

DARTON COLLEGE

**OFFICE OF
DISABILITY SERVICES**

**POLICIES
AND
PROCEDURES**



MISSION/PHILOSOPHY STATEMENT**Mission**

The Office Disability Services is committed to assisting students with documented disabilities to pursue their educational goals to the fullest of their abilities. The office is responsible for the coordination of services to students with disabilities, with the primary object of arranging reasonable academic accommodations.

Philosophy

Darton College does not offer specialized classes for persons with disabilities, instead providing reasonable accommodations within a mainstreamed environment. Students are expected to request accommodations through the Office of Disability Services, where proper documentation of each disability will be maintained. The Office then addresses the needs of each student on an individual basis. Students are encouraged to become self-advocates, although the Office will advocate for students when the circumstances warrant.

**AN EQUAL EMPLOYMENT AND EDUCATIONAL
OPPORTUNITY INSTITUTION**

Darton College, in compliance with Federal law (Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973), does not discriminate on the basis of race, color, national origin, handicap, sex, religion, or age in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

FEDERAL LEGISLATION

The Rehabilitation Act of 1973, Section 504, Subpart C (41.51a) states:

No qualified handicapped person, shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance.

Subpart E (84.41 - 84.47) applies to postsecondary education programs and activities. A "qualified handicapped person" with regard to education is one "who meets the academic and technical standards requisite to admission or participation in the institution's programs and activities." These specific provisions prohibit discrimination on the basis of handicap in admissions and recruitment, treatment of students after admission, academic requirements, housing, financial aid, employment assistance to students, and non-academic services such as Physical Education, counseling and placement services, and social organizations.

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

The Americans with Disabilities Act, signed into law by President George Bush on July 26, 1990, guarantees persons with disabilities access to employment, public accommodations, transportation, public services and telecommunications. The ADA affects all state and local governments, regardless of size. It also applies to a wide array of companies, organizations and agencies, both public and private. Entities are required to make "reasonable accommodation" to "qualified individuals with disability" unless the accommodation would impose an "undue hardship" ("an action that is unduly costly, extensive, substantial, disruptive, or that will fundamentally alter the nature of the program").

Taken from SECTION 504 COMPLIANCE HANDBOOK and ADA COMPLIANCE GUIDE,
Thompson Publishing Group.

DEFINITION OF DISABILITY

The definition of disability in the Americans with Disabilities Act (ADA) draws substantially from existing legislation, namely Section 504 of the Rehabilitation Act of 1973, as amended, and the Fair Housing Amendments Act of 1988. The ADA defines disability, with respect to an individual, as:

- a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- b) a record of such an impairment; or
- c) being regarded as having such impairment.

"Major life activities" is defined as an individual being limited in his or her ability to perform such functions as self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Those diseases, conditions or infections that would constitute physical or mental impairments include (but are not limited to):

- | | |
|---------------------|------------------------|
| orthopedic | cancer |
| visual | heart disease |
| speech | diabetes |
| hearing | spina bifida |
| psychiatric illness | HIV |
| cerebral palsy | renal failure |
| epilepsy | learning disabilities |
| muscular dystrophy | traumatic brain injury |
| multiple sclerosis | spinal cord injury |

Also protected are individuals with stigmatic conditions such as severe burn victims, who may be "regarded by others as having an impairment."

UNIVERSITY BOARD OF REGENT'S POLICY

The University System Board of Regents has established polices in regards to students with disabilities in specific circumstances. The sections covered in the Academic Affairs Handbook are as follows:

- Section 2.08.02
Special Administration of the Regent's Exam
- Section 2.09.02
Administrative Procedures/Learning Support
Learning Disabilities
- Section 2.22
The Diagnosis and Accommodation of Learning Disabled Students
- Section 3.01
Undergraduate Admission/Implementation Guidelines/CPC

Darton College has adopted the criteria set by the Board of Regents in Section 2.22 for the diagnosis of learning disabilities for local accommodations, as well as those determined under Regents policy.

Copies of these policies are kept on file in the office of the Vice President for Academic Affairs.

DOCUMENTATION DEFINITIONS

The Office of Disability Services is responsible for maintaining confidential, completed student files. This includes appropriate documentation of the disability, intake forms, releases of information, and a record of services provided.

In order to determine the most reasonable and appropriate accommodations for the student, the following types of documentation must be provided:

- Learning Disabilities - A psychoeducational evaluation, not older than three years, must be provided by a licensed professional. The evaluation must meet the Board of Regents' criteria for LD eligibility (a copy of the criteria is available in the Office of Disability Services). Additional records from the primary or secondary schools may be requested.
- Attention Deficit Disorder - A current report from a licensed professional documenting the disorder, based on the DSM - IV criteria, medications (if applicable), and impact on academic abilities. Please see section 2.22.04 of the Academic Affairs Handbook for specific criteria for documenting ADHD.
- Visual Impairments - A current letter or examination report from a medical doctor, optometrist or ophthalmologist documenting the acuity of the vision loss.
- Hearing Impairments - A current letter or examination report from a medical doctor or speech and hearing center documenting the acuity of the hearing loss.
- Speech/Language Impaired - A report from a Speech/Language Pathologist or high school records documenting the disability.
- Mobility Impairment - Observation of the student may be sufficient ("Prudent Man" approach). However, a medical report of the disability may be obtained in certain circumstances.
- Traumatic Brain Injury - A psychological, psychoeducational, vocational evaluation or medical evaluation from a licensed professional that indicates the effects of the TBI on cognitive functioning.
- Other Health Impaired - A current letter or report from a medical doctor documenting the disability and describing possible consequences impacting the student's academic abilities.

Additional documents that may be requested include high school records and records from Rehabilitation Services (if applicable).

DEFINITION OF LEARNING DISABILITIES

All institutions of the University System shall employ the same definition of learning disabilities in order to promote evenness in the way learning disabled students are accommodated. A definition that was originally published by the Interagency Committee on Learning Disabilities (1987) has been adopted as being in keeping with current practices of most state and federal guidelines. The following definition shall serve as the basis for diagnosis in the University System:

Learning disabilities is a generic term that refers to heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), with socio-environmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences. (Interagency Committee on Learning Disabilities-1987).

This definition may be modified in the future to be consistent with any changes made by the Interagency Committee on Learning Disabilities. The current definition does not include social skills deficits and attention deficit disorders as learning disabilities, and it supports the cognitive or information processing deficit model of learning disabilities in that deficits in basic academic areas are due to an underlying deficit in a related cognitive or information processing system. Academic area deficits which do not have a correlated cognitive or processing deficit are not considered to represent a specific learning disability. Therefore, learning disabilities may be identified in the following academic areas: reading, writing, spelling, mathematics, and language. Deficits in specific course topics such as Russian History, Marketing, or Sociology would not be expected, although a student with a reading and/or writing disability may have difficulty in any course with heavy reading or writing requirements.

Board of Regents criteria require that a diagnosis of specific learning disability be stated within the documentation submitted. The student must exhibit average intellectual ability; academic deficit(s) in one or more, but not all, areas of academic achievement; and a correlated cognitive or information processing deficit. There must be documentation of both an academic deficit and a correlated processing deficit. Documentation of only academic deficit(s) or only processing deficit(s) is not sufficient. There must also be evidence of processing strengths identified in one or more cognitive processing domains. Social-emotional status must also be assessed and discussed. The evaluation must be signed by a professional with expertise in evaluating adolescent and/or adult populations and appropriately licensed by the state.

Average intellectual abilities will be defined as the student's best verbal/nonverbal or best fluid/crystallized domain score on a standardized global measure of intelligence. A standard score of 90 or above will be considered in the average range.

To be considered an area of academic deficit, a student's individually administered standardized achievement test results must fall at least a standard deviation below the student's intellectual abilities, or a standard deviation below the student's other academic abilities as assessed by the same measures.

Cognitive processing deficit(s) must be identified on measures other than those used to obtain the global IQ score. The processing deficit must represent a logical basis for the academic deficit. For example, one would not expect a specific fine motor deficit to be directly linked to a reading disability. There

must also be evidence of processing strengths identified in one or more cognitive processing domains. Processing deficits and strengths must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.

