



**GUIDE
FOR STUDENTS
WITH
DISABILITIES**

STUDENT HANDBOOK

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Welcome to Macon State,

Our college is committed to helping each student realize his or her maximum potential. Accessibility for students with disabilities is a part of that commitment. This handbook is a guide to the services at Macon State and should be used as a supplementary manual to the Macon State Student Handbook and college catalog.

We trust that the information contained in this handbook will aid in your orientation to the college and enable you to more fully participate in all academic, cultural and social opportunities which are a part of the educational experience.

Sincerely,

Ann E. Loyd

Ann E. Loyd, Director
Counseling Center

AEL/nb

***We are dedicated
to your success!***

POLICY ON ACCOMMODATION FOR DISABILITIES

It is the policy of **Macon State College** to provide program accessibility and reasonable accommodations for persons defined as disabled in Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and Amendments Act of 2011.

Under ADA and Section 504, a person has a disability if he or she has: (a) a physical or mental impairment that substantially limits one or more of the major life activities (such as walking, standing, seeing, speaking, hearing, sitting, breathing, reading, learning, thinking, performing manual tasks, taking care of oneself); (b) has a record of such impairment; or (c) is regarded as having such an impairment. Specifically, the college provides evaluation of individual needs, advisement, and appropriate support for academic programs of persons identified as disabled.

Students with disabilities have the responsibility of contacting the Disabilities Services of the Counseling Center for an intake interview to assess their needs prior to their first semester of enrollment at Macon State College. Documentation of the disability must be provided at this time. Students also have the responsibility of identifying themselves and their needs to each professor sometime during the first week of classes each semester.

Faculty members have the responsibility of becoming familiar with the above laws and of reasonably accommodating each identified student with a disability on an individual basis.

STUDENT RESPONSIBILITY

It is the responsibility of a student with a disability at Macon State College, who seeks individual accommodations and assistance to:

1. Contact the Disability Services (DS) of the Counseling Center for intake interviews and to provide appropriate documentation of the disability and how it limits their participation in courses, programs, services, activities and facilities at the college **prior** to the beginning of the first semester of enrollment.
2. Read [A Guide for Students with Disabilities](#), current Macon State catalog, and current Macon State Student Handbook.
3. Make an appointment with professors **prior** to, but no later than, the end of the first week of class, so the individualized needs can be known (i.e., test accommodation, peer note takers, etc).
4. It is the student's responsibility to provide an advocacy letter for the professors upon request. The letters are available through the Disability Services of the Counseling Center.
5. It is the student's responsibility to inform DS of your schedule as soon as it is finalized **each semester of enrollment at MSC**.

6. The student should communicate with fellow students whenever possible to contribute to class interaction. Peer interaction is an important aspect of learning. It is also important that the class begin to understand that students with disabilities have some of the same concerns and problems as their peers. Non-disabled students sharing a class with a student with a disability often feel they have had at least two basic learning opportunities --one from course content, the second from the student with a disability.
7. Notify DS of any difficulties or problems incurred: visit Mathematics-110, call 478/471.2985, text 478/845.2500 or email ann.loyd@maconstate.edu .
8. If assistance is required from DS (reader, test proctoring, etc.), schedule the testing appointment by submitting a Test Accommodation Form approved for each instructor directly to the Counseling Center.
9. The student should not use a disability as an excuse for poor academic performance unless clear evidence supports that view. It seldom happens, but occasionally students will use the disability as a crutch or an excuse for poor performance in a class. Such students would logically be asked how they coped with their classes in the past.

The instructor is not to lower his/her expectations in terms of academic standards. Instead, the instructor and student are encouraged to work together to find alternate methods of accomplishing required tasks.

CONFIDENTIALITY

Disability Services of the Counseling Center will maintain the confidentiality of all student records as required or permitted by law. Any information collected/used is for the benefit of the student. This information may include test data, transcripts, grades, biographical history, disability information, performance reviews, case notes and correspondence.

No one has immediate access to student files except Counseling Center staff. A student has the right to review his/her own file. Otherwise, information regarding disability obtained from medical examinations or appropriate post-admissions inquiries will be considered confidential and will be shared with others within MSC on a need-to-know basis **only**.

Disability-related information is to be treated as medical information. College faculty and staff do not have a right or a need to access diagnostic or other information regarding a student's disability. Faculty and staff may be informed as to the functionally inhibitive manifestations of the student's disability and the accommodations necessary or appropriate to meet the student's needs and compensate for the aforementioned deficiencies. When a student requests an accommodation, the student will be informed as to what information will be provided to the faculty or staff regarding the request.

REASONABLE ACCOMMODATIONS

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly-situated students without a disability. Macon State is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability.

To determine reasonable accommodations, Macon State may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities and facilities. Final determination of reasonable accommodations is made by the Disabilities Services of the Counseling Center in collaboration with the student and faculty as warranted. Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove the barriers;
3. Whether or not the student has access to the course, program, service, activity or facility without accommodations;
4. Whether or not essential elements of the course, program, service, activity or facility are compromised by the accommodation.

COMMON ACADEMIC ADJUSTMENTS

Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common academic accommodations:

- accessible classroom/location/furniture
- advance notice of assignments
- alternative ways of completing assignments (e.g., oral presentation versus written paper)
- assistive computer technology
- auxiliary aids and services
- document conversion (alternative print formats: large print, audio CD. E-text) with **10 working days advance notice**
- exam modifications
- alternative test formats (short answer, multiple choice, oral, essay)
- computer or basic calculator exams
- private, quiet exam room
- readers and scribes
- priority registration
- study skills and strategies training
- time extensions on exams and assignments
- taped lectures

IDENTIFYING AND OBTAINING ACADEMIC ADJUSTMENTS

1. To obtain disability-related academic adjustments, students must apply for services from DS in a timely manner, **prior to the start of classes or as soon as a disability becomes known.**
2. Students with disabilities **must** provide documentation of their disability and how it limits their participation in courses, programs, services, activities and facilities of Macon State.
3. Disability Services will file official documentation of the disability, including information about the manifestations of the disability.
4. Disability Services will insure that disability-related documents are kept confidential and shared with college personnel on a limited and need-to-know basis.
5. Disability Services and the student with a disability will discuss the interaction between the disability and the academic environment in order to determine reasonable academic adjustments and modifications. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur in situations that are new, complex and/or sensitive.
6. Disability Services will outline the process for the provision of reasonable accommodations and will present this verbally and in writing to the student.
7. In determining reasonable accommodations for documented disabilities, the following questions will be addressed:
 - a. What are the academic circumstances for which reasonable accommodations are being sought?
 - b. What accommodations will be provided?
 - c. Why will these accommodations be provided?
 - d. When and/or to what degree will they be provided?
 - e. Who is responsible for providing the accommodation?
 - f. How will the accommodation be provided?
8. Disability Services staff will write an individualized "Disability Accommodation Request" which certifies that the student has a disability, cites the circumstances for which accommodations are needed, and describes the reasonable accommodations recommended by Counseling Center.
9. Disability Services staff will contact faculty members as necessary to discuss the purpose and rationale for the recommended accommodations, as well as the process by which they could be most effectively implemented. Faculty will be expected to assist with the provision of accommodations when reasonable and necessary. Faculty are not expected to compromise essential elements of the course or evaluation standards.

The student with a disability will be responsible for delivering the individualized "Disability Accommodation Request" to his/her professors. When faculty are unavailable, the student will consult the appropriate department chair. If neither faculty nor the department chairs are available, the student should immediately request assistance from the Counseling Center. A copy of the "Disability Accommodation Request" is to be filed in the student's folder maintained by the faculty member.

The student with a disability will be responsible for contacting the Disability Services if reasonable academic adjustments are not implemented in an effective or timely way. DS will work with college personnel and students with disabilities to resolve disagreements regarding recommended academic adjustments/modifications.

TESTING ACCOMMODATION POLICY AND PROCEDURE

Student Responsibilities:

1. Register with Disability Services (DS) of the Counseling Center by following DS procedures.
2. Provide appropriate documentation to validate request for testing accommodations.
3. If approved by DS, pick up Accommodation Letters and Testing Accommodation forms from DS at the beginning of each semester prior to the beginning of class.

Note: Submitting a Testing Accommodation form does not guarantee testing accommodations. Testing accommodations are provided on a “first-come, first-served” basis.

