

Do I Need an Accommodation?

Ask yourself these questions*:

1. Do I have a physical, mental, or emotional disability that affects my ability to study, learn, process information, access classrooms, or resources or otherwise limits or interferes with my abilities to be a successful student?
2. Do I have problems studying, learning, learning, processing information, concentrating, or getting things done, even though I have never been diagnosed with a disability?
3. Did I need or receive accommodations in high school or on a job?
4. Did I have an IEP or Individual Education Plan in high school?
5. Did I have a 504 Plan in High School?

*If you answered yes to one or more of the four questions, you may need an accommodation. You should contact the college's Disability Services office and ask for information about accommodations. Staff at the Disability Services office may help you determine whether you are eligible.

What Do I Do?

1. Provide documentation of your disability to the college in order to receive an accommodation.
2. Don't wait to request accommodations until you are doing poorly. This is a mistake that many students make and can be costly.
3. Register and get approval for an appropriate accommodation as soon as you can to help improve your chances of success.



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This document can be made available in alternative formats by calling 733-7650 or MRS 800-627-3529 or 711.

Accommodations for Students with Disabilities

A short guide to explain accommodations and to help you determine if you need one.



Lake Superior College Disability Services

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What is an Accommodation?

An accommodation is a modification or support that gives a student with a disability an equal opportunity to participate and benefit from college. Think of accommodations as adjustments to how things are normally done.

Using an effective accommodation will help you succeed in areas in which you have had difficulty in the past. In other words, using effective accommodations will increase your chances for success.

Think of any accommodations you used in the past. Write them down:

What are the Categories of Accommodations?

Accommodations are in several different categories. Below are brief descriptions and examples of the most common categories of accommodations that permit a student with a disability to participate in the educational process.

1. Changes to a classroom environment or task.

Examples include providing a quiet room for test taking and other test taking accommodations (i.e. providing extended time, giving the exam in alternative formats, permitting the use of a dictionary or spell checker, and repeating instructions), and providing written materials in alternative formats such as large print, Braille, computer disk, or an audio format.

2. Removal of architectural barriers.

Examples include adapting a room to meet the needs of a student who uses a wheelchair and installing better lighting in classrooms to assist students with low vision.

3. Modifications to policies, practices, or procedures.

Examples include providing course substitutions and extending time lines for completing assignments.

4. Provision of auxiliary aids and services.

Examples include providing sign language interpreters, note takers or scribes, tape recorders, audio formats, and adaptive computer software.

5. Other adaptations or modifications that are necessary for students to enjoy the benefits and privileges of the college's program, services, and/or activities.

Colleges must provide these types of accommodations free to qualified students with disabilities.

What Accommodations Won't be Provided?

Personal devices such as wheelchairs, hearing aids, or glasses, and personal services such as assistance with eating, toileting or dressing will not be provided.

Accommodations that lower or change classroom standards or program standards too much will not be provided. For example, although instructors may allow alternative assignments or tests, these alternatives will not be easier or harder than the ones they are replacing.

Accommodations that are too expensive or require too much man-power.

Accommodations that would change the essence of a program will not be provided. For example, a person taking a class in small engine repair who has limited use of his hands could not ask to take a written test instead of actually repairing an engine. The essence of the course is to actually repair the engine not to talk or write about it.