



Counseling and Disability Services
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POLICY MANUAL

DISABILITY SERVICES

EAST GEORGIA COLLEGE

East Georgia College. . . Education With a Personal Touch
An Equal Opportunity/ Affirmative Action Institution

Foreword

Purpose: Our purpose is to provide opportunities to improve the educational experience for students with disabilities by promoting an equal educational opportunity for those qualified students.

Mission Statement

The Disability Services Department at East Georgia College, a division of Student Services, is committed to providing an equal opportunity for all qualified students with disabilities. The Disability Services Department staff is responsible for coordinating services for students with disabilities at East Georgia College.

Accommodations and services comply with Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act, and the policies of the Board of Regents of the University System of Georgia.

Accommodations assist intelligent and motivated students in overcoming disabilities that could otherwise prevent them from academic and career success. Student disabilities may include dyslexia, carpal tunnel syndrome, brain injury, physical conditions, math disorders, etc., that can have an impact on a student's reading, writing, concentration, and comprehension speed.

Accommodations are academic adaptations that do not compromise academic standards or the mastery of essential course elements, but provide students with disabilities an equal opportunity to succeed. Accommodations provide equal access to facilities (moving a class from an inaccessible location to an accessible location) and information (academic accommodations).

Academic accommodations include services like note takers, tape recording lectures, textbooks on CD, or Scan and Read technology. These services are designed to use the student's academic skills to overcome deficits created by their disability.

About This Manual:

This policy manual was approved on August 22, 2007. This manual is designed to explain some of the services available through the Disability Services Office; however, this manual is not all inclusive. When revisions are made to this manual, corrected pages may be removed and replaced with the most current information.

This document will be on file with the Counseling/Disability Services Office. To receive this document in an alternative format, please contact Anna Marie Reich in the Disability Services Office (478-289-2039).

This document is also available on the East Georgia College Home Page. You can access it in PDF format by going to www.ega.counseling_center/. Once you enter this page, click on the Disability Services Manual link.

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SECTION A PROGRAM ACCESSIBILITY

The Disability Services Office is administered through Student Services at East Georgia College (EGC). The purpose of this office is to assist students with disabilities in gaining equal access to all university programs. Students with disabilities should report any physical or academic accessibility problems to the Disability Services Office.

New students with disabilities entering East Georgia College can access Disability Services by completing and returning the Special Needs Request Form to our admissions office or by contacting Anna Marie Reich (Swainsboro Campus) and/or Dr. Tori Kearns (Statesboro Center). This form can be found at http://www.ega.edu/counseling_center/SpecialNeedsRequest.pdf. When the Disability Services Office receives this form, or is contacted by the student/student representative, the student will be contacted and eligibility for services will be explored.

Students currently enrolled at EGC reporting academic problems may also seek services by contacting either Anna Marie Reich (Swainsboro Campus) or Dr. Tori Kearns (Statesboro Center). An intake interview will be scheduled and eligibility for services explored.

The Disability Services Office may be accessed by phone (478) 289-2039 (Swainsboro Campus) or (912) 688-6912 (Statesboro Center). The Swainsboro Office is located in Room B150 in the student center building. The Statesboro Center location is 1525A Fair Road Statesboro, Ga. 30460.

I. READMISSION-

Students excluded from an institution for misbehavior do not have an automatic right to return. A process may be in place for determining that students returning to school have a reasonable chance of success and do not pose a threat to their own safety or that of others.

II. STUDENT CODE OF CONDUCT-

Behavior that is in violation of the EGC student conduct code or in violation of an instructor's syllabus is not protected under law-even if the behavior is a direct result of the disability.

SECTION B PROCEDURES FOR RECEIVING SERVICES

I. NEW STUDENTS

Students contacting the Disability Services Office for the first time are seen on a "walk-in" basis or by scheduled appointment with the Disability Service Provider (DSP)/Counselor for an interview. The initial session generally involves:

1. An interview to determine if the student has documentation supporting a disability.

A. If the student has documentation within a three year period (or if the student was tested at age 18 or older):

1. DSP will provide student with Board of Regents (BOR) criteria and request a copy of their documentation.
2. Student will furnish DSP with a copy of their documentation.
3. DSP will review student's documentation for compliance with BOR Criteria. Part of this process may include an Outside Documentation Review by the Regents Center for Learning Disorders.
4. If submitted documentation meets BOR criteria, an Accommodations Contract will be developed with the student outlining the student's approved accommodations.
5. Documentation must be submitted and approved by the RCLD if the following System-Level accommodations are to be approved (Foreign Language or math substitutions, additional semesters in learning support, and special accommodations for the Regents Test).

