



Disability Services Student Handbook

2011 - 2012

**“While they were saying among themselves it cannot
be done, it was done”
Helen Keller**



Dear WGTC Student,

Welcome to West Georgia Technical College! I want to take this opportunity to introduce myself and tell you about our Disability Services. I am the Disability Services Coordinator. One of my responsibilities is working with students who are continuing their education and who have physical, emotional, or learning disabilities, which impairs or restricts one or more major life activities. I would like to give you the opportunity to enroll in our “Disability Services” program in which students receive certain accommodations based on recent psychological or medical reports and high school Individualized Education Programs (IEP). The documentation should describe your disability in detail and provide suggestions as to how your disability should be accommodated.

One advantage to enrolling in our program is the opportunity to take the ASSET with a tape recorder in a distraction-free environment instead of the COMPASS placement test. If you received a reader for your tests in high school, you can appreciate the benefits of this service.

If you are interested in enrolling in our Disability Services program, please return the application to me so we can begin planning your accommodations. To begin this process, I require a copy of your most recent psychological profile, or a letter from your physician, or mental health professional (no more than three years old) that reflecting recommended accommodations. An Individualized Education Plan(s) allows services for one semester.

During our first meeting we will complete an intake, if proper documentation is received, we will develop a *WGTC Classroom Accommodation Form* tailored to your individual needs, which based on the recommendations of your documentation, defines specific services and accommodations to help you successfully complete your classes. Later during the semester, we will meet to discuss your progress and review your services for effectiveness. It will be your responsibility for initiating needed services each semester. Please review the entire handbook for additional information on the program services.

You may also wish to enroll in our Mentoring Program in which you are paired with a faculty member or student who will “show you the ropes” at WGTC. Your mentor will assist you in learning about WGTC services and facilities and help you with academic goals.

WGTC students with disabilities and their classmates are proudly represented in this handbook.

Please feel free to call me at 770.824.5241 or email me at zelma.jones@westgatech.edu. Again, welcome to West Georgia Technical College!

Sincerely,

Zelma Jones
Disability Services Coordinator

TABLE OF CONTENTS

| | |
|------------------------------------|----|
| STRATEGIES FOR SUCCESSFUL STUDENTS | 4 |
| STEPS TO A GREAT ACADEMIC YEAR | 7 |
| ACCOMMODATIONS | 8 |
| GETTING STARTED | 11 |
| CRITERIA FOR SPECIFIC DISABILITIES | 12 |
| INITIATING SPECIAL SERVICES | 14 |
| TEST ADMINISTRATION | 15 |
| REQUEST FOR ASSISTANCE | 16 |
| MEDICAL/PHYSICAL DISABILITY | 17 |
| WGTC CLASSROOM ACCOMMODATIONS FORM | 18 |
| MEMORANDUM OF UNDERSTANDING | 19 |
| PROGRESS REPORT FORM | 21 |
| TESTING ACCOMMODATIONS | 22 |
| TESTING ACCOMMODATIONS FORM | 23 |
| ACADEMIC AND CAREER COACHING | 24 |
| ADDITIONAL SERVICES | 25 |
| FREQUENTLY ASKED QUESTIONS | 26 |
| ADA COMPLIANCE STATEMENT | 28 |

STRATEGIES FOR SUCCESSFUL STUDENTS

Planning Your Academic Schedule

- Take a balanced course schedule. Students with learning disabilities are advised to take no more than 12 credit hours; that is about three/four classes.
- Avoid scheduling long classes back to back, particularly if they involve difficult concepts or long lectures. Use time in between classes to study.
- Purchase a daily planner and use it. Take it with you at all times to record your activities, classes, homework assignments, and other commitments. Also, block off study times and stick to those sessions. Avoid the temptation to study “whenever.” Write down time blocks when you plan to study and keep to it just as you would class time.
- Use your daily planner to break down long assignments and projects into smaller tasks. Write down a goal or assignment in your daily planner so you know what you will work on that day. For example: “On Wednesday, I will read Chapter 2 in the English textbook and answer questions 1-7.”
- Schedule your classes when you are at your best. If you have problems getting up in the morning, schedule your classes later in the day. Always allow enough time to get from home or work to school. Be aware of traffic or other delays in your commute.

Study Smarter, Not Harder

- First, have a positive attitude. Your success in school depends on what you expect to get out of the books, lectures, and projects. Many students find that they get back what they put into their education.
- Study your most difficult subject first. Plan to study every day in small blocks of time – one hour for each subject, divided into two thirty-minute periods with a break in between.
- Set the same time each day to devote to studying. Your mind will become trained to get down to business immediately. A general rule of thumb is to study two hours for every one hour of class. Divide the time evenly throughout the week.
- Avoid distractions by having family members to leave you alone during your study time. Take the phone off the hook or let the answering machine pick up for you. Study in a quiet place so you can stay focused. If you must have music in the background, try classical music.
- Review your notes soon after class to fill in missed or errors in information or any abbreviations you are likely to forget after several days. If using a tape recorder, review the recorded material to fill in missing information.

