



Nunez Community College

**Policy, Procedures & Resources
for Students with Disabilities**

DISABILITY SERVICES

Nunez Community College

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DISABILITY SERVICES

Mission of Disability Services

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

Role of Disability Services

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

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

Eligibility for Services

A student is eligible for accommodations if he/she:

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

Note: Accommodations are effective after the student submits appropriate and complete documentation in accordance with Disability Services documentation policies, completes the Disability Services registration, and has presented and discussed the accommodation letter with his/her instructor (for testing accommodations, the accommodation letter must be presented to the instructor at least three business days prior to the examination date).

Disability Laws in Postsecondary Education

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

The Rehabilitation Act

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

Section 504 states (as amended):

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

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

The Americans with Disabilities Act (ADA)

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

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

The ADA in Relation to Section 504 of the Rehabilitation Act

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

Definition of a Disability

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

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

Physical Impairment

Any physiological disorder or condition, cosmetic 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

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

Major Life Activity

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

Admittance to Nunez Community College

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

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

Confidentiality

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

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

EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

FACULTY RIGHTS AND RESPONSIBILITIES

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

FACULTY RIGHTS

Documentation

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

Accommodations

Faculty has the right to expect the student to initiate accommodation requests. If the student is taking their examinations with Disability Services, expect Disability Services to administer examinations in a secure and monitored environment.

FACULTY RESPONSIBILITY

Accommodations

Faculty has the responsibility to identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same essential course expectations with appropriate accommodations as their peers. Disability Services strongly recommends the essential functions and course expectation information be addressed on the syllabus.

Faculty has the responsibility to provide accommodations only to students who are registered with Disability Services. It is NOT your responsibility to provide accommodations to students who are not registered with Disability Services.

Faculty has the responsibility to use a syllabus statement and class announcements to invite students to disclose their needs to Disability Services.

Faculty has the responsibility to act immediately upon getting a student's request for accommodations by contacting Disability Services (if unsure about a request) or submitting emails sent for student testing accommodations.

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

Faculty has the responsibility to consider incorporating principles of *Universal Design for Learning* in your teaching.

Confidentiality

Faculty has the responsibility to treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation Letters from Disability Services or emails regarding student disability-related information in a protected location.

Communication

Faculty has the responsibility to clearly communicate your testing procedures with the student and with Disability Services by submitting the Testing Form when requested.

Faculty has the responsibility to consult with students with disabilities and Disability Services in providing appropriate accommodations.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Confidentiality

Students have the right to expect all disability-related information to be treated confidentially.

Accommodations

Students have the right to receive appropriate accommodations in a timely manner from faculty and Disability Services. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that Disability Services is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**

STUDENT RESPONSIBILITIES

Documentation

Students have the responsibility to provide Disability Services with appropriate documentation of the disability.

Confidentiality

Students have the responsibility to go to the instructor's office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.

Accommodations

Students have the responsibility to initiate request for specific accommodations in a timely manner, preferably earlier in the semester if possible.

Students have the responsibility to follow procedures with faculty and Disability Services in order to get the appropriate accommodation. A Testing Form must be submitted for every examination to be taken with Disability Services.

Students have the responsibility to notify faculty/Disability Services immediately when an accommodation is not being provided completely or correctly.

Students have the responsibility to notify faculty/Disability Services immediately when a decision has been made to *not* use an accommodation or the accommodation is no longer needed.

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

Communication

Students have the responsibility to act as own advocate.

Students have the responsibility to work with counselors on developing advocacy skills and communicating their specific needs and accommodations to faculty.

DISABILITY SERVICES RIGHTS AND RESPONSIBILITIES

DISABILITY SERVICES RIGHTS

Documentation

Disability Services has the right to receive the appropriate documentation from the student prior to the accommodations being initiated.

Accommodations

Disability Services has the right to expect students and faculty to work cooperatively with Disability Services to facilitate academic accommodations.

Disability Services has the right to deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the college.

Disability Services has the right to deny academic accommodations/services if appropriate documentation has not been provided.

DISABILITY SERVICES RESPONSIBILITIES

Documentation

Disability Services has the responsibility to collect, evaluate, securely store disability documentation and determine eligibility for services in a timely manner.

Confidentiality

Disability Services has the responsibility to treat and protect all disability-related information as confidential medical information.

Disability Services has the responsibility to meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

Disability Services has the responsibility to administer examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Disability Services has the responsibility to provide appropriate accommodations in collaboration with faculty and student.

Communication

Disability Services has the responsibility to communicate procedures clearly to the student and faculty.

Advocacy

Disability Services has the responsibility to assist student with disabilities in understanding their strengths and functional limitations.

Disability Services has the responsibility to provide students with self-advocacy training.

DOCUMENTATION

Documentation from a Qualified Professional

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. This is not the case with colleges and universities.

Note:

An **IEP should include an evaluation** (evaluation criteria for specific disabilities is included in this section).

The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. In most cases, the person should disclose this to Disability Services. The Disability Services Office will ask you to bring in documentation regarding your disability. This documentation must be no more than three (3) years old. **The cost of the documentation is the responsibility of the student.** If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, Disability Services has the discretion to require additional and updated documentation. **Disability Services reserves the right to deny services or accommodations pending receipt of documentation.**

ATTENTION DEFICIT/HYPERACTIVITY DISORDER

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

DOCUMENTATION GUIDELINES:

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

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

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

- Note taking
- Extended time for in-class assignments and examinations
- Examinations in a distraction-reduced environment
- Tape recorded lectures
- Individualized Registration Counseling

DEAF AND HARD OF HEARING

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

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

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

DOCUMENTATION GUIDELINES

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

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

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

DEAF and HARD OF HEARING STUDENT RESPONSIBILITIES

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

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

NO SHOW POLICY

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

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

- Contact Disability Services at 504-278-6422 (V) and speak either in person or leave a message (voice only), email Disability Services at mminor@nunez.edu.

