

## ADA Policies

### Section 504 of the 1973 Rehabilitation Act and 1990 Americans with Disabilities Act

No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

### Reasonable Accommodations

East Georgia College provides reasonable accommodations for students with disabilities to ensure that they enjoy equal opportunity to participate in and benefit from programs available at the college.

- EGC has the right to set and maintain standards for admitting and evaluating the progress of students.
- EGC has the responsibility to make curriculum in programs accessible.
- Students have the right to be included on a basis that does not unfairly discriminate because of the disability.
- Students have the responsibility to meet the standards and criteria of the programs in our institution.

EGC must make a *good faith effort* to reasonably accommodate students with demonstrated need(s).

The following accommodations and adjustments would be considered on a case-by-case basis:

- Extending the time permitted for a student with a disability to earn a degree (e.g. additional semesters in learning support)
- Modifying examination formats to meet the needs of students with disabilities
- Developing course substitutions or waivers for students with disabilities
- Permitting the use of learning aids such as tape recorders, word processors, calculators, lap-top computers and pocket spell-checkers for students with disabilities

### Limits to Accommodating Under the ADA

- EGC cannot exclude a student from a course of study.
- EGC does not have to waive classes or provide other accommodations upon request when a student has not followed set procedures for disclosing and documenting a disability.
- EGC must provide accommodations evenly and consistently.
- A faculty member cannot unilaterally decide that an accommodation is unnecessary.
- Certain accommodations, such as extended time on tests, should be negotiated between the faculty member, disabilities counselor, and the student.
- Accommodations cannot be provided if they fundamentally alter the nature of a course or would cause undue hardship to the college.

## Procedures for Obtaining Accommodations

The EGC Faculty Handbook requires that we include an ADA Statement in the syllabus:

If there is any student in this class who has special needs because of learning disabilities or other kinds of disabilities, he or she should discuss this problem with the instructor.

- Some students will disclose their disability using the enclosed disability form in their application; however, you will have other students who wait because they want to attempt college-level courses without being considered disabled or they are used to school officials handling their disability programming.
- It is the student's responsibility to disclose his/her disability according to EGC's set procedures, provide adequate documentation of the disability, and request appropriate accommodations.
- To receive accommodations students must take the following steps...
  - Meet with the disabilities counselor to discuss issues and concerns
  - Along with the counselor assess eligibility for accommodations
  - Obtain updated testing for a learning disability, traumatic brain injury, psychological disorder, or ADHD if necessary according to Board of Regents criteria (can be obtained through the Regents Center for Learning Disorders (RCLD) or through a private practitioner).
  - Once adequate documentation is provided, students must obtain copies of their accommodations contract from the disabilities counselor to distribute to their instructors.
  - Under limited circumstances, some students can be provided with temporary accommodations while pursuing updated testing for one semester.
  - Accommodations should not be provided discriminately without the student supplying an accommodations contract to the instructor. If you provide an accommodation or modification (e.g. 1.5x extended test time, tutoring) to *all* students this is ok.

### Obtaining Specific Accommodations

- Approximately six weeks are needed prior to the start of classes to allow preparation for special accommodations such as *books-on-tape* or *special furniture* in classrooms.
- For auxiliary aids like *scan-and-read technology*, *calculators*, *tape recorders* students should disclose their needs at least two weeks prior to the start of their courses to the disabilities counselor.
- All accommodations requests should be made in the first few weeks of a course. If students wait until the last three weeks of a course, for example, to make an accommodations request, they may not get their needs met immediately.
- A frequent request is made for personal tutors. Institutions within the University System of GA are not obligated to provide personal tutoring. However, if the institution chooses to make a particular type of tutoring available to all students, this is acceptable.
- All accommodations must be reissued *each* semester. (Note the date on the accommodations form.) Students must go to the disabilities counselor to request a new accommodations form.

**\*New\* Accommodations Contract**

**ACCOMMODATIONS CONTRACT**

**EAST GEORGIA COLLEGE**

East Georgia College Temporary Accommodations \_\_\_\_\_  
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 Dr. Tori Kearns \_\_\_\_\_  
912-688-6912, [tkearns@ega.edu](mailto:tkearns@ega.edu)

## **\*New\* E-mail Follow-up to Accommodations Contract**

Dear Instructor:

Please acknowledge receipt of this e-mail by replying to the sender with a statement that you have read and understood this message. Thank you.

[Student Name] is enrolled in your course and has been granted accommodations through the Disabilities Office of EGC and/or by the Regents Center for Learning Disorders of the University System of Georgia. Listed below are the student's granted accommodations. Accommodations assist intelligent and motivated students in overcoming disabilities that could otherwise prevent them from academic and career success. Student's disabilities may include dyslexia, carpal tunnel syndrome, brain injury, physical handicaps, math disorders, etc., that can greatly affect their reading, writing, concentration, and comprehension speed. While maintaining confidentiality, please encourage the student to use his/her accommodations throughout the semester. If any problems occur in terms of accommodating the student or if you have any questions during the semester, please contact the disabilities counselor on the main or Statesboro campus. The student is required to take the initiative to meet with you privately to discuss his/her needed accommodations in your course. Students are further encouraged to remind instructors of their accommodations as tests draw near. The instructor is required to see that the student is offered the following accommodations. Please do your best to document when the student uses or refuses to use test accommodations. An **In-class Disabilities Testing** form has been provided for your convenience. Please submit your completed form(s) to the disabilities counselor at the end of the semester.