B. If documentation is submitted by the student, but it is not within the last 3 years, or if the student has never been tested-

1. The student is guided through the process of obtaining appropriate documentation. The student is provided with written information outlining the standards established by the BOR for outside evaluations. The student is also provided with information on how to obtain testing through the Georgia Southern University RCLD.
 - a. The student obtains outside documentation and presents it to the DSP. The DSP then completes steps 3, 4, and 5 of section A above.
 - b. The student completes a pre-testing packet and is evaluated by the RCLD. If a disabling condition is diagnosed by the RCLD, the DSP will initiate Permanent Accommodations with the student.

****Note:** EGC believes in giving every student an opportunity to receive temporary accommodations if the student provides minimal documentation of a disabling condition. Minimal documentation may include documents such as psychological reports, IEPs, and 504 plans. **Temporary Accommodations** are designed to assist the student for no more than 2 semesters in order to give the student time to obtain the required documentation. **Students are eligible for Permanent Accommodations** when they submit documentation to the DSP that meets BOR Criteria. Students granted temporary accommodations that complete the required testing and are not given a diagnosis that meets BOR criteria will no longer be entitled to accommodations. If the student is already receiving accommodations at the time of this decision, the accommodations will continue until the end of that semester. If the student is determined ineligible for Permanent Accommodations, they will not be entitled to any accommodations beginning their next semester of enrollment.

- c. Each semester, it is the students' responsibility to make arrangements to meet with the DSP to complete an Accommodations Contract. A copy of this contract shall be created for each course in which the student is requesting accommodations. The contract shall be signed by the student, DSP, and the individual instructor. Each instructor will also receive an email confirmation from the DSP verifying the student's approved accommodations for the semester.

B. Online Students

Students taking online courses often don't have the option of meeting with the Disability Service Provider for face-to-face sessions. Online students are strongly encouraged to contact the disability service provider by phone, U.S. mail, or email. It is recommended that online students make contact with the Disability Services office at least one month prior to the start of classes to ensure that their accommodation needs will be met in a timely manner. Sessions with the Disability Service Provider may involve phone contact or email; however, students are encouraged to make office visits when this is more convenient. For further policy and procedure, refer to Section B New Students subsections A and B.

II. REVIEW OF OUTSIDE EVALUATIONS-

The Board of Regents (BOR) has endorsed criteria for the evaluation of Learning Disabilities (LD) and Attention Deficit/Hyperactivity Disorder (ADHD) (**Criteria found in the Academic Affairs Handbook** http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH, http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#LD, and http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#ADHD). Students requesting accommodations for LD or ADHD must provide the DSP with a copy of their evaluation. The DSP will review the documentation for adherence to BOR criteria. With the student's written permission, the documentation will then be forwarded to the RCLD for an Outside Documentation Review.

Submission to the RCLD for approval is **required** for the following modifications:

1. Substitution of the CPC foreign language requirement
2. Additional semesters in Learning Support
3. Regents' Test or Compass test modifications other than those specified in the Academic Affairs Handbook (see website below for academic affairs handbook)

(http://www.usg.edu/academic_affairs_handbook/section2/handbook/2.8_regents_testing_program/#p2.8.10_special_administrations_of_the_regents_test) see Special Administration of the Regents' test.

III. EVALUATION BY THE REGENTS CENTER FOR LEARNING DISORDERS-

The Board of Regents of the University System of Georgia has established three centers for the provision of assessment, resources, and research related to students within the University System who have learning disorders. The Regents Center for Learning Disorders (RCLD) are located at Georgia Southern University, The University of Georgia, and Georgia State University. Each RCLD is responsible for serving designated colleges and universities within a geographic region.

Students who are enrolled at EGC and do not have current evaluations that meet BOR requirements can be referred to the RCLD for evaluation. Exceptions to the rule are considered when students are applying to an institution for admission and are required to provide verification of a disability for the institutions' CPC foreign language requirement. Referral for testing or evaluation review in these cases should come from the institution at which admissions is pending.

Students who wish to be tested by the Regents Center for Learning Disorders (RCLD) should contact the Disability Service Provider (DSP). The DSP will schedule an appointment with the student to go over the pre-testing packet. When a student returns this packet, the DSP will check for completeness and assist the student in contacting the RCLD for an evaluation appointment.

The Georgia Southern RCLD is located at Cone Hall in Statesboro. The student is responsible for the cost of the evaluation (\$500.00). The Vocational Rehabilitation Program will sometimes assist eligible students with the cost of this evaluation. The \$500.00 fee is due with the completed packet. An intake interview with a student will not be scheduled by the RCLD until the \$500.00 payment is received. The evaluation process by the RCLD consists of three main components which are as follows:

1. An initial interview, screening, and preliminary testing by the RCLD
2. The Evaluation: A full day involving an individualized assessment.
3. A Feedback Session to review the comprehensive report of results and recommendations for accommodations. For more information regarding services and procedures of the RCLD go to <http://services.georgiasouthern.edu/rclid/>.

