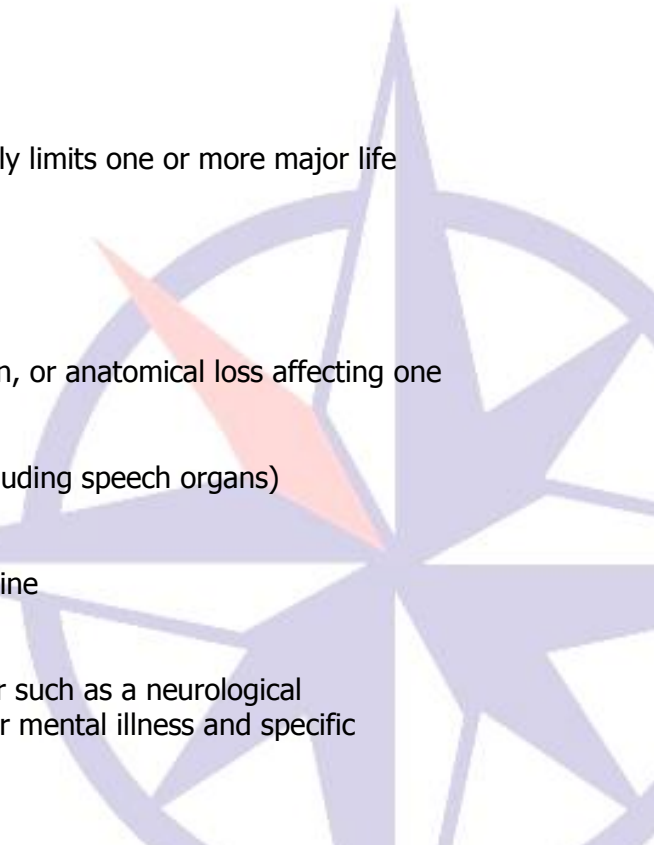
Physical Impairment

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

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

Mental Impairment

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



learning disabilities.

Major Life Activity

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

Admittance to NLTCC

Qualified disabled applicants will not be denied admission solely on the basis of disability. **It is not necessary, nor recommended, that students disclose their disability in the application process.**

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

Confidentiality

Disability-related documentation is defined as any documentation provided to substantiate the student's disability status and need for accommodations (e.g., psychological, psychoeducational, neuropsychological, or medical evaluations; letters; or other information from physicians or medical records.) Disability-related information is kept confidential, and is not released to anyone outside the accommodations process or the direct chain of command, with the following exceptions: the student gives 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 college attorneys for legal advice to or representation of the college.

Note: Students with disabilities have the right to review their files. This can be arranged by scheduling an appointment with a DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will create a student file. Upon registration, students will be encouraged to maintain a copy of the documentation. DS will retain a copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be destroyed. When a student with a disability requests accommodations, he/she should understand that some disability-related information may be provided on a need-to-know basis to College personnel in order to ensure that the student will receive appropriate accommodations. In most instances, College personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process with DS. Otherwise, College 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 does NOT have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAS THE RIGHT TO:

Documentation

Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a letter written 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 will not view this documentation.*

Accommodations

Expect the student to initiate accommodation requests. If the student is taking their examinations with DS, expect DS to administer examinations 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 to Disability Services.

Act immediately upon getting a student's request for accommodations by contacting DS (if unsure about a request) or submitting emails sent for student testing accommodations.

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

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

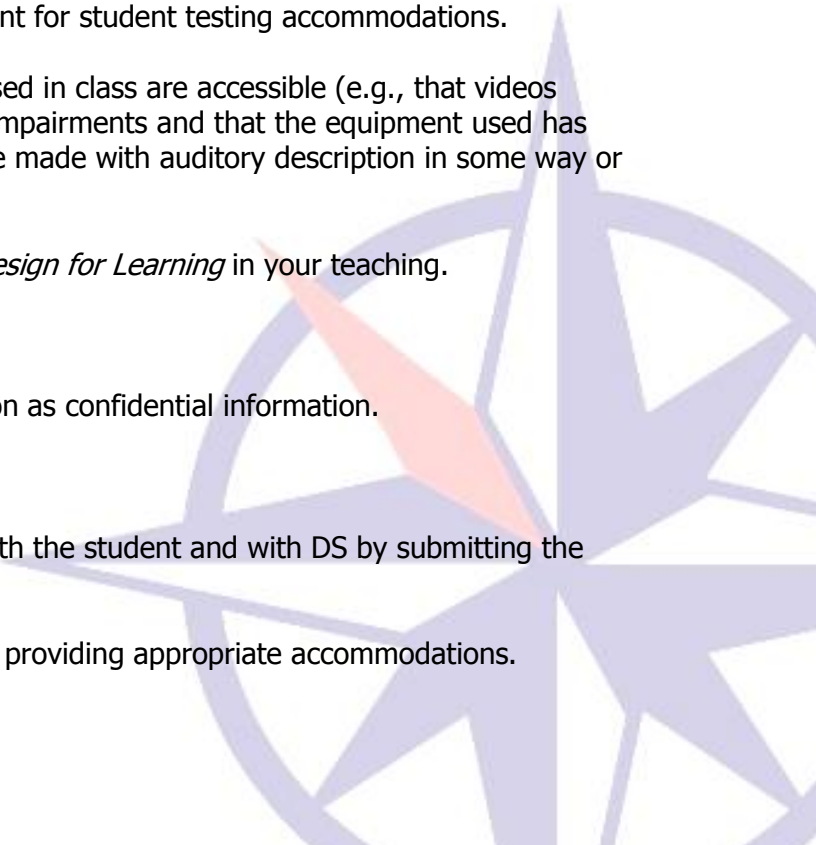
Confidentiality

Treat and protect all disability-related information as confidential information.

Communication

Clearly communicate your testing procedures with the student and with DS by submitting the Testing 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 and 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.**

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 accommodation. A Testing Form must be submitted for every examination to be taken with DS. Notify faculty/DS immediately when an accommodation is not being provided completely or correctly.