### **Accommodations: (sample)**

- \* Desk with appropriate height for wheel chair
- \* Double time on all tests
- \* A quiet room with few distractions
- \* Use of a word processor with spell and grammar check for essays and in-class assignments
- \* Use of a recorder and or note taking assistance for in-class lectures
- \* Scan-and-read technology or use of a reader for tests which require reading

Semester: **Fall 2006**

For questions contact,

(Main Campus)

478-289-2039

Dr. Tori Kearns (Statesboro Center)

912-688-6912, [tkearns@ega.edu](mailto:tkearns@ega.edu)

**\*New\* Form to Document Consistency in Using Accommodations**

**In-Class Disabilities Testing**

(Please make copies)

Student: \_\_\_\_\_  
Course: \_\_\_\_\_  
Instructor: \_\_\_\_\_  
Semester: \_\_\_\_\_

Date: \_\_\_\_\_

Did the student request accommodations for the test?    yes \_\_\_\_\_    no \_\_\_\_\_  
Did you provide the requested accommodations?        yes \_\_\_\_\_    no \_\_\_\_\_  
Did the student use the provided accommodations?     yes \_\_\_\_\_    no \_\_\_\_\_

If you (instructor) did not provide the accommodations or if the student did not use the provided accommodations, please explain why below:

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Did the student request accommodations for the test?    yes \_\_\_\_\_    no \_\_\_\_\_  
Did you provide the requested accommodations?        yes \_\_\_\_\_    no \_\_\_\_\_  
Did the student use the provided accommodations?     yes \_\_\_\_\_    no \_\_\_\_\_

If you (instructor) did not provide the accommodations or if the student did not use the provided accommodations, please explain why below:

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Did the student request accommodations for the test?    yes \_\_\_\_\_    no \_\_\_\_\_  
Did you provide the requested accommodations?        yes \_\_\_\_\_    no \_\_\_\_\_  
Did the student use the provided accommodations?     yes \_\_\_\_\_    no \_\_\_\_\_

If you (instructor) did not provide the accommodations or if the student did not use the provided accommodations, please explain why below:

\_\_\_\_\_  
\_\_\_\_\_

**\*\*Please return your completed form(s) to the disabilities office at the end of the semester.\*\***

## **\*New\* Quick Guide on LD and Obtaining Accommodations at EGC**

### **Understanding Learning Disabilities**

The term "learning disability" is defined as a neurological disorder which results in impaired functioning in verbal language, reasoning, or academic skills (such as reading, writing, and mathematics) for people with normal intelligence and is thought to be caused by difficulties in processing and integrating information. These impairments in functioning often interfere with a person's ability to perform tasks in a fluent and efficient manner and memorize new material. In general, learning disabilities can affect a person's ability to speak, listen, read, write, spell, reason, recall, organize information, and do mathematics. Problems with basic reading and language skills are the most common learning disabilities. As many as 80% of students with learning disabilities have a reading problem. Learning disabilities often run in families.

A learning disability cannot be cured as it is a lifelong issue. With the right support and intervention, however, individuals with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life. College students with learning disabilities can help themselves achieve such success by recognizing and capitalizing on their strengths, acknowledging and compensating for their weaknesses, understanding the educational system and methods for obtaining needed accommodations, and working with professionals to learn about strategies for dealing with specific difficulties.

Learning disabilities should not be confused with other disabilities such as mental retardation, autism, deafness, blindness, and behavioral disorders. In addition, they should not be considered to result from frequent changes of schools, attendance problems, or any other inadequate learning opportunities. Attention Deficit/Hyperactivity Disorder (ADHD) and learning disabilities often occur at the same time, but the two disorders are not the same.

**Types of LDs:** Cognitive Processing Domains identified as specific deficits in students with LDs

**Attention:** to focus on relevant information, to pay attention, to shift attention,

**Oral Language:** auditory comprehension and oral expression

**Phonological Processing:** phonological decoding, ability to write

**Fluency:** ability to automatically retrieve information from long term memory

**Memory/Learning:** long term and short term memory

**Executive Functions:** processing speed, concept formation, problem solving, organizing

**Visual-Perceptual/Spatial:** discrimination and analysis of visual forms and spatial relations

**Visual Motor:** Trouble with integration of visual information and motor output/handwriting

**Note:** Students also receive course accommodations for emotional disorders, ADHD, physical impairments, chronic health impairment, and other medical reasons.

**The most commonly granted accommodations include:**

▪ Extra time for test taking ▪ Use of a word processor/spell and grammar check ▪ Quiet room with few distractions for test taking ▪ Use of a calculator ▪ Help with note taking ▪ Use of a reader for test taking/scan-and-read technology ▪ Books on tape ▪ Permission to make up work due to a medical condition causing hospitalization ▪

**Process at EGC:** 1) Contact Disability Counselor, 2) Submit documentation of LD or other disorder, 3) Get retested if psychological is more than three years old, 4) Work with Disability Counselor to arrange appropriate accommodations with each instructor.

**\*New\* Student Disability Agreement Form**

**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 I enroll in requires a new accommodations contract with that instructor. I understand that my information is confidential and that it cannot be forwarded to instructors without my permission. When I return to the disabilities counselor each new semester, I understand that 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 to best facilitate my approved accommodations in coordination with the instructor and the disabilities counselor. 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 semester.

Academic Semester: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\*New\* Student Release Form to Facilitate Communication with Faculty  
and Beyond**

**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 e-  
mail. I understand that e-mail is an unprotected medium where confidentiality cannot be  
guaranteed.

I also give permission to EGC to release my disability records to the Regents Center for  
Learning Disorders at Georgia Southern so that I may have my records evaluated for  
permanent accommodations within the University System of Georgia.

Yes \_\_\_\_\_ No \_\_\_\_\_

Semester: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_