In Class

- Sit in front of the classroom, close to the instructor and any audio or visual aids. Sit away from potential distracters such as open doors, windows, or disruptive class members. Focus on the instructor and on what he or she is saying.
- Use a tape recorder to record lectures. After class, review the tape to make sure your notes are complete and that you understand what was said in the lecture. It is also helpful to compare your notes with those of another classmate.
- Take brief breaks to stretch your legs or get a drink of water. You may want to discuss your needs for breaks with your instructor beforehand if concerned that this may disrupt the class. This accommodation may be added to your *WGTC CLASSROOM ACCOMMODATIONS FORM*.
- Make friends and develop study partners.



Test Taking Tips

- Arrange to take a test in a quiet environment if your documentation recommends it; especially if you are easily bothered by rustling papers or movement from other class members. *Remind your instructor a few days in advance if you have test taking accommodations such as readers, scribes, extended time, or an isolated environment.*
- When you can, study for a test in the room where the test is given.
- If you choose to take your test with the rest of the class, sit where you will be least distracted. Allow at least one empty desk between you and the next student on all sides.
- Listen to all verbal instructions from the instructor, *and then* read the test directions.
- Look at all parts of the test before you get started so that you can decide the amount of time each section will take to complete in the time which you are given. Also think about the amount of points the item is worth when you are deciding how much time to focus on it. In this time restraint, leave at least five minutes for looking over your work. Try not to change an answer unless you are sure your first answer is wrong.
- Begin working on a section that is easiest for you. This gives you feelings of confidence and success. Also, don't fuss over any one question or section. Place marks next to questions you are not sure about and come back to them later. Often you will find answers in other questions or response choices.
- Take brief breaks from the test to stretch and to refocus.
- Before answering, look at all the choices. Sometimes two choices are similar, but one response is usually "more correct." Think of the answer before you review the choices.
- Before beginning an essay or short answer question, write your points in a brief outline first. Ask your instructor if you can have blank scratch paper during the test to organize

STEPS TO A GREAT ACADEMIC YEAR

STEP ONE Request services or accommodations to fit your individual needs by scheduling an appointment for an initial interview with the Disability Services Coordinator, soon after the application process begins. One of the most important steps is to provide records as to the nature and to the degree of your disability. Records might include a psychological profile to describe learning, psychological or emotional disability, or a medical report to explain a medical or physical disability. These reports must have been completed within the past three years. Also your records must relate how the disability would support specific accommodations or auxiliary aids. If you received accommodations in high school or at other postsecondary schools over the past few years, you may wish to provide this information as well. All records are held in strict confidence and kept by the Disability Services Coordinator.

STEP TWO Soon after your documentation is reviewed, you and the Disability Services Coordinator will meet to develop a *WGTC CLASSROOM ACCOMMODATIONS FORM*. The *WGTC CLASSROOM ACCOMMODATIONS FORM* defines specific services and accommodations that you most likely will need to successfully participate in an academic program. An individualized report is also written for you, showing your strengths and weaknesses; a tool to explain your disability needs to your instructors. Your instructor will only receive this form if you are requesting accommodations in his or her classroom. At the beginning of the semester, you will give the *WGTC CLASSROOM ACCOMMODATION FORM* to all the instructors from whom you will receive accommodations.

You also are encouraged to talk with your instructors about your needs early in the semester to work out the details of your plan. Within the first week of class, make an appointment with your instructor(s) alone and review your accommodations. It is better to discuss your needs and accommodations and have them started in the beginning than to wait until you are doing poorly in the classroom. Also, you may have to remind the instructor prior to a test that you will receive extra time, a reader, or an isolated environment. Please don't expect an instructor to remember all the details of your *WGTC CLASSROOM ACCOMMODATIONS FORM* in the beginning. Speak up for yourself.

STEP THREE Arrange a time to meet with the Disability Services Coordinator mid semester to review your accommodations. It is important for us to know that accommodations are working in your favor. You may also find other accommodations need to be in place as the semester progresses. As an adult, you are the one taking responsibility for your own needs. Neither the instructors nor the Disability Services Coordinator will provide accommodations without your request. For example, if you received accommodations in the Spring semester, you will need to present the *WGTC CLASSROOM ACCOMMODATIONS FORM* for the Summer semester. Instructors have many students to work with, but are always willing to help you with your accommodations. Take the first step and in telling them what you need to succeed!

