



Dual Credit Spring 2020

LSC-CyFair Disability Services

Stephanie Dillon, MHS, CRC, LPC





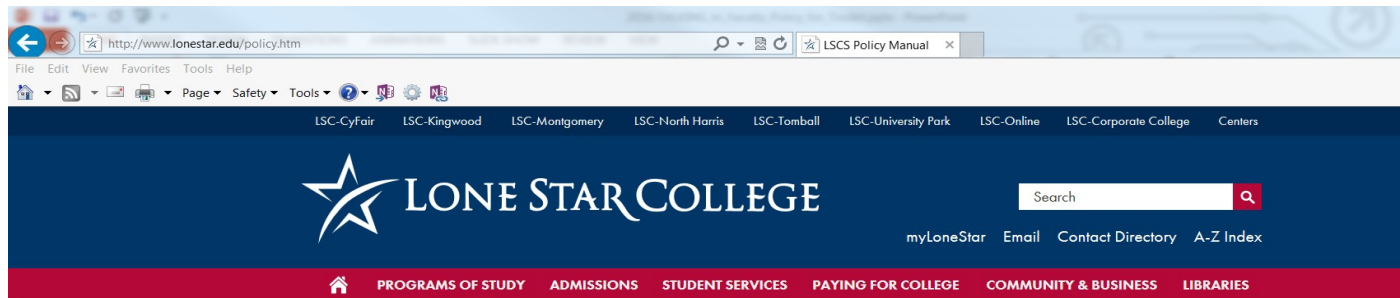
LSC ADA Policy

Approved by the LSC Board of Trustees, March 2016



LSC Policy Manual

<http://www.lonestar.edu/policy.htm>



Office of the Chancellor >

LSCS Policy Manual

- LSCS Policy Manual
- Contract Compliance
- Public Records
- Employee Resources
- Conflict Statements
- Free Speech Areas
- LSCS Proposed Policies & Procedures

**Lone Star College System District
Board Policy Manual
Fourth Edition**

[View an alphabetical listing by topic of the LSCS Board Policy Manual](#)
[View printable/searchable PDF version of LSCS Board Policy Manual](#)

LSCS Individual Policies and Procedures

Policy Section	Procedure	Forms	Notice & Comment
Section III.C.1 Debt Management Process	Section III.C.1 Debt Management Procedures	N/A	Section III.C.1 Debt Management Notice and



Disability – ADA definition

- Disability is defined as any **physical or mental impairment that substantially limits one or more major life activities** such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.





Equity and Access

We have a mission to promote a culture of equity and access in education for *all* Lone Star College students.





Accommodations

The [*Americans with Disabilities Act Handbook*](#) defines an accommodation as "any change in the work environment [or instructional setting] or in the way things are customarily done that enables an individual with a disability to enjoy equal opportunities". This may include:

- Providing or modifying equipment (e.g., allowing the student to use a student supplied audio recording device for lectures instead of taking notes)
- Making facilities accessible — removing barriers (e.g., holding class on the ground floor) and make the class accessible so people with disabilities can participate
- Providing readers or interpreters (e.g., sign language interpreters)



Equal Access

Equal Access is defined as providing students with disabilities, who are "otherwise qualified", **the same educational opportunities and full participation in programs and activities as provided to all other students.**



Accommodations- Level the Playing Field

The ADA stipulates that post-secondary institutions are responsible for providing necessary accommodations when a student declares a disability. Reasonable accommodations are made in order to **level the playing field for otherwise qualified individuals with disabilities.**



Accommodations- Remove Barriers

These adjustments permit students with disabilities the opportunity to learn by **removing barriers that do not compromise academic standards**. Wherever possible the disability is minimized as a measure of performance in the academic environment.



Why are accommodations important?

Accommodations

- Level the playing field
- Remove barriers
- Provide Equal access
- Path to Federal Protection