The following cognitive processing domains are typically identified as areas of specific deficit(s) in students with learning disabilities:

- Attention - the ability to focus on relevant information to the exclusion of irrelevant information, to maintain attention, and to shift attention.
- Oral Language - auditory comprehension and oral expression of linguistic information at the lexical, syntactic, semantic or discourse level.
- Phonological/Orthographic Processing - auditory discrimination, phonological awareness, phonological decoding, and the ability to represent linguistic information in writing.
- Fluency/Automaticity - the ability to automatically and efficiently retrieve linguistic information from long term memory.
- Memory/Learning - short term and long term memory for verbal or nonverbal information presented in auditory or visual modalities.
- Executive Functions - processing speed, concept formation, problem-solving, mental flexibility, response inhibition and organizational/planning abilities.
- Visual-Perceptual/Visual-Spatial - discrimination, analysis and synthesis of visual form and spatial relations.
- Visual-Motor - integration of visual information and motor output necessary for graphomotor (e.g., handwriting, drawing) and constructional tasks.

Professional clinical judgment and interpretation must be a part of any assessment if made by a clinician with expertise in assessing such disorders in adults. This is particularly important in the case of minority or international students involved in standardized testing. Consideration of a student's cultural, linguistic, and international status must be included in any evaluation results. The use of a particular eligibility formula for learning disabilities at the post-secondary level has not been validated in research at this time. Therefore, the use of only such formulas, based solely on test scores, is unwarranted and problematic.

The use of previous evaluation information may be integrated into this evaluation process if deemed appropriate by the professional assessment team.

UNIVERSITY SYSTEM ASSESSMENT

The University System maintains three Regents Centers for Learning Disorders with the responsibility to evaluate existing documentation of a learning disability or to test for the existence of a learning disability. Darton College is affiliated with the Center at Georgia Southern University. Students requesting testing for a learning disability may choose to be tested at the Center or by another qualified testing center/professional of their choice. The fee for the evaluation at the Georgia Southern Center is \$400.00 for students submitting completed applications and deposits after November 1, 2002 and by November 1, 2003. The fee will increase to \$500.00 for students submitting completed applications and deposits after November 1, 2003.

All documentation submitted in support of an accommodation request must meet Board of Regents requirements.

**PROCEDURE FOR REVIEWING OUTSIDE EVALUATIONS
FOR LEARNING DISABILITIES**

The Board of Regents endorsed criteria for the evaluation of learning disabilities in September, 1991. All System institutions should be reviewing outside evaluations for students with learning disabilities based on these criteria. These criteria were established in an effort to assure that all of the University System institutions employ the same definition and evaluation model. (Academic Affairs Handbook; 2.22.03. 10/15/01).

The student requesting accommodations for a learning disability shall provide the Office of Disability Services with a copy of their evaluation, a signed Release of Information form, and a signed Voluntary Declaration of Disability form. The Coordinator will review the documentation initially and then submit it for review by the Regents Center for Learning Disorders (RCLD). After an evaluation is reviewed, the RCLD will notify the Coordinator of Disability Services in writing stating whether or not the evaluation meets Board of Regents criteria and what further action needs to be taken, if any. All information is kept in the student's folder in the Office of Disability Services.

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

1. substitution of the CPC foreign language requirement,
2. additional semesters in Learning Support, and
3. Regents' Test or Collegiate Placement Examination (CPE)/COMPASS modifications other than those specified in the Academic Affairs Handbook, 2.08.02,

(Academic Affairs Handbook, 2.22.01 10/15/01)

**GEORGIA BOARD OF REGENTS CRITERIA FOR ACCEPTING
OUTSIDE EVALUATIONS DOCUMENTING LEARNING DISABILITIES**

1. Documentation must be within 3 years of the student's application for assistance. (The exception to this guideline in some instances is if the evaluation was completed after the student was 18 years of age and the evaluation utilized appropriate adult standardized tests and is still considered by an RCLD to adequately represent an individual's current functioning.) Documentation must be comprehensive, including history, diagnostic interviews, test results (including standardized test scores when available), differential diagnosis, details regarding a student's functional limitations, and recommendations for accommodations which are appropriate in college, graduate or professional educational settings.
2. A specific learning disability must be stated within the documentation submitted. The student must exhibit academic deficit(s) in one or more, but not all, areas of academic achievement; a correlated cognitive or information processing deficit; and average intellectual ability. There must be documentation of both an academic deficit and a correlated processing deficit. Documentation of only academic deficit(s) or only processing deficit(s) is not sufficient. If another diagnosis is applicable, it should be stated. The evaluation must be signed by a professional with expertise in evaluating adolescent and/or adult populations and appropriately licensed by the state.
3. One of the following individually administered general intelligence tests must have been utilized.

Wechsler Adult Intelligence Scale (WAIS-III)
Wechsler Intelligence Scale for Children (WISC-III)
Stanford Binet IV
Kaufman Adult Intelligence Test (KAIT)
Differential Ability Scales (DAS)
Woodcock Johnson-III - General Intellectual Ability (Standard or Extended)

** Please list subscale scores and, where available, index or cluster scores.

Average intellectual abilities will be defined as the student's best verbal/nonverbal or best fluid/crystallized domain score on a standardized global measure of intelligence. A standard score of 90 or above will be considered in the average range.

4. Achievement assessment in the following areas is required:
 - a. Reading (decoding, rate, and comprehension)
 - b. Mathematics (calculations, reasoning, and algebra)
 - c. Written Language (spelling and written expression) If available for review, a written language sample is most helpful.

To be considered an area of academic deficit, a student's individually administered standardized achievement test results must fall at least a standard deviation below the student's intellectual abilities, or a standard deviation below the student's other academic abilities as assessed by the same measures.

5. There must also be evidence of correlated cognitive processing deficits and processing strengths identified on measures other than those used to obtain the global IQ score:
 - a. There must be processing deficit(s) identified in one or more of the cognitive processing areas listed below. Oral language must be assessed. The deficit must represent a logical basis for the academic deficit. For example, one would not expect a specific fine motor deficit to be directly linked to a reading disability. Processing deficits must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.
 1. Attention
 2. Oral Language
 3. Phonological/Orthographic Processing
 4. Fluency/Automaticity
 5. Memory/Learning (Working Memory, Long Term Memory, and/or Short Term Memory)
 6. Executive Functions
 7. Visual-Perceptual/Visual-Spatial
 8. Visual-Motor
 - b. There must also be evidence of processing strengths identified in one or more of the cognitive processing areas listed above. Processing strengths must also be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.
6. Social-emotional status must be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate.
7. Assessment instruments must have age appropriate norms for high school seniors/college freshmen or older non-traditional students. All standardized measures must be represented by standard scores and percentile ranks based on published norms. These certainly can be supplemented by informal assessment. If scores based on specialized norms are used (e.g., two year or four year college norms), it will also be necessary to provide scores based on general population norms, if those scores are available in the manual.

**GEORGIA BOARD OF REGENTS CRITERIA FOR ACCEPTING OUTSIDE EVALUATIONS
DOCUMENTING ADHD**

The Regents Center for Learning Disorders of the University System of Georgia require that the following criteria, consistent with the DSM-IV, be met in documenting ADHD in adults. DSM-IV criteria are meant to be used by individuals with appropriate clinical training and experience in diagnosis. Criteria should not be applied mechanically by untrained individuals but should be summarized in a cohesive report supporting the diagnosis. Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his/her success.

If you prefer to use this form rather than a narrative report, please indicate how each criterion is applicable to this student. **You must attach copies or summaries of the specific questionnaires, measures or clinical data used to establish each criterion, and include your signature.**

Student’s Name: _____

Student’s SSN: _____

1. Reported history of symptoms of ADHD by the age of seven, corroborated by an independent source.

Possible data sources: Clinical interview, past psychological evaluations, parent report, teacher report, behavior rating scale completed by parent.

Actual data provided: _____

2. Self-report of six or more current symptoms from the DSM-IV criteria for ADHD.

Possible data sources: Clinical interview, behavior rating scales.

Actual data provided: _____

3. Documentation of both childhood and current adult behavior on rating scales of ADHD symptoms that have appropriate age norms.