IV. ACCOMMODATION CONTRACTS-

The Accommodation Contract is used as a means of communication among the student, Disability Service Provider, and faculty. Academic and physical accommodations to which a student is entitled are listed in this contract. The process for use of this contract is as follows:

1. The student initiates contact with the DSP by sending the EGC admissions office a completed Special Needs Request Form. Students can also initiate contact with the DSP through email, telephone, by appointment, or stopping by the DSP's office to request services. Upon meeting with the student, the DSP will provide information to the student concerning BOR documentation requirements as well as discuss the students' accommodation needs.
2. Once documentation is provided to the DSP, the DSP will discuss with the student his/her eligibility for Temporary or Permanent Accommodations. Students providing minimal documentation (as described on page 9) may be eligible for temporary accommodations in order to provide the student with sufficient time to obtain the required documentation for the DSP.
3. Based on the documentation provided by the student, the DSP and student jointly discuss appropriate and individualized accommodations. The DSP then determines if these accommodations are reasonable. The approved accommodations are outlined in the Accommodation Contract.
4. **At the beginning of each semester/term,** the student requests accommodations by contacting the DSP. The student and DSP meet and develop an accommodations contract based on the student's individualized accommodation needs for that term/semester.
5. It is the student's responsibility to ensure that the individual professor(s) has/have received and signed the Accommodations Contract acknowledging his/her awareness of the students' approved accommodations. There is a signed contract for each course in which the student is enrolled. The student is required to obtain each instructors signature on the individual contracts and return the signed contracts to the DSP. **Faculty members are under no obligation to provide accommodations until the student meets with them, obtains the faculty members signature on the contract, and discusses their accommodation needs with the individual faculty**

members. It is also the responsibility of the student to request approved accommodations of the faculty member in a timely manner.

V. NOTE TAKERS-

With appropriate documentation, students are eligible to have institutionally-approved note takers assist them in lecture classes. Students requiring note taking assistance are visually or hearing impaired, have a physical disability that impedes writing, or have a type of learning disability that prohibits their ability to write or gain information through auditory processing. Students with other disabilities may be approved for note takers if approval is granted by the Regents Center for Learning Disorders (RCLD). Students requesting this accommodation need to do so in a timely manner. The DSP will assist the student and professor (if necessary) in finding a note taker. Notes can be photocopied or downloaded in the DSP's office. Carbonless copy paper is also available for student note taker use. It is the student's responsibility to ensure that they receive notes in a timely manner.

VI. BOOKS IN ALTERNATE FORMAT-

When supported by appropriate documentation, students are eligible to receive recorded books in electronic text format. Students eligible for these documents will be given an account through AMAC so that they can download software that will enable their computer to read the text information aloud. Currently, EGC is a member of Alternative Media Access Center (AMAC). AMAC is a service for students with print-related disabilities. Print-related disabilities can be learning disabilities, visual impairments, blindness, or even physical difficulty in turning a page.

It often takes time (generally two to three weeks) for AMAC to locate and produce these 'texts', so it is imperative that students request these 'texts' in advance. In order to acquire these 'texts' by the start of a new semester, students should make their requests at least five weeks before the first day of classes. In order for the DSP to order these 'texts' from AMAC, the student must furnish the DSP with the name and edition of the text, the author, ISBN#, and copyright information for each book that is requested.

VII. COURSE LOADS-

Students are expected to take a regular course load while attending East Georgia College.

1. Students with medical disabilities whose documentation states that the disability precludes enrollment in a regular course load must petition the EGC Office of Counseling and Disability Services for alternate course loads.
2. Students with learning disorders whose documentation states that the disability precludes enrollment in a regular course load must petition the RCLD through the EGC DSP for alternate course loads.

VIII. CLASS ATTENDANCE-

Students are expected to be punctual for all class lectures (including required labs) and field experiences in courses for which they are registered. The Counseling and Disability Services Office cannot require any professor to alter his or her attendance policy. Our office can provide written verification of a disability (through an accommodation contract) based on our receipt of appropriate documentation. This verification of a disability should address the legitimacy of and ask for consideration regarding absences.

IX. TEST PROCTORING-

The Office of Counseling and Disability Services provides test proctoring services for professors who cannot provide extra time, a quiet room for student testing, or other accommodations needed in testing a given student.