ACCOMMODATIONS

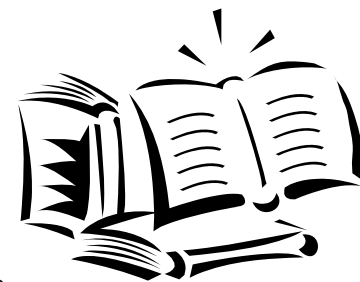
We are here to help you succeed in your program of study. We can help you learn to feel more comfortable talking to your instructors and how to ask for accommodations. We encourage you to come to us with questions or concerns at any time. The following are some of the most common examples of accommodations available to WGTC students:

- Testing Accommodations
- Preferred Seating
- Tutoring
- ZOOMTEXT Magnifier
- Scribe
- Note Taker Assistance
- Magnification Devices
- Williams FM Sound System
- Caption Mic Voice Recognition System
- Taped Lectures
- Enlarged Print
- Matias 500 Keyboard

APPROVED ACCOMMODATIONS

Audio Tapes/Electronic Texts

If you require books on tape, or electronic texts, we will help you get these through the Alternative Media Accessibility Center. This type of accommodation requires time to process your request. Please contact the Disability Services Coordinator as soon as you register for classes. Needed are the exact title of the book(s), ISBN, author's name, copyright date and edition. This is a free service to the student! You must give this information to the Disability Services Coordinator, who *will not* find out what book or electronic text you need, but the book or other electronic text will be ordered by this staff member.



Note Taker



If you qualify for note taker assistance, this will be listed on your *WGTC CLASSROOM ACCOMMODATIONS FORM* and given to your instructor(s). During your first meeting, let the instructor know you will need notes from a classmate and the instructor's lecture notes. The instructor will make an announcement in class that a volunteer note taker is needed to share his or her notes. (Sometimes the instructor may need to make the announcement a few times before someone volunteers.) If you want to remain private, the instructor or Disability Services Coordinator can meet with the volunteer and get the notes. The notes will be given to you at the end of the class period. If confidentiality is not an issue, you may get the notes directly from the note taker.



Readers

If you qualify for a reader, you will arrange those services through disability services. Most readers are used for quizzes and exams, although readers also are available to read text onto a tape recorder for your use at a later time. If you require a reader for all your tests, make arrangements at the beginning of the semester by providing a list of scheduled tests for the semester. Write the room number, amount of time required for the test, and how the test will be given to the reader. A private room can be reserved for the test. The student must communicate at once any changes to the test schedule, since readers and private rooms are arranged well in advance of the testing dates.

Scribes

If you have a visual or motor impairment that affects writing skills, the services of a scribe can be arranged. Most students use a scribe in testing situations or certain classroom situations that require writing projects during class. Scribes, like tutors, are arranged for and paid by disability services. It is a good idea to arrange for a scribe before the beginning of the semester, especially if you need one in class.

Taped Lectures

It is a matter of courtesy to get the instructor's permission before taping a class lecture. When permission is granted, you may check out a voice-activated tape recorder and tapes from disability services. The recorder is returned at the end of each semester. Sit where the recorder has the best chance of catching the instructor's voice clearly. If the taped recordings are fuzzy or have a lot of background noise, you may wish to purchase a small microphone to attach to the recorder to enhance sound quality. Microcassette recorders also are available.

Assistive Hearing Device

The Williams Sound System is a personal FM system is designed to provide hearing assistance for anyone with mild or moderate hearing loss.

The college also provides Interpretive Services and remote CART services for students requiring hearing auxiliary aids.

Assistive Computer Software

Students with limited hand movement may use *Matias 508 Keyboard and One Hand Typing and Keyboard Manuals and Resources*. These resources are available through the Disability Services Coordinator. Students with low vision also may benefit from the magnification and reading software, *ZOOMText*. This software can be installed on classroom computers to magnify and read the display of graphics, word-processing, spreadsheet, and database programs.

Assistive Devices and Accommodations

If you require magnified notes or textbook pages you may contact disability services in advance to have copies made.

Equipment Modification

If you have a physical disability or use a wheelchair, you may require a special seating arrangement in the classroom. Most computer classrooms and labs are equipped with an adjustable computer table to accommodate a wheelchair.

Testing Accommodations

If you require extra testing time in a distraction-free environment, look at the course syllabus for test and quiz dates to arrange your accommodations for the semester. You may wish to take your tests/quizzes in the classroom with extended time *or* arrange for a quiet testing room. By advance request and prior approval according to your approved accommodations, you may have a reader or scribe to assist you during the test. The reader or scribe cannot clarify or answer test questions for you; his or her responsibility is to read the presented material and to write your responses. Make advance testing arrangements with your instructor and submit a *Testing Accommodations* form if you require a separate testing area, a reader, or assistance from a scribe.

WHAT DO I NEED TO KNOW TO GET STARTED?

First, and most important: make an appointment – at the beginning of every semester – with the Disability Services Coordinator, at 770.824.5241, Murphy Campus. The coordinator can help you arrange the accommodations you will need to get started successfully. The accommodations you are entitled to are important; they may spell the difference between academic success and academic failure. Too often, new students are anxious to “try out” college on their own terms, without the accommodations that helped them successfully reach their goals in the past. It’s not worth the chance. Take advantage of all the accommodations and services you have the right to receive. West Georgia Technical College faculty and staff are here to help you meet the goals you have for yourself.

O.K. LET’S GO!

