

More information is available at:
[Delgado Community College Office of Disability Services.](#)



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Introduction

This handbook is designed to assist students with disabilities with receiving reasonable accommodations and services. This handbook includes the policies, benefits, rights and responsibilities of a student with documented disabilities. It is a valuable source of information and it is suggested that the student continues to use this throughout his or her college career. Students with disabilities are encouraged to visit the [Office of Disability Services](#) and the [Office of Disability Services 'Student Resources' webpages](#).

Delgado Community College

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

Office of Disability Services

The [Office of Disability Services](#) assists students with disabilities. It works with students with documented disabilities to make the most of his/her college career. Students with disabilities are more likely to achieve their academic goals through the many services offered by the Office. These services include academic advising, advocacy, and academic accommodations. The students also receive access to adaptive equipment and computers with specialized software programs. A list of available services is published on the College's website. See [Office of Disability Services' Description of Services](#).

Mission

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

Disability Law in Post-Secondary Education

A student with a disability is entitled by law to equal access to the College's programs. The federal laws protect persons with disabilities in postsecondary education: the Rehabilitation Act of 1973- Section 504 (Pub. Law No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. Law No. 101-336), the Americans with Disabilities Amendment Act of 2008 (Pub. Law 110-325, ADAA), and the Rehabilitation Act of 1998- Section 508 (Pub. Law No. 105-220). Information is available at Delgado Office of Disability Services [Disability Laws in Higher Education](#).

The Rehabilitation Act of 1973 – Section 504

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

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

The Americans with Disabilities Act of 1990 (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection of disabled persons to the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons with disabilities.

The American with Disabilities Amendment Act (ADAA) of 2008

The ADA Amendment Act of 2008 (Public Law 110-325, ADAA) is an Act of Congress, effective January 1, 2009, that amended the Americans with Disabilities Act of 1990 (ADA) and other disability nondiscrimination laws at the Federal level of the United States.

The ADA in relation to Section 504 of the Rehabilitation Act

Post-secondary education institutions that receive federal funds are covered under Section 504 and ADA. ADA does not supplant Section 504; however, in situation where the ADA provides greater protection, ADA standards apply. Colleges and universities are mandated to adhere to the Rehabilitation Acts and the Americans with Disabilities Acts.

Disability Definition

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

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

Eligibility for Services

A person is eligible for accommodations if he/she

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

Physical Impairment

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

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

Mental Impairment

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

Major Life Activity

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

Qualified Applicants with Disabilities

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

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

The Rehabilitation Act of 1998- Section 508

In 1998, Congress amended the Rehabilitation Act (Pub. L. No. 105-220) to require Federal agencies to make their electronic and information technology accessible to people with disabilities.

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

Confidentiality

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

The Office of Disability Services will keep a copy of all information within a student's file for five (5) years. Once the student is considered inactive for five years, the file may be destroyed.

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

Students with disabilities can review their files by making an appointment with a Disability Services Coordinator. The students can obtain copies of documentation from the original evaluator. The Office of Disability Services does not provide copies of documentation.

RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

- Receive verification of a documented disability from the Disability Services Coordinator in the form of a letter of accommodation sent electronically from the Office of Disability Services.
- Expect that the student will initiate specific accommodation request in a timely manner.
- Consult with the Disability Services Coordinator in providing appropriate accommodations.

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

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

Initial Meeting

A student with a disability must self-identify by making an appointment with the coordinator before or at the beginning of the semester. Students can make an initial appointment with the Office of Disability Services through the College's website (www.dcc.edu) by going directly to the online [Student Intake Form](#). A student must submit appropriate documentation to the Office of Disability Services.

Orientation

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

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

Letter of Accommodation(s)

Before the semester begins, a continuing student with a documented disability must complete a request form for letters of accommodations. The form is located on the College's website at www.dcc.edu. Below are the steps to follow to submit a request form for a letter of accommodation.