Possible data sources: Norm based behavior rating scales.

*Actual data provided: _____

***Attach copies of questionnaires**

4. Corroboration of current ADHD symptoms across multiple settings by two independent observers with knowledge of the student’s functioning (e.g., spouse, teacher, supervisor, co-worker, and/or clinician observations).

Possible data sources: Significant other interview (in person or by phone), behavior rating scale completed by significant other, classroom observations, clinician observations.

Actual data provided: _____

5. Clear evidence of interference with developmentally appropriate academic or social

functioning.

Actual data provided: _____

- 6. **Schizophrenia, borderline personality disorder, autism or mental retardation are not the primary disability, nor are mood disorder, anxiety disorder, or substance abuse the primary cause of reported ADHD symptoms. Assessment of these differential diagnoses must be documented.**

Possible data sources: Clinical interview, self-report checklists of psychiatric symptoms, personality assessment measures.

Actual data provided: _____

- 7. **Assessment on which documentation is based must have been completed no more than three years prior to the student's application for academic assistance, OR must have been completed as an adult (18 years).**

Date of Assessment: _____

Current medication(s): _____

Additional information: _____

Signature: _____

Date: _____

Name: _____

Address: _____

Office Phone: _____

Revised 8/99

PROCEDURES FOR NEW STUDENTS

1. All students with a disability, whether or not they are seeking academic accommodations, should register with the Office of Disability Services at the time of making application to the college. Having proper documentation on file will avoid delays in implementing requested accommodations. A form for this purpose is sent to every student with the acceptance letter (copy of form in Appendix).
2. All students requesting accommodations must provide the Office of Disability Services with the requested documentation about the disability. The documentation will be used to determine the type and extent of accommodation that is most reasonable and will be most effective.
3. Students who request the Coordinator of Disability Services to notify faculty of requested accommodations must provide the office with a copy of their class schedule each semester at the time of registration and must sign a Release of Information form (copy of form in Appendix). An Academic Accommodation form (copy of form in Appendix) will be sent to each faculty member listing the recommended accommodations. The faculty member will sign the form and return a copy to the Office of Disability Services. All students requesting to take exams with the Disability Services Coordinator must first obtain approval from their instructors and sign the Testing Procedures for Disability Services (copy of form in Appendix) with the Disability Services Coordinator.
4. Students seeking an accommodation or substitution of a System requirement or of the Regents' Test or developmental studies exit exam must initiate that request as soon as possible or at least one semester in advance of the time when the accommodation is required.
5. All students with a disability are encouraged to avail themselves of all of the support services at the college, including those provided through the Office of Disability Services.

DESCRIPTION OF SERVICES

Office of Disability Services

Darton College is a highly accessible campus, with level terrain, building ramps and elevators, strategically located handicapped parking and curb cuts, and convenient restrooms.

The Office of Disability Services arranges classroom and program access, as well as linking disabled students with the following services:

Services available to students with disabilities

- assistive technology (text readers, adaptive computers, recorders, etc.)
- readers
- interpreters
- individualized testing
- special registration
- University System assessments
- note takers
- text enlargement

Services available to all students

- Peer tutoring
- Counseling
- Study skills / test anxiety assistance

Assistive Technology

Darton College coordinates with the Division of Rehabilitation Services to facilitate the selection and acquisition of assistive technology devices. The college maintains a CCTV for visually impaired students. An adaptive computer with specialized software for visually impaired and learning disabled students is located in the computer lab. Tape recorders and text enlargement are available through the Office of Disability Services.

DESCRIPTION OF SERVICES (Cont'd.)**Study Skills / Test Anxiety**

The counselors in the Division of Student Affairs provide assistance with study and test-taking skills, as well as test anxiety. Test Anxiety is not a protected disability under the ADA. Students seeking assistance with test anxiety should contact a counselor in Student Affairs to discuss ways to cope with and overcome test anxiety.

Classroom Accommodations

Upon the student's request, the Coordinator of Disability Services will work with instructors to devise reasonable classroom and testing accommodations. Based on the specific nature of each student's documented disability, these may include such adjustments as special seating, note takers, enlarged class notes, separate testing, extended test time, or alternative testing formats. It is the faculty member's responsibility to provide the recommended accommodations, however the Office of Disability Services may have resources to assist faculty in implementing the accommodations.

ACADEMIC ACCOMMODATION PROCEDURES

Faculty and staff are required to provide reasonable accommodations to all students with disabilities who have provided appropriate documentation of the disability to the Office of Disability Services. All students requesting accommodations because of a disability should be referred to the Disability Services office. A referral form has been provided for that purpose (copy of form in Appendix). If a student requests an accommodation and indicates that s/he has registered with the Disability Services office, the faculty/staff member should call the office to confirm the fact before implementing an accommodation.

Students must sign a Release of Information form before the Disability Services office may share information in the student's confidential file (copy of form in Appendix). **Faculty and staff members should take care not to discuss a student's disability with others unless the student's verbal or written permission has been obtained. The best course is to refer the student to the Disability Services office.

At the beginning of each semester, a recommended accommodation form (copy of form in Appendix) will be sent to every faculty member of those students who request this service. If a faculty member cannot implement all of the recommended accommodations, the faculty member and the student must negotiate an acceptable alternative. If a compromise cannot be reached, then the Office of Disability Services will mediate. The faculty member should return a signed copy of the accommodation form to the Office of Disability Services.

Legal liability for failing to provide a reasonable accommodation for a student with a disability rests with the individual faculty member, not the institution. The penalties can be quite severe.

The Office of Disability Services is available to assist faculty and staff members with devising suitable classroom and testing accommodations.

** Confidentiality

At College level:

- Students self-declare to the Office of Disability Services - information is NOT in admission or registrar files.
- Any information from the Disability Services office is not to be shared or discussed with anyone except student or the Disability Services office unless permission is given by the student.
- Accommodations and their delivery must be arranged in privacy. If a student talks to a class member or a faculty member, that is their right but not yours.

ACADEMIC APPEALS AND GRIEVANCE PROCEDURES DISABILITY RELATED ISSUES

Academic Appeals Procedure

The normal procedure to appeal academic matters such as grading, attendance, teacher techniques, student/teacher conflicts, or anything else associated with the academic process is to (1) discuss the matter with the instructor concerned; (2) if the grievance has not been resolved then discuss the matter with the chairperson of the division or department concerned; (3) if the grievance still has not been resolved discuss the matter with the Vice President for Academic Affairs; (4) the Vice President for Academic Affairs may rule on the grievance or refer the matter to the academic appeals committee, the appeal from the Appeals Committee is to the Vice President for Academic Affairs; (5) the on campus source of appeal, after all other options have been exhausted, is the President of the College. In all academic appeals matters involving disabled students, the Disabled Students Services Coordinator will be involved in all levels of the process beginning with Step One.

Students who have been suspended for academic reasons should, if they feel there were extenuating circumstances, ask for an appointment for a hearing before the Academic Appeals Committee.

For the convenience of students, the Academic Appeals Committee sits at the beginning of the each semester. Students may contact the Office of the Vice President for Academic Affairs for the appointment procedure.

Student Grievance Procedure

Darton College recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolution of student grievances pertaining to academic matters or other such matters resulting from actions of faculty and administrative staff members. (Academic grievance procedures are discussed in Part Seven, Student Appeals Procedures, of the Student Handbook.)

A grievance will not involve administrative decisions regarding the operation of the College, such as but not limited to the scheduling of classes, the awarding of financial aid, or the reservation of facilities.

Resolution of grievances should be achieved at the lowest administrative level and in the most equitable way possible. The burden of proof rests with the student who claims a grievance. Students are encouraged to use the grievance process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

Equal Opportunity Violations

Darton College is committed to a policy that ensures the fulfillment of equal opportunity without unlawful discrimination for all applicants for employment or student status. This policy is administered without regard to race, creed, color, sex, national origin, religion, age, veteran status, or disability.

The college complies with the requirements of Executive Order 11 246 as amended; Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (38 USC 201 2); Section 504 of the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990 (Title II) and their implementing regulations.