The Test Proctoring Requirements for the Office of Counseling and Disability Services are as follows:

1. If a Professor is requesting the services of the DSP to assist with the proctoring of an exam, 48 hours advance notice of the test date is recommended.
2. If the DSP or an agent of the Office of Counseling and Disability Services suspects a student of cheating on an exam, this concern will be reported to the Professor.

3. Students observed cheating on exams **WILL** lose the privileges of proctored exams by the Office of Counseling and Disability Services.
4. Students requesting a proctored exam are required to discuss their request with the individual instructor/professor and must obtain the Professor's approval for the proctoring of an exam through the Counseling and Disability Services Office.
5. Students receiving approval from their professor for the proctoring of an exam, should request test proctoring services 48 hours in advance of the testing date/time.
6. If a student fails to come in for test proctoring, the exam will be returned to the Professor.
7. Students are required to provide the test proctor with their cell phone, book bag, and textbook(s) unless the Professor provides written or verbal instructions to the Counseling/Disability Services Office that these items are allowed during testing. Failure to provide the Counseling/Disability Services office with these requested items prior to testing will result in the student's inability to receive test proctoring services through the Counseling and Disability Services Office.
8. Due to limited test proctoring space and EGC staff to proctor tests, test proctoring services will be offered on a first-come, first-served basis.

X. ADAPTIVE TECHNOLOGY-

EGC maintains adaptive equipment designed to accommodate students with disabilities. This equipment is updated periodically making a listing impractical. Our equipment is designed to achieve the following functions:

- ❖ Enable students with writing or physical disabilities to do word processing
- ❖ Provide the ability to enlarge print for students with visual disabilities
- ❖ Provide amplification of verbal information for students with hearing impairments
- ❖ Provide a large keyboard for students with limited fine or gross motor functions

- ❖ Provide “downloadable” literacy tools for students with print-related disabilities

XI. INTERPRETING SERVICES-

Students requesting interpreter services are encouraged to ensure that they have submitted appropriate documentation of a hearing impairment. Documentation of a hearing impairment must be from a Licensed Audiologist. This documentation must include a diagnosis and information as to how the disability impacts the student in an academic environment.

Students will be notified when appropriate documentation is on file and may choose to schedule a meeting with the Counselor/DSP to arrange accommodations and/or services.

A. Student Requirements-

1) Class attendance is crucial for successful academic completion. When a student who uses an interpreter will be absent from class, notifying the Counselor/DSP is **EXPECTED 48 HOURS PRIOR TO THE ABSENCE**. An email is sufficient notification. This is crucial when communication facilitators are being paid for their time in class. This timeframe is necessary because most Interpreters require at least 48 hours notice of cancellations. The Interpreter is there as a supplement to the classroom experience, not as a substitute. If a student misses class, he or she needs to meet with the instructor for follow-up. Interpreters are not responsible for the student's absence or their academic responsibilities.

B. Student Responsibilities-

- 1) Students are responsible for contacting the Counselor/DSP in advance if an Interpreter is needed.
- 2) On the first day of class or in any new situation, please identify yourself to the Interpreter.
- 3) You are responsible for being on time for all classes, labs, and meetings.
- 4) Students are encouraged to sit in a place that provides the best lighting, distance, background, and angle for seeing the Interpreter.

- 5) If you have any questions relating to class materials, ask the instructor.
- 6) Personal conversations with the Interpreter should not occur during the class, but before or after the class.
- 7) If you have difficulty understanding the Interpreter, discuss it with that person. If this does not resolve the problem, contact the Counselor/DSP.
- 8) If your Interpreter does not come to class, notify the Counselor/DSP that he or she has failed to show up.
- 9) Let your Interpreter know if:
 - a. You plan to be absent or miss a class.
 - b. Your class is cancelled.
 - c. There will be a video shown in class.
 - d. You will be making a presentation.

C. **No-Show Policy-**

If an Interpreter has been requested and you know that you will be unable to attend class, you should provide the Counselor/DSP with at least 48 hours advance notice so that the Interpreter can be informed. In limited circumstances, such as student illness, students may not be able to provide 48 hours notice. In this circumstance, any advance notice is considered sufficient. Failure to provide any advanced notice is considered a "No-Show". To give advance notice a student may:

- 1) Call the Counselor/DSP and speak either in person or leave a message **OR**
- 2) Send an email to the Counselor/DSP notifying of the absence

Failure to provide the Counselor/DSP with notice will result in the following actions:

- 1) **First "No-Show"**: A first warning letter will be sent to remind the student of the policy and appropriate procedures.
- 2) **Second "No-Show"**: A second warning letter will be sent to the student informing the student that they have two "No-Shows". In addition, the letter will remind the student of the policy and appropriate procedures.
- 3) **Third "No-Show"**: Interpreting services will **AUTOMATICALLY BE SUSPENDED** and a letter will be sent to the student informing the student of the policy and the appropriate

procedure. **SERVICES WILL REMAIN SUSPENDED** until the student makes an appointment and meets with Counselor/DSP to reinstate services. Reinstatement will require the student to explain his or her actions and communicate a renewed commitment to attending classes and other school events as expected.