1. Go to www.dcc.edu
2. Move the cursor over "Services & Resources"
3. Click on "[Office of Disability Services](#)"
5. Click on "[Forms](#)"
6. Click on "[Semester Accommodations Request for \(Submitted Each Semester/Session\)](#)"
7. Complete the form online
8. Click "Submit"

The letter of accommodation(s) will be sent electronically to the student's instructors by e-mail with a copy to the student.

Personal Care Attendant (PCA)

A Personal Care Attendant (PCA) is defined as a person who provide personal care to a student with a disability or other health care needs during activities of daily living and normal life functions.

If a student with a disability is in need of Personal Care Attendants (PCA), the attendant must be employed by an authorized agencies or private contract with certified PCA. The family member cannot serve as a PCA without legal authorization. The students are responsible to secure PCA. The student must manage the attendant's schedule and adhere to the College's policies. The student with a disability must register with the [Office of Disability Services](#) and supply appropriate documentation for the PCA.

Service Animals

The College is committed to permit students with disabilities the use of service animals on campus. A service animal is trained to assist people with disabilities in the activities of daily living. The [Americans with Disabilities Act \(ADA\)](#) defines a service animal as “as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability. The dog must be trained to take a specific action when needed to assist the person with a disability.”

If an animal meets the definition above, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or training program. To be qualified to utilize a service animal for ongoing accommodation at Delgado Community College, the student with a disability must register with the Office of Disability Services and supply appropriate documentation of a disability. The requirements and responsibilities outlined in the [Delgado Service Animal Procedures](#) apply in regard to service animals on College premises.

Reasonable Accommodations/Services

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

- Extended Time-

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

Assessments/Tests - Student may need more time to complete their assessments/ tests/quizzes/examinations due to difficulties with reading comprehension, excessive test anxiety, loss of concentration, and etc. Time and half is usually sufficient for the tests. On the other hand, disability documentation indicates that student may need double time or unlimited time to complete the tests.

- Distraction-Free Environment - Student may need to take the tests in a quiet and uninterrupted environment. This would involve taking the test by himself/herself. Student may be easily distracted due to disability such as Attention Deficit Hyperactivity Disorder, Specified Learning Disability, and Trauma Brain Injury, (TBI).
- Readers - A person who is available to read exams for a student with a disability.
- Scribes - A person who is available to write for a student with a disability on exams is a scribe.

- Oral Tests - Student may need to respond to tests verbally. A student may have difficulty with reading comprehension, or have visual impairments.
- Consideration for absences - Student with a medical condition or a disability may miss class occasionally for doctor's office visits or hospitalizations. It prevents them from attending class on a regular basis.
- Alternative Test Format - This is changing a test format to one that allows the student to be able to use his/her knowledge of the course material.
- Calculator- Student may need to use the calculators due to specified learning disability or other type of disabilities.
- Assistive Listening Device (ALD) - This consists of a technical tool to assist students who are hard of hearing. The partial of ALD is a microphone which brings its speaker voice directly to the student's earphone.
- Note-taking Services- This is a classroom accommodation for student who has difficulty taking class lecture notes due to perceptual, motor, or cognitive impairments. A note-taker assists student with a disability in taking class lecture notes and/or visually presented materials. The note-taking announcement is included in the letter of accommodation. Student must give the letter of accommodation to each of his/her instructors. Instructors will read an announcement before class begins. Note-taker must complete and turn in the bottom portion of the form to the Disability Services Coordinator, preferably at the beginning of the semester.
- *Tape-recorder- Most students with disabilities require tape recording their class lectures due to their limitations. The limitations may include mobility impairments, visual impairments and learning disability, and/or others.

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

- Interpreting Services- This is available to the students who use sign language. The interpreter uses a natural visual-gesture language with syntax, structure, and grammar rules different than English rule. An interpreter translates from spoken language into the appropriate visual language mode and from visual language into spoken language. The interpreter uses the communication modalities appropriate to the student including Conceptually Signed English, American Sign Language, Manually Coded English, and Deaf-Blind interpreting/transliterating. Conceptual accuracy is stressed regardless of what mode is used and the student should be made aware of the proper use and spelling of all relevant vocabulary.