Students who feel that any of their rights under these regulations have been violated are entitled to Due Process. The procedures for seeking redress under these regulations are as follows: (1) if at all possible, the student should first consult and work with the individual involved and with the Coordinator of Disability Services; (2) if the student cannot obtain satisfactory results from such a conference, he/she should then file a complaint in writing with the Affirmative Action Officer. At the discretion of the Affirmative Action Officer, the student may be granted a formal hearing before the Affirmative Action Appeals Committee.

Any complaints dealing with any type of discrimination may be addressed to the College's Affirmative Action Officer who is located in the Administration Building.

ACADEMIC AFFAIRS HANDBOOK EXCERPTS

Academic Affairs Handbook, Section 2.22.01

Definition and Accommodation/Learning Disabilities

SUBJECT: Definition and Accommodation of Learning Disabilities

SOURCE:

Memorandum from the Vice Chancellor for Academic Affairs to Presidents, Chief Academic Officers, Chief Student Officers, 10/28/91, Memorandum from the Vice Chancellor for Academic Affairs to Chief Academic Officers and Chief Student Affairs Officers, 9/11/92, Memorandum from Vice Chancellor for Academic Affairs to Presidents, Chief Academic Officers, Chief Student Officers, 8/18/94, Memorandum from Senior Vice Chancellor to Academic Vice Presidents 6/14/96, Memorandum from Senior Vice Chancellor to Academic and Student Affairs Vice Presidents, 6/04/99, Memorandum from Vice Chancellor for Academic, Faculty and Student Affairs, 10/2001

PROCEDURES

The following procedures for the diagnosis and accommodation of learning disabled students are based on a report from the Administrative Committee on Learning Disorders. The report was endorsed by the Advisory Council in August, 1991, and by the Board of Regents in September, 1991. The procedures were updated in 2001.

DEFINITION AND CRITERIA FOR EVALUATION

All institutions of the University System shall employ the same definition of learning disabilities in order to promote evenness in the way students with learning disabilities are accommodated. A definition that was originally published by the Interagency Committee on Learning Disabilities (1987) has been adopted as being in keeping with current practices of most state and federal guidelines. The following definition shall serve as the basis for diagnosis in the University System:

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deficit in a related cognitive or information processing system. Academic area deficits which do not have a correlated cognitive or processing deficit are not considered to represent a specific learning disability. Therefore, learning disabilities may be identified in the following academic areas: reading, writing, spelling, mathematics, and language. Deficits in specific course topics such as Russian, History, Marketing, or Sociology would not be expected, although a student with a reading and/or writing disability may have difficulty in any course with heavy reading or writing requirements.

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Cognitive processing deficit(s) must be identified on measures other than those used to obtain the global IQ score. The processing deficit must represent a logical basis for the academic deficit. For example, one would not expect a specific fine motor deficit to be directly linked to a reading disability. There must also be evidence of processing strengths identified in one or more cognitive processing domains. Processing deficits and strengths must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.

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- Attention - the ability to focus on relevant information to the exclusion of irrelevant information, to maintain attention, and to shift attention.
- Oral Language - auditory comprehension and oral expression of linguistic information at the lexical, syntactic, semantic or discourse level.
- Phonological/Orthographic Processing - auditory discrimination, phonological awareness, phonological decoding, and the ability to represent linguistic information in writing.
- Fluency/Automaticity - the ability to automatically and efficiently retrieve linguistic information from long term memory.

- Memory/Learning - short term and long term memory for verbal or nonverbal information presented in auditory or visual modalities.
- Executive Functions - processing speed, concept formation, problem-solving, mental flexibility, response inhibition and organizational/planning abilities.
- Visual-Perceptual/Visual-Spatial - discrimination, analysis and synthesis of visual form and spatial relations.
- Visual-Motor - integration of visual information and motor output necessary for graphomotor (e.g., handwriting, drawing) and constructional tasks.

Professional clinical judgment and interpretation must be a part of any assessment if made by a clinician with expertise in assessing such disorders in adults. This is particularly important in the case of minority or international students involved in standardized testing. Consideration of a student's cultural, linguistic, and international status must be included in any evaluation results. The use of a particular eligibility formula for learning disabilities at the post-secondary level has not been validated in research at this time. Therefore, the use of only such formulas, based solely on test scores, is unwarranted and problematic.

The use of previous evaluation information may be integrated into this evaluation process if deemed appropriate by the professional assessment team.

THE ACCOMMODATION OF STUDENTS WITH LEARNING DISABILITIES

The University System has adopted the position that few, if any, University System policies may be waived or exceptions made for learning disabled students. Instead, means should be sought to assist students in meeting all requirements through special accommodations and modifications of instructional techniques and testing procedures. This position covers all College Preparatory Curriculum requirements, admission standards, Learning Support policies, Core Curriculum requirements and Regents' Test requirements, because all of these policies establish the essential foundation of higher education. High school preparation as evidenced in the curriculum, the grade point average, and standardized entrance examinations are all assurances of readiness to study the Core Curriculum and profit from such study. Learning Support requirements assure skills levels that are necessary for successful participation in college study. Core Curriculum and the Regents' Testing Program are evidence of the appropriate content and mastery of general education requirements. Exceptions for learning disabled students are therefore not granted in any of the above areas except as noted below. Conduct rules and attendance policies apply to all students regardless of disabilities. Technical standards are essentials to which all students must adhere in a program of study. Students with disabilities may be eligible for accommodations; however, these students are still required to meet all of a program's technical standards.

The University System has established three Centers to which students of the University System will be referred for officially acceptable diagnosis. Such diagnosis (or evaluation by the center of external or prior diagnosis) is to be required for these modifications of system Policy and Procedures:

1. substitution of the CPC foreign language requirement;
2. additional semesters in Learning Support; and

3. Regents' Test, Collegiate Placement Examination (CPE), or COMPASS modifications other than those specified by Policy and Procedure.

The application of System requirements concerning the College Preparatory Curriculum, Learning Support, the Core Curriculum, and the Regents' Testing Program to students with learning disorders is discussed in further detail below.

ADMISSIONS AND COLLEGE PREPARATORY CURRICULUM REQUIREMENTS

Applicants with disabilities are expected to have completed the College Preparatory Curriculum with the appropriate instructional accommodations. The Core Curriculum of each college requires students to complete college-level courses in English, mathematics, social science, and science, and no exemptions or substitution are permitted for these required college courses. Students who are unable to complete the high school college preparatory courses in these areas are unlikely to succeed in college courses and will not be provided with CPC exceptions in the admissions process.

An additional CPC requirement is two years of a foreign language. Because foreign language is not required in college for all majors, students with learning disabilities that preclude the acquisition of a foreign language may petition for admission without completing this CPC requirement. For admission to a university, students must receive approval from a Regents Center for Learning Disorders (RCLD) prior to acceptance. To ensure consideration under this provision, students should apply for admission and request an RCLD review no later than six months before the admissions decision is to be made. Students applying to a two-year college should also apply and request approval at least six months in advance but may be admitted in the "limited" category if they meet other requirements. Those admitted without approval must request RCLD review and submit all requested materials during their first semester of enrollment. If the RCLD determines that the attempt of a foreign language course with modifications would be futile, students may then satisfy the CPC foreign language "deficiency" by substituting another type of course determined by the institution.

Students with disabilities should request the appropriate SAT accommodations from the College Board. Students are expected to achieve the sector's minimum SAT scores with the testing accommodations provided; students with disabilities will not be penalized for taking the SAT in a non-standard administration.

Students may apply and be admitted without regard to disability. However, students who do not meet regular admissions requirements and would like to be considered for accommodations in the admissions process must notify the institution and provide the documentation required. In particular, students with learning disorders who are requesting an accommodation that requires approval from an RCLD should apply at least six months in advance of the time the admissions decision is needed.

Students should be aware that certain programs and degrees require the ability to perform specific critical skills. For example, a student in a nursing program must have adequate motor function to effectively work with nursing problems and carry out related nursing care. Some students may not be admitted to or able to complete a program or degree because their disability cannot be accommodated in a manner that enables them to perform the required critical skills and meet the critical standards of the program. Students should, prior to applying for or beginning a program of study, review all requirements that are necessary for completion of the program.