Bring with you the following information so accommodations can be provided:

1. Documentation from a physician, mental health professional, or psychological evaluation
2. A copy of your schedule
3. A class syllabus from all your classes with test schedule (if you have a copy)
4. Current home and work phone number
5. The name and phone number of your vocational rehabilitation counselor (if you are receiving services)

MEETING WITH YOUR INSTRUCTORS

Make an appointment to talk privately with each of your instructors in his or her office during the first week of class. Disability services can help you prepare to talk with your instructors and complete paperwork to request taped lectures, note takers, scribes, tutors, or test taking accommodations. If you are new to college and feel uncertain about talking with your instructors alone, you may request the Disability Services Coordinator to attend your first meeting or make a call to the instructor before your meeting to break the ice. We also can practice role-playing and assertiveness skills. Some things to think about before your meeting:

- Take all the necessary forms so your instructor will have all the information on file.
- Ask the instructor to read the forms while you are in the office, so he or she will know what accommodations and services you will be entitled to during the semester.
- Be an active self-advocate
- Present yourself as motivated and hardworking – do not appear demanding, hostile, unpleasant, or incapable.
- You do not have to share your information about your disability.

Resist the urge to talk about accommodations during class time or in the hallway. Bringing up disability issues at the spur of the moment puts you and your instructors at a disadvantage. You will feel rushed to explain your situation and the instructors will not have a chance to give you their full attention. It is better to set an appointment to talk with your instructors privately. This provides you the opportunity to express yourself clearly and helps the instructor consider everything you have to say.

Technical College System of Georgia Criteria for Specific Disabilities

Disabilities that affect learning and/or that necessitate a physical alteration will require medical or psychological documentation that verifies the disability, clarifies the areas of learning affected, and states the accommodations recommended by the physician or other qualified professional as appropriate.

Criteria for Learning Disabilities (LD)

- Psychological Evaluation not more than 3 years old and signed by a physician or other qualified professional
- Specific learning disability **MUST** be diagnosed and stated
- Must indicate individually administered intelligence tests
- Assessment of oral language skills, social emotional status, and specific academic deficits
- Achievement assessment of math, reading, and written language skills
- Assessed using appropriate age norms
- Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)

- Medical and/or Psychological Evaluation not more than 3 years old and signed by a physician or other qualified professional
- ADD/ADHD **MUST** be diagnosed and stated
- Symptoms reported before the age of 7
- Report must include at least 3 major behaviors from DSM-IV
- Corroboration of current ADHD symptoms by two independent observers who have knowledge of the student's functioning (example: teachers or clinicians)
- Documentation of two ratings scales of ADHD behaviors
- Evidence that schizophrenia, borderline personality disorder, autism, or mental retardation is not the primary disability
- Includes recommendations for classroom accommodations by physician or other qualified professional

Criteria for Brain Injuries

- Medical and/or Psychological Evaluation not more than 3 years old and signed by the specialist detailing the limitations on the ability to participate in a post secondary program of study
- Current assessment using adult norms of cognitive and psychological strengths and limitations
- Evidence that the impairment substantially limits one or more major life activities
- Includes recommendations for classroom accommodations by physician or other qualified professional

HOW TO INITIATE SPECIFIC SERVICES

The following paragraphs will explain how to use the forms presented in this handbook. You probably will not use all the forms each semester. To pick up a copy of a specific form, please see Disability Services Coordinator at the One-Stop Career Resource Center on the Murphy Campus. Keep the forms in your handbook for future reference.

INDIVIDUAL TEST ADMINISTRATION

This form will be completed by the Disability Services Coordinator when you take the ASSET Placement Test with specific accommodations. To be eligible to take the test with extended time, a reader, a scribe, or the use of a calculator, please submit current documentation that supports these accommodations. This documentation should be submitted prior to the test date. The test date will be arranged with the Disability Services Coordinator by calling 770.824.5241. The test date may not necessarily correspond with the regularly scheduled ASSET tests administered for admission. Students, who make the decision to test during the standard administered ASSET tests, and do poorly, may not re-test under extended testing conditions at a later date.

REQUEST FOR ASSISTANCE/MEDICAL OR PHYSICAL DISABILITY

This document gives Disability Services a brief overview of your needs and disability, and acts as an official request for services at West Georgia Technical College. Upon receipt of this document, an initial interview is set up to learn more about you and your special needs. It also gives us the opportunity to contact your rehabilitation counselor, if you have one, and arrange services between the two organizations.

WGTC CLASSROOM ACCOMMODATIONS FORM

Prior to your first day of classes you are encouraged to make an appointment to discuss services and accommodations necessary for you to succeed in the classroom. Please meet with the Disability Services Coordinator one week before classes begin to complete a *WGTC CLASSROOM ACCOMMODATIONS FORM* outlining requested modifications. You will present the *WGTC CLASSROOM ACCOMMODATIONS FORM* to your instructors if you desire these accommodations. It is not advisable to wait until you have problems in the classroom to start a *WGTC CLASSROOM ACCOMMODATIONS FORM*.

MEMO OF UNDERSTANDING

The Memo of Understanding outlines some of the most requested services and the guidelines we expect our students to adhere to when using them. Such services include personal and academic counseling, vocational education plans, tutoring, and interpretation. We address these guidelines in our first meeting.