4) **Exception to the "No-Show Policy"**: If three (3) or more "No-Shows" occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Counselor/DSP.

East Georgia College has obtained Sorenson Video Relay Service phones making communication with EGC staff more accessible. EGC students who are deaf or Hard of Hearing are encouraged to obtain a Sorenson Video Relay Service phone. The phone systems are free and there is no monthly charge associated with the use of these phones. If assistance is needed in obtaining a phone system, please contact the EGC Counselor.

XII. CAPTIONING SERVICES-

East Georgia College has acquired a Captioning system called Caption Mic. This system provides real time voice captions with the help of speech recognition technology. The Voice Captioner using Caption Mic repeats spoken words into a hidden microphone. The Caption Mic system will display those words as text on a TV or Computer monitor. At the end of the captioning session, the Voice Captioner will edit the "captioned" information and email it to the student and Counselor. In many situations, Caption Mic is used in order to make classroom instruction and discussion accessible making sign language interpreting services unnecessary.

XIII. UBIDUO-

Ubiduo is a communication device that enables Deaf and Hard of Hearing individuals to communicate with each other face to face, anywhere, anytime without any barriers. Ubiduo is useful when Deaf or Hard of Hearing individuals need to communicate with "Hearing" individuals on campus allowing accessible communication. Ubiduo consists of two portable, battery operated units that allow individuals to communicate through instant

messaging. The Ubiduo has the capability to save discussions which can be downloaded from a computer. **Students with appropriate documentation may be allowed to use Ubiduo alone or in conjunction with the Caption Mic system.**

Section C DOCUMENTATION REQUIREMENTS

The DSP in the Office of Counseling and Disability Services is responsible for maintaining confidential student files. These files generally include documentation of the disability, an intake form, a record of contacts with the student and other stakeholders as well as a record of services provided. Documentation must be furnished in order to determine appropriate and reasonable accommodations for the student. The following documentation is required for-

- ❖ **Learning Disabilities (LD)** - A psychological evaluation (completed by a licensed professional) no more than 3 years old that documents the students' current level of functioning'. The evaluation must meet Board of Regents (BOR) criteria for LD eligibility. Please refer to this link for the current BOR policy
http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH and
http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#LD.
- ❖ **Attention Deficit/Hyperactivity Disorder-** A report from a licensed psychologist documenting the disorder. Results must be based on standards taken from the Diagnostic and Statistical Manual of Mental Disorders as included in the criteria required by the BOR. Please refer to this link for the current BOR policy
http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH and
http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#ADHD
- ❖ **Pervasive Developmental Disorders (Asperger's Disorder, Autistic Disorder, Acquired Brain Injury, Psychological Disorder, and Sensory Disorders)** - Please refer to for specific documentation requirements. For a Hearing Impairment, we require results of an examination completed within the last year from a medical doctor or speech and hearing center documenting the hearing disability and the impact on academics.
http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH and

http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH/#SD

- ❖ **Speech/Language Impairments-** A report from a Speech/Language Pathologist documenting the disability and the impact on academics.
- ❖ **Mobility Disorders-** Results of an examination completed within the last year from a licensed physician. The report should include the diagnosis and the impact of the impairment on academics. For Board of Regents requirements see http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH and http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#MD.
- ❖ **Systemic Disorders-** (Conditions affecting one or more of the body's systems, including the respiratory, immunological, neurological, circulatory, or digestive systems.)- For Board of Regents requirement see http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH and http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#SYS.
- ❖ **Other Disabilities-** For Board of Regents requirement see http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#SYS and http://www.usg.edu/academic_affairs_handbook/section3/handbook/appendicesDH#OTH.

a. Procedure for Accommodation of Chronic Medical Conditions-

Due to the unexpected nature of this classification of disability, students with documented chronic medical conditions are required to follow the guidelines which are as follows:

Students with approved documentation may be allowed some leniency with regard to absences. The student is still required to meet the essential course requirements (as set forth by instructor) in every enrolled class. Students should meet with the faculty member for an enrolled class during the first week of the class and devise a written plan. The plan (normally a separate document from the

accommodation contract) should include information about how many absences will be allowed, how the work will be made up, and what absolutely cannot be missed in order to meet the essential requirements of the given class. A copy of this written plan must be submitted to the DSP to keep in the student's file. It is recommended that the student and instructor also maintain a copy of this "written plan".