LEARNING SUPPORT REQUIREMENTS

Students with learning disabilities who are enrolled in Learning Support programs are required to fulfill all stated requirements before exiting the programs. These students should be provided with appropriate course accommodations. Although learning disabled students must be required to meet the minimum Collegiate Placement Examination (CPE) score, they may be given extended time and/or a separate administration of the test. In addition, the institution may authorize use of a calculator on the Mathematics CPE or COMPASS if such an accommodation is supported by the learning disabled student's diagnosis. Students with learning disabilities may petition through the institution to a Regents Center for Learning Disorders for up to two additional semesters of Learning Support work.

CORE CURRICULUM

Students with diagnosed learning disabilities are not exempt from any University System Core Curriculum requirements. This should not be interpreted to mean, however, that University System institutions should be inflexible in implementing Core Curriculum requirements for diagnosed learning disabled students. Each institution is encouraged to make reasonable accommodations to enable learning disabled students to complete core requirements.

REGENTS' TESTING PROGRAM

Learning disabled students requesting accommodations on the Regents' Test beyond those specified by current policy and procedures must receive approval from a Regents Center for Learning Disorders. Current procedures allow institutions to provide accommodations such as extended time and use of word processors for the essay examination (Section 2.08.02). Other accommodations must be approved through a Regents Center.

Last Updated: 10/15/01

Academic Affairs Handbook, Section 2.22.02

Procedures for Regents Centers for Learning Disorders

SUBJECT: The Regents Centers for Learning Disorders

SOURCE: Memorandum from Vice Chancellor for Academic Affairs to Presidents, Chief Academic Officers, Chief Student Officers, 8/18/94, Memorandum from Senior Vice Chancellor to Academic and Student Affairs Vice Presidents, 06/04/99, Memorandum from Vice Chancellor for Academic, Faculty and Student Services, 10/2001, Memorandum from Vice Chancellor for Academic, Faculty and Student Affairs to Vice Presidents for Academic Affairs and Vice Presidents for Student Affairs listservs, 9/9/02.

PROCEDURES - THE REGENTS CENTERS FOR LEARNING DISORDERS

PREAMBLE

The Board of Regents of the University System of Georgia has established three centers for the provision of assessment, resources, and research related to students within the University System who have learning disorders. These centers are located at Georgia Southern

University, The University of Georgia, and Georgia State University. Each Center is responsible to serve designated colleges and universities within a geographic region. The host institution will serve as fiscal agent for the Centers. The director of each Center is responsible to the Senior Vice Chancellor for Academic Affairs, and the Academic Vice President of the host institution is the supervisor of record.

PURPOSES OF CENTERS

1. To provide comprehensive standardized assessments for individuals with learning problems due to a suspected specific learning disability or related disorder recommendations regarding how to best maximize students' functioning in college, and information relevant to addressing requests for special accommodations from the University System or institutional policies.
2. To provide a center for resource and program development for college students with specific learning disabilities or related disorders. To help other institutions of the System for which the Center is responsible to develop similar resources and programs as needed and found to be useful.
3. To develop a unique setting for academic research and clinical training opportunities in graduate level psychology, education and related programs.

STRUCTURE OF CENTERS

- a. Centers consist of professional individuals who are specialists in disorders which affect learning and the assessment of adults. Each Center has the following personnel:
 1. Director - The director is responsible for overseeing the daily operation of the Center and for carrying out Regents policy regarding the Centers.
 2. Psychologist - The licensed psychologist oversees the evaluation process, including training, interviewing, scheduling, testing, staffing, and report writing, and makes sure that the professional and ethical standards of the American Psychological Association ("APA") are followed.
 3. Liaison - The liaison promotes and maintains contact between the feeder schools and each Center, assisting in the referral and feedback process of testing, as well as disseminating information, assisting feeder schools in policy development, and providing inservices about students who have disorders which affect learning.
 4. Other qualified personnel are involved directly in interviewing, testing, staffing, and writing reports for students who are evaluated in the Centers.
- b. Centers have the following titles:
 1. Regents Center for Learning Disorders at Georgia Southern University
 2. Regents Center for Learning Disorders at Georgia State University

3. Regents Center for Learning Disorders at The University of Georgia

c. Feeder schools are distributed to Centers as follows:

REGENTS CENTERS FOR LEARNING DISORDERS

GEORGIA SOUTHERN UNIVERSITY:

- Abraham Baldwin Agricultural College
- Albany State University
- Armstrong Atlantic State University
- Bainbridge College
- Coastal Georgia Community College
- Darton College
- East Georgia College
- Georgia Southern University
- Middle Georgia College
- Savannah State University
- South Georgia College
- Valdosta State University
- Waycross College

Director:
 Sue C. Murphy, Ph.D.
 Georgia Southern University
 Landrum Box 8019
 Statesboro, GA 30460-8019
 (912) 681-0100, FAX (912) 681-5380

GEORGIA STATE UNIVERSITY:

- Atlanta Metropolitan College
- Clayton College & State University
- Columbus State University
- Dalton State College
- Georgia Perimeter College
- Floyd College
- Gainesville College
- Georgia Southwestern State University
- Georgia State University

Director:
 Mary K. Morris, Ph.D.
 Department of Psychology
 Georgia State University
 University Plaza
 Atlanta, GA 30303-3083
 PH: (404) 651-4662
 FAX: (404) 651-4664

- Georgia Institute of Technology
- Gordon College
- Kennesaw State University
- North Georgia College & State University
- Southern Polytechnic State University
- State University of West Georgia

THE UNIVERSITY OF GEORGIA:

- Augusta State University
- Fort Valley State University
- Georgia College & State University
- Macon State College
- Medical College of Georgia
- The University of Georgia

Director:
 Noel Gregg, Ph.D.
 University of Georgia
 533 Aderhold
 Athens, GA 30602
 (706) 542-4589
 FAX (706) 542-4532

Because of distance learning and non-traditional educational methodologies and programs being offered by various institutions, students can be referred to the RCLD closest to their place of instruction when applicable.

PROFESSIONAL STANDARDS

- a. The Centers follow APA professional and ethical standards.
- b. Information gathered before, during, and after an evaluation will be kept strictly confidential. Information on individual clients will not be released to any person or institution without written permission of the student. Permission must be given in writing before students are tested and before results of evaluations can be given to parents, teachers, or school administrators.

REASONS FOR REFERRALS

- a. Institutional requests for the following accommodations to University System policies must be referred to the Centers:
 1. Substitution of the CPC foreign language requirement
 2. Additional semesters in Learning Support
 3. Regents' Test, Collegiate Placement Examination (CPE), or COMPASS modifications other than those specified by current policy and procedure

These policies, along with the definition and criteria for evaluation of learning disabilities, are discussed in Section 2.22.01.

- b. These requests for accommodations to System Policies must be addressed through a thorough psychological evaluation. This evaluation can be obtained at the Centers or through private outside evaluations based on approved System criteria which are then referred to the Centers for review. An official statement from the Centers will follow the evaluations or outside evaluation reviews, addressing the specific referral questions and outlining appropriate accommodations. In cases in which evaluations are incomplete, this statement cannot be made until all criteria are addressed. The student is responsible for providing the missing components or may be referred to the Center for a complete or up-to-date evaluation.
- c. Institutions shall establish policies and procedures for reviewing outside evaluations for students who desire institutional accommodations because of a learning disability but do not need to have a specific System requirement addressed. Institutional policies, procedures, and accommodations must be consistent with Regents policy. The Administrative Committee on Learning Disorders will review and approve all institutional policies and procedures pursuant to this item. Conduct rules and attendance policies apply to all students regardless of disabilities.
- d. Students who do not have current evaluations which meet state guidelines may be referred to the Centers for evaluation. At their own expense, they may also obtain an outside private evaluation that meets these criteria. Referral procedures are described in the following sections.
- e. Students who are referred for testing or an outside evaluation review must be currently enrolled or accepted for admission in the referring institution. An exception will be students who are applying for admission to an institution and require verification of a disability for institutional admissions consideration or substitution of the CPC foreign language requirement. Referral for testing or evaluation review in these cases should come from the institution at which admission is pending. Except for substitutions of the CPC foreign language courses, no exceptions will be made to the minimal University System admissions requirements for any institution.