CONSENT TO DISCLOSE INFORMATION

This consent is presented during the intake phase and is signed by the student, allowing information to be exchanged between the Disability Services Coordinator, instructor, and the parent(s). When a student is 18 or older, little information can be related to the parents about academic progress. The consent form outlines specific guidelines as to what the instructor or coordinator can relay to the parent, and allows the parent a role in the monitoring process.

DISABILITY SERVICES

Individual Test Administration

The goal of disability services is to assist student with disabilities to experience success at West Georgia Technical College. Due to one's disability needs, people with special needs may find that testing in a group setting, under timed conditions, is difficult. In these instances, it is the responsibility of the student to discuss his or her specific needs with the Disability Services Coordinator. Students with current medical or psychological documentation may be eligible to test on an individual basis. A student must present official documentation of his or her disability before the test session is scheduled. Students, who make the decision to test in a group setting under timed conditions knowing that accommodations are available, may not re-test under extended testing conditions at a later date. Students who are granted special testing accommodations will have a notice placed in their records with disability services indicating that accommodations were provided. Due to the confidential nature of disability issues, details supporting the need for accommodations are not provided.

Statement of Approval for Individual Test Administration

The following student has been deemed eligible for an individually administered ASSET Placement Test in which certain accommodations are provided. Official documentation is on confidential file.

Student Tested _____

Student ID # _____

Date of Test _____

Administered By _____

Program of Study _____

Application on File Yes No

Date of Application _____

Writing _____

Reading _____

Numerical _____

Elementary Algebra _____

Disability Services

Request for Assistance

Upon request, persons with special needs are provided certain services and assistance to help them succeed in their program of study. Special needs students may have an emotional, learning, or physical impairment that impairs or restricts one or more life activities. If you wish to apply for special services, please submit this completed form to disability services. If you have questions about the Disability Services, please call the coordinator at 770.824.5241.

Name _____ SS# _____
Address _____ Phone _____
City/State _____
Program of Study _____
Disabling Condition _____
Reason for Support Services _____

- Provide current documentation of your disability to support accommodations requested -

Do you have a rehabilitation counselor? *Please check a response*

- Yes Name _____
Address _____
Phone _____
- No

Check the support service(s) you require:

- Testing Accommodations for ASSET Test
- Counseling – Career/Personal/Academic
- Referral to Community Services(s)
- Extra Time for Tests or Class Work
- Audiotaped/Electronic Texts (limited availability)
- Magnification or Other Visual Aid
- Note-Taker
- Voice Activated Tape Recorder
- Tutoring in Academic Subject
- Room Modification or Adaptive Equipment
- Reader or Scribe for Tests
- Other Testing Accommodations
- Assistive software to include ZOOMText,
- Other Accommodation _____ *Doc B1*

DISABILITY SERVICES

Medical or Physical Disability

Name _____ Date _____

Student ID # _____ Program _____

Semester _____ Year _____

Documentation Provided:

_____ Medical Evaluation _____ Psychological Evaluation _____ Visual Screening
_____ Vocational Rehabilitation _____ IEP _____ Other _____

Please describe the disabling condition you are experiencing and accommodations you are requesting. Submit current, official documentation supporting the request.

Description of condition _____

Services or Accommodations Requested:

1. _____

2. _____

3. _____

4. _____

5. _____

When was your disabling condition identified? _____

Name and credentials of person who identified your disability: _____

Are you receiving treatment or medication at this time? _____

Name and address of vocational rehabilitation counselor: _____

This information will be used to complete a WGTC CLASSROOM ACCOMMODATIONS FORM.

If accommodations are requested, students provide WGTC CLASSROOM ACCOMMODATIONS FORM to their instructor



**WEST GEORGIA TECHNICAL COLLEGE
CLASSROOM ACCOMMODATION FORM**

| | |
|-------------|-------------|
| TO: | SEMESTER: |
| COURSE: | STUDENT: |
| CLASS TIME: | STUDENT ID: |

Our goal is to produce independent students with an equal educational opportunity as non-disabled students. In order to instruct and evaluate this student without penalty for his/her disability, the following modifications/accommodations are requested in your class:

REQUIRED CLASSROOM ACCOMMODATIONS

- *Accommodations are listed under this section*

FACULTY ACCOMMODATION RESPONSE

Please review information, make a copy, and return one copy to Disability Services Provider.

I have reviewed accommodations with the student, and can provide them in my instructional activities. Please contact the Disability Services Provider if you have a question about these accommodations and/or need assistance in implementing them.

Use the below section to add comments which you may have concerning the recommended accommodations. Any suggestions for modifications must be documented below. As the instructor, you know the atmosphere, competencies, and expectations of your class, therefore, please specify all modifications needed. However, understand that the needs of this student must be met and the accommodations must be implemented. Thank you!

