



Office of Student Accessibility

STUDENT HANDBOOK

Revised Effective August 2026

More information is available at:
[Student Accessibility Services](#)

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Introduction

This handbook provides guidance for students with disabilities seeking accommodations and services at Delgado Community College in accordance with federal law and College policy. It outlines student rights and responsibilities, processes for requesting accommodations, and available support services. 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 Student Accessibility](#) and the [Student Accessibilities Services Resources Webpage](#).

Delgado Community College

Delgado Community College follows the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973 to ensure that students with disabilities have equal access to academic programs and services. Qualified students with disabilities have equal access to the full range of programs, services, activities, and facilities of the College. Reasonable accommodations are provided through an individualized process unless an accommodation would fundamentally alter the nature or essential requirements of a program, course, service, or activity; impose undue burden; or pose a direct threat that cannot be eliminated or reduced by reasonable accommodation.

Office of Student Accessibility

The [Office of Student Accessibility](#) assists students with disabilities in accessing accommodations and support services that promote academic success and full participation in college programs and activities. The Office works collaboratively with students who have documented disabilities to ensure equitable access throughout their college experience. Services may include academic accommodations, advocacy, and coordination of support resources. Students also have access to assistive technology, adaptive equipment, and specialized software to support their learning needs. A comprehensive list of available services can be found on the College's website under the Office of Student Accessibility.

Mission

The Office of Student Accessibility is committed to ensuring equal educational access and opportunity for qualified students with disabilities and to coordinating reasonable accommodations and support services that remove barriers to participation in College programs, services, and activities.

Disability Law in Post-Secondary Education

Students with disabilities are entitled to equal access to the College's programs, services, and activities under federal law. Delgado Community College is committed to full compliance with the following laws that protect individuals with disabilities in postsecondary education:

Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104) – Prohibits discrimination on the basis of disability in programs and activities receiving federal financial assistance.

- **Americans with Disabilities Act (ADA) of 1990, as amended (42 U.S.C. §12101 et seq.)** – Prohibits discrimination and ensures equal access in public institutions, including colleges and universities.
- **ADA Amendments Act of 2008 (ADAAA)** – Expands the definition of disability and broadens protections under the ADA.
- **Section 508 of the Rehabilitation Act (29 U.S.C. §794d)** – Requires accessibility of electronic and information technology.
- **ADA Title II Regulations (28 CFR Part 35)** – Requires public institutions to provide equal access to programs, services, activities, and digital content.

These laws ensure that qualified students with disabilities have equal opportunity to participate in and benefit from all aspects of the college experience.

Additional information regarding disability laws and student rights is available on the College's website through the Office of Student Accessibility Services.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104) is a federal civil rights law that prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance, including postsecondary institutions.

Under Section 504, qualified students with disabilities must be provided equal access to educational programs, services, and activities. Colleges are required to provide reasonable accommodations and ensure that policies, practices, and procedures do not create barriers to participation.

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."

This law establishes the foundation for ensuring that students with disabilities have equitable access to higher education and are afforded the same opportunities as their peers.

Americans with Disabilities Act (ADA) of 1990

The Americans with Disabilities Act (ADA) is a federal civil rights ~~statue~~ law that prohibits discrimination against individuals with disabilities ensures equal access to programs, services, and activities.

The ADA is organized into several titles, including:

- **Title I** – Employment
- **Title II** – Public services, including public colleges and universities
- **Title III** – Public accommodations
- **Title IV** – Telecommunications

For postsecondary institutions, **Title II (28 CFR Part 35)** is most applicable and requires colleges to provide equal access to educational programs, services, activities, facilities, and digital content.

The ADA builds upon the protections established under Section 504 of the Rehabilitation Act by expanding the scope of coverage and reinforcing the requirement to remove barriers that limit access for qualified individuals with disabilities. The purpose of the ADA is to ensure that individuals with disabilities have the same opportunities to participate in and benefit from educational programs as individuals without disabilities.

Americans with Disabilities Act Amendment Act (ADAAA) of 2008

The Americans with Disabilities Act (ADA) Amendment Act of 2008 (Public Law 110-325, ADAAA) is an Act of Congress, effective January 1, 2009, that amended the Americans with Disabilities Act of 1990 to expand and clarify the definition of disability.

Key provisions of the ADAAA include:

- Expanding the definition of **major life activities**, including major bodily functions
- Clarifying that impairments that are **episodic or in remission** are considered disabilities when active
- Requiring that disability determinations be made **without regard to mitigating measures** (e.g., medication, assistive devices), except for ordinary eyeglasses or contact lenses

The ADAAA strengthens protections for students with disabilities and ensures that qualified individuals are provided equal access to educational programs, services, and activities.