REVIEWS OF OUTSIDE EVALUATIONS

The Board of Regents endorsed criteria for the evaluation of learning disabilities in September, 1991. All System institutions should be reviewing outside evaluations for students with learning disorders based on these criteria. These criteria were established in an effort to assure that all institutions of the University System employ the same definition and evaluation model. A simplified and updated version of the criteria for use by System institutions and professionals conducting private evaluations who request the criteria is provided in Section 2.22.03.

REFERRALS FOR EVALUATION

- a. In order to assure consistency throughout the System, all Centers use the same general evaluation procedures, test battery, and report format. There may be variations (e.g., requests for additional information, different parking requirements, etc.), depending on institutional needs.
- b. When referring students for evaluation, feeder schools are required to submit a referral packet to an RCLD. This pre-assembled packet, provided by the RCLD, contains information about the RCLD and a referral letter/checklist of items included that should be completed by the disability service provider. It also contains several questionnaires to be completed by the student that address current academic strengths and weaknesses, historical information, and past and current behaviors that can affect learning. The packet also contains questionnaires to be filled out by a person who knows the student well, to provide an independent view of the student's functioning. Students will also be asked to provide transcripts from their current institution and/or previous institutions, recent sensory screenings, samples of their written work, and any previous psychological or medical evaluations related to their learning difficulties.

Individual centers may ask for additional information.

Feeder schools should assign one individual to be the contact person with the Center liaison, typically from the disability services office. This contact person is responsible for seeing that all of the information in the packet is collected and sent to the Center liaison. Students must be referred to the Center by the contact person at each institution. The Center liaison is responsible for communicating with the feeder school contact after the evaluation takes place concerning appropriate accommodations and other suggestions for assisting the student.

- c. Feeder schools may wish to develop their own student-oriented packets to assist students in gathering the required material.
- d. All RCLDs use a comprehensive test battery, choosing specific tests based on individual needs and referral questions. All RCLD evaluations address the following domains:
 1. Intellectual abilities
 2. Academic Achievement
 - a. Reading (decoding, rate, and comprehension)
 - b. Mathematics (calculations, reasoning, and algebra)
 - c. Written Language (spelling, written expression)
 3. Cognitive Processing Skills

- a. Attention
 - b. Oral Language
 - c. Phonological/Orthographic Processing
 - d. Fluency/Automaticity
 - e. Memory/Learning
 - f. Executive Functions
 - g. Visual-Perceptual/Visual-Spatial
 - h. Visual-Motor
4. Social-emotional functioning
A list of tests used by the RCLDs can be found at:
<http://www.gsu.edu/~wwwrld/Resources/suggestedmeasures.htm>
- e. Following each evaluation, a comprehensive report will be written explaining the student's cognitive processing and achievement abilities. These reports will be released only to the student, or to the student's parent or another party upon the student's specific written permission.
 - f. Letters containing recommendations concerning appropriate accommodations will be sent to the institution which referred the student for evaluation **upon written release by the student**. These letters will recommend accommodations which would be appropriate.

LIABILITY ISSUES

- a. Neither feeder institutions nor Regents Centers are liable for students while they are traveling to and from the Centers for interviews, testing, or feedbacks.
- b. A person at each feeder school should be designated as the person to contact in case of emergency while a student is on the Regents Center campus. This person will usually be the Dean of Students.
- c. Each Regents Center should require liability insurance coverage for all personnel involved in the evaluation of students coming into the Center. This liability insurance is necessary to meet standards of professional practice as outlined in State Licensing law.

COST OF EVALUATIONS

The fee for the evaluation is \$400.00 for students submitting completed applications and deposits after November 1, 2002 and by November 1, 2003. The fee will increase to \$500.00 for students submitting completed applications and deposits after November 1, 2003.

SCHEDULE OF OPERATIONS

- a. Centers will typically provide a minimum of three-four evaluations per week during each semester.
- b. Although Centers will operate between semesters, these periods will be used for interviews and feedback only. Because graduate assistants are primarily involved in testing, evaluations can be conducted only when school is in session.

Last modified: 09/10/2002

Academic Affairs Handbook, Section 2.22.03

Criteria for Outside Evaluation of Students with Learning Disabilities

CRITERIA FOR OUTSIDE EVALUATIONS

The Board of Regents endorsed criteria for the evaluation of learning disabilities in September, 1991. All System institutions should be reviewing outside evaluations for students with learning disabilities based on these criteria. These criteria were established in an effort to assure that all institutions of the University System employ the same definition and evaluation model. Following is a simplified and updated version of the criteria for use by System institutions and professionals conducting private evaluations who request the criteria. In addition, clinicians might also review the Association of Higher Education Administrators of Disabilities (AHEAD) Guidelines for Documentation of a Learning Disability (www.ahead.org/ldguide.htm) or the Guidelines and Questionnaire for Test Accommodations for Examinees with Disabilities prepared by the United States Medical Licensing Examination Board (www.nbme.org), as they provide similar but more detailed guidance regarding the criteria used for evaluating outside evaluations for these organizations. The Regents policies are generally consistent with these other nationally recognized general guidelines, although specific criteria within the Regents policy may differ.

Secondary education eligibility reports, individualized educational plans and provision of special education services in and of themselves are not sufficient documentation for college-level accommodations, although this information should be included with reports from any comprehensive evaluation. If no prior services or accommodations have been provided, this needs to be carefully explained as learning disabilities and related disorders are not typically newly identified in adulthood.

GEORGIA BOARD OF REGENTS CRITERIA FOR ACCEPTING OUTSIDE EVALUATIONS DOCUMENTING LEARNING DISABILITIES

1. Documentation must be within 3 years of the student's application for assistance. (The exception to this guideline in some instances is if the evaluation was completed after the student was 18 years of age and the evaluation utilized appropriate adult standardized tests and is still considered by an RCLD to adequately represent an individual's current functioning.) Documentation must be comprehensive, including history, diagnostic interviews, test results (including standardized test scores when available), differential diagnosis, details regarding a student's functional limitations, and recommendations for accommodations which are appropriate in college, graduate or professional educational settings.
2. A specific learning disability must be stated within the documentation submitted. The student must exhibit academic deficit(s) in one or more, but not all, areas of academic achievement; a correlated cognitive or information processing deficit; and average intellectual ability. There

must be documentation of both an academic deficit and a correlated processing deficit. Documentation of only academic deficit(s) or only processing deficit(s) is not sufficient. If another diagnosis is applicable, it should be stated. The evaluation must be signed by a professional with expertise in evaluating adolescent and/or adult populations and appropriately licensed by the state.

3. One of the following individually administered general intelligence tests must have been utilized.

Wechsler Adult Intelligence Scale-III (WAIS-III)

Wechsler Intelligence Scale for Children-III (WISC-III)

Stanford Binet IV

Kaufman Adult Intelligence Test (KAIT)

Differential Ability Scales (DAS)

Woodcock Johnson – III – General Intellectual Ability (Standard or Extended)

Please list subscale scores and, where available, index or cluster scores.

Average intellectual abilities will be defined as the student's best verbal/nonverbal or best fluid/crystallized domain score on a standardized global measure of intelligence. A standard score of 90 or above will be considered in the average range.

4. Achievement assessment in the following areas is required:
 - a. Reading (decoding, rate, and comprehension)
 - b. Mathematics (calculations, reasoning, and algebra)
 - c. Written Language (spelling and written expression) If available for review, a written language sample is most helpful.

To be considered an area of academic deficit, a student's individually administered standardized achievement test results must fall at least a standard deviation below the student's other academic abilities, or a standard deviation below the student's other academic abilities as assessed by the same measures.