FACULTY'S COMMENTS:

| | |
|---------------------------|-------------------------------------|
| STUDENT SIGNATURE: | DISABILITY SERVICE PROVIDER: |
| DATE: | DATE: |

| | |
|--|--------------|
| FACULTY SIGNATURE: | DATE: |
| DATE REVIEWED W/STUDENT OR DISABILITY PROVIDER: | |

Disability Services Memorandum of Understanding

I. SUPPORT COUNSELING

If you are having difficulties in a class or are struggling with personal issues which have come to interfere with your studies, support counseling is available. Counseling is a personal growth process in which you examine and solve problems related to personal, career, educational concerns. It is a time to talk confidentially with someone who will listen and help you gain insight into yourself, others and your situation in order to resolve your life difficulties. Major personal issues may require a referral to a local state, city, or county mental health agency. All cost from these services is the responsibility of the student.

To make an appointment, you may go to the One-Stop Career Resource Center on the Murphy campus or call the Disability Services Coordinator directly at 770.824.5241.

II. WGTC CLASSROOM ACCOMMODATIONS FORM

Prior to your first day of classes make an appointment to discuss those accommodations necessary for you to succeed in the classroom. Please meet with the Disabilities Services Coordinator at least one week before classes begin to complete a *WGTC CLASSROOM ACCOMMODATIONS FORM* outlining requested modifications. You will present the *WGTC CLASSROOM ACCOMMODATIONS FORM* to your instructors. When you receive this *WGTC CLASSROOM ACCOMMODATIONS FORM*, you must complete the following steps in order for the measures to be enacted by your instructor:

1. Sign the form. This will indicate you agree with the accommodations.
2. Have each of your instructors sign the form and retain a personal copy.
3. Instructor provides a copy of the signed form to you and you in turn provide it to the Disability Services Coordinator.

III. ADVISEMENT

It is important to meet with your program advisor for course selection each semester. If you are unsure of your advisor's name, you can locate it via your Student Banner Web account. If you make your appointment during registration, your advisor can register for you. It is your responsibility to make an appointment in advance. Please remember to register during **open student registration** if you are a current student! No more than 12 credit hours are recommended per semester.

IV. ATTENDANCE

Regular attendance is the key to your success at West Georgia Technical College. It is your responsibility to comply with each instructor's attendance and tardy policy. Excessive absences can result in missed assignments and a failing grade, and will seriously lower your academic and work ethics grade for that class. Consult the syllabus for the absentee/tardy policy and grading scale of the instructor.

V. INTERPRETIVE SERVICES

If we are providing you with interpreting services, you are required to contact that service provider prior to any class absences or tardiness – preferable 24 hours in advance. If you are unable to reach your service provider, please contact the Disability Services Coordinator directly, or leave a message as soon as you know you will be absent. If you have more than **two** absences in class without notifying your service provider or Disability Services

Coordinator, you may lose his or her assistance for that semester. Please record the name and number of your interpreter, so that you may contact him or her immediately if you cannot attend class or a session.

VI. EQUIPMENT USE AND OTHER AUXILIARY AIDS

If you have been approved the use of equipment or other auxiliary aids, you are responsible for returning it to disability services at the end of each semester. You must also complete and sign an equipment sign-out form which is provided by the Disability Services Coordinator. Students are responsible for the care of the aid when it is in their possession. A hold will be placed on the student's account restricting registration, release of transcripts, and graduation, if the equipment is damaged or not returned and the student must replace it at its original cost.

Please note: Each *WGTC CLASSROOM ACCOMMODATIONS FORM* submitted to disability services requires a mid-semester review. Please be sure to make an appointment with the Disability Services Coordinator to discuss your progress in class. It's important to review the accommodations to determine if they are helping you complete the semester class requirements.

I have read and understood the stated stipulations for special accommodations:

Student

Date

Disability Services Coordinator

Date



Disability Services

STUDENT PROGRESS REPORT FORM

Student _____ Program _____

Instructor _____ Date: _____

Class _____

This report is a necessary part of West Georgia Technical College’s commitment to meet the educational needs of our students with special needs. Please take a few moments to report the following information by circling the appropriate responses.

This student may have been self-referred or referred to Student Support Services for any of the following reasons: attendance, academic difficulties, disability, personal concerns, tutoring, or other identified “at-risk” factors. This is an opportunity to intervene and assist a student who may be at risk academically.

| | | | |
|---------------------------------|---|---|---|
| _____ Academic Progress to Date | S | N | U |
| _____ Attendance to Date | S | N | U |
| _____ Attitude | S | N | U |

(S = Satisfactory, N = Needs Improvement, U = Unsatisfactory)

Instructor Comments _____

Current Grade: _____ Last day attended _____

Counselor Comments _____

Disability Services Coordinator
One-Stop Career Resource Center 770.824.5241

Please submit a student support services referral form for students receiving *Unsatisfactory* or *Needs Improvement* ratings in any area if necessary.