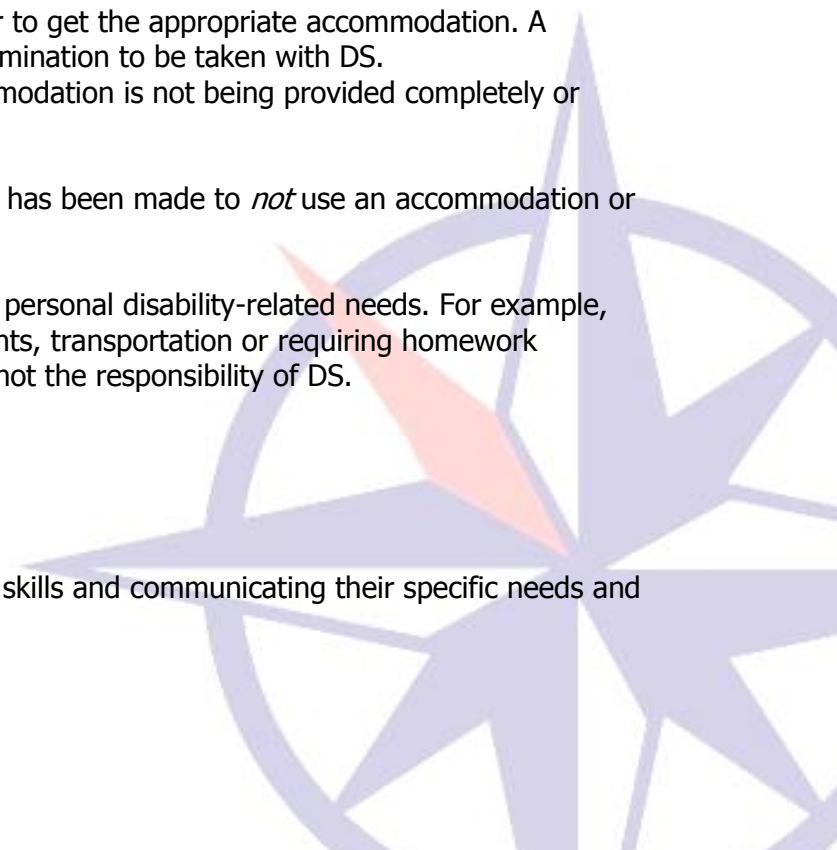
Notify faculty/DS immediately when a decision has been made to *not* use an accommodation or the accommodation is no longer needed.

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

Communication

Act as own advocate

Work with counselors 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 store disability documentation and determine eligibility for services in a timely manner.

Confidentiality

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

Accommodations

Administer examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Provide appropriate accommodations in collaboration with faculty and student.

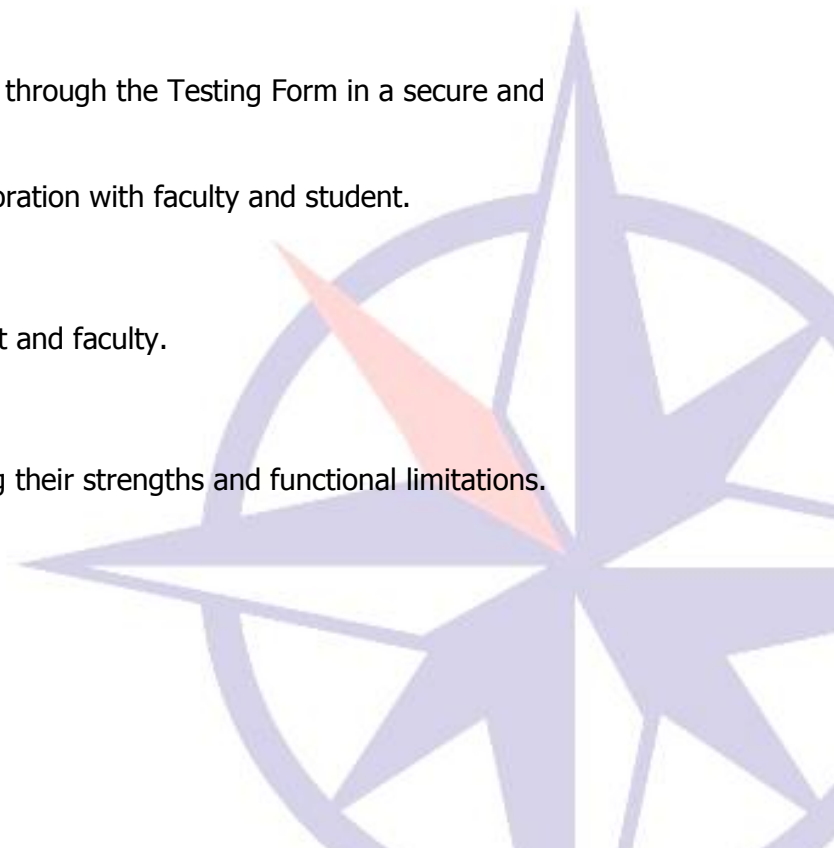
Communication

Communicate procedures clearly to the student and faculty.

Advocacy

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

Provide students with self-advocacy training.



Documentation

Documentation from a Qualified Professional

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. This is not the case with colleges and universities. **Note: An IEP should include an evaluation (evaluation criteria for specific disabilities is included in this section).** The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. In most cases, the person should disclose this to Disability Services. The Disability Services office will ask you to bring in documentation regarding your disability. This documentation must be no more than three (3) years old.

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

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 student with AD/HD to achieve success on a college/university campus.

DOCUMENTATION GUIDELINES:

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

- 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., 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 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 in-class assignments and examinations

- Examinations in a distraction-reduced environment
- Tape recorded lectures
- Individualized Registration Counseling

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 lip reading or other visual means.

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

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

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:

- Individualized Registration Counseling
- Real-time captioning
- Sign language interpreting (ASL, PSE, and signed English)
- Note taking

DEAF and HARD OF HEARING STUDENT RESPONSIBILITIES

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

- Students with hearing impairments must submit a written request for a CF on the Semester Accommodation Request Form prior to the beginning of the semester.
- If a student is unable to attend class, 24-hour notice to 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 College functions (other than normal class times), an Interpreter Request Form must be filled out and returned to DS **at least 24 hours in advance**.

NO SHOW POLICY

If CF services have been requested and the student knows that he/she will be unable to attend class, the student should provide DS with **at least 24 hours advance notice** so that the CF

can be informed. In some situations, students may not be able to provide 24 hour notice, however, any advance notice is appropriate.

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

- Contact DS and speak either in person or leave a message (voice only), email DS at:
Mansfield Voice: (318) 872-2243
 Email: pamelahubier@nwltc.edu

Minden Voice: (318) 371-3035
 Email: trevaaskey@nwltc.edu

Shreveport Voice: (318) 676-7811
 Email: alenaharris@nwltc.edu

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:

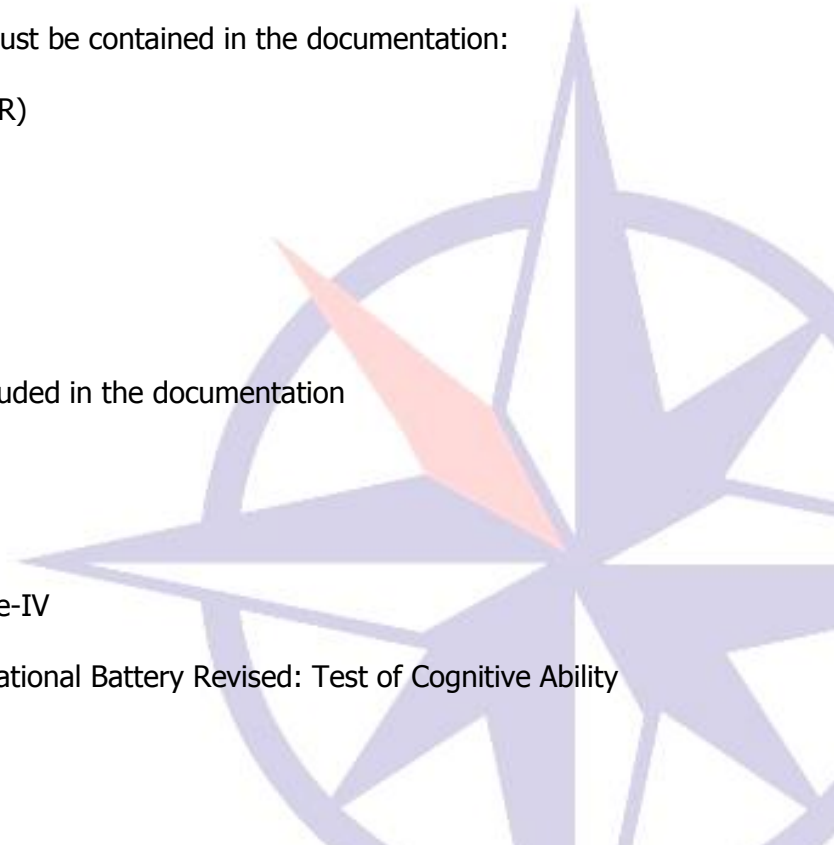
1. Diagnosis (as diagnosed buy the DSM-IV-TR)
2. Level of severity: Mild Moderate Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following should be included in the documentation

Diagnostic Interview (including history)

Aptitude – **Suggested tests include:**

Wechsler 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

Wide Range Achievement Test

Information Processing (if applicable)

The documentation should also contain the following information:

6. Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate the difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction)
7. Describe the symptoms which meet the criteria for the DSM-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 NLTCC.

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

- Individualized Registration Counseling
- Tape recorded lectures
- Note taking
- Extended time on all in-class assignments and examinations
- Examinations in a distraction-reduced environment
- Consideration for spelling or spell-checker
- Reader
- Scribe

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 NLTC.

DOCUMENTATION GUIDELINES

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

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

Other Physical Disabilities

Students with a wide variety of other physical disabilities, including **temporary condition**, 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.

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

- Individualized Registration Counseling
- Extended time on in-class assignments and examinations
- Examinations in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- No scantron
- Note taker

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.

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 to one (1) year old** 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).
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing side effects.
- Updated documentation may be requested as needed.

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

- Individualized Registration Counseling
- Extended time on in-class assignments and examinations
- Examinations in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- No scantron
- Note taker





NLTCC, 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: _____

B# : _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from **the** 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 NLTCC, 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 current medication(s) prescribed, if applicable? _____

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 NLTCC?

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 be unable to disseminate copies to anyone.

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

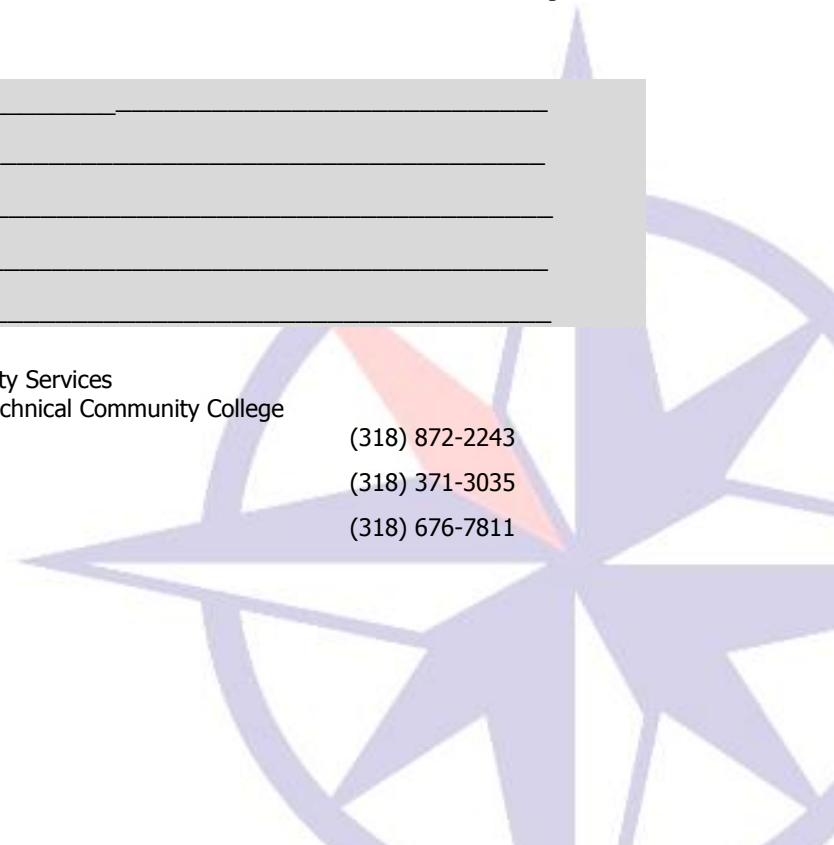
Date: _____

Disability Services
Northwest Louisiana Technical Community College
Mansfield, 943 Oxford Rd., Mansfield, LA 71052
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Shreveport, 2010 North Market, Shreveport, LA 71107

(318) 872-2243

(318) 371-3035

(318) 676-7811



NLTCC 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 NLTCC?

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.

Disability Services	
Northwest Louisiana Technical Community College	
Mansfield, 943 Oxford Rd., Mansfield, LA 71052	(318) 872-2243
Minden, 9500 Industrial Drive, Minden, LA 71055	(318) 371-3035
Shreveport, 2010 North Market, Shreveport, LA 71107	(318) 676-7811





LOUISIANA TECHNICAL COMMUNITY COLLEGE

NLTCC, 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: _____

B# : _____

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 NLTCC, Disability Services.

