

Disability Support Services Handbook

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Dalton State College

Statement of Purpose

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution; one of only two in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs of the Northwest Georgia area. Through direct and technological collaboration with neighboring technical institutes and other colleges and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton State College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.

Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs;
- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and in its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community centered institutions of its kind.

Disability Laws in Postsecondary Education

There are two (2) laws that protect persons with disabilities in postsecondary education:

1. The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended)

Title V. Of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. **Section 504 of the Rehabilitation Act** is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under **Section 504**, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. This individual of office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At Dalton State College, the established office is the **Office of the Vice President of Academic Affairs/ADA Coordinator**.

2. 1990 Americans with Disabilities Act (Pub. L. No. 1001-336)

The **Americans with Disability Act (ADA)** is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities are addressed by Title II and III, and miscellaneous items are addressed under Title V and Title IV.

The ADA in Relation to Section 504 of the Rehabilitation Act: Institutions that receive federal funds, such as Dalton State College, are covered under Section 504. The ADA does not supplant Section 504, but those situations where the ADA provides greater protection the ADA standards apply. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Welcome . . .

...to Dalton State College! We are glad that you have chosen Dalton State College as your “college of choice” for launching or continuing your educational journey. From a four year degree, to an associate of applied science, a certificate, or mini-certificate, you can engage in a program that helps you meet your personal goals.

Many students require assistance on their journey; therefore, Academic Resources (AR) provides varied resources that are designed to enhance all students’ experiences. You will also find resources that have been developed to assist specific students with specific needs.

Services provided with specific students in mind include Disability Support Services (DSS). This handbook has been prepared as a part of our process for providing accurate information to our students regarding how to access Disability Support Services. To enhance the educational value of this handbook, a glossary has been incorporated that we hope will help increase the reader’s understanding and awareness of terms, phrases, acronyms, and resources that are common to the field of student disability services.

I look forward to working with you.

Andrea Roberson

Andrea Roberson, Coordinator
Disability Support Services

Students who are unable to come to Academic Resources to request Disability Support Services, or who would like to request this document in an alternate format, should call Academic Resources for assistance: 1-706-272-4429.

Eligibility and Application Process for Disability Support Services

Please note that steps taken to receive Disability Support Services are student initiated and continue to be the student's responsibility throughout their tenure at Dalton State College.

- **Admittance to Dalton State College**
Qualified persons with disabilities must meet the Dalton State College regular admissions standards. However, admission eligibility will be considered on a case-by-case basis to afford applicants an equal educational opportunity. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary, nor recommended, that students disclose their disability in the application process. Once admitted to Dalton State, students with disabilities requiring accommodation(s) must contact Academic Resources to register for Disability Support Services.
- **Contact Coordinator of Disability Support Services**
Request an appointment to complete an application and discuss the process for voluntarily self-disclosing a disability, requesting temporary or permanent accommodations for a disability, and to discuss required documentation to obtain accommodations.
- **Submit Documentation**
Allow time during the appointment to review the documentation, to discuss the accommodations that are desired, and to complete a Confidentiality agreement.

To learn more about documentation needed for Learning Disabilities (LD), Attention Deficit Hyperactivity Disorder (ADHD), Acquired Brain Injury (ABI), or Psychiatric/Psychological Disorders contact Regents Center for Learning Disorders (RCLD) using the contact information on page 10 of this handbook.

To learn more about documentation needed for mobility, visual, or auditory impairments contact the Coordinator of Disability Support Services in Academic Resources.
- **Allow time for determining eligibility**
In many cases, Disability Support staff consults with the Board of Regents (BOR) of the University System of Georgia, the RCLD of Georgia State University, and/or the DSS Committee for eligibility and recommendations. Eligibility is determined on an individual basis. You will be contacted upon determination.
- **Assist in arranging accommodations**
Students are responsible for working with Academic Resources, faculty, and staff to arrange accommodations. Students are responsible for bringing each semester's schedule to the DSS office so approved accommodations can be provided.

- **Complete necessary trainings**
Some accommodations require orientations and/or training. Examples are the Adaptive Lab and some auxiliary aids. The Coordinator of Disability Support Services will indicate the specific requirements for your accommodation.
- **Accept referrals**
DSS may refer some students to other services offered by Academic Resources such as Tutoring, workshops, or other support services. It is the student's responsibility and choice whether or not to follow up on referrals. See Academic Resources insert for services available for all students.
- **Submit schedule**
Each semester the student is responsible to bring a copy of or email your class schedule to the Coordinator of Disability Support Services to receive accommodations agreements.
- **Notify, Update, and Maintain**
Notify and/or update Coordinator of Disability Support Services *immediately* if a problem arises regarding accommodations or services, if there are *any* changes in the status of the disability, or changes in personal information. Maintain a copy of all information submitted, as some materials may not be returnable.

All inquiries about services, information shared with Disability Support Services, and documentation provided to explain the disability are kept confidential, as allowed by law.

Dalton State College Disability Support Services Policies

Dalton State College desires to provide accommodations in an equitable manner to all students who qualify, according to the policies and procedures established by the Board of Regents of the University System of Georgia and followed by Dalton State College. These policies are in place to help ensure that all known resources can be utilized for the students benefit. They are also in place to help assure that accommodations whether temporary or permanent, are appropriate and provided to the student in a professional manner.