Failure to provide notice will result in the following actions:

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

EXCEPTION TO THE "NO SHOW" POLICY:

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

LEARNING DISABILITY

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

DOCUMENTATION GUIDELINES:

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

The following information is a guide to what must be contained in the documentation:

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

Diagnostic Interview (including history)

Aptitude – **Suggested tests include:**

Wechsler Adult intelligence Scale-IV
Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
Kaufman Adolescent and Adult Intelligence
Stanford-Binet Intelligence Scale (4th ed.)

Achievement – **Suggested tests include:**

Scholastic Abilities Test for Adults
Stanford Test of Academic Skills
Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
Wechsler Individual Achievement Test
Information Processing (if applicable)
Wide Range Achievement Test (WRAT)

The documentation should also contain the following information:

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

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

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

PHYSICAL (MEDICAL) DISABILITIES

Physical and systemic (medical) disabilities include a wide variety of disabilities that have definitive physical causes and significantly impact the physical functioning of the student with the disability, resulting in a substantial limitation of one or more major life activities. Students with **temporary conditions** (i.e., broken arm, broken leg, etc.) may also be eligible for services through Disability Services. Services are designed to facilitate access, to promote self-advocacy, and to afford students with physical and systemic disabilities the opportunity to achieve success at Nunez Community College.

DOCUMENTATION GUIDELINES

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

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

OTHER PHYSICAL DISABILITIES

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

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

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

PSYCHOLOGICAL DISABILITIES

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

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

DOCUMENTATION GUIDELINES:

- The documentation must be comprehensive and must discuss current problems associated with the diagnosis. The documentation of psychological disabilities provided to Disability Services must be within **six (6) months to one (1) year old** prior to the student's request for accommodation(s).
- Mental Health Professionals conducting assessments, rendering diagnoses of specific psychological disabilities, and making recommendations for appropriate accommodation(s) must be licensed by the state in which they practice (i.e., psychiatrist, psychologist, social worker, medical doctor, privileged licensed professional counselors).
- The documentation **must** identify a diagnosis of a psychological disorder according to the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition, (DSM-TR).
- The documentation **must discuss** functional limitations caused by the disability in an academic environment in which the student is requesting accommodation(s).
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing side effects.
- Updated documentation may be requested as needed.

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

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

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (AD/HD) DOCUMENTATION REQUEST FORM

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

Student ID# : _____

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

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

To facilitate the gathering of such critical information, please respond to the following and return to Nunez Community College Disability Services Office

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

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

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

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

LEARNING DISABILITY DOCUMENTATION GUIDELINES

This form must be accompanied by ALL of the REQUESTED INFORMATION in order to apply for accommodations through the Disability Services Office.

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

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

The following information is a guide to what must be contained in the documentation.

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

Diagnostic Interview (including history)

Aptitude -**Suggested tests include:**

Weschler Adult Intelligence Scale-III

Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability

Kaufman Adolescent and Adult Intelligence

Stanford-Binet Intelligence Scale (4th ed.)

Achievement –**Suggested tests include:**

Scholastic Abilities Test for Adults;

Stanford Test of Academic Skills

Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement

Wechsler Individual Achievement Test

Information Processing (if applicable)

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

The documentation should also contain the following information:

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

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

Nunez Community College Disability Services Office

3710 Paris Road Chalmette, LA 70043

Phone: 504-278-6422 Fax: 504-278-6487

**PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITY
DOCUMENTATION REQUEST FORM**

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

Student ID# : _____

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

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

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

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

3. **Diagnosis** _____

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

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

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

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

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

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

alternative test format **consideration for absences** **no scantron** **class notes**

books on tape **enlarged text (font size)** **reader** **scribe**

other (describe below) _____

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

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

Nunez Community College Disability Services Office
3710 Paris Road
Chalmette, LA 70043
Phone: 504-278-6422 Fax: 504-278-6487

**DOCUMENTATION REQUEST FORM
PSYCHOLOGICAL DISABILITY**

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

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

Student ID#: _____

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

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

To facilitate the gathering of such critical information, please respond to the following and return to Nunez Community College's Disability Services Office.

- 1. Diagnosis:** _____
- 2. Date of Diagnosis:** _____
- 3. Date of Last Contact with Student:** _____
- 4. Provide a summary of the student's educational, medical, and family history that relates to the psychological disability (difficulties must be related to the diagnosed disability and are not the result of other conditions, cultural differences, or insufficient instruction):**

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

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

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

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

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

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

Nunez Community College Disability Services Office
3710 Paris Road
Chalmette, LA 70043
Phone: 504-278-6422
Fax: 504-278-6487

ACCOMMODATIONS

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

ACCOMMODATIONS/AUXILIARY AIDS AND SERVICES

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

ALTERNATIVE FORMAT (AF)

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

COMMUNICATION FACILITATORS (CF)

All captionists and interpreters that provide services at NUNEZ COMMUNITY COLLEGE are referred to as Communication Facilitators. Communication Facilitators must abide by the appropriate Code of Ethics/Conduct and agree to abide by the conditions outlined in the *Nunez Community College Communication Facilitator Handbook*.

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

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

Consideration for Absences Related to Disability

This is an accommodation that may be given to students who have a disability that may cause them to occasionally miss class. All the essential components of the class must be met regardless of the accommodation. **This accommodation is only applicable if class is missed due to a disability-related problem.** If students miss class, they are responsible for contacting their faculty member and Disability Services Office immediately and making up any missed work as soon as possible. Class attendance is extremely important and while a

student may have consideration for absences, too many missed classes will make it difficult to complete course requirements.

CONSIDERATION FOR SPELLING

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

DISTRACTION-REDUCED ENVIRONMENT

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

EXTENDED TIME

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

Out-of-class Assignments – Extended time on out-of-class assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see the Disability Services Coordinator when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

INDIVIDUALIZED REGISTRATION COUNSELING

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

NO SCANTRONS

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

NOTE TAKER

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

PRIVATE ROOM

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

READERS

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

SCRIBES

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

SEIZURE LETTERS

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

TAPE-RECORDED TEXTBOOKS AND OTHER ALTERNATIVE FORMATS

Disability Services is not responsible for the acquisition of taped or electronic textbooks for students who have vision, learning and physical disabilities. However, Disability Services will assist students with obtaining these materials if verification is required by the publisher.