1. Diagnosis _____

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

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

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

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

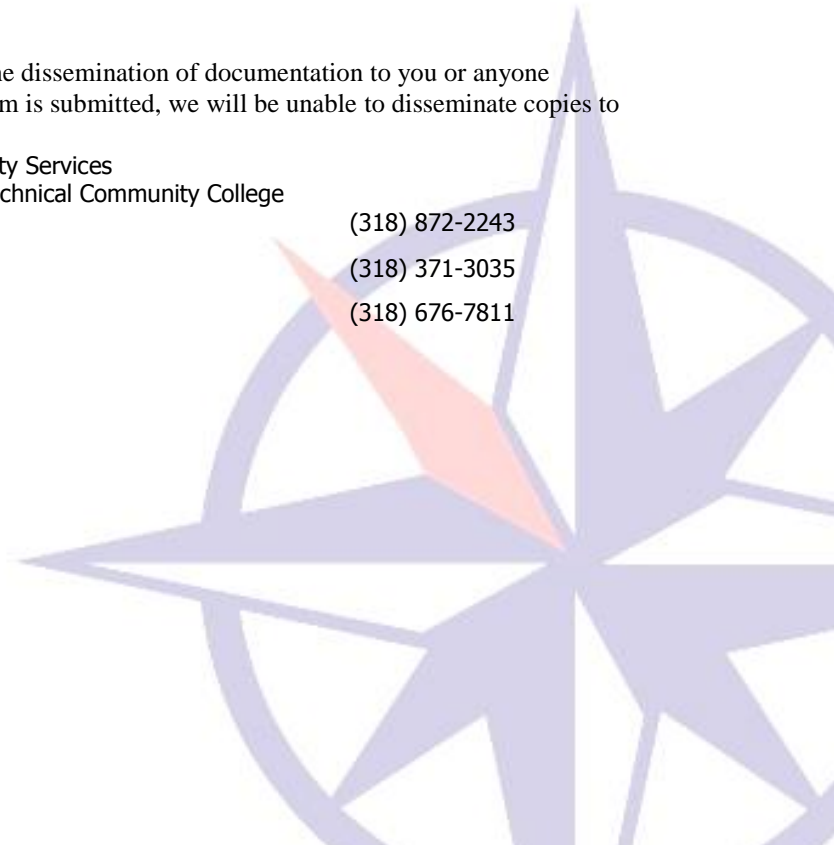
6. Please indicate the RECOMMENDATIONS you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at NLTCC as justified based of the functional limitations indicated above.

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 be unable to disseminate copies to anyone.

Disability Services
Northwest Louisiana Technical Community College
Mansfield, 943 Oxford Rd., Mansfield, LA 71052 (318) 872-2243
Minden, 9500 Industrial Drive, Minden, LA 71055 (318) 371-3035
Shreveport, 2010 North Market, Shreveport, LA 71107 (318) 676-7811





NLTCC, 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: _____

B#: _____

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 NLTCC, Disability Services.

1. Diagnosis: _____

2. Date of Diagnosis: _____

3. Date of Last Contact with Student: _____

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

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

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

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

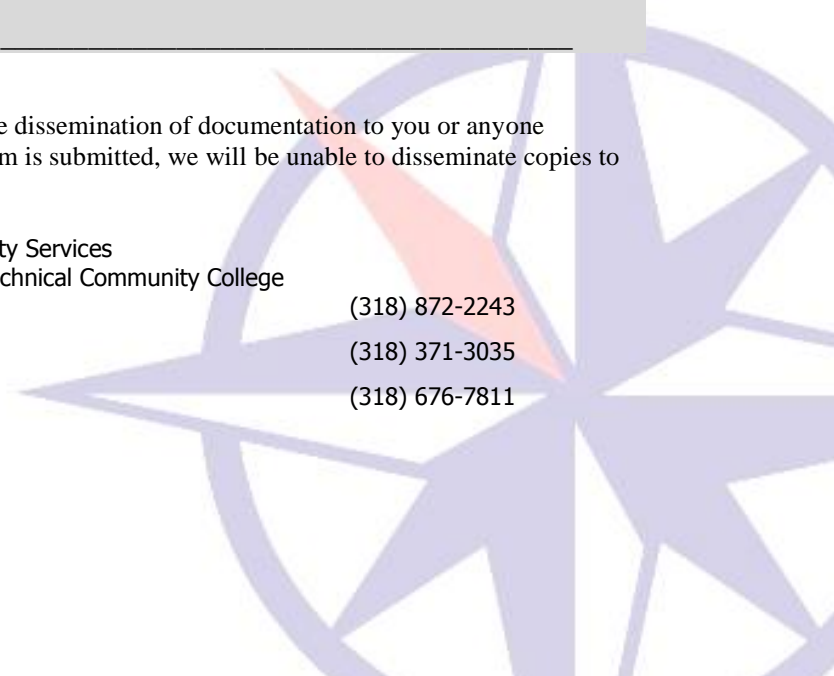
Please check all that apply: extended time (1.5x) distraction-reduced environment
 class notes consideration for absences no scantron
 reader scribe
 other _____

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.

Disability Services
Northwest Louisiana Technical Community College
Mansfield, 943 Oxford Rd., Mansfield, LA 71052 (318) 872-2243
Minden, 9500 Industrial Drive, Minden, LA 71055 (318) 371-3035
Shreveport, 2010 North Market, Shreveport, LA 71107 (318) 676-7811

ACCOMMODATIONS



Disclaimer: Accommodations are specifically individualized to each qualifying student's disability as determined by the DS office. No accommodations can fundamentally alter the essential requirements of any course.

Accommodations/Auxiliary Aids and Services

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

Alternative Format (AF)

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

Communication Facilitators (CF) – All captionists and interpreters that provide services at NLTCC are referred to as Communication Facilitators. Communication Facilitators must abide by the appropriate Code of Ethics/Conduct and agree to abide by the conditions outlined in the *NLTCC Employee Handbook*.

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

If upon the basis of your disability documentation you are entitled to captioning services, this accommodation does not, and should not replace or substitute for class attendance. Captionists will not be responsible for providing transcripts to you for missed class periods, unless your accommodation is "Consideration for Absences." This should be discussed with the captionist at the beginning of the semester and is subject to review for approval by the Director of Disability Services.

Adaptive Aids

Student may be using a hearing amplification system called an "FM Loop" system. The instructor wears a transmitter (about the size of a beeper) and a miniature lapel microphone. The student will be wearing a receiver and earbuds that will enable **ONLY** the student with the receiver to hear the amplified instructor's voice with minimal background noise.

Adaptive Furniture

Student may use adjustable tables, chairs and/or lab stools to provide an accessible workspace.

Black Ink on White Paper

Student will need to have tests clearly typed in black Ink on white paper.

Brailed Tests

Student may need to have print test converted to Braille.

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 DS office immediately and making up any missed work as soon as possible. Class attendance is extremely important and while a student may have consideration for absences, 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.

Distraction-reduced Environment

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

Enlarged Tests

Student may need to have tests enlarged by use of a computer or copy machine. Tests typed in WordPerfect can easily be enlarged. Specific instructions are available upon request from _____. Consult the student or _____ for degree of enlargement needed.

Essay Instead of Multiple Choice

Student's mastery of course materials is misrepresented when given multiple choice tests; while oral or essay tests enable the student to demonstrate mastery of materials most appropriately.

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. In some cases students may need double time or triple time for tests. 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 assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see a DS staff member when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

Individualized Registration Counseling

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

No Scantrons

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

Note Taker

A note-taker is a person, typically a student in the class, who takes notes and provides them to a student with a disability.