STEPS TO ACQUIRE TESTING ACCOMMODATIONS

STEP ONE Students who have been approved through disability services for testing accommodations must complete the Testing Accommodation Form with the assistance of their instructor. Make sure that all testing dates are listed, along with the testing times and the room desired, if it differs from the scheduled classroom times and location. The following sections of the form are completed and the form returned to disability services:

Section A – Student and Class Information

- Student Name and Student Number and Phone Number
- Course Title and Number
- Course Meeting Times and Days
- Instructor Name and Phone Number

Section B – Test Accommodations

Note which accommodations you have been approved to receive, based on your documentation. Mark all that apply: ✓ Extra Time, ✓ Private Room, ✓ Scribe, ✓ Calculator, ✓ Reader

Section C – Test Dates

List all test dates, test time(s) you prefer, and room location. Please indicate approximately how long the test will take to administer. A reader will be assigned if indicated that this is one of your accommodations.

Section D – Test Pick-Up Options

With your instructor's input, please indicate how the test will be delivered to the reader or administrator, and how the test will be returned to the instructor. Many instructors give the test to the student or Disability Services Coordinator in a sealed envelope. If you are returning the test to the instructor, return it promptly following the administration in the sealed envelope.

STEP TWO If you are to bring the test to the site, pick up the test just prior to testing. Arrive at the pre-arranged time and location to begin your test. While taking the test, remain in the designated area. Arrange breaks and other needs with the test administrator before you begin. When you finish with the exam, notify the test administrator or Disability Services Coordinator so the test can be sealed in an envelope prior to its return to the instructor.

STEP THREE Notify the Disability Services Coordinator if you have any changes in your testing times or dates at least seven days in advance, especially if you are utilizing the services of a reader or a scribe.

*Academic honesty is essential to the integrity of West Georgia Technical College.
We monitor all students, even when testing in an isolated environment.*



DISABILITY SERVICES Testing Accommodations Form

Name _____ Date _____
 Student ID # _____ Phone _____
 Semester _____ Program _____
 Course _____ Room _____ Time/Days _____
 Instructor _____ Phone _____

Individual Test Accommodations

Extra Time _____ Private Room _____ Scribe _____ Calculator _____ Reader _____

| Test Dates | Test Time | Room | Reader/Scribe |
|------------|-----------|-------|---------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Test Pick-up Options

_____ Fax Exam
 _____ Student Pickup
 _____ Test Delivered to Proctor

Test Return Options

_____ Return Fax
 _____ Student Return
 _____ Proctor Return

This form may be returned to Disabilities Services when all test dates are set by the instructor *or* may be turned in five (5) days prior to each testing date(s) so readers, scribes, room arrangements, and other accommodations may be made in advance.

TYPES OF COACHING AVAILABLE ON CAMPUS

Academic Coaching

Students who have difficulty attending class on a regular basis or those with excessive absences may need assistance in dealing with issues that impede academic progress. The counselor and student, with the help of faculty, attempt to determine the source of the problem(s) and propose possible solutions to problems. Academic counseling focuses on concerns a student might express about classes and course requirements. This can include issues such as learning disabilities, deficient study skills, test anxiety, time management, and presentation anxiety, as well as other difficulties in the classroom. In some cases, academic counseling may result in a referral to tutorial services.

Career Coaching

Pre-enrollment career counseling is provided based on the needs, interests, and aptitudes of the potential student. The counseling activities are designed to ensure that students are placed in a program where there is reasonable assurance of success. Students without well-defined interests, as they relate to a program of study, are encouraged to make an appointment with an admission's counselor. The counselor will speak with the student about roles in which they imagine themselves, leisure activities, life-style considerations, occupational values, and courses they enjoyed in the past. Emphasis is placed on helping students formulate career plans, as well as short and long-term goals as they relate to education and the world of work. Possible occupational clusters are considered and investigated. Sources that generate this information include CareerScope, as well as several other sites on the internet.

Students who lack the knowledge about career opportunities are given the option of completing interest, aptitude, ability, and/or personality tests that may include CareerScope. Students are directed to such Services as "*The Occupational Outlook Handbook*," "*The Guide for Occupational Exploration*," "*SDS Occupations Finder*," "*Georgia Career Information Systems*," and the "*Dictionary of Occupational Titles*," and O*NET to learn more about occupations and educational standards. A shorter occupation list is generated and course work and short-term educational goals are planned. Orientation to a program of study may include classroom observation by a potential student and a meeting with lead faculty members. Students expressing interest in a particular program are academically advised by a faculty member within that program of study. The counselor also provides academic advisement on occasion.

ADDITIONAL SERVICES

WGTC Mentor Connection

The West Georgia Technical College Mentor Connection Program serves to establish a connection between mentor and a student that will support self advocacy and guide a committed student to graduation. The Mentor Connection Program will provide positive connection to foster the creation of a safe, comfortable learning environment.

The WGTC Mentor Connection can offer you ...

- A network of faculty and staff mentors to support and guide students through their WGTC experience.
- A program where students feel supported by college personnel, comfortable and safe in a welcoming learning environment, and challenged and rewarded by successfully navigating the college process.
- A program that will support the acquisition of knowledge and the journey to becoming life-long learners.