- **Captioning Services-** This includes a computer-aided speech to print transcription system for the students who are Deaf or Hard of Hearing. It is used for class lectures. A captionist is there to caption what is spoken in the class into a form of visual communication. The captionist most often is situated in the front of the classroom and near the instructor. The reason for this is quite simple, to allow the students to have both the captionist and instructor in their field of vision as visual cues are an important aspect of any communication. Individuals with a hearing impairment rely more on visual cues for communication. When a film is shown in class, the captionist will also caption the film.
- **Stenographing Services-** This involves a stenographer using a computer laptop with specialized software and stenographic machine. It is the accurate transcription of words that make up spoken language into text, what is spoken in the classes or college-related activities into a form of visual communication. Individuals with a hearing impairment rely more on visual cues for communications.
- **Priority Registration-** This allows students with disabilities that require this service to register their first academic semester. The purpose of priority registration is to allow students with disabilities the ability to schedule classes in a manner, which allows their schedules to conform to the needs associated with their disabilities.

Assistive Technologies

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

- **JAWS** is a specialized software with computer screen reader for students with visual impairments and students with learning disabilities.
- **Zoom Text** is computer access solution for students with visual impairments. It consists of screen magnification and screen reading. It allows student to see and hear everything on the computer screen.
- **Dragon Naturally Speaking** allows students to talk to computer instead of typing. As the student speaks, the words are transcribed onto the screen and into your documents or e-mail messages.
- **WYNN** is designed to assist students with learning disabilities read written materials on a computer with scanning program.

- Closed Circuit Television (CCTV) allows students with visual impairments to read written materials on a monitor. Students can enlarge the prints that meet their needs.
- E-Text solution allows students to have access to textbooks and other written materials in an electronic version.

A full list of Assistive Technologies and their locations is available on the College's website (www.dcc.edu) at [Office of Disability Services Assistive Technologies](#).

DOCUMENTATION GUIDELINES

Students must provide official documentation from a licensed professional. All documentation must be typed on letterhead with the name, title, date of testing, and professional credentials (e.g. licensed psychologist, medical physician), handwritten summary or prescription sheet are not acceptable. Individual Education Programs (IEPs) may have valuable information, but they are not sufficient documentation.

The current documentation must be within three (3) years prior to apply for the Office of Disability Services. Based on case-by-case of the student's academic status such as summer only and transfer from another college from previous semester, documentation must be within the last five years.

Chronic Illness /Physical Disabilities Documentation

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

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

It is highly recommended to submit documentation with the following information:

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

Visual Impairments/Blindness Documentation

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

It is highly recommended to submit documentation with the following information:

1. A licensed professional's name, titles, address, phone number, state of license and license number. The licensed professional consists of ophthalmologist, optometrists, or related- specialist.
2. Report of vision impairment with the supporting numerical description.
3. Descriptions of the current symptoms.
4. Statement of the functional limitation of the visual impairment/blindness which affects the student's academic performance in post-secondary educational settings.
5. Recommendations for accommodations for classroom and college related activities and the rationale for accommodations.

Hearing Impairments Documentation

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

It is highly recommended to submit documentation with the following information:

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

Attention-Deficit/Hyperactivity Disorder Documentation:

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

It is highly recommended to submit documentation with the following information:

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

Rating Scales:

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

Neuro-psychological and psycho-educational setting:

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

Academic Achievement:

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

Information Processing:

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

Medical Evaluation:

Rule out the following:

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

Other tests deemed necessary such as

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

4. Alternative diagnoses or explanation should be ruled out on the dual diagnoses and alternative or co-existing mood, behavioral, neurological, and/or personality disorder, that may confound with Attention Deficit/Hyperactivity Disorder.
5. Identification of Diagnostic and Statistical Manual-TR criteria:
 - Summary of the symptoms of hyperactivity/impulsivity or inattention from childhood.
 - Summary of the current symptom within the last six months.
 - Summary of the impairment for the current symptom in the two or more settings such as school, work, and/or home.
 - Summarize the significant impairment with social, educational or employment.
6. Specify diagnosis based on the Diagnostic and Statistical Manual-TR criteria.
 - Use of term in the diagnosis of ADHD, avoiding use of “as suggests”, “is indicative of”, or “attention problems”. Test anxiety is not the criteria for Attention Deficit Hyperactivity Disorder, (ADHD).
7. Interpretative summary must include as follows:
 - Ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological, medical disorder or non-cognitive factors.
 - Presence of AD/HD based on the inattentiveness, impulsivity,