5. There must also be evidence of correlated cognitive processing strengths identified on measures other than those used to obtain the global IQ score.
 - a. There must be processing deficit(s) identified in one or more of the cognitive processing areas listed below. Oral language must be assessed. The deficit must represent a logical basis for the academic deficit. For example, one would not expect a specific fine motor deficit to be directly linked to a reading disability. Processing deficits must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.
 1. Attention
 2. Oral Language

3. Phonological/Orthographic Processing
 4. Fluency/Automaticity
 5. Memory/Learning (Working Memory, Long Term Memory, and/or Short Term Memory)
 6. Executive Functions
 7. Visual-Perceptual/Visual-Spatial
 8. Visual-Motor
- b. There must also be evidence of processing strengths identified in one or more of the cognitive processing areas listed above. Processing strengths must also be evident on multiple measures and not based on a single discrepant score on an individual test or subtest.
6. Social-emotional status must be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate.
 7. Assessment instruments must have age appropriate norms for high school seniors/college freshmen or older non-traditional students. All standardized measures must be represented by standard scores and percentile ranks based on published norms. These certainly can be supplemented by informal assessment. If scores based on specialized norms are used (e.g., two year or four year college norms), it will also be necessary to provide scores based on general population norms, if those scores are available in the manual.

Last modified: 10/15/2001

Academic Affairs Handbook, Section 2.22.04

Accommodation of Students with Other (Non-LD) Disabilities

SUBJECT: Accommodation of Students with Other (Non-LD) Disabilities

SOURCE: Memorandum to Presidents, Chief Academic Officers, and Chief Student Affairs Officers, 8/18/94; Memorandum to Academic and Student Affairs Vice Presidents, 06/04/99

Except as described below, University System Policies should not be waived or exceptions made for students with disabilities. Instead, means should be sought to assist students in meeting requirements through special accommodations and modifications of instructional techniques and testing procedures. Prior historical accommodations without documentation of clear current need does not in and of itself provide for corresponding accommodations.

Conduct rules and attendance policies apply to all students regardless of disabilities. Technical standards are essentials to which all students must adhere in a program of study. Students with disabilities may be eligible for accommodations; however, these students are still required to meet all of a program's technical standards.

The following procedures are for the accommodation of students with disabilities other than those diagnosed as learning disabilities.

ACQUIRED BRAIN IMPAIRMENT

Students with acquired brain impairment may be eligible for the same accommodations to System Policy and Procedures as students with developmental learning disabilities. (See Section 2.22 of the *Academic Affairs Handbook*). Students must provide appropriate documentation of their medical history and cognitive deficits and abilities as related to academic functioning to local institutions for institutional accommodations. Otherwise, students with acquired brain impairment must be evaluated and approved by a Regents Center for Learning Disorders in order to be eligible for exceptions to Regents' Policy and Procedures (extended semesters in Learning Support, substitution of the CPC foreign language requirement, or CPE or Regents' Test accommodations other than those provided for in Section 2.08). The Regents Center for Learning Disorders may review the student's existing documentation and may require additional testing.

VISUAL, HEARING, OR MOTOR IMPAIRMENT

Appropriate course and testing accommodations should be made for students with visual, hearing, or motor impairment. As stated in the Learning Support Procedures (Section 2.09.01 of the *Academic Affairs Handbook*), students with visual, hearing, or motor impairments may be granted up to two additional semesters of Learning Support at the institution's discretion. Documentation on such students is to be maintained at the institution and summarized in the Annual Report on Learning Disorders.

As stated in Section 3.01.07 of the *Academic Affairs Handbook*, students with visual, hearing, and motor impairments should receive reasonable accommodation in meeting the CPC requirements. If a student's disability precludes the acquisition of a foreign language, appropriate substitutions may be made. For example, a student with a hearing impairment may meet the foreign language requirement through proficiency in American Sign Language or a course on foreign culture.

The procedure for accommodating students with visual, hearing, or motor impairment on the Regents' Test is described in Section 2.08 of the *Academic Affairs Handbook*.

ATTENTION DEFICIT/HYPERACTIVITY DISORDERS (ADHD)

In order to be eligible for accommodations because of ADHD, students must meet the DSM-IV diagnostic criteria of the American Psychiatric Association (APA) and must meet the following criteria for documentation adopted by the Regents Centers for Learning Disorders:

1. Developmental history that is documented, using independent sources, of appropriate symptoms and problem behaviors across multiple settings (i.e., past evaluations, school records, teacher report).
2. Documentation of current symptoms that meet diagnostic criteria (clinical interview, behavior rating scales).

3. Documentation of both childhood and current adult behavior on rating scales of ADHD symptoms that have appropriate age norms (Norms-based behavior rating scales -- actual data required).
4. Corroboration of current ADHD symptoms across multiple settings by two independent observers with knowledge of the student's functioning (e.g., parent, spouse, teacher, supervisor, co-worker, relative, and/or clinician observation).
5. Clear evidence and documentation of interference with developmentally appropriate academic, social, or vocational functioning.
6. All other psychiatric or medical disorders which may cause problems with inattention are differentially evaluated, documented, and considered in the differential diagnosis. This is particularly important when mood, anxiety, or substance abuse disorders are involved. Other causes of problems with attention and concentration must be considered and discussed (i.e., test anxiety). A positive response to medication is not by itself considered diagnostic.
7. Assessment on which the documentation or evaluation is based must have been completed no more than three years prior to the student's application for academic assistance, OR must have been completed as an adult (18 years old or older) and still be considered current.

All documentation must include a specific diagnosis of ADHD and provide the evidence used to meet the above seven criteria. It is important for all evaluations to state clearly how ADHD functionally impacts the student's life across settings, creates a substantial limitation in learning, and provide a clear rationale why specific accommodations are needed to mediate its impact.

Accommodations on System tests may be provided for students with ADHD as described by the Learning Support/Developmental Studies Policies and Procedures (Section 2.09.01 of the *Academic Affairs Handbook*) and the procedures for Special Administration of the Regents' Test to Students with Disabilities (Section 2.08 of the *Academic Affairs Handbook*). Students with ADHD may be eligible for extended semesters in Learning Support upon approval by a Regents Center for Learning Disorders. Evaluation by the Centers will be based on the DSM-IV criteria and the documentation criteria established by the Centers.

PSYCHIATRIC DISORDERS

Students with psychiatric disorders, as defined by the DSM IV, may be eligible for appropriate course and testing accommodations according to System Policy and Procedures if there is a documented impact on their academic and related functioning. For consideration for institutional accommodations, students must provide their institutions with current documentation which includes an evaluation by an appropriate licensed professional (psychiatrist, licensed psychologist, neurologist) with expertise and training in psychiatric diagnosis. This documentation must make a definitive diagnosis, state the nature of the functional impairment involved, and document the differential diagnoses which were considered and ruled out. Documentation must also address the length and severity of impairment, how it currently manifests in substantial limitations in academics, and include suggestions for appropriate accommodations. System-level accommodations must be approved by the RCLD.

OTHER

Students with disabilities as defined in ADA/504 who are otherwise qualified and are not covered by the existing procedures described above may be eligible for accommodations to Regents Policy (extended semesters in Learning Support, substitution of CPC foreign language requirement, or System testing accommodations) only upon approval of a Regents Center for Learning Disorders. Existing documentation will be reviewed, and additional documentation may be required by the Center.

Last Updated: 06/04/99

Academic Affairs Handbook, Section 2.08.02

Administrative Procedures/Regents' Test

SPECIAL ADMINISTRATION OF THE REGENTS' TEST

STUDENTS WITH VISUAL, HEARING, OR MOTOR IMPAIRMENT

An alternative means of certifying the competence of students with visual, hearing, or motor impairment may be used. Such examination shall equal the standards of the Regents' Testing Program. In most cases, the Regents' Test would be administered with accommodations determined by the institution on the basis of the student's needs.

The Regents' Reading Test administration for a student with a visual, hearing, or motor impairment should correspond as closely as possible to the student's usual means of obtaining information from text. A visually impaired student, for example, could use the Braille, large-print, or recorded version of the Reading Test. If it is necessary for the Reading Test to be scored locally rather than submitted to the Regents' Testing Program Office for scoring, Form 21 of the Regents' Reading Test may be used.

If a student with a visual, hearing, or motor impairment is unable to handwrite an essay on the regular Essay Test form for rating, the institution has two options: the essay may be locally rated in the format produced by the student (e.g., typed or written on enlarged paper), or the essay may be copied to the regular Essay Test form by a proctor and submitted to the Regents' Testing Program Office for rating. The Regents' Testing Program Office cannot obtain ratings for essays that are not written on the regular test form or that are otherwise identifiable as special administrations.