REASONABLE ACADEMIC ACCOMMODATIONS

CLASSROOM ACCOMMODATIONS

Adaptive Furniture

Assistive Listening Devices

Captionist

Consideration for Absences

Sign Language Interpreter

Use of Computer or Adaptive Technology

Note Taker

TESTING ACCOMMODATIONS

Enlarged Tests

Consideration for Spellings

Scribe

Distraction-reduced Environment

Extended Time

No Scantrons

Reader

PROCEDURE FOR ENROLLING WITH DISABILITY SERVICES

DOCUMENTATION

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

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

Accommodations are NOT retroactive.

ACCOMMODATION IMPLEMENTATION

Students are responsible for deciding how they will use accommodations.

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

PROCEDURE ORIENTATION

Disability Services personnel provide a demonstration of procedures for accessing accommodations to ensure student success.

RETENTION

All students must fill out a Semester Request Form **every semester** to remain in the Disability Services program.

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

TESTING PROCEDURES

Students are required to request examinations through Disability Services at least three (3) business days prior to the examination date through email to mminor@nunez.edu. Students are also required to provide a **Testing Form** to their instructors for **each exam** to be taken with Disability Services at least three (3) business days prior to the examination date. The Testing Form is available on Nunez Community College/Disability Services website.

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

CONFIDENTIALITY

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

SPECIALIZED SERVICES

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

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

Nunez Community College Disability Services Office

APPLICATION FOR SERVICES

Name: _____ Student ID#: _____

Address: _____

City, State, Zip: _____

Phone #: _____ E-mail: _____

Emergency Contact: _____ Emergency Phone: _____

Disability: _____

Date of Birth: _____ How did you hear about Disability Services? _____

Are you registered with Louisiana Rehabilitation Services (LRS) Yes ____ No ____

If yes, who is your LRS Counselor? _____

What accommodations are you requesting? _____

I UNDERSTAND THAT I AM NOT OFFICIALLY REGISTERED WITH DISABILITY SERVICES UNTIL I HAVE MET WITH THE DISABILITY SERVICES COORDINATOR, PROPER DOCUMENTATION IS RECEIVED, AND ACCOMMODATIONS HAVE BEEN APPROVED.

I acknowledge that the Disability Services Handbook has been made available to me. I understand that it is my responsibility to adhere to the procedures as outlined in the Handbook.

Student Signature

Date

Signature

Date

SAMPLE COPY

Nunez Community College Disability Services Office

SEMESTER ACCOMMODATION REQUEST FORM

Semester Accommodations being requested: Fall Spring Summer 20____

Name: _____ Date: _____

Student ID# _____

Address: _____ State: _____ Zip Code: _____

Telephone: _____ Cell: _____ E-mail: _____

Disability: _____

Emergency Contact Name: _____ Phone: _____

Did you receive accommodations last semester? Yes _____ No _____

Are you planning to return next semester? Yes _____ No _____ If transferring, where are you going? _____

Student Agreement

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

I agree to and understand the conditions stated above.

Student's Signature: _____ Date: _____

STEPS FOR RECEIVING ACCOMMODATIONS

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

Students will receive accommodation letters based on in-take interview. Letter will be emailed to the student's Nunez Community College email address. Students are responsible for distributing their Accommodation Letters to their Instructors. Disability Services will not mail letters to Instructors.

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

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

SERVICES FOR INTERNATIONAL STUDENTS WITH DISABILITIES

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

AUDITED CLASSES

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

PERSONAL SERVICES SUCH AS PERSONAL CARE ATTENDANTS (PCA)

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

TESTING PROCEDURES

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

1. An email must be sent to mminor@nunez.edu to request a testing time with Disability Services at least three (3) business days prior to the examination date. This email should include: Your Name, Student ID#, Instructor's Name, Date and time of test and Course Name.
2. Students must provide their Instructor with a **Testing Form** at least three (3) business

days prior to the examination date. The Instructor will turn in this form along with a copy of the exam to Disability Services.

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

TESTING ROOM PROCEDURES FOR STUDENTS

Before entering the Testing Room:

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

EXTENDED-TIME ALLOTMENTS FOR EXAMINATIONS

*****Extended time allotments are determined on a case-by-case basis*****

MW or TTh classes (1 hr, 15 minutes)

75 minute class

Extended time is 37.5 additional minutes

Total time for exam: 1 hour 52.5 minutes

Double time is 75 additional minutes

Total time for exam: 2 hours 30 minutes

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

GRIEVANCE AND APPEAL PROCEDURES

ACCOMMODATION DISAGREEMENT PROCEDURES

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

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

GRIEVANCES WITH OTHER NUNEZ COMMUNITY COLLEGE DEPARTMENTS OR SERVICES

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

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

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

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

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

Students – Academic Appeals policy or other student complaint procedures

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

The following procedures will be used for all complaints or grievances alleging violations of the ADA or Section 504 (taken with permission directly from University of New Orleans' Grievance/Complaint Procedures for Persons with Disabilities):

*All complaints alleging violation of the ADA or Section 504 must be made in writing to the appropriate department within sixty (60) calendar days of the alleged violation or claim of failure to provide reasonable accommodation(s). The written complaint must specify the time, place, and nature of the act claimed to be in violation and may be supplemented by supporting documents and/or affidavits from persons having firsthand knowledge of the facts. A student complaint must be filed within thirty (30) school days of the beginning of the first term in which enrolled, following that in which the alleged violation occurred.

*The appropriate department will investigate all pertinent facts and circumstances in support of the alleged violation within twenty (20) working days of receipt of the complaint, to include review and verification of all documentation and testimony by involved and/or knowledgeable parties.

*The investigating department may attempt resolution of a complaint through mutual agreement of the affected parties at any point during the course of the investigation. Should such resolution be achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the charging party and the appropriate administrator of the party or department charged within ten (10) working days for review and signatures.

*Where resolution through mutual agreement is not achieved, written findings from the investigation regarding probable cause, along with a recommendation for resolving the complaint, shall be forwarded simultaneously to the charging party, the responsible administrator, the charged department, and the Director of Disability Services immediately upon completion of the investigation.