4. Arrange to meet with your class instructor(s) during the first week of class to discuss accommodations. Student and instructor(s) together must complete the Testing Accommodation form completely.

Note: Do not leave form with instructor to be filled out – it is the student’s responsibility to complete and return to DS.

5. Students who require readers for tests or exams that include graphs, charts, diagrams, illustrations, or foreign language materials are responsible for communicating with instructors about providing appropriate alternatives for those items. Reasonable accommodations include the instructor providing an audiotape of the entire test (i.e. in the case of a foreign language test), providing an audio tape of a portion of the test (i.e. to describe a graph or illustration), testing within the instructor’s department (i.e. instructor then provides accommodations), test modification (i.e. reformat test to eliminate graphs or illustrations), or providing a qualified reader.
6. As soon as difficulty arises (e.g. cannot get appointment with instructor, scheduling conflict, instructor questions legitimacy of accommodation, or the accommodation is not effective), contact the Counseling Center Director immediately for assistance.
7. **Regular Testing:** For regular testing during the semester, return the Testing Accommodation form to DS at least one week prior to your first test. Return the form directly to DS in order to ensure complete and accurate test accommodations or discuss any matters relevant to the testing procedures.
8. Any changes to the Testing Accommodation form must be requested by submitting a completed *Reschedule a Test* form at least three (3) business days before the affected date or time and must be approved by the instructor. Student **must** see Test Coordinator for Disability Services to make these changes.

Note: Testing Accommodation forms with test dates listed as “To Be Announced” or “TBA” will require a Reschedule a Test form in order to schedule the test.

9. **Final Exams:** Final exams need to be scheduled two weeks prior to the last day of class. DS may not be able to accommodate students who request final exams to be scheduled or changed with less than two weeks notice.
10. **Placement Exams (Compass):** For Compass entrance/exit exams with accommodations, see procedures specific to those exams. Students must register on-line for each of these exams.
11. To cancel a test or exam, contact the Counseling Center/DS office as well as your instructor. To reschedule a test or exam after canceling or being a “no show”, a Reschedule a Test form must be completed.
12. Arrive at the Counseling Center/DS at least ten minutes prior to time of test and begin testing at the scheduled time. The time allotted for your test will not be extended due to tardiness. Students arriving early will not be permitted to start their test until the scheduled time, nor will students be permitted to study during their scheduled testing time. Your instructor will be notified of late arrivals and no shows.
13. During the test, you will be allowed to bring and use only the materials that have been indicated by the instructor on the Testing Accommodation form. Leave all unauthorized materials including jackets and book bags/backpacks in the Counseling Center with a Test Coordinator.

Note: Computer use during testing will only be allowed if pre-approved.

14. Should you encounter any difficulty or other concern during the test, please inform a proctor immediately.
15. Students accommodated with testing services at DS are expected to adhere to the Academic Honesty Policies as stated in the Macon State Student Handbook. Please be advised that the testing facilities are closely monitored through video cameras.

Counseling Center/Disability Services Responsibilities:

1. The Counseling Center/DS will present student's request, along with documentation, to other professional staff to determine if request is an appropriate accommodation.
2. If approved, letters to instructors will be prepared with appropriate testing forms attached. These letters verify that the student has a disability that requires testing accommodations and gives suggestions pertaining thereto.
3. DS office will collect the Testing Accommodation forms and the Reschedule a Test forms on a "first-come, first-served" basis and as resources permit.
4. DS office staff is responsible for organizing and recording delivery of tests and exams based upon written instructions from instructors on Testing Accommodations forms.
5. Assist the student in arranging the testing accommodation time with the Testing Coordinator at Macon State College as well as Test Coordinator at the Warner Robins campus, if necessary.
6. DS may request changes in prescheduled testing and/or non-scheduled testing for students only when extenuating circumstances necessitate.
7. DS is responsible for maintaining records of the administration of the testing accommodation process.

Note: DS is responsible for providing reasonable accommodations in a timely manner. Noncompliance on the part of the student with the procedures stated above may result in delays in or denial of the provision of accommodations.

GUIDELINES FOR TESTING ACCOMMODATIONS

The following guidelines are for students who are determined eligible for testing accommodations. Instructors are encouraged to provide testing accommodations within the classroom; however, if your instructor is unable to provide appropriate accommodations, you may schedule your tests with the Counseling Center. These tests will be administered in the Center.

1. Pick up “Accommodation Letters” and Testing Accommodation forms from the Counseling Center at the **beginning of each semester**.
2. Meet with each of your instructors to discuss testing and the accommodations you require. If you need to test at the Counseling Center then you must complete the Testing Accommodation form with your instructor. Your instructor must approve the Testing Accommodation form including the scheduled times and dates of tests, and listing the materials, if any, you will be allowed to bring and use during testing.

Note: Do not leave form with instructor to be filled out. It is your responsibility to complete and return this information to the Counseling Center.

3. Students who require readers for tests or exams that include graphs, charts, diagrams, illustrations, or foreign language materials are responsible for communicating with instructors about providing appropriate alternatives for those items.

Reasonable accommodations include:

- The instructor providing an audio tape of the entire test (i.e. in the case of foreign language test)
 - Providing an audio tape of a portion of the test (i.e. to describe a graph or illustration)
 - Testing within the instructor’s division (i.e. instructor provides accommodations)
 - Modifying the test (i.e. reformat test to eliminate graphs or illustrations)
 - Or providing a qualified reader (i.e. identified by instructor and qualified in subject area).
4. As soon as difficulty arises (e.g. cannot get appointment with instructor, scheduling conflict, instructor questions legitimacy of accommodation, or the accommodation is not effective), contact the Counseling Center immediately for assistance.
 5. Return the Testing Accommodation form to the Counseling Center **no later than one week prior to the first test date**. Final exams need to be scheduled two weeks prior to the last day of class.

Note: Submitting a Testing Accommodation form does not guarantee testing accommodations in the Counseling Center. Accommodations are provided on a “first-come, first-served” basis.

6. If valid circumstances require a change in your test schedule, pick up and complete a Reschedule or Additional Test form that must be approved and signed by your professor and then submitted to the Counseling Center three (3) days prior to the requested new date and time.
7. Regents’ and Placement Exams: for accommodations, refer to procedures specific to those exams.
8. To cancel a test or exam, contact Counseling Center as well as your instructor. To reschedule a test or exam after canceling or being a no show, a Reschedule or Additional Test form must be completed.
9. During the test, you will be allowed to bring and use only the materials that have been indicated by the instructor on the Testing Accommodation form. Leave all unauthorized materials including jackets, book bags, back packs in the office of the Counseling Center.

Note: Computer use during testing will only be allowed if pre-approved.

10. Should you encounter any difficulty or other concern during your test, please inform a proctor in the Counseling Center immediately.
11. Students accommodated with testing services in the Counseling Center are expected to adhere to the Academic Honesty Policies as stated in the Macon State Student Handbook.

I have read and understand the above-outlined policies, and I agree to follow them in order to receive testing accommodations.

Student’s Name (Print)

Student’s Signature

Date

Counseling Center Staff

**Disability Support Services
Counseling Center**

Testing Accommodation Form

Part I

To Be Completed by Student:

Student: _____ Semester: _____

Course Name: _____ Professor: _____

Class Time: _____

Part 2

To Be Completed by the Instructor:

Check One Option:

___ Please proctor exams in the Counseling Center, Mathematics, 110.

___ Please proctor exams at the Warner Robins Campus.

___ I will proctor the student's exams within my department.

Choose Delivery Option:

All exams, quizzes, etc., must be delivered to the Counseling Center at least three (3) hours prior to the scheduled test time

___ I will email exams, quizzes, etc. to dstesting@maconstate.edu

___ Exam will be hand delivered to the Counseling Center

___ Exam will be faxed to the Counseling Center (478) 471-5730

****How can our office contact you during the exam if needed?***

Class related material(s) student could use during test (if any):

Instructor's signature: _____

Date: _____

STUDENT MUST RETURN FORM DIRECTLY TO DSS OF COUNSELING CENTER ONE WEEK PRIOR TO FIRST TEST

Note: Submitting a Testing Accommodation Form does not guarantee testing accommodations at DSS. Testing accommodations are provided on a first-come, first-served basis.