Oral Proctor

Student may need someone to rephrase questions without alluding to the answers.

Oral Test

An appropriate alternative method to test this student is by testing the student orally (e.g., verbally asking student questions and allowing a verbal response either in person or on tape.)

Print Copy of Oral Instructions

Students may need a typed or written copy of orally presented instructions.

Private Room

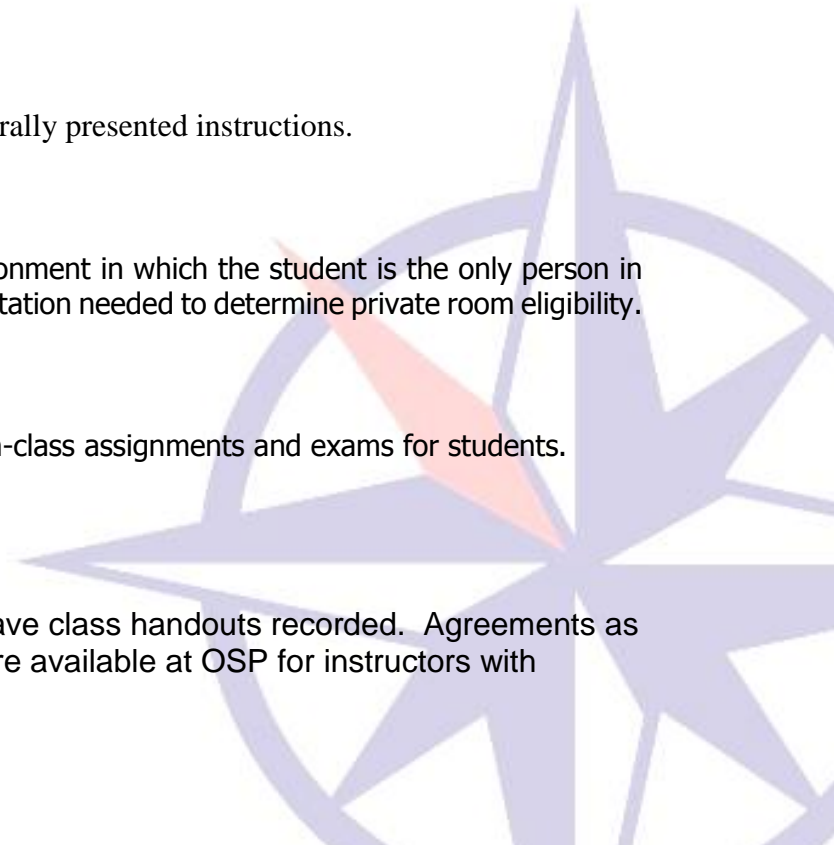
Use of a private room provides a testing environment in which the student is the only person in the room except for an exam proctor. Documentation needed to determine private room eligibility.

Readers

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

Recorded Lectures

Student may bring recorder to class and have class handouts recorded. Agreements as to the intent of use of recorded materials are available at OSP for instructors with concerns.



Reformatted Tests

Student will need to have tests reformatted according to the following specifications:

Selective Seating

Student may need to sit at the front of the class.

Scribes

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

Seizure letters

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

Tape-recorded textbooks and other alternative formats - DS is not responsible for the acquisition of taped or electronic textbooks for students who have vision, learning and physical disabilities. However, DS will assist students with obtaining these materials if verification is required by the publisher.

Use of computer or adaptive technology

Student may need use of adaptive aids for in-class papers and/or essay tests.

REASONABLE ACADEMIC ACCOMMODATIONS

CLASSROOM ACCOMMODATIONS

Adaptive Furniture

Assistive Listening Devices

Captionist

Consideration for Absences

Sign Language Interpreter

Use of Computer or Adaptive Technology

Note Taker

TESTING ACCOMMODATIONS

Enlarged Tests

Consideration for Spellings

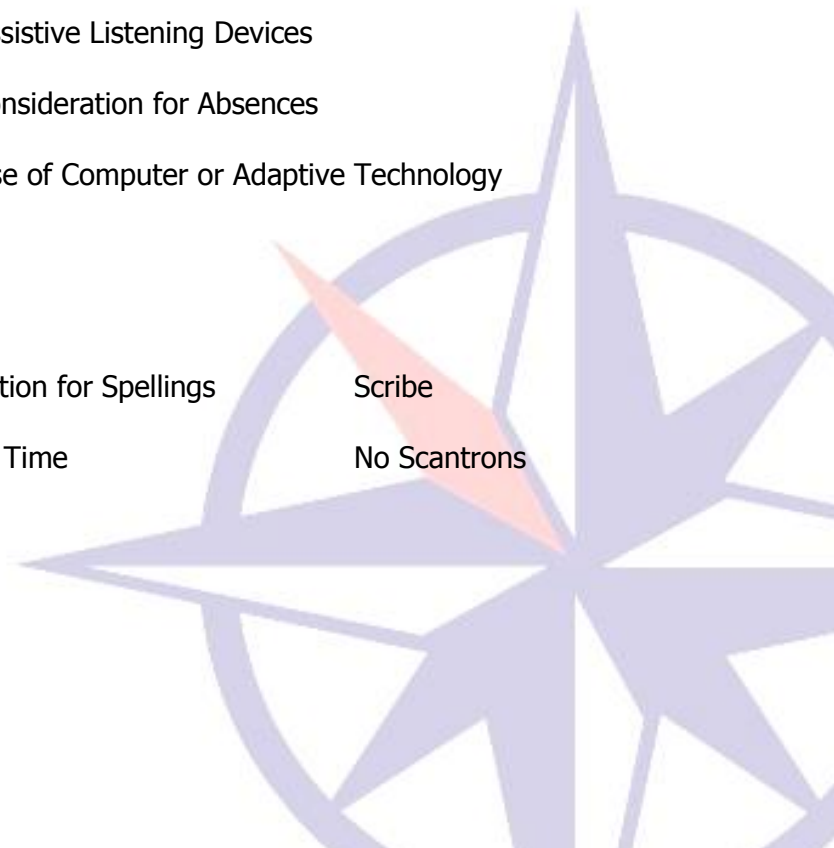
Scribe

Distraction-reduced Environment

Extended Time

No Scantrons

Reader



Procedure for Enrolling with Disability Services

Documentation: After completing the NLTCC enrollment process, bring documentation from your doctor/therapist to DS. **Note: An IEP must include an evaluation (see documentation guidelines for further details).** Students should drop off a copy of their documentation for review in the DS office. Students will be contacted within 1 to 2 business days to schedule an appointment with a DS Counselor. At this time students will fill out an application, discuss disability-related needs and complete a Semester Accommodation Request Form. The Counselor will also review all policies and procedures for the office.