*The responsible administrator shall take final action on the recommendation within ten (10) working days after receipt of the recommendation. Consultation will be provided by the college's ADA Compliance Officer.

*Either party may appeal the findings of the investigating department to the Chancellor (or the Chancellor's designee) by filing a request for a review of a complaint alleging discrimination on the basis of disability or failure to provide reasonable accommodation within ten (10) calendar days of receipt of the finding.

*Within seven (7) calendar days of receipt of the initial findings, the Chancellor may render a final decision on the complaint or choose to employ the hearing panel to review the appeal. If the hearing panel is employed, there is a three to five-member hearing panel (already appointed) to review the case. The hearing panel will conduct a hearing, consider evidence (and testimony if necessary), in justification of the appeal, and render its decision within twenty-one (21) days of the appointment. The Chancellor may accept, reject or modify the decision of the review panel.

*Upon final resolution of a complaint, copies of records will be forwarded to and maintained by Disability Services. All records relating to complaints of failure to provide reasonable accommodations are evaluative in nature and all medical information contained in complaint records shall be deemed confidential. (If the hearing panel is brought in to review a case, it is at this point that the documentation can be disclosed to the panel.)

*A complainant with a disability who believes that his or her grievance has not been handled appropriately should bring this to the attention of the Disability Services Coordinator.

*If the issue cannot be resolved at the college level, you may contact the Office of Civil Rights or the Department of Justice. File complaints under Section 504 of the Rehabilitation Act with the Office of Civil Rights of the U.S. Department of Education (OCR), or those under Titles II or III of the ADA with the Department of Justice. If unsure, file with the Department of Justice, who will refer the complaint to the appropriate agency. *Nunez Community College's grievance procedures must be followed prior to contacting any outside agency.

FINANCIAL ASSISTANCE

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

FREQUENTLY ASKED QUESTIONS

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

Disability Services is located on the first floor of the Arts, Sciences, and Technology Building in the Student Affairs Suite.

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

Yes.

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

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

4. **I have AD/HD. What services are available to me at Disability Services?**

All the services provided by Disability Services are determined on an individual basis. Consideration is given to your needs based on the documentation provided regarding your disability.

5. **What are accommodations and how do I receive them?**

Accommodations are modifications or changes to limit the impact of a person's disability. In order to receive accommodations, you must request them and provide documentation of your disability and how it impacts you in the academic environment.

6. **If I register for accommodations, who will have access to my documentation?**
Disability Services Coordinator will have access to your documentation and your disability records will be kept strictly confidential.
7. **What services are available for students with psychological disabilities?**
Services include disability management counseling, academic accommodations, information/referral, academic crisis intervention and advocacy.
8. **If I have consideration for absences, does that mean I don't have to attend class?**
No. *Class attendance is extremely important* and may be considered an essential component of the course or program. This accommodation only applies if a class is missed for disability-related reasons. If you miss class, you are responsible for contacting your instructor immediately and making up any missed work as soon as possible.
9. **Does Disability Services provide tutoring?**
No. Free tutoring is offered through the college for all students, as well as through Adult Education located in the temporary trailers outside the AST building.
10. **Who is responsible for getting the documentation I need to apply for services?**
You are responsible for getting the appropriate documentation to the Disability Services Coordinator. The Coordinator may assist you in facilitating this process. However, you must follow up with your provider. All related costs incurred are your responsibility.
11. **I have a medical condition. Is that considered a disability?**
If you have a medical condition, you may be eligible for accommodations if the condition results in a functional limitation in a major life activity.
12. **Will my transcript indicate that I received accommodations?**
No. Your disability records are confidential and are not part of your Nunez Community College transcript.
13. **If my doctor makes accommodation recommendations, will I receive those accommodations?**
While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor makes these recommendations to aid in accommodation determination.
14. **Do I have to complete a Semester Accommodation Request Form every semester?**
Yes. In order to receive accommodations, you must complete a Semester Accommodation Request Form every semester. It is recommended that the form be completed within the first three (3) days of class.
15. **Are accommodations retroactive?**

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

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

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

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

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

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

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

DISABILITY DEFINITIONS

Accessible: In the case of the facility, readily usable by a particular individual; in the case of a program or activity, presented or provided in such a way that a particular individual can participate, with or without auxiliary aid(s); in the case of electronic resources, accessible with or without adaptive computer technology.

Access barriers: Any obstruction that prevents people with disabilities from using standard facilities, equipment and resources.

Accessible Web designs: Creating World Wide Web pages according to universal design principles to eliminate or reduce barriers, including those that affect people with disabilities.

Accommodation: An adjustment to make a program, facility, or resource accessible to a person with a disability.

Adaptive technology: Hardware or software products that provide access to a computer that is otherwise inaccessible to an individual with a disability.

Alternative keyboard: A keyboard that is different from a standard computer keyboard in its size or layout of keys.

Americans with Disabilities Act of 1990 (ADA): A comprehensive federal law that prohibits discrimination on the basis of disability in employment, public services, public accommodations and services operated by private entities, and telecommunications.

Assistive technology: Technology used to assist a person with disability, e.g., wheelchair, hand splints, computer-based equipment.

Braille: System of embossed characters formed by using a Braille cell, a combination of six dots consisting of two vertical columns of three dots each. Each simple Braille character is formed by one or more of these dots and occupies a full cell or space. Some Braille may use eight dots.

Browser: Software designed to access and display information available on the World Wide Web. Browsers may be graphical or text-based. Text-only browsers cannot display images, sound clips, video and plug-in features that graphical browsers can. Talking browsers are also available for use by people who have difficulty reading text due to a learning disability or visual impairment.

Captioned film or videos: Transcription of the verbal portion of films or videos displayed to make them accessible to people who are deaf.

Captioning: Text that is included with video presentations or broadcasts that enables people with hearing impairments to have access to the audio portion of the material.

Closed Circuit TV Magnifier (CCTV): Camera used to magnify books or other materials to a monitor or television.

Communication device: Hardware that allows a person who has difficulty using their voice clearly to use words or symbols for communication. May range in complexity from a simple picture board to complex electronic devices that allow personalized, unique construction of ideas.