04/11

WITHDRAWAL FROM MACON STATE

Students who wish to withdraw from Macon State must complete the withdrawal procedure online through Banner Web if they do not have HOLDS or in the Registrar's Office, the Warner Robins Campus Office, or the Robins Resident Center Office. Withdrawal is not complete until all withdrawal procedures have been properly executed. Students may not withdraw from the College during the last two weeks of a semester.

Students may be administratively withdrawn from classes and/or College when, in the judgment of the Associate Vice President for Academic Affairs or the Dean of Students, after consultation with appropriate college personnel, it is determined that because of physical, mental, emotional, or psychological health conditions, a) the student poses a significant danger or threat of physical harm to the student or the person or property of others, or b) the student interferes with the rights of other members of the college community or with the exercise of any proper activities or functions of the College or its personnel, or c) the student is unable to meet institutional requirements for continued enrollment as defined in the Student Handbook, the Academic Catalog, or other publications of the College. Students may make a request in writing for an appropriate hearing prior to the final decision concerning continued enrollment.

(Reprinted from Macon State Catalog 2010-2011)

DISABILITY DOCUMENTATION

DEFINITION

- An individual must demonstrate that his/her condition meets the definition of a disability under the *Rehabilitation Act, 1973* and / or the *Americans with Disability Act (ADA), 199 and Amendments Act of 2011*. The ADA defines a disability as a physical or mental impairment that *substantially limits* one or more major life activities.
- *Substantially limits* under ADA refer to significant restrictions as to the *condition, manner, or duration* under which an individual can perform a particular major life activity as compared to most people.
- *Whether a condition is substantially limiting* to support an accommodation requests is a decision made by qualified professional (s) based upon multiple sources of information.
- A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitation in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

GENERAL DOCUMENTATION GUIDELINES

- Macon State College as well as all colleges and universities in the University System of Georgia are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by the Disability Services of the Counseling Center.
- Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may **not** be sufficient documentation for college-level accommodations.
- Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.
- Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions which the functional impact may change over time.
- Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professional whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

LEARNING DISABILITIES

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, Learning Disabilities: Issues on Definition, January, 1990.)

Specific documentation guidelines for Learning Disabilities include the following:

- Clear and specific identification of a learning disability must be stated. For example, the terms "Learning styles" or "Learning differences" are not synonymous with a learning disability.
- Documentation of a developmental and educational history consistent with a learning disability.
- Since the manifestations of a learning disability may change over the period of childhood and adolescence, documentation must reflect either data collected within the past three years or after the age of 18.
- Information gained from standardized assessment instruments is one essential piece of the methodology used to diagnose learning disabilities. Therefore, documentation of learning disabilities must include standardized measures of academic achievement and cognitive processing abilities that have age-appropriate normative data for high school/college students or older adult non-traditional students. All standardized measures must be represented by standard scores and percentile ranks based on published norms.
- Documentation of a functional limitation(s) in one or more of the following areas of academic achievement:
 - Reading (decoding, fluency, and comprehension)
 - Mathematics (calculations, math fluency, and applied reasoning)
 - Written Language (spelling, fluency, and written expression)
- Documentation of relative strength(s) in academic achievement in order to establish the presence of a significant discrepancy between academic domains. The presence of a significant discrepancy will typically require a difference of one standard deviation between scores. However, qualified professionals may use other widely accepted metrics for documenting a significant difference between two scores (e.g., standard error of measurement).

- Documentation that alternative explanations for the academic limitation(s) have been considered and ruled out (e.g., low cognitive ability, lack of adequate instruction, emotional factors such as anxiety or depression).
- Documentation of a pattern of cognitive processing weaknesses and strengths that is associated in a meaningful way with the identified area(s) of academic limitation.
- Both processing weaknesses and processing strengths must be identified and must represent a significant discrepancy between cognitive domains. The presence of a significant discrepancy will typically require a difference of one standard deviation between scores. However, qualified professionals may document a significant difference between two scores using other widely accepted metrics (e.g., standard error of measurement).
- Processing weaknesses and strengths must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest. Cognitive Processing Skills (selection dependent upon case) include the following:
 - Attention
 - Executive Functions
 - Fluency/Automaticity
 - Memory/Learning
 - Oral Language
 - Phonological/Orthographic Processing
 - Visual-Motor
 - Visual-Perceptual/Visual-Spatial
- Documentation that alternative explanations for the cognitive limitation(s) have been considered and ruled out (e.g., low cognitive ability, lack of adequate instruction, emotional factors such as anxiety or depression).

These guidelines are intended to guide the review of documentation and cannot substitute for the expertise and clinical judgment of a qualified professional. Failure to fully meet each of the above criteria does not automatically preclude a diagnosis of learning disabilities. In some circumstances, this diagnosis may be justified, based on an expert's integration of a student's history, test performance, and current functioning.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

AD/HD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development. The manifestations of AD/HD result in functional impairment in at least two settings (e.g., academic, occupational, social). The diagnosis of AD/HD is based on the following specific criteria included in the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) of the American Psychiatric Association.

Specific documentation guidelines for AD/HD include the following:

- Diagnosis and corresponding code from the most recent DSM must be included.
- Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:
 - Developmental history of either inattention and/or hyperactivity-impulsivity symptoms during childhood. The specific symptoms that were present in childhood should be stated in the documentation. Corroboration of childhood symptoms should be included, and may need to be gathered from a variety of possible data sources (e.g., parent/guardian report, school records, past evaluations). Evidence that these symptoms were associated with some functional impairment in home and/or school settings also must be included.
 - Current symptoms of either inattention and/or hyperactivity-impulsivity must be present. The specific symptoms that are present should be stated in the documentation. Self-reported current symptoms should be corroborated by an independent informant who has been able to observe the student's recent functioning with adequate regularity to provide this type of information. Evidence that these symptoms are associated with functional impairment in academic, occupational, and/or social settings also must be included.
 - The frequency/severity of both childhood and current AD/HD symptoms should be documented by comparison to individuals at a similar level of development. Documentation must include the results of standardized rating scales that provide comparison to age-based normative data.

PERVASIVE DEVELOPMENTAL DISORDERS

Pervasive developmental disorders are characterized by severe and pervasive impairment in several areas of development including reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. Several different disorders fall within this category including Asperger's Disorder and Autistic Disorder.

Asperger's Disorder

Asperger's Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions and the presence of repetitive and stereotyped behaviors, interests, and activities.

Specific documentation guidelines for Asperger's Disorder include the following:

- Diagnosis and corresponding code from the most recent DSM.
- Assessment of the following diagnostic criteria is required and evaluation results must be included:
 - Developmental history that includes evidence of Asperger's Disorder symptoms in childhood and documents the absence of clinically- significant general delay in early cognitive or language development.
 - Documentation of current qualitative impairment in social interaction.
 - Documentation of current restricted, repetitive, and stereotyped patterns of behavior, interests, and activities.
 - Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms.

Autistic Disorder

Autistic Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions, qualitative impairment in communication affecting both verbal and nonverbal communication skills, and the presence of repetitive and stereotyped behaviors, interests, and activities.

- Specific documentation guidelines for Autistic Disorder include the following:
- Diagnosis and corresponding code from the most recent DSM.
- Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:
 - Developmental history that includes evidence of Autistic Disorder symptoms in childhood
 - Documentation of current qualitative impairment in social interaction
 - Documentation of current qualitative impairment in communication
 - Documentation of current restricted, repetitive, and stereotyped patterns of behavior, interests, and activities
 - Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms

ACQUIRED BRAIN INJURY (ABI)

Brain injury can result from external trauma, such as a closed head or an object penetration injury, or internal trauma, such as a cerebral vascular accident or tumor. ABI can cause physical, cognitive, emotional, social, and vocational changes that can affect an individual for a short period of time or permanently. Depending on the location and extent of the injury, symptoms can vary widely. Understanding functional changes after an injury and resulting implications for education are more important than only knowing the cause or type of injury.