Students may request academic accommodation(s), but the college is not required to provide the specific accommodation requested, if another accommodation is reasonable and effective. A student is required to submit "Documentation of Disability" before the initial application for services. **Documentation must specifically support the need for any accommodations requested.** No accommodations will be given without appropriate documentation. If another evaluation is obtained after the initial intake or the disability has changed in some way, specifically worsened and limitations have increased, further documentation must be presented to DS. All accommodations are decided on a case-by-case basis and are subject to change if disability-based needs change. Disability Services is not responsible for reevaluation expenses.

Accommodations are NOT retroactive.

Accommodation Implementation: Students are responsible for deciding how they will use accommodations.

Students must submit a **Semester Accommodation Request Form** every semester to receive services through DS. Students will receive Accommodation Letters based on the agreed upon accommodation set forth in the intake meeting with a DS Counselor. Students are responsible for distributing their Accommodation Letters to their instructors. DS will not mail letters to Instructors.

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

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

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

Testing Procedures: Students are required to request examinations through DS at least three (3) business days prior to the examination date through email to disabilityservices@myNLTCC.edu. Students are also required to provide a **Testing Form** to their instructors for each exam to be taken with DS at least three (3) business days prior to the examination date.

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

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

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

**Students who would like to enroll with/receive accommodation(s) from DS must complete the two forms displayed on the following pages.*





STUDENT DISABILITY INFORMATION FORM

The following information is considered confidential by OSP and will be released to NO ONE without prior written permission from the student, except in the case of medical emergency, where release of information is required by law.

STUDENT PERSONAL INFORMATION	
LAST NAME:	FIRST NAME:
STREET ADDRESS:	HOME PHONE:
CITY:	WORK PHONE:
STATE/ZIP:	
DATE OF BIRTH:	SOCIAL SECURITY NUMBER:

GENERAL INFORMATION

Check one: Fall ___ Spring ___ Summer ___ Year _____

Degree Program: _____ Current Enrollment Hours: _____

SERVICES AGREEMENT

By signing this form, the student affirms the following:

I realize that all information submitted to Northwest Louisiana Technical Community College will be kept confidential unless otherwise specified by me, and unless, due to a medical emergency, the release of information is necessary for my personal safety. At this time, I grant the Director of Student Services/Special Populations Coordinator permission to discuss my needs with my instructors or officers of the College when such discussion is deemed integral to the process of accommodation.

- I understand the responsibility for obtaining reasonable accommodations in the classroom is mine.
- I understand if I am requesting new accommodations, I must meet with my DS Counselor 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 acknowledge that I have received a copy of the Disability Services Policy and Procedures Manual. I understand that I am responsible for following the Disability Services policies and procedures outlined in the Disability Services Student Handbook and that failure to comply with these policies and procedures may result in my not receiving accommodations.

Signature: _____

Date: _____



LOUISIANA TECHNICAL COMMUNITY COLLEGE

SEMESTER ACCOMMODATION REQUEST FORM

Fall Spring Summer (circle one)

Date _____

NAME: _____ SSN: _____

ADDRESS: _____ ZIP CODE: _____

TELEPHONE: _____ DISABILITY: _____

Did you receive accommodations last semester? Yes _____ No _____

What accommodations are you requesting for this semester? _____

ALL accommodation requests must be supported by your disability documentation on file with the disability services office. All information on this form must be complete. Incomplete requests will not be processed.

COURSE NAME	COURSE NUMBER	SECTION NUMBER	ACCOMMODATIONS REQUESTED
Math	1021	014	Interpreter/Notetaker (EXAMPLE)
1.			
2.			
3.			
4.			
5.			
6.			

FOR OFFICE USE ONLY:

Date Letters Printed: _____

Letters not printed due to: _____

Steps for Receiving Accommodations

At the beginning of each subsequent semester, students must request accommodations for that semester. This can be done by filling out a **Semester Accommodation Request Form**.

Students will receive accommodation letters based on in-take interview. Letters can be picked up in the DS office. Students are responsible for distributing their Accommodation Letters to their Instructors. DS will not mail letters to Instructors.

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

Receiving accommodations should not be regarded as giving the student special privileges, but rather as minimizing the impact of the disability to the greatest extent possible. It is important to remember that the instructor expects the same academic performance from disabled students as the other students. The ADA and Section 504 did not intend that institutions pass students as a result of their disability. Disabled Students must adhere to the same codes of conduct required by the college for all students.

Services for International Students with Disabilities

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

Audited Classes

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

Personal Services such as Personal Care Attendants (PCA)

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

Testing Procedures

Note: Students **must** give a copy of their Accommodation Letter to their instructor before testing accommodations can be utilized.

1. Students must provide their Instructor with a **Testing Form** at least three (3) business days prior to the examination date. The Instructor will turn in this form along with a

copy of the exam to DS.

2. Students must show up to DS on time the day of the scheduled examination. If you are more than fifteen (15) minutes late, your Instructor will need to be contacted for permission to administer the examination.
3. Students must leave all materials not required for their examination in the DS office. This includes personal items such as: purses, cellular phones, mp3 players, etc.

Testing Room Procedures for Students

Before entering the Testing Center

1. Turn off cell phones and place in your backpack
2. Take bathroom and/or water break **before** beginning testing.
3. Make certain that you have all necessary testing supplies in hand including paper, pen/pencil, calculator, blue book and any other needed materials. DS will check Bluebooks and calculators.
4. Be very quiet when entering the Testing Center.
5. Work quietly.
6. Give completed examination to test monitor or place in the assigned box in the monitor's office.
7. **Remember: If you leave the Testing Center room for any reason, your test is over.**

Extended-Time Allotments for Examinations – extended time allotments are determined on a case-by-case basis

Extended time is 25 additional minutes

Time-and-a-half is one and a half times that received by other students in the class

Double time is twice that received by other students in the class

Triple time is three times that received by other students in the class

Note: All time allotments may change according to how much time the Instructor indicates the class will receive.

Grievance and Appeal Procedures

Disagreeing with Accommodations Provided by DS

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

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

Grievances with Other NLTC Departments or Services

It is the practice of the Disability Services that issues concerning accommodations of students with disabilities in academic and other programs and activities be resolved between the student requesting the accommodation and the NLTC employee representing the department within which the academic program or service is located. If the student feels that all efforts to resolve the issue have proven unsuccessful, he/she may file a formal grievance. The NLTC's Policy includes the process for filing a formal grievance.

Students with disabilities are responsible for contacting Disability Services, if reasonable accommodations are not implemented in an effective and timely manner. Disability Services will work with NLTC personnel and the students to resolve disagreements regarding recommended accommodations.