Compensatory tools: Adaptive computing systems that allow people with disabilities to use computers to complete tasks that they would have difficulty doing without a computer, e.g., reading, writing, communicating, accessing information.

Disability: Physical or mental impairment that substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment (Americans with Disabilities Act of 1990).

Discrimination: Act of making a difference in treatment or favor on a basis other than individual merit.

Facility: All or any portion of a physical complex, including buildings, structures, equipment, grounds, roads, and parking lots.

FM Sound Amplification System: Electronic amplification system consisting of three components: a microphone/transmitter, monaural FM receiver and a combination charger/carrying case. It provides wireless FM broadcast from a speaker to a listener who has a hearing impairment.

Graphical User Interface (GUI): Program interface that presents digital information and software programs in an image-based format as compared to a character-based format.

Hearing impairments: Complete or partial loss of ability to hear caused by a variety of injuries or diseases including congenital defects.

Helper: An external program that can be called up by a Web browser to display specially formatted material, such as word processed documents, spreadsheet documents or video/sound pieces. The Helper program is launched by the Web browser as a separate application to view or play the file.

Interpreter: Professional person who assists a deaf person in communicating with hearing people.

Keyboard emulation: A method of having an alternative device and/or software, such as a switch-based system, serve the role of a keyboard.

Keyguard: A plastic or metal shield that covers a keyboard with holes over the keys. It allows use of a keyboard without undesired activation of surrounding keys.

Large print books: Most ordinary print is six to ten points in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 1/8 to 1/4 of an inch) and sometimes larger. The format of large print books is also proportionately larger (usually 8 1/2 x 11 inches).

Mainstreaming, inclusion: The inclusion of people with disabilities, with or without special accommodations, in programs, activities, and facilities with their non-disabled peers.

Mobility impairment: Disability that affects movement ranging from gross motor skills such as walking to fine motor movement involving manipulation of objects by hand.

Mouse emulation: A method of having an alternative device and/or software, such as switch based system, serve the role of a mouse.

Onscreen keyboard: See *Virtual Keyboard*.

Optical character recognition (OCR): Technology system that scans and converts printed materials into electronic text.

Peripheral Neuropathy: A condition caused by damage to the nerves in the peripheral nervous system which includes nerves that run from the brain and spinal cord to the rest of the body.

Physical or mental impairment: Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (Americans with Disabilities Act of 1990).

Qualified individual with a disability: An individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity (Americans with Disabilities Act of 1990).

Reader: Volunteer or employee of an individual with a disability (e.g., visual impairment, learning disability) who reads printed material in person or records to audio-tape.

Reading system: Hardware and software designed to provide access to printed text for people with visual impairments, mobility impairments, or learning disabilities. Character recognition software controls a scanner that takes an image of printed page, converts it to computer text using recognition software and then reads the text using a synthesized voice.

Refreshable Braille Display: Hardware connected to a computer that echoes screen text on a box that has cells consisting of pins that move up and down to create Braille characters.

Repetitive Stress Injury (RSI): This disability may be chronic or acute and usually is described as pain caused by overuse of extremities, usually hands and wrists.

Scanning input: A switch-based method of controlling a computer. Activations of a switch will, in order, bring up a control panel that upon subsequent switch activations, allow a user to focus in on a desired control or keystroke. Custom scanning layouts can be created for a variety of purposes and programs and may also be used in a communication device.

Screen enlargement: Hardware and/or software that increases the size of characters and text on a computer screen.

Screen reader: Software used to echo text on a computer screen to audio output, often used by people who are blind, with visual impairments, or with learning disabilities.

Section 508 of the Rehabilitation Act: Legislation that requires Federal Agencies to develop, procure, and use accessible electronic and information technology.

Sensory impairment: A disability that affects touch, sight and/or hearing.

Sign language: Manual communication commonly used by the deaf. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Each sign has three distinct parts; the handshape, the position of the hands, and the movement of the hands. American Sign Language (ASL) is the most commonly used sign language in the United States. Deaf people from different countries speak different sign languages.

Specific Learning Disability: Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in difficulties listening, thinking, speaking, reading, writing, spelling, or doing mathematical calculations. Frequent limitations include hyperactivity, distractibility, emotional instability, visual and/or auditory perception difficulties and/or motor limitations, depending on type(s) of learning disability.

Speech impairment: Problems in communication and related areas such as oral motor function, ranging from simple sound substitution to the inability to understand or use language or use the oral-motor mechanism for functional speech.

Speech input or speech recognition: A method of controlling a computer and creating text by dictation. Speech input software is combined with a microphone.

Telecommunications Device for the Deaf (TDD) or Teletypewriter (TTY): A device which enables someone who has a speech or hearing impairment to use a telephone when communicating with someone else who has a TDD/TTY. TDD/TTYs can be used with any telephone, and one needs only a basic typing ability to use them.

Trackball: A mouse alternative that is basically an upside-down mouse. Useful for some people with mobility impairments because it isolates pointer movement from button clicking.

Traumatic Brain Injury (TBI): Open and closed head injuries resulting in impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to brain injuries that are congenital, degenerative, or induced by birth trauma.

Universal design: Designing programs, services, tools, and facilities so that they are usable, without modification, by the widest range of users possible, taking into account a variety of abilities and disabilities.

Universal design of instruction: The design of instructional materials and activities that make learning achievable by students with a wide variety of abilities and disabilities.

Vocational Rehabilitation Act of 1973: Act prohibiting discrimination on the basis of disability which applies to any program that receives federal financial support. Section 504 of the Act is aimed at making educational programs and facilities accessible to all students. Section 508 of the Act requires that electronic office equipment purchased through federal procurement meets disability access guidelines.

Virtual keyboard: Software used to emulate a keyboard. A picture of a keyboard is displayed on a computer screen and the user points and clicks on the pictures of keys to enter text.

Vision impairments: Complete or partial loss of ability to see, caused by a variety of injuries or diseases including congenital defects. Legal blindness is defined as visual acuity of 20/200 or less in the better eye with correcting lenses, or widest diameter of visual field subtending and angular distance no greater than 20 degrees.

Word prediction: Software that reduces the number of keystrokes needed to type words and sentences. As characters are entered on either a standard, alternative or virtual keyboard, suggested completions of the word that has been started are provided to the user.