Specific documentation guidelines for ABI include the following:

- Documentation of date of occurrence/diagnosis and the nature of the neurological illness or traumatic event that resulted in brain injury.
- Depending upon the functional domains impacted by the injury, assessments of cognitive and academic deficits and strengths, psychosocial-emotional functioning, and/or motor/sensory abilities relevant to academic functioning may be essential components of documentation of the impact of an acquired brain injury for an individual student.
- Impairments following an acquired brain injury may change rapidly in the weeks and months after the injury, and a more stable picture of residual weaknesses may not be apparent for 1-2 years after an injury. More recent documentation may be necessary to adequately assess the student's current accommodation needs.
- Cognitive and academic processing weaknesses and strengths must be evident on multiple measures and not based on a single discrepant score:
- Academic Achievement
 - Reading (decoding, fluency, and comprehension)
 - Mathematics (calculations, math fluency, applied reasoning)
 - Written Language (spelling, fluency, written expression)
- Cognitive Processing Skills
 - Attention
 - Executive Functions
 - Fluency/Automaticity
 - Memory/Learning
 - Oral Language
 - Phonological/Orthographic Processing
 - Visual-Motor

PSYCHOLOGICAL DISORDERS

Some individuals experience significant disruptions in mood, thinking, and behavioral regulation that are secondary to a psychological disorder. Many different psychological disorders can interfere with cognitive, emotional, and social functioning and may negatively impact a student's ability to function in an academic environment. The symptoms and associated impairment may be either chronic or episodic. Test anxiety by itself is not considered a psychological disorder. Complete descriptions and diagnostic criteria for psychological disorders are available in the current version of the DSM.

Specific documentation guidelines for psychological disorders include the following:

- DSM diagnosis and corresponding DSM code.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

SENSORY DISORDERS

Individuals who are deaf or hard of hearing experience a reduction in sensitivity to sound. Amplification may not assist the individual in interpreting auditory stimuli. Individuals who are deaf or hard of hearing from birth may experience lags in the development of speech and most often have language-based deficiencies.

Specific documentation requirements for hearing disorders include the following:

- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

VISUAL DISORDERS

Visual impairments are disorders in the function of the eyes that cannot be adequately corrected by medical or surgical intervention, therapy, or conventional eyewear. Individuals with visual disorders may not have any usable vision or the vision may be extremely limited (light, color or shadow perception only).

Specific documentation requirements for visual disorders include the following:

- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

MOBILITY DISORDERS

Mobility impairments refer to conditions that limit a person's coordination or ability to move. Some mobility impairments are congenital while others are the result of illness or physical injury. The functional abilities and limitations resulting from the impairment will vary from individual to individual.

- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

SYSTEMIC DISORDERS

Systemic disabilities are conditions affecting one or more of the body's systems, including the respiratory, immunological, neurological, circulatory, or digestive systems. Systemic disabilities are often unstable. This causes a person's condition to vary; therefore, the need for and type of reasonable accommodations may change over time.

- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

1. Documentation must include a medical diagnosis.
2. Diagnosis and evaluation should be made by a medical doctor or appropriate specialist licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided.
3. Documentation should include the following:
 - Stability of the disability (Is the disability stable, progressive, fluctuating?);
 - Information regarding the specific academic functions affected by and the severity of the disability (e.g. ability to concentrate, ability to attend class regularly);
 - Recommendations for academic accommodations based on specific features/symptoms of disability (e.g. assistive technology/equipment).
4. Recency of the documentation is dependent on the nature/stability of the disability

5. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit updated information and/or documentation.
6. Documentation must include the following:
 - Be written on letterhead
 - Be signed by an individual with the credentials to make diagnosis
 - Include specific diagnosis
 - A physical or mental impairment rises to the level of a disability when it **substantially** limits one or more of the **major** life activities of the individual. Please specify which major life activities are impacted and how/to what degree they are limited. Please attach any test results, etc. which measure these limitations.
 - Should include information related to current medications or aids used by student, including effects these have on the limitations described above.
 - Can include suggestions on how Macon State College can best accommodate this student.

HEARING IMPAIRMENTS

Documentation of a disability is the basis for providing accommodations. Understanding what the disability is, and determining how to work around it in the postsecondary setting, is the main focus of providing support services. Documentation of a hearing impairment is most often an audiological evaluation. This hearing examination will indicate the presence of a hearing loss and its scope. Being able to interpret an audiogram will provide essential information in understanding the particular hearing loss and what it may mean for that particular student. Obviously, it needs to be clear that a student has a disability that requires accommodation. Realizing that it is perhaps obvious when someone is deaf or hard of hearing, documentation is still a requirement as mandated by the ADA.

How to request an interpreter/transliterator/captionist

1. To receive interpreting/transliterating or captioning services outside of the classroom you must complete a Request for Interpreter / Transliterator or Captionist form at least one week in advance.
2. You must know the starting time and the approximate ending time as well as the room number of the assignment to request an interpreter / transliterator or captionist.
3. You may request a specific interpreter/transliterator for an assignment and all efforts will be made to provide your preference. However, keep in mind that your preference of an interpreter / transliterator may not always be available at the time requested.
4. Remember to cancel any services that you have requested if you decide not to attend. Failure to do so will result in a “No Show” being recorded.

Responsibility of hearing impaired student

Macon State offers support services to any qualified student with a disability who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he or she is ultimately responsible for his/her academic success and /or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his/her own work and grade in each course.

Counseling Center offers direction in securing guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. Counseling Center will not be held responsible for acts of misconduct committed by any student.

It is the responsibility of each student to know and abide by all Macon State and Counseling Center policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with these policies, rules, and regulation. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence of violating any Macon State or Counseling Center policy, rule, or regulation.

CLASS ATTENDANCE is crucial for successful academic completion. When a student who uses an interpreter will be absent from class, notifying Counseling Center is expected. This is crucial when communication facilitators are being paid for their time in class. The interpreter, transliterator or captionist can be notified ahead of time when any change is expected. When at all possible, prior notification is expected by calling the Counseling Center at 478/471.2985. The communication facilitator 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. Communication facilitators are not responsible for the student's absence nor their academic responsibilities.

No show policy

If communication facilitation services have been requested, and you know that you will be unable to attend class, you should provide the Counseling Center with at least 24 hours advanced notice so that the interpreter/s can be informed. In some situations, students may not be able to provide 24 hours notice; however, any advance notice is considered sufficient. Failure to provide any advance notice is considered a "No-Show". To give advance notice a student may:

Call the Counseling Center at 471.2985 or email ann.loyd@maconstate.edu during business hours and leave a message by voice or relay.

Failure to provide notice will result in the following actions:

- **First "No-Show"**: A letter will be sent to remind the student of the policy and appropriate procedures.
- **Second "No-Show"**: A 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.

- **Third “No-Show”:** Services will automatically be temporarily 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 Disability Service Provider to reinstate services.
- **For each subsequent “No-Show”:** Services will automatically be 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 Disability Service Provider.
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 Disability Service Provider in the Counseling Center.

BASIC EXPECTATIONS OF STUDENT

Responsibilities:

- Contact the Counseling Center if an interpreter, transliterator, captionist or other accommodation is needed.
- On the first day of class or in any new situation, please identify yourself to the interpreter, transliterator or captionist.
- Be on time for all classes, labs, and meetings.
- Sit in a place that provides the best distance, lighting, background, and angle for seeing the interpreter, transliterator or captionist.
- If you have any questions relating to class materials, ask the instructor.
- Personal conversations with the interpreter, transliterator or captionist should not occur during the class, but before or after the class.
- Notify the Counseling Center if you will require note-taking services.
- If you have difficulty understanding the interpreter, transliterator or captionist, discuss it with the captionist. If this does not solve the problem, then go to the Disability Service Provider.
- If you have problems with your note taker, contact the Disability Service Provider.
- If your interpreter, transliterator or captionist does not come to class notify the Disability Service Provider that he or she has failed to show up.
- Let your interpreter, transliterator or captionist know if:
 1. You plan to be absent or miss a class.
 2. Your class is canceled.
 3. There will be a video shown in class.
 4. You will be making a presentation.

OTHER DISABILITIES

Disabilities as defined by the ADA and/or ADAAA that are not covered by the guidelines described above may be eligible for the accommodations to University System policies (additional semesters in Mathematics, substitution of CPC foreign language requirement, or System testing accommodations) only upon approval of a Regents Center for Learning Disorders

TEMPORARY DISABILITIES AND INJURIES

Qualifying Disability

A "person with a disability" includes "any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

- Have you recently broken a leg and now are on crutches-wondering what is the most accessible route to a Brown classroom?
- Did an illness of more than two weeks' duration leave you exhausted, overwhelmed, and in need of a realistic time management plan for completing outstanding work?
- Are you unable to take notes, or sit comfortably in class because of recent surgery or some type of accident?