The Regents' Testing Program Office does not have to be informed when a student with a visual, hearing, or motor impairment takes or passes an alternative test. However, the SIRS record submitted by the registrar's office must indicate that alternative procedures have been used (a code of "S" for SDED S415). The documentation for each student is to be evaluated and maintained by the institution and summarized in the institution's Annual Report on Learning Disorders.

STUDENTS WITH LEARNING DISABILITIES, TEST ANXIETY, OR OTHER DOCUMENTED NEEDS

The following procedure is for the accommodation of students who are competent in the skills required on the Regents' Test but are unable to demonstrate competence in a standardized administration of the test because of a learning disability, severe test anxiety, or other documented problems. A diagnosis of learning disability must include evidence of a discrepancy between ability and achievement in the area affecting test performance and must be consistent with the definition and criteria for evaluation provided in Section 2.22 of the Academic Affairs Handbook. For students to be eligible on the basis of test anxiety, there should be evidence that the student has the skills required for passing the test but is unable

to display the skills during a regular test administration. Students who perform well in remedial classes but continue to fail the test should be evaluated for test anxiety. Except in unusual circumstances when strong clinical evidence of test anxiety is available, students would not be accommodated on the basis of test anxiety unless they have enrolled in remedial courses at least twice.

The documentation for each student is to be evaluated and maintained by the institution. An Annual Report on Learning Disorders will be made of the types of accommodations made and diagnoses on which the accommodations were based.

Allowable Accommodations and Restrictions

The accommodations that may be made are limited to the following:

- extended time
- separate room for test administration
- large-print test format
- use of a word processor, typewriter, or scratch paper for composing the essay (The student must handwrite the essay on the regular essay form for grading, or, if the student's diagnosis indicates an inability to copy the essay, the test administrator or proctor must copy the essay as written by the student with no changes and send both the original and copied essay to the Regents' Testing Program Office.)
- reading of the essay to the student (If the student's diagnosis indicates a visual processing deficit that prevents the student from reading his or her own essay accurately, the proctor may read the essay aloud exactly as written while the student makes corrections to the essay.)
- transcription of reading test responses to the scanner sheet

Essays must be rated through the usual rating process, which does not allow for the provision of any information about the student to the raters. Raters cannot be asked to take a student's disabilities into account when rating an essay. Instead, appropriate modifications in the test administration process must allow the student's essay to be rated through the usual process.

All test administrations must meet the following conditions:

The essay and Reading Test responses must be submitted to the Regents' Testing Program Office for scoring.

The product submitted must be in the standard format for grading: the essay must be handwritten on the regular essay form with no extra paper, and the Reading Test responses must be recorded on the student's scanner sheet.

Except as indicated above under allowable exceptions for students who are unable to copy or read their own essays, the product submitted for grading must be produced by the student with no assistance provided or changes made by any other person.

The test must be administered under secure conditions, and all work must be completed under supervision.

Accommodations other than those described above may be made only upon recommendation of a Regents Center for Learning Disorders. The Centers will make recommendations for students with

learning disabilities or acquired brain impairment. The procedures used by the Centers are described in Section 2.22.

REMEDIATION REQUIREMENT

The remediation requirement may not be waived for students with disabilities. However, the institution will determine whether the regular Regents' Test remediation course or another remedial experience is needed to accommodate the student. The student must complete the remediation requirement prescribed by the institution prior to retaking the test.

Last Updated: 05/04/2001

Academic Affairs Handbook, Section 2.09.02

Administrative Procedures/Learning Support

SUBJECT: Learning Support Administrative Procedures

SOURCE: Memorandum from the Vice Chancellor for Academic Affairs to Chief Academic Officers, 8/22/89; Memorandum from the Vice Chancellor for Academic Affairs to Presidents, Chief Academic Officers, Chief Student Officers, 10/28/91. Memorandum from the Vice Chancellor for Academic Affairs to Presidents, Chief Academic Officers, Chief Student Officers, 02/11/92. Memorandum from the Chancellor to Presidents, 10/21/93. Memorandum from the Vice Chancellor for Academic Affairs to Presidents, chief Academic Officers, and Chief Student Affairs Officers, 8/18/94. Memorandum from Senior Vice Chancellor for Academic Affairs to Academic Vice Presidents 6/14/96; Memorandum from Senior Vice Chancellor to Chief Academic Officers 07/24/98, Memorandum from Senior Vice Chancellor to Chief Academic Officers, 03/14/02

- j. Students with learning disorders who are required to enroll in Learning Support must fulfill all stated requirements, including the Collegiate Placement Examination (CPE) or COMPASS requirements. These students should be provided with appropriate course accommodations. The institution may make extended time accommodations on the CPE to students with documented needs. In addition, the institution may authorize use of a calculator for mathematics testing and/or provide a separate test administration if such accommodations are supported by the student's diagnosis. Students with learning disabilities, acquired brain impairment, or Attention Deficit/Hyperactivity Disorder may petition through the institution to a Regents Center for Learning Disorders for a maximum of two additional semesters of Learning Support as provided in Section 2.22.

Appropriate course and testing accommodations should be made for students with visual, hearing, or motor impairment. Such students may be granted up to two additional semesters of Learning Support at the institution's discretion.

Documentation on such students is to be maintained at the institution and summarized in the annual report on accommodations for students with disabilities.

Last modified: 07/16/2002

APPENDIX

- Voluntary Declaration of Disability Form
- Release of Information Form
- Academic Accommodation Form
- Testing Procedures For Disability Services

Voluntary Declaration of Disability

If you have a disability that will require accommodation to allow you even access to an education at Darton College we want to know. The office of disabilities services will need to know you need accommodations if they are to assist you in obtaining them. Professors do not have to accommodate you academically if you do not have a documented disability. You do not have to self-identify to attend Darton College.

Information you provide on this form will be kept confidential as required by law.

**Please complete this form and mail it to: Darton College
Office of Disability Services
2400 Gillionville Road
Albany, GA 31707**

or return it in person to Tanya Anderson, room C-224 in the Student Center.

Name: _____

Home address: _____
Street City State Zip

Social Security Number: _____ Email: _____

Signature: _____ Phone: _____

Check as many as may apply:

- _____ Vision
- _____ Learning Disability
- _____ Hearing
- _____ Acquired Brain Injury
- _____ Speech
- _____ Psychological/Psychiatric
- _____ Mobility Impairment
- _____ Attention Deficit Hyperactivity Disorder
- _____ Chronic medical illness causing disabling conditions (Please specify):

Other (Please specify): _____

DISABILITY SERVICES

ACADEMIC ACCOMMODATION FORM

DATE:

SEMESTER YEAR

TO:

STUDENT:

SSN:

Needs accommodation to provide level access to your course.

ADA Coordinator signature _____ Date:
Tanya Anderson, Disability Services

After evaluating the feasibility of the accommodation(s) recommended and after discussing additions and alternatives, if necessary, with the student and with Disability Services, I have determined the following accommodations will be allowed:

List them here only if they are different from those listed above.

Faculty/Staff signature _____
Send a copy to your appropriate division chair, if you have been directed to do so.

Return a signed copy of this form to: Tanya Anderson C-224 430-6867

TESTING PROCEDURES FOR DISABILITY SERVICES

Procedures for taking exams in the Office of Disability Services are as follows:

- Students may arrange to take their exams in the Office of Disability Services after consulting with their professors and with the Disability Services Coordinator.
- It is the responsibility of the student to schedule exams in advance with the Coordinator of Disability Services.
- If a student misses his/her appointment to take a test, the test will be sent back to the professor.
- If a student arrives more than 30 minutes late to take a test, his/her arrival and departure time along with the reason for being late will be noted in a memo to the professor. It is the professor's decision as to how this impacts the student's grade.
- Students who arrive late may not be able to test with the Disability Services Coordinator if it causes a conflict with the Coordinator's schedule. The student must then make arrangements with the professor as to whether or not he or she will be allowed to take the test.
- If a student is caught cheating, the test will be taken up immediately and sent to the professor with a memo of explanation.

Your signature indicates that you have read and understand the above information.

Student's signature: _____ Date: _____