OFF-CAMPUS RESOURCES

There are a number of organizations, public and private, non-profit and otherwise, that serve persons with disabilities in a variety of ways; it would be beneficial to any individual with a disability to find out about those organizations that can offer services. Those listed here can serve as starting-points in the personal search for appropriate contacts. Some serve persons with all types of disabilities, others serve particular populations. Any search will reveal that there are a greater number of agencies to utilize.

ADA Hotline

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

AHEAD - Association for Higher Education and Disability

P.O. Box 540666
Waltham, MA 02454
718-788-0003 – voice/TDD
<http://www.ahead.org>
AHEAD is an association created to help disabled persons in postsecondary education.

Architectural & Transportation Barriers Compliance Board

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

Client Assistance Program (CAP-of the State of Louisiana

** for LRS service recipients only*
Advocacy Center
225 Baronne Street Suite 2112
New Orleans, LA 70112-1724
(504-522-2337 – local
(800-960-7705 – voice/TDD

Department of Transportation

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

Equal Employment Opportunity Commission

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

Federal Communications Commission (FCC)

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

Governor's Office of Disability Affairs

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

HEATH Resource Center

**National clearinghouse on post-secondary education for individuals with disabilities*
(800-544-3284 <http://www.heath.gwu.edu>

Job Accommodation Network (JAN)

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

LATAN (LA Assistive Technology Access Network)

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

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

Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 2600
Dallas, Texas 75201
214/880-2459
214/880-2456 (TTD)
E-mail: OCR_Dallas@ed.gov
www2.ed.gov

Office on the ADA

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

Sickle Cell Anemia Foundation

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

United Cerebral Palsy Association

1660 L Street NW Suite 700
Washington, DC 20036
800-872-5827
202-973-7197 – voice/TTY
<http://www.ucp.org>

HEARING IMPAIRMENTS

American Deafness and Rehabilitation Association (ADARA)

P.O. Box 480
Myersville, MD 72225
<http://www.adara.org>

Alexander Graham Bell Association for the Deaf

3417 Volta Place NW
Washington, DC 20007
866-337-5220
202-337-5221 – TDD
<http://www.agbell.org>

American Speech-Language-Hearing Association (ASHA)

10801 Rockville Pike
Rockville, MD 20852
800-638-8255 Toll-free & voice/TTY
<http://www.asha.org>

Deaf Action Center of New Orleans

1000 Howard Avenue Suite 1000
New Orleans, LA 70113-1642
504-523-3755 extension 2213 – Voice
504-525-3323 – TDD

Hearing Loss Association of America
7910 Woodmont Avenue Suite 1200
Bethesda, MD 20814
301-657-2248 – Voice
301-657-2249 – TDY
<http://www.hearingloss.org>

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

Louisiana Commission for the Deaf
8225 Florida Blvd.
Baton Rouge, LA 70806
225/925-4175 (V/TTD)

National Captioning Institute
1900 Gallows Road Suite 3000
Vienna, VA 22182
703-917-7600 – Voice/TTY
800-950-0958 – TTY
<http://www.ncicap.org>

LEARNING DISABILITIES

Center on Postsecondary Education for Students with Learning Disabilities
University of Connecticut, U-64
249 Glenbrook Rd.
Storrs, CT 06269-2064
(203) 486-4036

C.H.A.D.D. (Children & Adults with AD/HD)
Louisiana Capital Area
P. O. Box 1121
Baton Rouge, LA 70821-1121
225-281-0613 lcachadd@hotmail.com
NATL 800-233-4050 <http://www.chadd.net>

Council for Learning Disabilities
11184 Antioch Road Box 405
Overland Park, KS 66210
Phone: (913) 491-1011
Fax: (913) 491-1012

Dyslexia Association of Greater Baton Rouge
9150 Bereford Dr.
Baton Rouge, LA 70809
225/926-2844

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
Phone: (412) 341-1515
Fax: (412) 344-0224

Learning Disability Network
25 Accord Park Dr.
Rockland, MA 02370
Phone: (617) 982-8100

National Center for Learning Disabilities
381 Park Avenue South Suite 1401
New York, NY 10016
888-575-7373
212-545-7510
<http://www.nclld.org>

MOBILITY IMPAIRMENTS

American Amputee Foundation

PO Box 250218
Little Rock, AR 72225
Phone: (501) 666-2523
Fax: (501) 666-8367

Gazette Int'l Networking Institute

4207 Lindell Blvd., #110
Saint Louis, MO 63108-2915
Phone: (314) 534-0475 / Fax: (314) 534-5070
Relay MO: 800-735-2966 TDD- 2466 Voice
E -mail: gini_intl@msn.com
Website: <http://www.post-polio.org>

National Head Injury Foundation

1621 Flickinger Rd.
Akron, OH 44312-4402
Phone: (330) 784-7394

RTA: The LIFT Handicapped Service

2817 Canal St.
New Orleans, LA 70119
504-242-2600
504-827-7433 – Paratransit Service
<http://www.horta.com/accessibility>

The Christopher Reeve Paralysis Foundation/American Paralysis Association

500 Morris Turnpike, Suite 3A
Short Hills, NJ 07078
800-225-0292 <http://www.crpf.org>

PSYCHOLOGICAL IMPAIRMENTS

National Alliance for the Mentally Ill

Colonial Place Three
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Local Contact: Bea Piker, (504) 488-2991
Main: (703) 524-7600
Fax: (703) 524-9094
TDD: (703) 516-7227

National Mental Health Association

2001 North Beauregard Street 6th Floor
Alexandria, VA 22311
800-969-6642
703-684-7722
800-433-5959 – TTY <http://www.nmha.org>

National Mental Health Consumer's Self-Help Clearinghouse

1211 Chestnut Street Suite 1207
Philadelphia, PA 19107
800-553-4539
215-751-1810 <http://www.mhselfhelp.org>

The Center for Psychiatric Rehabilitation

Boston University
940 Commonwealth Avenue West
Boston, MA 02215
617-353-3549
<http://www.cpr.bu.edu>