1. Dalton State College reviews documentation and consults (in many cases) with the RCLD in order to determine eligibility and makes recommendations for appropriate accommodations for the following diagnoses:
 - § Acquired Brain Injury
 - § Attention Deficit/Hyperactivity Disorder
 - § Learning Disabilities
 - § Cognitive impairment due to medications, medical disorders or chronic illness
 - § Psychological/Psychiatric Disorders
2. Documentation is reviewed by the Coordinator of Disability Support Services and if needed the Disability Supports Committee for all other disabilities, including, but not limited to:
 - § Hearing impairments
 - § Visual impairments
 - § Motor/mobility impairments
 - § Temporary disabilities
3. The Disability Support Services Committee that reviews each request is comprised of appropriate Academic Resources staff, faculty, and other college staff who may be involved in the implementation of the accommodation. When deemed appropriate, the RCLD or the BOR is consulted for recommendations. In addition, persons with specific knowledge of an accommodation that is being requested may be consulted to assure that appropriate decisions are made.
4. A confidentiality agreement must be signed by each student indicating who you will allow us to release your information to. Only designated Academic Resources staff has initial access to the records but will need to release portions of the confidential information to other DSC faculty and staff, personal and community resources, and regulatory agencies that help provide accommodations. A select portion of your information is highly confidential and protected by legal mandates.
5. Student must give written permission for their requests and documentation to be forwarded to and reviewed by the RCLD of Georgia State University, the Disability Support Services committee, regulatory agencies and/or an external professional, for appropriate accommodations to be determined. A student may decline the opportunity to have their request and documentation forwarded to, or viewed by, those responsible for making the determination of accommodations. If a student makes this decision, the

self-disclosure and application process will be placed on **hold** until the student determines that the process should move forward and agrees to give written consent for the disclosures. A student who declines to give written consent for the disclosures will be asked to do so in writing.

6. Non-Matriculated Students (pre-acceptance activities) and Pre-Enrollment Activities enable a student to learn about, select, and apply for admission to Dalton State College. In order to effectively meet the needs of students with disabilities we desire to fully accommodate the students who desire accommodations for these activities.

To help us do this, we strongly advise students who desire accommodations for any of these activities to contact Academic Resources of Dalton State College at least ten (10) business days in advance of your visit or scheduled activity. Accommodations for non-matriculated and pre-enrollment activities are designed to accommodate only those activities. These accommodations are not necessarily the types of accommodations that will be needed in a college classroom.

The Coordinator of Disability Support Services can answer your questions regarding these accommodations and permanent academic accommodations, explain the steps that you need to follow to self-disclose and submit a request for accommodations, and coordinate the planning and implementation of accommodations for your visit and academic life.

7. Temporary Academic Accommodations will be considered in the following circumstances provided the **Eligibility and Application Process for Disability Support Services has been followed and:**
 - The student is experiencing a temporary disability that meets the same criteria as a permanent disability, except that it is time-limited. (ex. Student has a broken leg and requires a temporary parking pass)
 - The student has provided only minimal documentation and is in the process of obtaining additional documentation. The minimal documentation must fully and clearly explain the disability and the resulting academic limitations and be current. The Coordinator of Disability Support Services will provide you in writing on the “Temporary accommodations request form” the needed documentation to obtain permanent status.

Please note: Temporary accommodations may not be as broad as regular accommodations. Therefore, temporary accommodations should be utilized with the understanding that any future accommodations may be different.

8. Extensions for Temporary Accommodations will be considered if the following criteria has been met:
 - Sincere effort has been made to obtain necessary documentation to attain permanent accommodation status.

*For students who wish to appeal this process,
the Nondiscrimination Policy Grievance Procedure and Form are available
from Academic Resources, Enrollment Services and throughout the campus
where other brochures are found.*

Notice of Nondiscrimination

The Board of Regents stipulates that no student of the University System, on the ground of race, color, sex, religion, creed, national origin, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established. In addition, in accordance with the policy of the Board of Regents, on the ground of race, color, sex, religion, creed, national origin, age, or disability, there shall be no discrimination of employees in their appointment, promotion, retention, remuneration, or any other condition of employment.

Consistent with these principles, it is Dalton State College's policy not to discriminate in offering access to its educational programs and activities or employment opportunities on the basis of race, color, sex, gender identity and expression, sexual orientation, age, national origin, religion, creed, disability, or veteran's status.

Dr. Sandra Stone, Vice President for Academic Affairs
Dalton State College
650 College Drive, Dalton, GA 30720
Westcott Building, Room 101
706-272-4421

Important Contact Information

Regents Center for Learning Disorders

Board of Regents of the University System of Georgia

- www.gsu.edu/rcld: The Regents Center for Learning Disorders at Georgia State University
- www.gsu.edu/rcle/BORWEB/introduction.htm RCLD: The Official Guide for Students, Parents, Teachers, School Counselors, and Psychologists.
- www.usg.edu Click on Board of Regents; Click on Policy Manual

Copies of these documents may be obtained from Disability Support Services, upon request.

Visit Our Website

<http://www.daltonstate.edu/disability-support-services/index.html>

Or Contact:

Andrea Roberson

aroberson@daltonstate.edu

Dalton State College

Academic Resources

Disability Support Services

Pope Student Center, Lower Level

650 College Drive

Dalton, GA 30720-3797

Phone: 706-272-2524 Fax: 706-272-2570