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

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

Complaints alleging that a qualified individual with a disability has been excluded from participation in, been denied the benefits of, or otherwise has been subjected to discrimination in employment or program activities may be filed under any of the following grievance procedures as appropriate:

Students – Academic Appeals policy or other student complaint procedures

Faculty – Faculty Grievance Procedures as outlined in the *Faculty/Employee Handbook*

*If the issue cannot be resolved at the college level, you may contact the Office of Civil Rights or the Department of Justice. File complaints under Section 504 of the Rehabilitation Act with

the Office of Civil Rights of the U.S. Department of Education (OCR), or those under Titles II or III of the ADA with the Department of Justice. If unsure, file with the Department of Justice, who will refer the complaint to the appropriate agency. *The Northwest Louisiana Technical Community College grievance procedures must be followed prior to contacting any outside agency.

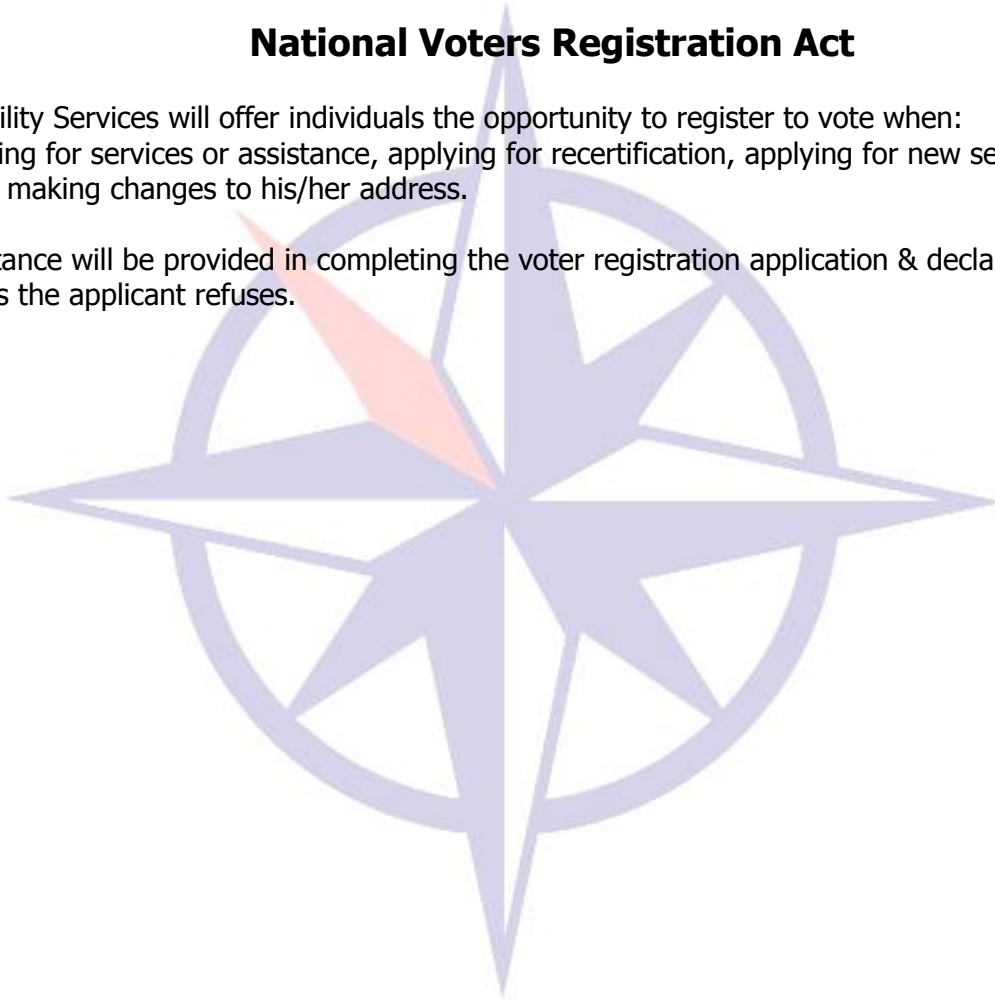
Financial Assistance

Disability Services does not give tuition scholarships or financial aid based on disability

National Voters Registration Act

Disability Services will offer individuals the opportunity to register to vote when: applying for services or assistance, applying for recertification, applying for new services, or when making changes to his/her address.

Assistance will be provided in completing the voter registration application & declaration form unless the applicant refuses.



Frequently Asked Questions

1. **Where is Disability Services located?**

Disability Services is located in the Student Services Department.

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

Yes.

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

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

4. **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.

5. **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.

6. **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.

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

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

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

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

9. **Does DS provide tutoring?**

Tutoring is not provided through DS.

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

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

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

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

12. Will my transcript indicate that I received accommodations?

No. Your disability records are confidential and are not part of your NLTC transcript.

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

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

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

Yes. In order to receive accommodations, you must complete a Semester Accommodation Request Form every semester. It is recommended that the form be completed within the first three (3) days of class.

15. Are accommodations retroactive?

No. Accommodations are not retroactive. Accommodations for otherwise qualified students with disabilities do not take effect until you have completed the registration process with DS and have provided the Instructor with your Semester Accommodation Letter. You must give your Instructor at least three (3) business days notice before use of an accommodation. DS cannot require the Instructor or anyone else to make changes in grades for assignments/examinations given prior to notification of accommodations.

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

Complete a Semester Accommodation Request Form requesting services for your classes at least two (2) weeks prior to the beginning of the semester.

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

Complete an Interpreter Request Form and return it to Disability Services.

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

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



National Resources

Architectural & Transportation Barriers Compliance Board

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

Equal Employment Opportunity Commission

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

[Job Accommodation Network \(JAN\)](#)

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

Office on the ADA

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

Department of Transportation

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

Federal Communications Commission (FCC)

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

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

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

The ADA Project

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

Websites

[National Association for the Deaf](#)
[Association on Higher Education and Disability](#)
[International Dyslexia Association](#)
[National Mental Health Association](#)
[Learning Ally \(formerly Recording for the Blind and Dyslexic\)](#)
[Children & Adults with AD/HD](#)