Although Disability Services works primarily with students with permanent or ongoing disabilities, our office also serves students with a wide variety of temporary disabilities due to accident, illness, hospitalization/surgery, or other situations which are not considered disabled by law. Nonetheless, students are often in need of accommodations similar to those provided to students with disabilities to maintain their academic program with minimal interruptions.

Students must be prepared to submit medical documentation before Disability Services can consider any accommodations. Although students with temporary disabilities are most often referred to Disability Services via faculty, students may make self-referrals and/or stop into Disability Services.

What type of assistance is available?

- Academic assistance, counseling and referrals
- Use assistive technology
- Access maps and planning for Macon State
- Referral to appropriate disability-related websites
- Resource collection of books, pamphlets, and articles on disability-related topics

How to register with Disability Services

If you have a temporary disability and need support services, please call Disability Services at (478) 471-2985 to make an appointment as soon as possible. All students with either temporary or permanent disabilities are required to have appropriate documentation on file. All students with temporary disabilities are encouraged to check-in with Health Clinic services. Students should also notify their advisors and/or professors of their situation and registration with Disability Services. During the registration appointment, disability-related classroom and test accommodations will be discussed and students should then self-identify their temporary disabilities and accommodations to their instructors on an as-needed basis. Please review all of the steps for registration with Disability Services.

ATTENDANCE AND STUDENTS WITH DISABILITIES

What students with disabilities need to know about attendance:

Disability Services does not determine class attendance policies. Because attendance may be integral to the learning process, the faculty of the college, at the departmental or individual level, sets these policies. In most cases attendance is fundamental to course objectives. For example, students may be required to think and argue critically or to participate in group projects. In other instances faculty may determine that students can master course content despite some or many absences. Rarely, faculty may decide that students do not need to attend class at all. Similarly, faculty also determines policies regarding make-up work and missed quizzes and exams.

Faculty is **not** required to lower or effect modifications of standards for accommodation purposes.

What are the responsibilities of the students:

Students are required to submit appropriate medical and/or psychological documentation at the beginning of the semester to the Counseling Center/ Disability Services. Letters from Disability Services verifying the documentation has been submitted and meets the ADA qualifications are distributed by the students to professors to initiate discussions concerning policies of attendance and make-up of course work. Students who are absent from class due to a disability related absence, should obtain verification notices for their professors. The type of verification notices should be discussed at the beginning of the semester with the professor as to what is considered appropriate medical and/or psychological verification. Students are required to submit appropriate documentation for the period of absence. It is the responsibility of the student to notify professors of prolonged absences (i.e., hospitalization, prolonged treatment, etc.).

Listen closely to faculty announcements about attendance and make-up policies and procedures. Also, refer to your syllabus frequently throughout the semester for information about these issues.

Procedures for Verifying Disability-Related Absence:

The following procedure is used to verify disability-related absences. Disability Services does not excuse students with disabilities nor does it establish attendance policies. Verification of disability-related absences notifies the instructors of legitimate absences due to a student's disability. The verification of disability-related absences does not usually apply to routine appointments to a health-care provider. Disability-related absences apply to hospitalizations, illness-related to a disability, and lengthy treatment processes (such as chemotherapy). This is determined on a case-by-case basis.

If the student is absent from class because of a disability-related circumstance such as those mentioned above, the student will need to provide verification of the absence from their health care provider to the professor or Disability Services, per the arrangements made previously with the professor. The documentation should establish the reason for the absence and its relation to the disability.

If the student encounters an unexpected disability-related circumstance, such as an emergency hospitalization or illness, he/she should notify Disability Services and his/her professors. The student will need to notify the instructors to arrange make-up work or other assignments.

The student may wish to medically withdraw if the student's health care provider, Dean of Students and/or Associate Vice President of Academic Affairs advises the student to do so. See "Medical Withdrawals" the Disability Student Handbook for Macon State College or Macon State College academic catalog.

Faculty is ultimately responsible for determining the weight and importance of class attendance and participation. Faculty determines if attendance and participation are integral components to the learning process. If the student is not meeting these requirements, then the student may not be "otherwise qualified" to attend school at this point in time.

COORDINATION OF SUPPORT SERVICES

Coordination of support services involves the support of communication facilitation services, note-taking services, assistive listening devices, testing accommodations and tape recording assistance. For some students it will involve a combination of these support services. For others, a single accommodation is all that is required. The Disability Service Provider oversees the scope of support services needed by an individual student. Working in close proximity with the professional staff to ensure that effective accommodations are being provided is the main focus of this support coordination.

Support teamwork is vital to the optimum classroom experience. By establishing a good working relationship with the classroom support team the student can be sure that his/her needs are met for the particular class. It is the student's responsibility to advocate for himself or herself for what he/she needs in the classroom. Often it is a good idea for the student and communication facilitator to sit side by side in order for the student to monitor when and what notes are being made. If a problem arises, it can more easily be identified. If the situation is not working well for the student, it is the responsibility of the student to let the interpreter, transliterator, or captionist know how or what needs to be changed. When problems with the team cannot be worked out, the Disability Service Provider can intervene to find a workable solution.

STUDENT ADVOCACY

Student advocacy creates an opportunity for adult students to learn the basics of self-advocacy. Often students have not had ample opportunity to learn how to advocate for what they need and to express that need in an effective way. One of the roles of the Disability Service Provider involves teaching students how to begin to advocate. Ideally, as a role model, the student can learn from others how to self-advocate, and what to do in a given situation. Commonly, students and instructors have issues that arise which necessitate intervention.

Disability Service Providers intervene as needed to mediate when there is conflict or misunderstanding that cannot be resolved by the student and the instructor. Students may know what they want or need, but cannot express it in a way that it is understood. This is where professional intervention can remedy the situation, and in that process the student and instructor both learn how to work better with each other. Advocacy is not limited to on-campus activities, as communication with sponsoring agencies, such as Vocational Rehabilitation counselors, require intervention and advocacy on behalf of the student as well.

STATEMENT OF INTENTION TO FOSTER STUDENT INDEPENDENCE

Disability Services of the Counseling Center seeks to foster independence in the students it serves by:

1. Providing individual services to students only after they identify themselves to our office as a person who seeks assistance, rather than seeking out students and suggesting to them that they should or should not apply for services.
 - a. Publicizing our services to make students aware of their availability
2. Empowering students with information about their rights and responsibilities.
3. Offering tools that students *may* use to advocate for their rights within the University System of Georgia.
4. Encouraging students to directly interact with faculty and staff regarding their disabilities and accommodation needs.
5. Limiting our interaction with faculty and staff to an informational and educational capacity, rather than an advocacy role, except under extenuating circumstances.
6. Encouraging faculty to directly interact with students regarding modifications in testing and classroom procedures before asking Counseling Center for consultation.
7. Educating the campus community through brochures, in-services and other consultation activities in order to create an attitudinal milieu that is more conducive to student inclusion.
8. Allowing students the right to choose when to access our services and to choose when not to use our services.
 - a. Students have the right to decline assistance from this office.
 - b. Students have the right to succeed and/or to fail.
 - c. Students have the right to choose their own academic process.
 - d. Students have the right to choose their own course of treatment.
 - e. Students have the right to face the consequences of their own actions.

CONFIDENTIALITY STATEMENT

Any information collected by the Disability Services of the Counseling Center is used for the benefit of the student. The purpose of confidentiality is to safeguard information obtained in the course of the Disability Services providing accommodations to students with disabilities.

I. Policy

It is the policy of the Counseling Center to protect the confidential information of all students served through this office. Confidential information includes medical records, diagnostic information, telephone discussions, private and public conversations, electronic messages, and other written documentation.

The information obtained from the student and other sources shall be available to other staff members of Counseling Center as needed.

Disability Services will share confidential information about a student's disability with faculty and staff when necessary to provide accommodations. Further, Disability Services will not share this information without consent of the student.

II. General Principles

DS will retain a copy of the confidentiality statement in the Counseling Center Policies and Procedures Manual that can be viewed by the student and employees of the Counseling Center.

As part of the new employee orientation, Counseling Center will require workers to sign an Employee Confidentiality Agreement. Failure to comply with this agreement can result in disciplinary action and/or dismissal.

Review of this confidentiality policy will be given annually to all employees.