SECTION D

STUDENT FILES: STATEMENT OF CONFIDENTIALITY-

Student files are confidential to the extent allowed by law and are kept in secure file cabinets in the Counseling and Disability Services Office. **These files may not be accessed by anyone outside the Counseling and Disability Services Office without the written permission of the student, or as allowed by state and federal law.**

The Family Educational rights and Privacy Act (FERPA) of 1974 protects the privacy of educational records, establishes the rights of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data. The Counseling and Disability Services Office complies with this act.

Students requesting a copy of the counseling and/or disability records must make their request in writing to the Counseling and Disability Services Office. Students should allow at least three weeks for the processing of this request.

SECTION E GRIEVANCES/COMPLAINTS

I. GRIEVANCE PROCEDURE-

Students who believe that a decision by the DSP or faculty member does not fully comply with federal disability legislation should follow the appropriate procedure as outlined below:

a. Complaints of ADA Violations by DSP staff of the Counseling and Disability Services Office-

Students should meet with the DSP who made the decision and attempt to resolve the problem informally. It is believed that most issues can be resolved in this manner. If there is no resolution of the issue, the DSP will assist the student in scheduling an appointment with the Vice President for Student/Enrollment Services. The Vice President for Student/Enrollment Services will use his discretion in scheduling a meeting with the student and/or DSP to discuss the issue. The DSP will forward all materials specifically related to the issue/complaint to the Vice President for Student/Enrollment Services. The Vice President for Student/Enrollment Services will use his discretion to form a committee consisting of administrators and/or faculty and the DSP to review the matter and make a second attempt at a resolution. If a committee collaborates and again the student is dissatisfied with the decision rendered, EGC has the right to uphold our position so long as the decision is consistent with EGC written policies.

b. Complaints of ADA Violations by Faculty-

Students who believe their rights under federal disability legislation have been violated by a faculty member should first meet with the DSP in the Counseling and Disability Services Office to communicate their complaint. If the DSP (after hearing the students' complaint) believes that the incident requires further investigation, the DSP will discuss the issue(s) described in the complaint with the faculty member. It is

believed that most issues can be resolved (at this point) through discussion with the faculty member. The discussion should consist of information pertaining to the relevant federal legislation and discussion of appropriate methods of accommodating the students' documented disabilities. If the issue is not resolved in the aforementioned manner, the DSP will refer the issue to the Vice President for Student/Enrollment Services. The Vice President for Student/Enrollment Services will use his discretion to form a committee consisting of administrators and/or faculty as well as the DSP to review the matter and make a second attempt at a resolution. If a committee collaborates and again the student is dissatisfied with the decision rendered, EGC has the right to uphold our position so long as the decision is consistent with EGC written policies.

The Vice President for Student and Enrollment Services will inform the student and faculty member in writing of any agreed-upon actions on the part of all parties, with a copy to the DSP.

II. FACULTY APPEAL OF REASONABLE ACCOMMODATIONS-

Since faculty are experts on specific course content, the DSP will negotiate specific academic accommodations with instructors. Professors will receive accommodation suggestions via the Accommodations Contract Process, but if they have other ideas concerning accommodations, they should contact the DSP with their suggestions. Since the law requires timeliness of the resolution of these issues, professors should move quickly to make their thoughts known.

If the Professor and DSP are unable to reach an agreement concerning an accommodation, the DSP will notify the Vice President for Student/Enrollment Services. The Vice President for Student/Enrollment Services will use his discretion in involving the Vice President for Academic Affairs. The final decision rendered by the Vice President for Student/Enrollment Services and/or the Vice President for Academic Affairs will be communicated in written format to the Professor and DSP.

APPENDIX A-
Disability Services Office Forms

Disability Services

Student: _____

Date of first contact: _____, scheduled _____, walk-in _____,
phone _____

Did you speak to the student and/or parent? _____

Advisement was given as to what steps to take to apply for and receive accommodations?

Yes _____, No _____

What actions were taken toward the above?

Discuss special circumstances of the student: _____

Follow-up information: _____

Follow-up information: _____

Follow-up information: _____

DSP Name Here/Disability Services
Provider

Date

Permission to release information:

I _____ give permission for the East Georgia College Disabilities Counselor _____ to discuss with and release my disabilities and accommodations information to my instructors in person or through email. I understand that email is an unprotected medium where confidentiality cannot be guaranteed.

I also give permission to East Georgia College to release my disability records to the Regents Center for Learning Disorders in Statesboro, Georgia so that I may have my records evaluated for permanent accommodations within the University of Georgia System.