State and Local Resources

AA Tx Center: 24 Hour Help

2800 Youree Drive, Suite 362
Shreveport, LA
318/862-2172

Accessible Solutions of Louisiana

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

ADA Hotline

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

Advocacy Center

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

AIDS/Friends for Life

660 N. Foster Dr. Bldg. C -100
Baton Rouge, LA 70806
225/923-2277

Al-Anon

5418 Hollyhock Lane
Shreveport, LA
318/683-1399
(24 hours hotline, No fees. Family/Friends)

Alcohol Abuse & Crisis Intervention

800/234-0246

Baton Rouge Mental Health Center

4615 Government St.
Baton rouge, LA 70806
225/925-1906

Brentwood Hospital

1006 Highland Ave
Shreveport, LA
318/678-7500

Buckhalter Recovery Center

527 Crockett Street
Shreveport, LA
318/222-1767

Capital Area Behavioral Health

4615 Government St.
Baton Rouge, LA 70806
225/925-9500

Center for Families

864 Olive Street
Shreveport, LA 71104
318-222-0759

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

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

Cognitive Institute

809 Polk Street
Mansfield, LA 71052
318/871-5566

Community Mental Health Services

865 Olive Street
Shreveport, LA 71104
318/227-3092

Computer Aided Interpretation

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

CORE

635 Stoner Ave
Shreveport, LA
318/424-4357

Council on Alcohol/Drug Abuse

2000 Fairfield Avenue
Shreveport, LA
318/222-8511
(sliding scale)

Deaf Action Center

601 Jordan Street
Shreveport, LA 71101
318/425-7781

DeSoto Habilitation Services

1528 Old Jefferson Highway
Mansfield, LA 71052
318-872-3255

Doves

830 4th Street
Natchitoches, LA 71459
318/352-9394

Dyslexia Association of Greater Baton Rouge

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

Epilepsy Foundation of Southeast Louisiana

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

Families Helping Families

2620 Centenary Blvd
Shreveport, LA 71104
318/226-4541

First Step Services

2004 Creswell Ave.
Shreveport, LA
318/222-4222

Governor's Office of Disability Affairs

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

**LATAN (LA Assistive Technology
Access Network)**

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

Louisiana Association for the Blind

1750 Claiborne Avenue
Shreveport, LA
318/635-6471

Louisiana Center for the Blind

101 S. Trenton Street
Ruston, LA 71270
1-800-234-4166

Louisiana Association for the Deaf

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

Louisiana Commission for the Deaf

8225 Florida Blvd.
Baton Rouge, LA 70806
225/925-4175 (V/TTD)

Louisiana Hotlines for the Blind & Physically Handicapped

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

Louisiana Rehabilitation Services

1525 Fairfield Avenue
Shreveport, LA 71101
318/675-7155

[Louisiana State University Health Services Center](#)

Kings Highway
Shreveport, LA
**This site has an extensive list of a wide variety of service providers for Northwest Louisiana

Mansfield Mental Health

501 Louisiana Street
Mansfield, LA 71052
318/872-5576

Many Mental Health Clinic

265 Highland Drive
Many, LA 71449
318/256-4119

Minden Mental Health Clinic

435 Homer Road
Minden, LA 71055
318/371-3001/3002

Natchitoches Mental Health

210 Medical Drive
Natchitoches, LA 71457
318/357-3122

Project Celebration

580 Main Street
Many, LA 71449
318/256-6242

Promise Hospital of Louisiana

1800 Irving Place
Shreveport, LA 71101
318/425-4096

Resources for Independent Living

5700 Florida Blvd. Ste. 600
Baton Rouge, LA 70816
225/216-3844

Shreveport Office Behavioral Health

1310 N. Hearne Avenue
Shreveport, LA 71137-7904
318/676-5111

Sickle Cell Anemia Foundation

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

NWLA Suicide Helpline

1-877-994-2275

Taylor House

580 Main Street
Many, LA 71449
318/256-3408

The Phone

225/924-5781

Vet Center

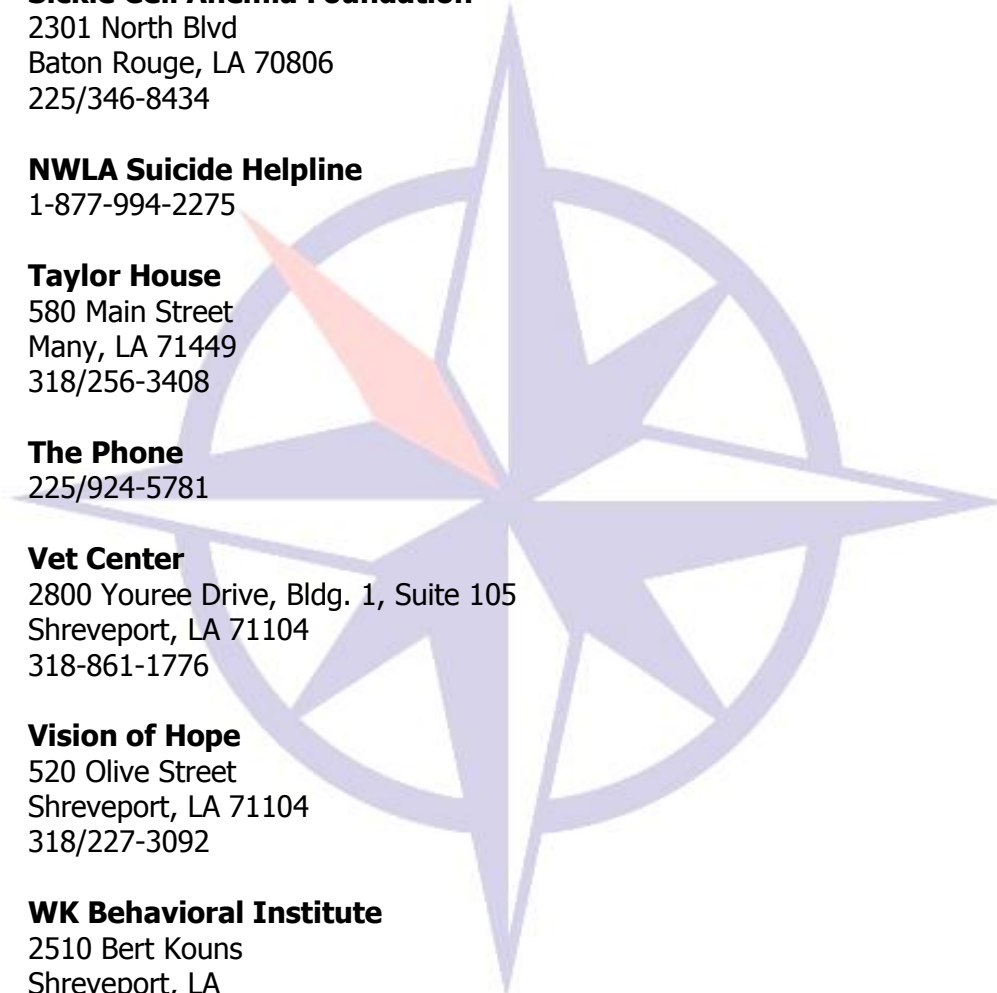
2800 Youree Drive, Bldg. 1, Suite 105
Shreveport, LA 71104
318-861-1776

Vision of Hope

520 Olive Street
Shreveport, LA 71104
318/227-3092

WK Behavioral Institute

2510 Bert Kouns
Shreveport, LA
318-212-5072



Testing Referrals

Louisiana Rehabilitation Services

1525 Fairfield Avenue
Shreveport, LA 71101
318/675-7155

Veterans Administration

510 E. Stoner Avenue
Shreveport, LA 71111
318/221-8411

Northwest Louisiana Services

2924 Knight Street, Suite 350
Shreveport, LA 71105
318-862-3085