Relationship Between the ADA and Section 504 of the Rehabilitation Act

Post-secondary education institutions that receive federal financial assistance, including Delgado Community College, are subject to both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended.

These laws work together to prohibit discrimination and ensure equal access for individuals with disabilities. Section 504 applies specifically to programs and activities receiving federal funding, while the ADA extends protections more broadly to public entities, including colleges and universities.

The ADA does not replace Section 504; rather, it **complements and expands upon its protections**. In situations where the ADA provides greater protection or broader coverage, ADA standards apply.

Colleges and universities are required to comply with both laws and to ensure that policies, practices, and procedures do not create barriers to participation. This includes providing reasonable accommodations and ensuring equal access to academic programs, services, activities, facilities, and digital content.

Section 508 of the Rehabilitation Act

Section 508 of the Rehabilitation Act requires that electronic and information technology developed, procured, maintained, or used by institutions receiving federal funding be accessible to individuals with disabilities.

Under Section 508, individuals with disabilities must have access to information and technology that is comparable to the access provided to individuals without disabilities.

ADA Title II Regulations

Title II of the Americans with Disabilities Act (ADA), implemented through regulations at 28 CFR Part 35, applies to public institutions. These regulations prohibit discrimination on the basis of disability and require equal access to all programs, services, and activities.

Recent updates to ADA Title II regulations further emphasize the requirement that digital content and online services be accessible to individuals with disabilities. This includes ensuring that electronic information and instructional materials meet recognized accessibility standards.

Disability Definition

Under the Americans with Disabilities Act (ADA), ~~AD~~ as amended, **a person with a disability** is an individual who:

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

Eligibility for Services

A student may be eligible for accommodations and services when the student:

- Meets the definition of disability under applicable federal law;
- Initiates a request for accommodations through the Office of Student Accessibility; AND
- Provides documentation that reasonably supports the existence of a disability and the need for accommodations. Documentation is evaluated on a case-by-case basis through the interactive process.

Impairment

Impairment is defined as any physiological, mental or psychological disorder or condition, including those that are episodic or in remission, that substantially limits one or more major life activities when active.

Substantially Limits

Substantially Limits is defined as an impairment that prevents the ability of an individual to perform one or more major life activities as compared to most people in the general population when taking into consideration factors such as the nature, severity, duration and long-term impact of the condition. Such consideration must be regardless of any mitigating measures such as modifications, auxiliary aids or medications used to lessen the effects of the condition (except for use of ordinary eyeglasses or contact lenses).

Physical Impairment

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. These body systems may include, but are not limited to:

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

This list is not exhaustive. Physical impairments are evaluated based on their functional impact on major life activities, consistent with federal law.

Mental Impairment

Any mental or psychological that affects cognitive, emotional, or behavioral functioning.

Mental impairments may include, but are not limited to:

- Emotional or mental health conditions (e.g., anxiety, depression)
- Specific learning disabilities
- Attention-related disorders
- Brain-based conditions (e.g., traumatic brain injury)
- Neurodevelopmental disorders

This list is not exhaustive. Mental impairments are evaluated based on their functional impact on major life activities, in accordance with applicable federal law.

Major Life Activity

Major life activities are basic functions that are essential to daily living and learning. Major life activities also include the operation of major bodily functions.

Major Life Activities include:

- Generally, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others and working; and
- The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

This list is not exhaustive. Determinations are made based on the **functional impact of a condition**, in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), which requires broad interpretation of disability.

Qualified Applicants with Disabilities

Qualified applicants with disabilities are individuals who meet the academic and technical standards required for admission to, and participation in, a College program or activity with or without reasonable accommodations.

Qualified applicants with disabilities will not be denied admission solely on the basis of their disabilities. Students are not required to disclose a disability during the admission process.

After admission, students with disabilities (disabled students) are encouraged to seek accommodations with the Office of Student Accessibility. To receive accommodations, students must engage in the interactive process and provide documentation that reasonably supports the existence of a disability and the need for accommodations, as determined by the Office of Student Accessibility.

Confidentiality

Disability-related information provided to the College, including documentation used to verify a student's disability and need for accommodations, is considered confidential and is maintained in accordance with applicable federal laws, including the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA).