VISUAL IMPAIRMENT

American Council for the Blind

1155 15th St., MW, Suite 720
Washington, D.C. 20005
Phone: (202) 467-5081
Toll-Free: (800) 424-8666
Fax: (202) 467-5085

American Foundation for the Blind

11 Penn Plaza, Suite 300
New York, NY 10001
Phone: (212) 502-7600
Fax: (212) 502-7777
E-mail: afbinfo@afb.net

American Printing House for the Blind

1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
800-223-1839
502-899-2284
<http://www.aph.org>

Council of Citizens with Low Vision International

5707 Brockton Drive
Indianapolis, IN 46220-5481
800-733-2258
<http://www.cclvi.org>

Louisiana Hotlines for the Blind & Physically Handicapped

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

Louisiana Rehabilitation Services

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

National Alliance of Blind Students

1155 15th Street NW Suite 720
Washington, DC 20005
800-424-8666
202-332-3242
<http://www.blindstudents.org>

Resources for Independent Living

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

OTHER DISABILITY -RELATED AGENCIES

Accessible Solutions of Louisiana

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

Alcohol Abuse & Crisis Intervention

800/234-0246

Alzheimer's Association

800 272-3900 <http://www.alz.org>

American Association on Mental Retardation

800 424-3688 <http://www.aamr.org>

American Autoimmune Related Diseases Association

800 598-4668 <http://www.aarda.org>

American Cancer Society
800 227-2345 <http://www.cancer.org>

American Diabetes Association
800 232-3472 <http://www.diabetes.org>

American Lung Association
800 586-4872 <http://www.lungusa.org>

Amyotrophic Lateral Sclerosis (ALS-Association)
800 782-4747 <http://www.alsa.org>

Asthma and Allergy Foundation of America
800 727-8462 <http://www.aafa.org>

Children & Adults with AD/HD
800-233-4050 <http://www.CHADD.org>

Huntington's Disease Society of America
800 345-4372 <http://www.hdsa.org>

International Dyslexia Association
800 222-3123 <http://www.interdys.org>

Learning Disabilities Association of America
888-300-6710 <http://www.ldanatl.org>

Multiple Sclerosis Foundation
800 441-7055 <http://www.msfacts.org>

National AIDS Clearinghouse
800 342-2437 <http://www.cdcnpin.org>

National Association for the Deaf
301-587-1788 <http://www.nad.org>

National Center for Disability Services
800 949-4232 <http://www.ncds.org>

National Clearinghouse for Alcohol and Drug Information
800 788-2800 <http://www.health.org>

American Council for the Blind
800 424-8666 <http://www.acb.org>

American Foundation for the Blind
800 232-5463 <http://www.afb.org>

American Parkinson's Disease Association
800 223-2732
<http://www.apdaparkinson.com>

Arthritis Foundation
800 283-7800 <http://www.arthritis.org>

Autism Society of America
800 328-8476 <http://www.autism-society.org>

Crohn's and Colitis Foundation of America
800 343-3637 <http://www.cafa.org>

Immune Deficiency Foundation
800 296-4433
<http://www.primaryimmune.org>

Learning Ally (formerly Recording for the Blind and Dyslexic)
866-732-3585 <http://www.learningally.org>

Lupus Foundation of America
800 558-0121 <http://www.lupus.org>

Muscular Dystrophy Association
800 572-1717 <http://www.mdausa.org>

National Alliance for the Mentally Ill
800 950-6264 <http://www.nami.org>

National Attention Deficit Disorder Association
<http://www.add.org>

National Center for Stuttering
800 221-2483 <http://www.stuttering.com>

National Down Syndrome Society
800 221-4602 <http://www.ndss.org>

National Easter Seal Society
800 221-6827 <http://www.easter-seals.org>

National Institute of Mental Health Information Line
800 647-2642 nimh.nih.gov

National Neurofibromatosis Foundation
800 323-7938 <http://www.nf.org>

National Sexually Transmitted Disease Hotline
800 227-8922 <http://www.ashastd.org>

Spina Bifida Association
800 621-3141 <http://www.sbaa.org>

National Health Information Center (NHIC-)
800-336-4797 <http://nhic-nt.health.org/>

National Kidney Foundation
800 622-9010 <http://www.kidney.org>

National Organization for Rare Disorders
800 999-6673 <http://www.rarediseases.org>

National Stroke Association
800 787-6537 <http://www.stroke.org>

ELECTRONIC RESOURCES

<http://www.washington.edu>

Explains universal design principles, which help to create a more accessible and usable world for people with disabilities. Also explains how disabled people can access technology and products normally inaccessible to people with disabilities. Gives information about DO-IT (Disabilities, Opportunities, Internetworking, and Technology), a foundation created to help people with disabilities access careers.

<http://access-it-online.info/public/welcome.asp>

Link to course created for the person wanting to learn more about information technology accessibility issues.

<http://assistivetech.net/index.php>

Serves as a login to vendors offering products for people with disabilities and introduces Assistive Technology (AT) - devices and aids that help in the performance of activities that may otherwise be difficult for the disabled person.

<http://www.cast.org/research/udl/index.html>

Offers a detailed explanation regarding Universal Design for Learning (UDL).

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Homepage for the Council for Exceptional Children (CEC), presenting the latest news and information.

<http://www.design.ncsu.edu/cud/>

This website is the Center for Universal Design (CUD). “Our mission is to improve environments and products through design innovation, research, education and design assistance.”

<http://www.abilityhub.com/>

This website is an AT website that was designed to help people with disabilities learn how to operate a computer. It also includes information on other equipment and alternative methods in operating them.

<http://ncam.wgbh.org/index.html>

This is the main login page to the National Center for Accessible Media. This website was created to give equal rights to people with disabilities to achieve media access.

<http://www.usdoj.gov/crt/508/508home.html>

This is a Department of Justice website that presents Section 508. Section 508 states that Federal agencies' electronic and information technology must be available to people who have disabilities.

<http://www.dlrp.org/>

This website presents the DBTAC Southwest ADA Center. The three main services of DBTAC are technical assistance, training and materials dissemination.