- and/or hyperactivity across the life span and across settings.
- Statement on whether or not the patient was evaluated while on medications, and whether or not the prescribed treatment produced a positive response.
- Provide medication information that affects the student's academic performance in the post-secondary educational settings.
- Statement of the disability which affects the student's academic performance for which accommodations are being requested.

8. Recommendations for accommodations for in-classroom and College-related activities and the rationale for each accommodation.

Learning Disability Documentation:

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

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

It is highly recommended to submit documentation with the following information:

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

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

Psychiatric/Psychological Disorder Documentation:

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

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

It is highly recommended to submit documentation with the following information:

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

Traumatic Brain Injury (TBI) Documentation:

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

It is highly recommended to submit documentation with the following information:

1. A licensed professional's name, titles, address, phone number, state of license and license number. A licensed professional is a neurologist, neuropsychologist, and/or psychologist.

2. Summary of the traumatic brain injury including probable site of the lesion.
3. A summary of cognitive and achievement measures used and evaluations results with standardized scores or percentiles used for diagnosis.
4. The medication information that affects the student’s academic performance in the post- secondary educational setting.
5. The recommendations for classroom and college related activities and rationale for each accommodation.

TESTING ACCOMMODATIONS

The Office of Advising and Testing offers test proctoring services when faculty are unable to arrange accommodations for students with disabilities that impede their ability to test in the classroom. The Office of Advising and Testing staff members assist the student with the testing accommodations based on the individual’s need.

Information on how students with disabilities may request testing accommodations is available on the Delgado website at [Testing Accommodations for Students with Disabilities \(Test Proctoring Services\)](#). The [Request for Special Testing Accommodations Form](#) and the test should be in a **sealed envelope** when delivered to the proctor. The student’s name, instructor’s name, course prefix/section number and office location should be on the front of the envelope. Also, faculty should indicate on the form the delivery and test return arrangements. Faculty may also choose to email the Request Form and the test to the confidential email address listed on the form.

Students with disabilities are encouraged to schedule appointments at least 2-3 days prior to test. Please contact preferred location to schedule your placement test and/or regular class tests:

City Park Campus	West Bank Campus	Sidney Collier Site
Building 2, Room 302	LaRocca Hall, Room 303	Building 3, Room 117A
504-671-5080	504-762-3198	504-941-8526

Information on the procedures and guidelines for accommodated testing and each location’s hours of operations is available at [Testing Accommodations for Students with Disabilities \(Test Proctoring Services\)](#).

Testing Accommodations/Online courses

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

Procedure to Report the Inaccessibility of Facilities:

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

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

Disagreement with the Accommodations/Services:

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

1. Discuss the situation with the Disability Services Coordinator.
2. If the matter is not resolved, discuss the situation with the Director of the Office of Advising and Testing.
3. If the matter remains unresolved, follow the College's [Student Grievance Procedures](#) as listed in the Delgado Community [College Catalog](#).

Delgado Office of Disability Services Forms

All forms for the Delgado Office of Disability Services are available at: [Office of Disability Services Forms](#).

- [Disability Services Student Intake Form](#)
- [Disability Services Student Agreement](#)
- [Disability Services Student Accommodations Referral Form](#)
- [Semester Accommodations Request Form \(Submitted Each Semester/Session\)](#)
- [Request for Special Testing Accommodations for Students with Documented Disabilities Form](#)
- [Consent to Release Information Form \(Waiver of Confidentiality Form for Person with Disability\)](#)
- [Student Waiver of Services/Accommodations Form](#)

Staff

Students with disabilities needing assistance are encouraged to contact the staff at the Office of Disability Services. Information is available at [Office of Disability Services Contact Us](#).

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