WHEN ARE ACCOMMODATION REQUESTS DENIED?

Macon State College provides accommodations unless they fall under one of the following three categories:

- ◆ Fundamental Alteration
- ◆ Undue Hardship
- ◆ Personal Service

Fundamental Alteration

If an accommodation reduces the academic standards of Macon State College, its schools, departments, or courses, the college denies the accommodation because it is unreasonable. Academic standards are essential for every student. It is unreasonable to alter these fundamental standards with an accommodation.

Undue Hardship

If an accommodation costs too much or is impossible to administer, the college denies the accommodation because it is unreasonable. An unjustifiable financial burden will have an adverse effect on the entire University System. Therefore, decisions regarding undue financial hardship can only be made by the president of Macon State College. An undue administrative burden occurs when the college doesn't have the time or ability to respond to a request.

Personal Service

If a request for an accommodation falls under the definition of a personal service, the college denies the request because it is unreasonable. Personal services are those that a person with a disability must use regardless of attendance at the college. In addition, personal services are those for which no correlation between the disability's functional limitation and program access can be established. The college, for instance, does not purchase wheelchairs or other assistive technologies used in every setting to compensate for mobility impairment. Other examples of personal services include:

- ◆ Independent living
- ◆ Mental Health

- ◆ Rehabilitation
- ◆ Remediation, and
- ◆ Tutoring

REQUESTING ACCOMMODATION AND STUDENT CHOICE

Macon State College will honor student accommodation choice whenever feasible, but periodically may need to provide equally effective alternatives to that choice.

Students make requests for accommodations primarily through their DS counselor. Macon State requires verification of disability and functional limitation prior to the provision of reasonable accommodations.

RESIDENTIAL ACCOMMODATIONS AND INFORMATION

EMERGENCY EVACUATION

Policy

All campus residence life facilities have been updated to comply with fire safety regulations and that sprinkler systems are operational in all of the units. For individuals who have difficulty evacuating a residence life facility independently, we recommend selecting a lower floor room.

Each semester, Counseling Center - Disability Services maintains a confidential list of students with mobility disabilities who may need assistance with evacuation. The list contains students' names and room assignments. This list is shared with the Public Safety Department, Director of Residence Life, Coordinator of Housing, and Resident Assistants (RAs), so that in the event of a fire, they know where students are assigned. We also encourage students to work with their Resident Assistant to identify emergency exits and usable circulation paths.

Procedure and Student Responsibilities

- When the alarm sounds, students should call the Public Safety Department at 471-2414 to determine if there is an emergency.
- The Public Safety Department will advise the student if an emergency exists and explain what to do. If there is no emergency students will be allowed to remain in their room.

In addition, students are encouraged to contact their Resident Assistants (RAs) to discuss evacuation procedures specific to their residence life facility.

HOUSING ACCOMMODATIONS

Policy

Counseling Center - Disability Services works collaboratively with the Office of Residence Life in order to provide housing accommodations to qualified students with disabilities. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care,

walking, seeing, hearing, speaking, breathing, or learning.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 and ADA Amendment Act of 2009 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available. **Please be advised that single rooms are reserved for individuals who document substantial needs and for whom living with a roommate is not viable.**

Procedure and Student Responsibilities

- Students requesting housing accommodations should come to Counseling Center - Disability Services and complete a student information packet. Disability Services is located in Room 110, Mathematics Building.
 - Please note that you are still required to complete any applications for Office of Residence Life.
 - Students must also comply with any Office of Residence Life deadlines, for example - deadline for housing application, deadline for room deposit, etc.
- Students must present appropriate medical documentation to Disability Services, which establishes the need for an accommodation and relates the current impact of the condition to the requested accommodation.
- Documentation can be presented for review during an intake session with the Director of the Counseling Center - Disability Services.

GUIDELINES FOR MEDICAL DOCUMENTATION

The following information should be shared with the appropriate medical professional treating the student:

Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition to the request. The diagnostician must be an impartial individual who is not a family member of the student. Documentation should include:

- A diagnostic statement including the date of the most recent evaluation;
- The current impact of (or limitations imposed by) the condition;
- Treatments, medications, devices or services currently prescribed or used to mitigate the impact of the condition; and
- The expected duration, stability or progression of the condition.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. However, final determination regarding an accommodation will be made by Disability Services. Recommendations should:

- Provide a clear description of the recommended housing accommodation;
- Explain how the recommended accommodation will mitigate the condition;
- Include possible alternatives to the recommended accommodation; and
- Include a statement of the level of need for (or consequences of not receiving) the recommended accommodation.
- **Attach reports, test measures, or other protocol to support diagnosis**

Once appropriate documentation is received, the Director of Counseling Center- Disability Services will review the request. If approved for an accommodation, Disability Services will work with the Director of Residence Life and Director of Plant Operations to make an assignment.

PERSONAL CARE ATTENDANT POLICY

To help protect the health and safety of students and others in the residence halls, students who require the use of a daily or overnight Personal Care Attendant (PCA) due to a documented disability is required to follow the guidelines in the Macon State College Personal Care Attendant Policy. Following these guidelines will ensure that the student's PCA schedule is in place at least (4) weeks prior to the starting of the semester services are required. Only students who have been approved for disability housing accommodations by Disability Services will be approved to arrange their PCA services. Failure to seek approval can result in a delay of services.

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and ADA Amendments Act of 2009, public institutions are mandated to allow qualified persons with a disability to receive personal care services to access programs, activities and services. Macon State College permits qualified students with disabilities who require the assistance of a personal care attendant to use their services to access all building facilities, classrooms, programs, activities and events.

Under this policy, Macon State College does not provide individuals with personal devices or

services of a personal nature including assistance with personal care services (i.e., dressing, bathing, feeding, transfers, errands, etc.) While the responsibility for hiring, training, supervising and payment for these services belongs to the student needing care, Disability Services will provide students with a list of local agencies frequently used by other students to arrange these services in the Middle Georgia region.

I. Definitions

- Personal Care: Personal care is the provision of routine daily tasks of a personal nature (i.e., bathing, dressing, feeding, transfers, errands, light cleaning, etc.) that enables individuals to function independently in their daily lives and environment.
- Personal Care Attendant (PCA): Personal care attendant is a person hired by a qualified student with a disability to perform activities of daily living duties in Macon State sponsored residence life facilities, classrooms, programs and activities.

II. Student's Responsibility for PCA:

- Submit appropriate documentation to Disability Services that supports the necessity of having a PCA
- Secure a PCA prior to attending any college-related activity (i.e. placement testing environment and class attendance). Macon State College will not be responsible for providing a PCA.
- Ensure that PCA registers with Disability Services and signs the Personal Care Attendant Agreement each academic semester.
- Ensure that if personnel changes occur during the semester, he/she and the new PCA register with Disability Services and sign a new PCA Agreement Form.
- Direct activities of the PCA while at Macon State College
- Have a back-up plan or alternative plan of action should the regular PCA not be available to work on a particular day or in a particular class
- Follow Macon State College's policies and Student Code of Conduct.
- Pay for all PCA services, including but not limited to housing (i.e. room charges, portion of electrical usage overages) and meal plans if living on campus. Students who live on campus must have same-sex PCAs.

III. Use of PCA (s) in Macon State College Residence Life

- To live in Macon State College sponsored residential facilities, students with a disability who require the service of a PCA to assist with activities of daily living must secure these services **FOUR (4) WEEKS** before the start of classes. Students should follow guidelines to arrange PCA services.
- Submit medical documentation from a physician or qualified medical professional to verify these arrangements are necessary to accommodate a student's current medical condition to live in Macon State College residence life facilities.

- Complete a *Housing for Students with Disabilities Request Form* and submit to Disability Services.
- Register PCA with Disability Services by submitting a copy of the contractual agreement. This documentation could cover a specific person, or an agency providing services by more than one person. The contract must stipulate that the services required by the student must be provided by the PCA.
- Submit a copy of criminal background checks from the contracting agency in situations where the student is working with an agency.
- Submit the name and contact information of PCA(s) to Disability Services.
- All registered PCA(s) are required to show a courtesy Macon State College photo ID card that will allow them to enter the student's campus residence and designated academic buildings. This ID card will be issued by Macon State College once PCA information is approved by Disability Services.
- Should students fail to properly register PCA(s) with Disability Services, PCA(s) will be denied entry into all Macon State College facilities until appropriate documentation is received and proper Macon State College ID card is issued.
- Macon State College Courtesy ID cards are valid for one semester only. ID cards should be returned to Disability Services at the end of the semester or termination of contract, whichever comes first.
- Students are responsible for providing a copy of the PCA policy to their PCA(s).
- PCA(s) are required to follow all Macon State College rules, regulations, policies, and procedures while on Macon State College property or sponsored sites. PCA(s) found not abiding by this policy will be asked to leave campus immediately, regardless of the contractual arrangement they have with the student.