Yes _____ No _____

Semester: _____

Student: _____

Date: _____

Student Disabilities Agreement

East Georgia College

I _____ understand that I must return to the disabilities counselor each new semester that I am enrolled if I choose to continue using accommodations. I understand that each course that I enroll in requires a new accommodations contract with that instructor. I understand that my information is confidential and that it can not be forwarded to instructors without my permission. When I return to my disabilities counselor, I understand at that point each semester a new contract will be written for what is appropriate for my new courses. I understand that it is my responsibility to meet with my instructors and discuss with each of them what my concerns are and how best to facilitate my approved accommodations in coordination with the instructor and the provider. I understand that I must return my accommodations contract to the disabilities counselor signed by myself and the instructor to prove that I have notified and discussed my needs with the instructor. My accommodations should be used consistently throughout each new semester.

Signed: _____

Academic Semester: _____

Date: _____

ACCOMMODATIONS CONTRACT (Sample)

EAST GEORGIA COLLEGE

East Georgia College Temporary Accommodations end on May 4, 2007 _____

RCLD, University System of Georgia Approved Permanent Accommodations _____

THIS IS A CONFIDENTIAL RECORD AND IS RELEASED ONLY TO YOU WITH THE STUDENT'S PERMISSION.

Student name: _____

Date: _____

Academic term: _____

This student has been identified as: Meeting criteria for [] classification.

The following academic accommodations are appropriate and suggested by the EGC Disabilities Department and/or the Regents Center for Learning Disorders (RCLD of the USG).

Institutional Recommendations: (Examples)

- * Quiet room with few distractions for testing
- * Extra time on tests, to be negotiated with instructor (Double time)
- * Use of a recorder in class to record lectures
- * Permission to use a note-taker during class
- * Use of a word processor for essay exams
- * Use of a nonprogrammable calculator when it does not conflict with an essential course function
- * Reader to read back essays so you can locate and correct errors
- * Access to books-on-tape
- * Permission for course substitution of the foreign language requirement as part of the major program of study

System-level Accommodations: (Examples)

- * Extended time with periodic breaks on the Regents **Reading and/or Essay**
- * Quiet room with few distractions for the Regents **Reading and/or Essay**
- * Use of a word processor with spell and grammar check for composing essay on the Regents Essay
- * Use of voice-to-text technology for composing essay on the Regents Essay
- * Reader to read back what you have written so you can locate and correct errors on the **Regents**
- * Use of scanner and voice output computer program for the reading portion for **Regents and/or COMPASS**
- * Additional semesters in Learning Support [] if justified based on EGC's evaluation of your progress to date
- * Permission to petition for a substitution of the CPC Foreign Language requirement

Instructor: Please acknowledge that the student has come to you and consulted with you about his/her accommodations by signing this form. The student should return the original form to the disabilities/counseling office. Please keep a copy for your records.

Instructor Signature: _____

Student Signature: _____

Date: _____

For Questions, contact DSP name here _____

DSP phone# here, DSP email address here

**EAST GEORGIA COLLEGE
COUNSELING AND DISABILITY SERVICES
Authorization For Release of Information Form**

Name of Student/Client

Date of Birth

I hereby request and authorize: _____

to obtain from: _____
(Name of Person or Agency Holding the Information)

(Address)

the following type(s) of information from my records (and any specific portion thereof):

for the purpose of: _____

I intend this document to be a valid authorization and remain in effect for the period of time that I am enrolled as a student at East Georgia College.

I understand that I can withdraw this consent at any time.

Signature of Student/Client

Date

Signature and Relation of Witness

Date

USE THIS SPACE ONLY IF STUDENT/CLIENT WITHDRAWS CONSENT

I hereby withdraw the above Authorization for Release of Information. I understand that I must sign the withdrawal below (original signature on student's copy of this form is acceptable) immediately notify East Georgia College Counseling and Disability Services by telephone or in person, and bring the form to the Counseling and Disabilities Services office. The withdrawal of consent is not completed until Counseling and Disability Services receives the signed form.

Date this authorization is revoked by student/client Signature of Student/Client

Date Withdrawal Received by Counseling and Disability Services

Signature of Counseling and Disability Services office:

EAST GEORGIA COLLEGE COUNSELING CENTER

Date: _____

Name: _____ Student Id# _____

Address: _____ City: _____

State: _____ Zip: _____ Phone: _____

Male _____ Female _____

Gender: ___white ___Asian/Pacific Islander ___Black/African American ___
___Hispanic ___Native American Indian ___Other

Reason for visiting Counseling Center:

Personal counseling _____ Career counseling _____

Disability services _____ Academic counseling _____

Job referral services _____ Other (please specify) _____

How can you best be reached if you did not see the Counselor on your visit?