Documentation may include, but is not limited to, psychological, psychoeducational, neuropsychological, or medical evaluations, ~~letters, or other information from a physician or a~~ as well as information from qualified professionals.

Access to disability-related information is limited and will only be shared under the following circumstances:

- With the student's written consent through a signed Consent to Release Information form;
- With College officials on a legitimate educational need-to-know basis to facilitate approved accommodations;
- When required or permitted by law, including compliance with a court order or legal obligation;
- When necessary to address a significant risk of harm to the student or others;
- In connection with a disability-related grievance, complaint, or legal matter involving the College.

Faculty and staff are generally provided only with information necessary to implement accommodations. They do not have access to specific details regarding a student's diagnosis or disability documentation.

Students have the right to review their disability-related records by scheduling an appointment with the Office of Student Accessibility. Documentation provided by external evaluators remains the property of those evaluators; therefore, students should request copies directly from the original qualified professional.

The College maintains disability-related records in accordance with institutional record retention policies and applicable laws.

RIGHTS AND RESPONSIBILITIES

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

- Equal access to all College courses, programs, services, ~~jobs, and~~ activities and opportunities.
- Reasonable and appropriate accommodations that support access to the academic environment .
- Timely access to information in an accessible format.
- An interactive process to determine appropriate accommodations; identify and establish appropriate accommodation for courses, programs, services, activities, and facilities.
- Confidentiality of all disability-related information in accordance with federal law.

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

- Meet the College's essential technical and academic standards.
- Participate in an interactive process with the Office of Student Accessibility to determine appropriate reasonable accommodations.
- Provide an official documentation from a qualified professional that verifies the supporting documentation, which shall at minimum include: The diagnosis(es) The severity of the disability or diagnosis, Functional limitations, Treatments, and Recommendations for removing barriers to learning.

- Submit disability documentation as soon as possible from the first day of school. For all major accommodation requests (special accommodations of equipment may need more time) Approved accommodations are not applied retroactively.
- Give faculty a letter of accommodation provided by the Office of Student Accessibility.
- Act as a self-advocate.
- Provide one-week notice to faculty and the Office of Student Accessibility when he/she will need testing accommodations and/or be testing in the Testing Center
- Understand and accept that if a one-week notice is not given, the student's desired testing time may be altered by the Office of Student Accessibility
- Assume responsibility for testing procedures and to notify faculty and the Office of Student Accessibility accordingly
- Provide for his/her personal independent living needs or other personal disability-related needs
- Pay any costs associated with providing documentation necessary to receive accommodation(s).

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

- Expect that the student will initiate specific accommodation request as soon as possible.
- Engage in an interactive process to determine appropriate accommodations; identify and establish appropriate accommodation for courses, programs, services, activities, and facilities.
- Receive verification of a documented disability from the Student Accessibility Coordinator in the form of a letter of accommodation sent electronically from the Office of Student Accessibility.

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

- Request and receive appropriate documentation that supports the need for accommodation.
- Maintain the student's confidentiality.
- Meet privately with the student in an accessible location to discuss disability-related needs.
- Identify and establish appropriate accommodation for courses, programs, services, activities, and facilities.
- Provide approved accommodation as communicated by the Student Accessibility Coordinator. Faculty may not independently modify, deny, or substitute an approved accommodation.
- If an approved accommodation appears to conflict with an essential course or program requirement, consult with the Student Accessibility Coordinator to review and determine appropriate steps.

Requesting Accommodations

Students seeking reasonable accommodations should contact the Office of Student Accessibility as soon as possible so the College has sufficient time to review the request and implement appropriate accommodations. Accommodations begin after the required process is completed and are not applied retroactively.

Step 1: Participate in an interactive process with the Student Accessibility Coordinator regarding policies, procedures, and requirements.

Step 2: Complete the Student Accessibility Agreement and Student Accessibility Intake Form.

Step 3: Provide documentation from a qualified professional using the Student Accessibility Accommodations Referral Form and other documentation that reasonably supports the disability and need for accommodation.

Step 4: Submit the Semester Accommodation Request Form each semester/session.

- Following the interactive process, the Student Accessibility Coordinator determines reasonable accommodations and sends the Letter of Accommodation to the student and each instructor.
- Students are encouraged to discuss the implementation of approved accommodations with faculty; students are not required to disclose their diagnosis to faculty.

Orientation

The Office of Student Accessibility 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.