<http://www.washington.edu/doi/>

DO-IT intends to help increase the participation of individuals with disabilities in activities and careers. The website also promotes the use of computers to help increase the independence, productivity, and participation, of those who have disabilities, in education and employment.

<http://www.washington.edu/doi/Brochures/Technology/>

This website shows many links from DO-IT publications to Information Technology.

<http://www.washington.edu/doi/Brochures/Academics/>

This website shows many links from DO-IT publications to Academics. It includes such subtitles as pre-college and postsecondary education for students and educators.

<http://www.enablemart.com/default.aspx?store=10>

This website shows Assistive Technology for disabilities including communication, hearing, mobility, and learning.

<http://www.washington.edu/doi/Brochures/Technology/comp.access.html>

This website states that equal access should be designed in every computer lab for people of different disabilities, ages, cultures and other characteristics.

<http://www.eop.com/>

Equal Opportunity Publications (EOP) is a publishing company that produces magazines for minority groups, women, and people with disabilities to help find employment.

http://www.olin.org/teaching_and_learning/ada/Fame/FAME_Content/

This website links us to the main login site of the Faculty and Administrator Module in Higher Education (FAME).

<http://appserv.rehab.uiuc.edu/fae/>

This website is called the Functional Accessibility Evaluator. It is used to evaluate functional accessibilities of certain web pages.

<http://www.ncset.org/publications/viewdesc.asp?id=1168>

This website brings us to publication summaries on issues related to school and employment outcomes for students with disabilities. It also describes the successful applicants who are DO-IT Scholars.

<http://education.umn.edu/CRDEUL/books-ctad.html>

This website includes the book, *Curriculum Transformation and Disability (CTAD): Implementing Universal Design in Higher Education*, by chapter.

http://www.dlrp.org/html/IT/DLRP_IT_Toolbox-UD.pdf

This website includes the Disability Law Resource Project (DLRP) IT Toolbox on Universal Design of January 2006.

<http://www.kurzweiledu.com/>

This website introduces us to Kurzweil Education Systems. This system produces software for those with learning disabilities and for those who are blind.

<http://idea.ed.gov/>

This website introduces us to the Individuals with Disabilities Education Act (IDEA), which is a law that ensures services to children with disabilities.

http://accessibility.gtri.gatech.edu/sitid/state_prototype.php?state=18

Information Technology Technical Assistance and Training Center (ITTATC) helps promote accessibility to those with disabilities through training and assistance.

<http://jset.unlv.edu/>

This website brings us to a link for the Journal of Special Education Technology (JSET) e-journal.

<http://www.laddc.org/>

The Louisiana Developmental Disabilities Council (LADDC) is people appointed by the governor to serve those people with disabilities. It also includes a link to Hurricane Katrina Assistance Resources for the disabled.

<http://udl.mcneese.edu/>

This website explains the Louisiana Universal Design for Learning (UDL). UDL was designed to help meet the needs of all students/learners, including those with disabilities.

<http://www.nclld.org/content/view/1062/322/>

This website introduces us to the National Center for Learning Disabilities (NCLD) and the IDEA 2004 Final Regulations Update. In the update it states regulations for schools with students with different learning disabilities.

<http://www.nclld.org/content/view/1092/389/>

This NCLD website presents issues students with disabilities may have with transitions from high school to college.

<http://doa.louisiana.gov/oes/>

This website is the Office of Electronic Services (OES). OES provides electronic access to comprehensive state information and services for businesses, citizens, and government.

<http://www.rfbd.org/>

This website is the Recording for the Blind & Dyslexic page. RFB&D is a website for learning through listening. This website is known as the nation's educational library for those with print disabilities.

<http://www.cast.org/teachingeverystudent/ideas/tes/>

This website is a link to the book, *Teaching Every Student in the Digital Age: Universal Design for Learning*, by chapter.

<http://www.washington.edu/doi/Faculty/>

This website is the Faculty Room of the DO-IT Foundation. The Faculty Room is an area for teachers and administrators to explore and to learn how to deal with students with disabilities in postsecondary schools.

<http://www.access-board.gov/sec508/guide/act.htm>

This website is about the Rehabilitation Act Amendments (Section 508). It includes the actual Act and a brief description of it.

<http://template.bsd.uchicago.edu/accessibility.html#overviews>

This URL brings us to the Tools: Accessible and Universal Design page of the Biological Sciences Division Information Services (BSDIS) webpage. It contains overviews, guidelines, and practices on how to make a website accessible to everyone.

<http://www.adaptiveenvironments.org/index.php?option=Resource&articleid=405&topicid=28>

This website contains the Bibliography of Universal Design. There is a list of books, newsletters, journals, audio visual materials, and websites used to help create this website.

<http://www.access-board.gov/>

This website is the homepage of the United States Access Board. It contains the latest news and meetings of the board.

<http://wave.webaim.org/index.jsp>

This website brings us to WAVE 3.0, which is a web accessibility tool. It shows you how to install WAVE 3.0, step by step.

<http://www.visionaustralia.org.au/info.aspx?page=614>

This URL brings us to a web accessibility toolbar for the blind and for people with low vision. It also shows you how to download this toolbar, step by step.

<http://www.w3.org/TR/2006/WD-WCAG20-20060427/complete.html>

This website contains web content accessibility guidelines. It also includes issues to help make a website more accessible.

<http://www.webaim.org/>

This website contains Web Accessibility on Mind (WebAIM). It also shows how to use WebAIM and the things that are involved with WebAIM.

<http://www.washington.edu/accessit/index.php>

This website brings us to the homepage of AccessIT. AccessIT is a tool used by students and employees with disabilities that are involved with educational institutions. It also includes a database of Q&A on the topic of electronic and information technology (E&IT).

<http://www.ncset.org/>

This is the National Center on Secondary Education and Transition (NCSET) homepage. The main goal of the NCSET is to help students with disabilities achieve a successful future.

<http://www.udeducation.org/>

This website helps students and teachers understand and present universal design. It is designed for people of all ages, races, and/or disabilities

http://www.ccc.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Red_book_5th_edition.pdf

This website is a guide to everything a special educator must know. It contains a whole book (200 pages) of information on teaching students with disabilities presented by the Council for Exceptional Children.