You can access an application for this program via: <http://www.westgatech.edu/mentor/>

One-Stop Career Resource Center

The One-Stop Career Resource Center on the Murphy Campus houses career services information services to include MicroSoft Office, Resume Writing and Interviewing workshops.

Career Services

The Career Services Center assists students in finding employment while enrolled at WGTC and full-time employment after graduation. The office also assists employers in finding new employees. Services include referrals for current students and alumni. For additional information visit: <http://www.westgatech.edu/jobweb/>

Student Activities

The Office of Student Activities works directly with the Student Government Association, athletic teams, several student organizations, and other members of the college and community to develop and implement social, educational, and community-oriented programs for the West Georgia Technical College students, faculty, staff, alumni, and community members. For more information visit: <http://www.westgatech.edu/sa/index.htm>

Veteran Education Benefits

Veteran Education Benefits are provided through the Montgomery G. I. Bill, Survivors and Dependents Benefits and Veterans' Rehabilitation Benefits. Most of West Georgia Technical College's programs are approved for Veteran Educational Benefits with several certifying officials available in the Financial Aid Department for veterans' needs. For more information visit: <http://www.westgatech.edu/fa/veterans.htm>

QUESTIONS ABOUT DISABILITY SERVICES?

➤ ***Are there special admission requirements for students with disabilities?***

No. Requirements for admission to West Georgia Technical College are the same for all students: SAT/ACT/COMPASS or ASSET placement test scores (no older than five years), and a final high school transcript or GED transcript. Some programs do not require that a student have a high school diploma or GED transcript *before* beginning a program of study.

➤ ***Will I need to identify with Disability Services?***

To receive appropriate accommodations, we strongly suggest that you contact disability services as soon as possible. It should be part of the application process. Please let us know if you have a Vocational Rehabilitation Counselor.

➤ ***How do I identify with Disability Services?***

Students with disabilities should contact the Disability Services Coordinator and provide current documentation of the disability. A “Request for Assistance” form is helpful. You may reach Zelma Jones at 770.824.5241, or email: zelma.jones@westgatech.edu.

➤ ***Will my documentation remain confidential?***

Yes. Americans with Disabilities Act (ADA) mandates that all documentation provided to disability services be filed, secured, and considered confidential. The specific disability is not disclosed to anyone unless requested by the student.

➤ ***What documentation will I need to provide to Disability Services?***

To receive services, the student must provide the certain official documentation, which is no older than three years or normed on adult scales: Physical or Medical/Health: Current documentation of the disability from a qualified health professional. Psychological or Cognitive: Current documentation of an adult level evaluation, test scores to include I.Q., achievement, processing, oral expression, sub-test scores, and evaluation report from a qualified examiner. High School IEPs or other 504 plans are insufficient documentation, but can be included as part of a more comprehensive assessment battery. Students submitting only an IEP or 504 plan will receive services for one semester, unless proper documentation is later received.

➤ ***What accommodations are available?***

Accommodations include, but are not limited to the following: explanatory letters to instructors, classroom modifications, additional time on tests, isolated test environment, note takers, assistive technology, readers, scribes, and permission to tape record lectures.

- ***How are the WGTC CLASSROOM ACCOMMODATIONS FORMS distributed?***
When requesting accommodations, the student is responsible for presenting this form to each instructor.
- ***Who will be my academic advisor?***
There are advisors in all departments. Advisement can be done through disability services, although academic advisement is strongly suggested through the program advisors.
- ***Is financial aid available for students with disabilities?***
The PELL Grant, HOPE Grant, HOPE scholarship, and Student Loans are available to assist with tuition, fees, and small book allowances. There are no grants specifically available to students with disabilities.
- ***If I have a documented disability in a certain subject area, will I be exempt from taking those classes?***
No. However, modifications may occur to support your academic success.
- ***Will I be in a special education class because of my disability?***
No. Classes are the same for all students. Most courses have a maximum of 24 to 30 students in the classroom.

For more detailed information, please consult the current WGTC catalog or contact Zelma Jones at 770.824.5241 or email: zelma.jones@westgatech.edu.

“Kindness is the language which the deaf can hear and the blind can see.”

Mark Twain

NOTES



ADA COMPLIANCE STATEMENT

If you have a documented disability as described by the **Rehabilitation Act of 1973** (P.L. 933-112 **Section 504**) and **Americans with Disabilities Act (ADA)** you may be able to receive accommodations to assist in programmatic and physical accessibility. We recommend that you contact the **Disability Services Coordinator** at the One-Stop Career Resource Center, Murphy Campus at 770.824.5241. Disability services can assist you in formulating a reasonable accommodation plan and provide support in developing appropriate accommodations for your disability. Course requirements will not be waived, but accommodations may be made to assist you to meet the requirements. Technical support may also be available in some areas.

As set forth in its student catalog, West Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). Equity (Title IX) coordinator is V.P. for Student Affairs, ADA (Section 504) coordinator is V.P. of Administration. They are located at 401 Adamson Square, Carrollton, Georgia 30117, 678-664-0400.

West Georgia Technical College is a unit of the Technical College System of Georgia