All medical documentation submitted to the Office of Student Accessibility is Delgado's property to use for assessing academic accommodations. Information in files will be released only in the following circumstances:

- the student states the intent to harm himself or herself or others
- a student's file may be released pursuant to a court order or subpoena
- a student may give written authorization for release of information when he/she wishes

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 "[Student Services](#)"
3. Click on "[Student Accessibility](#)"
5. Click on "[Forms](#)"
6. Click on "[Semester Accommodation Requests \(Submitted for Each Semester/Session\)](#)"
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.

Student Interaction with Faculty

- The student should introduce himself or herself to each faculty member as soon as possible. The student may consider making an appointment with the faculty member in order to address any special needs that may arise.
- Students are encouraged to be confident, pleasant, and respectful towards faculty. All students are encouraged to practice an assertive, reasonable approach while communicating their needs to a faculty member.
- It is not necessary for a student to disclose his/her disability to the faculty member. However, if the student decides to disclose, he/she should state the disability in simple terms.
- The student should explain how the disability limits his/her functioning in plain, simple terms. For example, "I cannot see material on the board or read regular print" or "I cannot take notes because I have to watch the interpreter to understand what you are saying."
- Should difficulties arise in a particular class, students are encouraged to express concerns to faculty and to consult the Office of Student Accessibility for assistance.

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 Student Accessibility](#) 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 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 Student Accessibility 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

Reasonable accommodations are modifications or adjustments that enable a qualified student with a disability to have an equal opportunity to participate in an academic program, service, activity, or facility. Accommodations do not require the College to waive academic requirements, change program standards, or fundamentally alter the essential requirements of a program or course.

The following accommodations have been approved:

Testing Accommodations

- **Distraction Reduced Environment**- Student should complete test, quiz, and exam(s) in the Testing Center or an approved location by faculty with minimal distractions in a quiet environment.
- **Extended Time (Time and a half)** – This accommodation only applies to times assessments (quizzes, exams, and finals). This accommodation does not apply to untimed assessments,

take home exams, or homework. The Testing Center offers test proctoring as a service to faculty who need assistance providing this Accommodation.

- **Read Aloud**- Student is permitted to have test questions read out loud by computer, proctor, or assigned staff/faculty if requested.
- **Read Aloud to self with Accommodated Testing**- Student is permitted to read out during an assessment, if requested. To maintain academic integrity, students are required to schedule in-person Accommodated Testing with the Testing Center.
- **Intermittent Breaks**. Student must be permitted to take brief, periodic breaks as needed. This student has a disability that may cause a periodically need to take a break, especially during lengthy class periods. The student must adhere to the Testing Center policy and is not allowed to leave the testing area during a break.

Assignment & In-Class Work Accommodations

- **Extended Time with In- Class Assignments**- This accommodation will be equal to time and a half of the usual time allotted for the assignment. Students are required to work out the arrangements for extended time with their instructors at least three (3) business days in advance. If the instructor cannot provide the accommodation, please contact Student Accessibility Services.
- **Extended Time with Out of Class Assignments**- Extensions for out-of-class assignments may be granted when disability-related impacts arise. The student must communicate with the instructor in advance when possible. Faculty must work with the student to establish reasonable adjusted deadlines that do not fundamentally alter course requirements.

Classroom & Instructional Accommodations

- **Preferential Seating**- Student should sit on the front row of the classroom.
- **Use of a Recording Device (See attachment)**- The student is permitted to audio record class lectures as an approved accommodation. The student must sign a recording agreement acknowledging recordings are for personal academic use only and may not be shared. Example: Meta glasses, hearing aids, cellphone, tape recorder.
- **Adaptive Technology**- Student may utilize approved assistive technology for note-taking and course participation. The student is registered to use Genio, a note-taking support app.
- **Volunteer Note-Taker**- Assistance may be needed in locating a note-taker in your class by reading the volunteer note-taker application (see attachment). Do not identify the individual needing this accommodation. Please instruct the volunteer note-taker to contact the Office of Student Accessibility at (504) 671-5161.
- **Calculator**- Use of a calculator is permitted as an accommodation. The type of calculator must align with course requirements and be approved in consultation with the Office of Student Accessibility. The instructor will discuss with the student the appropriate type of calculator for use in the course.

Attendance Flexibility (If Applicable)

- **Consideration for Flexible Attendance (Disability Related Absences)** –Flexible attendance may be provided when disability-related symptoms impact the student’s ability to attend class.
- The student is responsible for:
 - Communicating with the instructor regarding absences
 - Completing missed work within a reasonable timeframe.
- Faculty must work with the student to determine reasonable flexibility while maintaining the essential requirements of the course. If additional absences would fundamentally alter the course, the instructor must consult with the Office of Student Accessibility.