Appeals Process

If a student's personal care attendant is asked to leave campus for a violation to the PCA policy, the student receiving services may file an appeal and request a review of the alleged violation in accordance with the following procedures:

- Appeals under the Personal Care Attendant Policy must be made in writing and submitted to the Director of Counseling Center - Disability Services with ten (10) working days from the date of the alleged violation.
- Appeals must contain the name, address, phone and email of the person(s) filing the appeal.
- Briefly describe the circumstances and argument in defense of allowing the PCA to return to campus.
- An investigation conducted by the Director of Counseling Center - Disability Services, Director of Residence Life, and Assistant Dean of Student/Chief Judicial Officer as may be appropriate, shall follow the filing of an appeal. The investigation shall be informal but thorough, and it should afford all interested

persons and their representatives, if any, an opportunity to submit evidence relevant to the appeal.

- A written determination of the resolution shall be issued by either Director and/or staff representative and forwarded to the student within ten (10) working days after the written appeal and all supporting evidence are submitted.
- Disability Services and Office of Residence Life shall maintain files and records relating to appeals for a period of seven (7) years.

**Appeals should be submitted to the Director of Counseling Center - Disability Services:
Mathematics Building – Room 110
478.471.2985**

SERVICE ANIMAL ACCOMMODATIONS

It is Macon State College's policy to permit service animals in the residence life facilities and assist students and/or guests under the guidelines of the Service Animal Policy.

Agreement for Maintaining a Service Animal

The following guidelines apply to all students and their approved animals who use Macon State College facilities.

For the purpose of this policy, the term "service animal" refers to "service animals," and "assistive animals" as defined by the *Americans with Disabilities Act* and *Fair Employment and Housing Act* respectively. According to this definition, service animals are considered as "any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items." {28 C.F.R. 36.302(c)(1)}

According to the Georgia statute amended on July 1, 2007, any person engaged in the training/raising a service animal such as a dog for training as a guide shall "have the same right to be accompanied by such dog [being trained/raised for training] as the totally or partially blind person, deaf person, or physically disabled person." {OCGA 30-40-2}

Animal Behavior

1. An exception to the **Pets** section, as listed in the Macon State College Residence Life Handbook, is granted for service animals provided that their behavior, noise, odor, and waste do not exceed reasonable standards for a well behaved animal and that these factors do not create unreasonable disruptions to the campus community.

2. Dangerous, poisonous, and/or illegal animals are not permitted.

3. The approved service animal must be maintained by the student/owner at all times, and must be transported in an animal carrier or controlled by leash or harness.

Animal Health and Well-Being

1. All service animals must be in good health and have all veterinarian recommended vaccinations to maintain the animal's health and prevent contagious diseases. Documentation of vaccinations is due at time of approval.
2. If state or local licenses are required for the service animal, they must be obtained and kept current in compliance with the local jurisdiction (i.e. dog license) requirements.
3. All service animals must wear identification tags with contact information and, if applicable, vaccination information.
4. All service animals must be treated humanely. If mistreatment is reported, a Macon State College official will review the report with the student. The College judicial process may be initiated as a result of a report of mistreatment.

Animal Cleanliness

1. Students/owners are responsible for properly containing and disposing of all animal fecal waste.
 - a. Indoor service animal waste, such as cat litter, must be placed in a sturdy plastic bag and tied securely before being disposed in outside trash dumpsters. Litter boxes should be placed on mats so that feces and urine are not tracked onto carpeted surfaces.
 - b. Outdoor services animal waste, such as dog feces, must be immediately retrieved by the student/owner placed in a plastic bag and securely tied before being disposed in outside trash dumpsters. For visually impaired residents, a designated area for service animal waste will be agreed upon in advance with the Office of Residence Life.

Student Responsibilities

1. The student must register with Disability Services - Counseling Center and receive approval for an accommodation to have each service animal in Macon State College facilities prior to having a service animal enter the facility. Regular reviews of the student's individual needs will be conducted at the discretion of Disability Services.
2. The student is responsible for ensuring that the service animal does not interfere with the routine activities and daily operations of the college or cause difficulties for students or staff attending and working there. Sensitivity to individuals with allergies and to those who fear animals is important to ensure the peace of the college community.
3. The student is financially and legally responsible for the actions of the service animal such as bodily injury or property damage, including but not limited to, any replacement of furniture, carpet, drapes, or wall covering, etc. Macon State College shall have the right to bill the student's account for necessary repair and/or replacement costs.
4. The student's classrooms may be inspected for fleas, ticks, or other pests once per term or as needed. Macon State College staff will schedule the inspection. If fleas, ticks, or other

pests are detected through inspection, the room will be treated using approved fumigation methods by a Macon State College approved pest control service. The student will be billed for the expense of any pest treatment above and beyond normal required pest management.

5. The student must notify a Disability Specialist in the Counseling Center in writing if the service animal is no longer needed as a service animal. To replace a service animal the student must file a new request with his/her Disability Specialist.

6. In the event a student lives in campus housing: All roommates, suitemates, or apartment mates of the student must sign an agreement allowing the service animal to be in residence with them. In the event that one or more roommates, suitemates, apartment-mates do not approve, either the resident and service animal or the non-approving roommates, suitemates, or apartment-mates, as determined by the Director of Residence Life, may be moved to a more suitable location.

7. Any violation of these policies will be reviewed through the Macon State College student conduct process and the student will be afforded all rights of due process and appeal as outlined in that process.

I have read and understand the policies and procedures:

Student: _____

Date: _____

Disability Services staff member:

Date: _____

If student lives in Residence Life at Macon State College:

**Director of Residence
Life** _____

Date: _____

References:

Clemson University – Office of Disability Services and Resources

Temple University – Office of Student Affairs/ Disability Resources & Services

University of Georgia – Policy Manual /Disability Services

University of Virginia – Personal Care Attendant Policy and Agreement

Macon State College

Housing Accommodation Application for Students with Disabilities

NOTE: Just as any student, those needing housing accommodations for a disability must also separately apply for housing by submitting a completed **Housing Reservation Form** and deposit to the Office of Residence Life, as appropriate. Decisions will be made on a first-come, first-served basis. However, every effort will be made to provide reasonable accommodations to students with documented disabilities.

Name _____
Daytime Phone: _____ Cell Phone: _____
MSC E-mail: _____ Alternate E-Mail _____
Student ID #: _____ **926-** _____
Semester requested accommodation(s) to start: _____

Medical documentation must support all accommodations requested:

Check all accommodation(s) requested:

- | | |
|---|---|
| <input type="checkbox"/> Wheelchair accessible kitchenette | <input type="checkbox"/> Wheelchair accessible bathroom |
| <input type="checkbox"/> Roll-in shower for wheelchair access | <input type="checkbox"/> Visual door knock alert |
| <input type="checkbox"/> Visual emergency alarm | <input type="checkbox"/> Bed shaker emergency alarm |
| <input type="checkbox"/> Housing for a personal assistant (Additional regular housing fees apply) | |
| <input type="checkbox"/> Trained service animal in housing unit | <input type="checkbox"/> TTY compatible telephone |
| <input type="checkbox"/> Other (Please explain) | |
- _____
- _____

Signature _____ Date _____

Due Date: Same date as the priority (earliest) deadline for the "Housing Reservation Form" (Semester deadlines can be found at: <http://www.maconstate.edu/residencelife/default.aspx>) Students requesting housing accommodations due to a disability must register with the Counseling Center – Disability Services. Information on this process may be found at <http://www.maconstate.edu/counseling> or by calling 478/471-2985.