Are you a Student at East Georgia College? _____yes _____no

Who referred you to Counseling? _____



Counseling and Disability Services
131 College Circle
Swainsboro, Georgia 30401-2699
University System of Georgia

Tel: (478) 289-2039
Fax: (478) 289-2118
Web: www.ega.edu

EGC Student Interpreting Services Acknowledgement and Agreement

Students requesting interpreter services are encouraged to ensure that they have submitted appropriate documentation of a hearing impairment. Documentation of a hearing impairment must be from a Licensed Audiologist. This documentation must include a diagnosis and information as to how the disability impacts the student in an academic environment. Students will be notified when appropriate documentation is on file and may choose to schedule a meeting with the Counselor/DSP to arrange accommodations and/or services.

A. Student Requirements-

1) Class attendance is crucial for successful academic completion. When a student who uses an interpreter will be absent from class, notifying the Counselor/DSP is **EXPECTED 48 HOURS PRIOR TO THE ABSENCE**. An email is sufficient notification. This is crucial when communication facilitators are being paid for their time in class. This timeframe is necessary because most Interpreters require at least 48 hours notice of cancellations. The Interpreter is there as a supplement to the classroom experience, not as a substitute. If a student misses class, he or she needs to meet with the instructor for follow-up. Interpreters are not responsible for the student's absence or their academic responsibilities.

B. Student Responsibilities-

- 1) Students are responsible for contacting the Counselor/DSP in advance if an Interpreter is needed.
- 2) On the first day of class or in any new situation, please identify yourself to the Interpreter.
- 3) You are responsible for being on time for all classes, labs, and meetings.
- 4) Students are encouraged to sit in a place that provides the best lighting, distance, background, and angle for seeing the Interpreter.
- 5) If you have any questions relating to class materials, ask the instructor.
- 6) Personal conversations with the Interpreter should not occur during the class, but before or after the class.
- 7) If you have difficulty understanding the Interpreter, discuss it with that person. If this does not resolve the problem, contact the Counselor/DSP.
- 8) If your Interpreter does not come to class, notify the Counselor/DSP that he or she has failed to show up.
- 9) Let your Interpreter know if:

- a. You plan to be absent or miss a class.
- b. Your class is cancelled.
- c. There will be a video shown in class.
- d. You will be making a presentation.

10) It is the student's responsibility to provide the Counseling and Disability services office with their class schedule on the day that registration is completed so that accommodations can be arranged in a timely manner. Students should make every effort to schedule classes as closely together as possible.

11) Any changes in a class schedule prior to, or after the start of a semester, should be reported immediately to the Counselor/DSP.

12) For events, meetings, clubs, or school-sponsored activities outside of class, a student should request interpreter services at least 48 hours in advance of the planned activity. If a request is not made timely, it will be considered, but there is no guarantee that it will be honored.

C. No-Show Policy-

If an Interpreter has been requested and you know that you will be unable to attend class, you should provide the Counselor/DSP with at least 48 hours advance notice so that the Interpreter can be informed. In limited circumstances, such as student illness, students may not be able to provide 48 hours notice. In this circumstance, any advance notice is considered sufficient. Failure to provide any advanced notice is considered a "No-Show". To give advance notice a student may:

- 1) Call the Counselor/DSP and speak either in person or leave a message
- 2) Send an email to the Counselor/DSP notifying of the absence

Failure to provide the Counselor/DSP with notice will result in the following actions:

- 1) **First "No-Show"**: A first warning letter will be sent to remind the student of the policy and appropriate procedures.
- 2) **Second "No-Show"**: A second warning letter will be sent to the student informing the student that they have two "No-Shows". In addition, the letter will remind the student of the policy and appropriate procedures.
- 3) **Third "No-Show"**: Interpreting services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with the Counselor/DSP to reinstate services. Reinstatement will require the student to explain his or her actions and communicate a renewed commitment to attending classes and other school events as expected.
- 4) **For each subsequent "No-Show"**: Services will be automatically suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Counselor/DSP.
- 5) **Exception to the "No-Show Policy"**: If three (3) or more "No-Shows" occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the

policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with the Counselor/DSP and a meeting is held.

By signing this agreement, I acknowledge that this agreement has been read to me aloud and interpreted. I also acknowledge that I have had the opportunity to read this document and ask questions. I understand that the entire policy on Interpreting Services can be found in the East Georgia College disability services manual located at <http://www.ega.edu/counselingcenter>, choose the link for disability services manual. I also acknowledge that I can contact my Counselor/DSP with any questions that I may have.

Signature of Student

Date

Signature of Counselor/DSP

Date