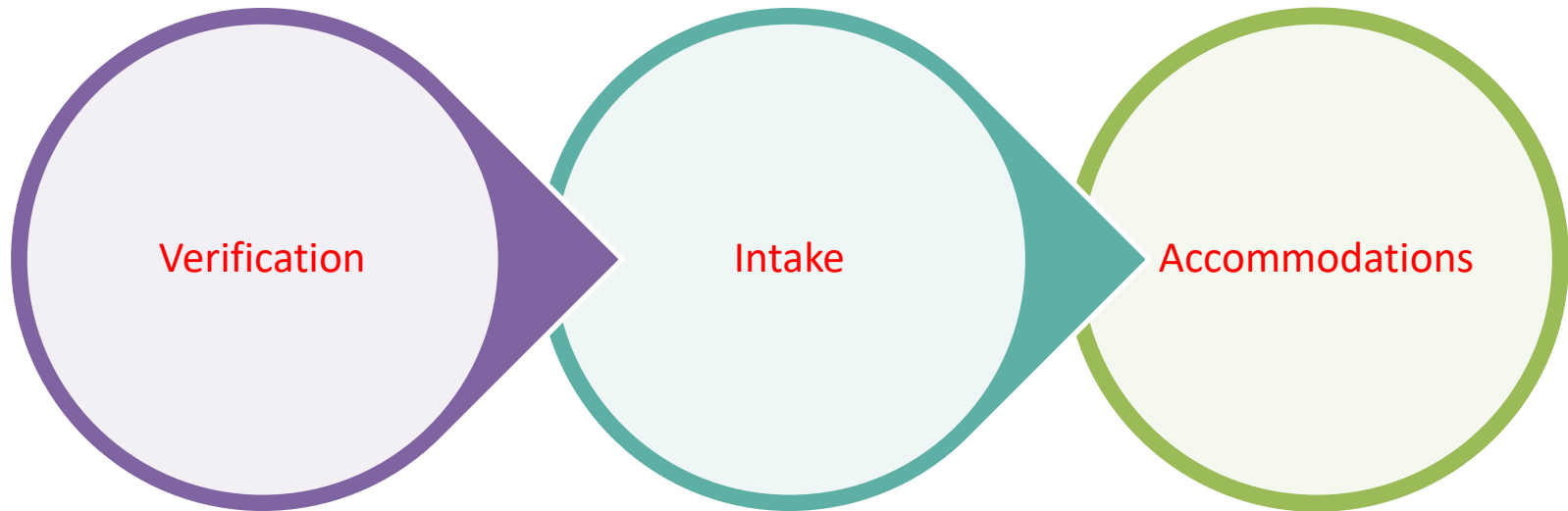
Certification of
Disability



Intake -
Accommodations



Accommodation Process





Disability Documentation

- ***College's Disability Verification Form***– Must be complete by a licensed or certified healthcare professional qualified to treat and diagnose the student's disability.
- ***Healthcare Professional Letter*** – Documentation is required from a licensed professional qualified to diagnose and treat the condition.
- ***Full Evaluation/Diagnostic Report*** (Example – FIE) – Please note that K-12 school documentation may not be sufficient for post-secondary documentation requirements. If possible, please submit the FIE – Full Individual Evaluation.



Accommodations

Accommodations for students with disabilities are designed to "level the playing field", not provide unfair advantages over other students.

Accommodations in classroom and lab space are all ways to provide access for the student with a disability.

Failure to make accommodations for students with disabilities can place LSC in violation of federal and state statutes and can result in costly penalties.



General Announcement in class

- Deal with question of disabilities openly, as part of the introduction to your class. During the beginning of each semester, you could make a general announcement: "If you need accommodations for any sort of disability, please speak to me after class, make an appointment to see me, or see me during my office hours."



Not Retroactive

- Accommodations are not retroactive.
- Accommodations begin the day the student gives the letter to the professor.



Confidentiality

The disclosure of a disability and the need for accommodations is an extremely sensitive subject requiring utmost confidentiality. Discussion between the student and faculty should be protected.





Instructor Rights

Faculty and staff have the right to:

- Hold all students to course requirements and grading standards.
- Obtain information about a student's accommodations (but not the condition or diagnosis).
- Consult with Disabilities Services staff regarding alternative accommodations.
- Expect all students to observe academic standards and code of conduct.
- Have concerns regarding student accommodations addressed by Disabilities Service Office.



I Need to Know!

“This will help ME, as the instructor, do a better job of providing accommodations!”

“The more I know, the more I can help the student.”

Although the interest may be well-intentioned, instructors are NOT entitled to the details of the diagnosis. Knowing a diagnosis can have negative results:

- Base for prejudiced decisions – unintentional bias
- Pre-conceived ideas about “dx”



Best Practices for Faculty-

- Include a **statement in syllabus** encouraging students who have a disability to meet with you.
- **Avoid making assumptions** about a student based on one factor of their identity.
- **Talk with the student privately** about the class requirements, about any specific needs the student might have, and about how those needs will be accommodated.
- **Implement the accommodations** outlined in the Faculty Notification letter written by the campus Disability Service Office.
- **Contact your campus Disability Service Provider** if you have questions about a **specific accommodation** or about implementing the accommodation as written.



Best Practices for Faculty

- All issues related to a student's disability are highly confidential. **Maintain that confidentiality at all times.**
- Use captioned materials, know how to access the captioning on your classroom materials. **Caption all materials appropriately.**
- Work with Disability Services Office staff and/or with College Assistive Technology (AT) staff for assistance on captioning your materials.
- When talking with the **student, face and speak to them directly, not to the personal attendant, guide or interpreter.** Speak clearly at a normal volume.
- **Face the class when speaking.**



For More Information

Lone Star Disability Services

<http://www.lonestar.edu/disability-services.htm>

Lone Star Disability Services Faculty Resources

<https://intranet.lonestar.edu/studentssuccess/disabilityservices/Faculty%20Resources/Forms/AllItems.aspx>

For more information about policies and procedures to support students with disabilities, refer to Lone Star College Policy and Procedures webpage at

<http://www.lonestar.edu/policy.htm>, including section VI.D.11. Students with Disability Rights, <http://www.lonestar.edu/student-welfare-rights.htm>.

Questions?





Contacts

- **Stephanie Dillon** – Disability Services Counselor
281-290-3533
- **Joe Nast** – Assistive Technology Specialist
281-290-3207