

PROCEDURES FOR NEW STUDENTS

After completing the SOWELA enrollment process, bring documentation from doctor/therapist to Disability Services. It is important that new students identify themselves to Disability Services as soon as possible to ensure maximum success at SOWELA. 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 DS office. Students will be contacted within 1 to 2 business days to schedule an appointment with a DS counselor. At this time, students will fill out an application, discuss disability-related needs and complete a Semester Accommodation Request form. The Counselor will also review all policies and procedures for the office.

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

MAIN CAMPUS

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DISABILITY SERVICES

How to use our services to ensure success!

www.SOWELA.edu

Disability Services

Students with disabilities must often overcome a variety of obstacles to achieve their educational and career goals. To this end, SOWELA ensures college access to students with documented disabilities as required by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA). Students who have a physical or mental impairment that substantially limits one or more of the major life activities may be served Disability Services. We are dedicated to assisting students by offering a number of resources accessible to all students, despite their limitations. More information is available in the DS student Handbook. Students' who have physical or emotional disabilities or learning challenges, may benefit from reasonable accommodations in the classroom. To request accommodations, equipment, or other services students must provide current professional documentation that is no more than 3 years old describing the disability and appropriate accommodations. Even though accommodations are provided to instructors each semester, students are encouraged to ask for assistance and be advocates for their own success.

Director of Student Support Services
Christine Collins
337.421.6969
christine.collins@sowela.edu

Support Services & Accommodations

Support services and accommodations may include, but are not limited to:

- Special placement test administration
- Textbooks in alternate formats
- Testing modifications to include extended time, quiet testing environment, and readers
- Explanatory letter to instructors
- Volunteer Note Takers
- Assistive Technology – Dragon, ZoomText, Kurzweil 3000, magnifiers
- Tape recorder/permission to tape record a class
- Interpreter
- Information and referral to campus and community support services as well as information on community resources
- Workshops and materials on effective study and test taking skills
- Classroom accessibility
- Enlarged print and copy services



SOWELA
TECHNICAL COMMUNITY COLLEGE

Student Responsibility

Students are expected to attend all classes, particularly if receiving services from a third party within the class. It is the instructor who determines the number of absences allowed in his/her class. If a student has a disability-related absence from class, he/she should contact the Disability Services immediately if receiving in-class services. Documentation must support the disability-related absence(s). This does not excuse the student from the course requirements to include missed assignments and tests nor the student's obligations to obtain missed material. It does not extend the number of absences a student might accumulate. Students are responsible for contacting their instructors and providing documentation of their absence should an instructor require it. Students should be aware that accommodations only change the way in which materials are presented but do not modify the standards of the College.