Additional Support Services (If Applicable)

- **Personal Care Attendant (PCA)**- A qualified PCA may be present in the classroom to attend to student health needs.
- **ASL Interpreting Services**- Student has been assigned an American Sign Language Interpreter for communication purposes in the classroom.
- **Captionist**- A captionist will be present in the classroom to provide real-time transcription of lecture.
- **Accessible Course Materials**- All required videos and multimedia content for the course must include closed captioning.
- **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 at [Office of Student Accessibility Assistive Technologies](#).

Digital Accessibility

Accessibility requirements extend to virtual classrooms, learning management systems, digital instructional materials, websites, and other electronic and information technology used by the College. The College is committed to ensuring that students with disabilities have access to electronic and information technology resources and associated training.

DOCUMENTATION GUIDELINES

Students must provide official documentation from a qualified 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 Student Accessibility Coordinator may request additional information when the existing documentation does not reasonably support the disability or the need for the requested accommodation.

The current documentation must be within three (3) years prior to apply for the Office of Student Accessibility. 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 Student Accessibility.

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

1. A qualified 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 Impairment/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 qualified 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 Impairment 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 qualified 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 qualified 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
 - vi. 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:

Medical Evaluation:

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

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-5
 - 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 (DSM-5).
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 qualified 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 Testing Center 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 Testing Center 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 Documented 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
Building 2, Room 302
504-671-5080

West Bank Campus
LaRocca Hall, Room 303
504-762-3198

Sidney Collier Site
Building 3, Room 117A
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 Documented Disabilities \(Test Proctoring Services\)](#).

Testing Accommodations for 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 Student Accessibility Coordinator immediately.
2. The Student Accessibility Coordinator will document the physical inaccessibility. It will be kept in the Office of Student Accessibility 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 Student Accessibility Coordinator will send a written report to the Director of the Testing Center.
5. If the matter is not resolved, discuss the complaint with the Director of the Office of Testing Center.
6. If the matter remains unresolved, follow the College's [Student Grievance Procedures](#) as listed in the current 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 Student Accessibility 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 current Delgado Community [College Catalog](#).

High School Students

- **Dual Enrollment**

High school students enroll through their high school or Career Center. Approval needed from the student, the student's parents and the high school principal or counselor.

- **Concurrent Enrollment**

High school students enroll with the help of their parents. The high school reserves the right to accept the credits. Approval needed from the student and parent.

- **Home School**

High School students enroll with the help of their parent or home school. A current Home School Approval Letter must be submitted before enrollment. Approval needed from the student and parent.

If courses are physically taught at the high school or online during dedicated class periods; the high school provides all accommodations and related special education services. If courses are physically taught on a college campus or site; the College provides classroom accommodations, and students are required to go through the College's standard process for obtaining accommodations.

Voter Registration Assistance

The Office of Student Accessibility provides [assistance](#) with completing and submitting the voter's registration application to students with disabilities on an ongoing basis and during authorized voter registration periods.

Office of Student Accessibility Forms

All forms are available at [Office of Student Accessibility Forms](#):

- [Student Accessibility Intake Form](#)
- [Student Accessibility Agreement](#)
- [Student Accessibility Accommodation 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](#)
- [Interpreting Request Form](#)
- [Voter Declaration Form](#)

Office of Student Accessibility Staff

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

References

Baton Rouge Community College. (n.d.). Dual enrollment (DE) accommodation guidelines. Counseling & Accessibility Services. Retrieved from <https://mybrcc.edu/accessibility-services/>

Blue Ridge Community College. (2026). *Student accessibility services* [Webpage]. Retrieved from <https://www.blueridge.edu/services-support/student-accessibility-services/>

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Burgstahler, S. (Ed.). (2007). *Building capacity for a welcoming and accessible postsecondary institution*. University of Washington DO-IT. Retrieved from <https://doit.uw.edu/publication/building-capacity-for-a-welcoming-and-accessible-postsecondary-institution/>

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University of Minnesota, Disability Resource Center. (n.d.). *University of Minnesota campus disability resource offices*. Retrieved from <https://disability.umn.edu/um-systems-campus-disability-resources>

LSU New Orleans, Office of Accessibility Services. (n.d.). *Documenting a disability*. Retrieved from <https://www.lsuneworleans.edu/disability-services/current-students/documenting>

U.S. Department of Justice Civil Rights Division Disability Rights Section Service Animals www.ADA.gov