Adapted from Clayton State University, Morrow, Georgia, 2011

DISABILITY RELATED EXCEPTION TO ATTENDANCE POLICY

1. In most cases, class attendance is critical to a student's mastery of the knowledge and that are taught in a specific course.
2. Students are expected to follow the attendance policy established by the instructor in each class.
3. Macon State recognizes, however, that there may be times when a qualified student with a disability cannot attend class because of disability-related reasons.
4. If such a student believes it may not be possible to abide by the attendance policy because of medical issues related to a disability, the student should contact the Disability Service Provider prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. Determination of eligibility for a disability-related exception to the policy is made by the Disability Service Provider in consultation with the instructor of the course for which the exception is sought and, if necessary, with the department chair or other appropriate administrator. The Disability Service Provider will consult with the Regents Center of Learning Disorders at the University of Georgia for this request.
5. Essential Course Requirements: Macon State College will make every effort to reasonably accommodate a student's disability related academic needs. Please note, however, that neither Macon State nor an individual faculty member may be required to waive an essential or fundamental academic requirement of a course, regardless of the nature of the student's disability.

The academic department identifies and defines the essential or fundamental academic requirements for its courses and instructors may establish an acceptable number of excused absences in light of these essential requirements. Attendance requirements for each course are usually stated on the course syllabus.

The following questions will be considered when determining the extent to which attendance is an essential requirement of a course and whether an exception to the attendance policy may be appropriate:

- a. Is there classroom interaction between the instructor and students and among the students themselves?
 - b. Do student contributions in class constitute a significant component of the learning process?
 - c. Does the fundamental nature of the course rely on student participation as an essential method of learning?
 - d. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?
 - e. What does the course description and syllabus say regarding attendance? Each instructor may have different requirements regarding attendance.
 - f. By what method is the final grade calculated?
6. As with all disability accommodations, exceptions to the attendance policy will be determined on an individual, case-by-case basis depending on:

- a. the extent to which the supporting medical or psychological documentation from a licensed professional qualified to diagnose and treat the disability in question supports the need for an exception to an attendance policy, and
 - b. the reasonableness of this accommodation in each requested class as determined by discussions between the Student Disability Services Office and the course instructor based upon the above criteria. In questionable cases, the academic department head and/or other appropriate academic administrator will be included in these discussions. Consultation with the Regents Center for Learning Disorders/University of Georgia may be accessed.
7. Students who are approved for an exception to the attendance policy based on disability are required to provide a memo from the Disability Service Provider to each instructor confirming the accommodation.
 8. Accommodations are **not** retroactive. All accommodations, including an exception to the attendance policy, become effective when the student delivers the notification memo from the Disability Service Provider to the instructor.
 9. An exception to the attendance policy does **not** mean that unlimited absences will be permitted. The number of additional absences a student may receive as a reasonable accommodation will be determined on a case-by-case basis for each class, depending on the student's individual disability, the nature of the course and the degree to which class attendance is an essential requirement of the specific course as provided in Paragraphs 5 and 6 (a) & (b) of this Policy.
 10. Exception to the attendance policy does **not** mean exception to any of the other academic requirements of the course. Students are required to fulfill all course requirements and will be held to the same evaluation standards as specified in the course syllabus.
 11. Students who are approved for an exception to the attendance policy are expected to contact instructors in advance of an anticipated absence. This is particularly important if the anticipated absence will result in the student missing a quiz or exam or a deadline for turning in an assignment. For emergencies or unexpected disability-related absences, contact should be made as soon as possible to verify the reason for the absence and to discuss make-up work. The student and instructor should come to a clear agreement about the nature of the make-up work and deadlines for completing it. This agreement should be put into writing and signed by both the student and the instructor. The instructor should forward a copy of the signed agreement to Ann E. Loyd, Director of Counseling Center.
 12. **It is the individual student's responsibility to obtain copies of lecture notes and/or materials from missed classes.** Students who are likely to be absent from class should plan responsibly ahead of time to get lecture notes from a classmate or "study buddy." Phone numbers should be exchanged in advance. The Disability Service Provider cannot provide note takers for students who are absent from class.
 13. Students should understand that even though an exception to the attendance policy has been made for them, absences are likely to have a negative impact on their academic performance simply because of the content and experiential

learning they may have missed by not being in class. For this reason, they should make every attempt to attend class. Students should make special effort to attend class for quizzes and exams and to observe deadlines for submission of assignments.

14. Students should be aware that exception to the attendance policy will not be possible in all courses because class attendance is an essential, integral part of some courses, as discussed in paragraph 4 of this policy. Some academic programs or majors may not be amenable to exceptions to the attendance policy. Students who know that attendance may be an on-going issue for them should consult with the academic department regarding the feasibility of attendance exceptions in the specific program of their interest.
15. All students who request an exception to the attendance policy for disability reasons will be given a copy of these policies and procedures by the Disability Service Provider/staff. Students will be required to sign a statement for their Disability Services file that they have read and understand the policies and procedures and that they agree to abide by them.

DISCRIMINATION GRIEVANCE PROCEDURES

Title II of the Americans with Disabilities Act states, in Part 5, "that no otherwise qualified disabled individual shall solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities sponsored by a public entity." The purpose of this procedure is to attempt to resolve all types of complaints at the level where they can occur in a timely manner.

Any employee, student, or other member of the College community injured by the discriminatory behavior of an employee may file a complaint under the College's ***Discrimination Complaint Procedures***. Similar complaints against students should be filed with the Office of the Dean of Students under ***The Student Conduct Code***.

College policy prohibits discrimination on the basis of race, sex (gender, sexual harassment), age, national origin, ethnicity, physical or mental disabilities, sexual orientation, marital status, religion, status as a disabled veteran, and any other group protected by civil rights laws. Discrimination means unequal treatment or harassment based upon any of these group characteristics. Retaliation against a complainant for filing a complaint, or against witnesses for providing testimony during an investigation, is also prohibited and can be filed as a separate charge under these procedures.

1. Complaints may be filed with David Sims, Director of Plant Operations and ADA Coordinator, within 30 days after the discriminatory act by calling (860) 486-2943 or writing to the ADA Coordinator at the Macon State College, 100 College Station Drive, Macon, GA 31206. Alternatively, a complaint may be filed with the line administrator in the college, school, unit, or department in which the incident occurred.
2. The ADA Coordinator interviews complainants to obtain complete accounts of their allegations, and advises them of their right to file complaints through the internal administrative systems and with civil rights agencies. They may also counsel complainants on self-resolution techniques or refer them to additional sources of support. Line administrators may enlist the ADA Coordinator's advice or support in this phase.
3. Cases filed directly with the ADA Coordinator (a) if the accused is a staff member of Macon State College, the ADA Coordinator will immediately involve the Office of Human Resources and the line administrator responsible for resolving the problem. Throughout the complaint process, the ADA Coordinator and Office of Human Resources will advise line administrators from the perspective of civil rights and contractual obligations, respectively. (b) If the accused employee is a faculty member, the ADA Coordinator may either conduct the investigation or have the line administrator handle the complaint. In the former case, the ADA Coordinator's finding and recommendations are referred to the appropriate line administrator for action.
4. Cases filed directly with line administrators. In all cases, line administrators receiving complaints must consult with the ADA Coordinator who may advise them on the appropriate handling of the case. If the accused employee is covered by a collective bargaining agreement, then both the ADA Coordinator and Office of Human Resources should be consulted. If not, the ADA Coordinator will work with the line administrator to determine whether the ADA Coordinator, the administrator, or another College official should be the appropriate action party.

5. Although the student is encouraged to attempt to resolve a complaint within the campus process, he or she has the right to file any complaint directly to the Office of Civil Rights (OCR) at any time. The Statute of Limitations for filing a complaint with OCR is 180 days from the time the incident occurred.

REFERENCES

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3. Pearson, Carole, The College Student with a Disability, Georgia State University, 1996.
4. King, Warren, Testing Accommodations for Students with Disabilities, AHSSPPE, 1997.
5. "College Students with Learning Disabilities", University of Wisconsin/UW Madison, McBurner Resource Center, 1993.
6. The College Student with a Disability, US Government Printing Office, Washington, D. C., 1981.
7. Regents Center for Learning Disorders at the University of Georgia.
8. Postsecondary Education Consortium at the University of Tennessee, Knoxville, through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant # H078AG0007-1.
9. Margaret A. Staton Georgia State University Disability Handbook for Students – Office of Disability Services – 2005.
10. [AHEAD Best Practices: Disability Documentation in Higher Education](#)