

## How Will Distance Learning Affect My Accommodations?

**Your approved accommodations will provide access to your online courses. If any obstacles arise, please reach out to your specific Accessibility Services counselor listed at the top of your Student Accommodation Report (SAR)**

Please remember to email your SAR to your instructors and initiate a conversation about your accommodations.

In the event there is a resurgence and/or outbreak of the COVID-19 virus, or one of its variants, and the campuses are closed, the academic testing centers will also be closed. During this time, you should communicate with your professors about testing accommodations.

Once campus reopens, and if you have not already done so, you should email your SAR to [testwest@westga.edu](mailto:testwest@westga.edu). If you are on the Newnan campus, please contact Teri Lewis [attlewis@westga.edu](mailto:attlewis@westga.edu) once the Newnan Campus reopens.

Your accessibility counselor will assist you with your classroom accommodations. Your academic advisor will assist you with your academic advising needs. The best way for students to reach the Advising Center is via email: [advising@westga.edu](mailto:advising@westga.edu). If you have questions about advisement, holds, or majors, please e-mail them at [advising@westga.edu](mailto:advising@westga.edu) or e-mail your advisor directly. A list of our advisors can be found [here](#).

Remember, as a college student, you are responsible for:

1. Emailing your instructors your SAR
2. Following accommodation procedures as explained by Accessibility Services
3. Communicating with your Accessibility Counselor, and informing Accessibility Services if your condition or circumstances change and/or a new accommodation is needed.

While campus is closed, our offices will also be closed. However, we are still here for you. We check our voicemail hourly during office hours, Monday - Friday from 8:00 am to 5:00 pm. You may reach our voicemail by dialing 678 839-6428 and selecting option 1.

The fastest way to reach your Accessibility Counselor about concerns related to Accessibility Services is via email. Your Accessibility Counselor's email address located at the top of your SAR.



# STUDENT CHECKLIST

## ACCESSIBILITY SERVICES

- Read your SAR thoroughly to ensure you understand your accommodations and how to use them.
- Email your SAR to your professors during the **first week** of classes.
- Meet individually with your professors to discuss your accommodations during the **first week** of classes.
- If you have accommodations to use the Testing Center, make sure to alert your professor and schedule with the Testing Center **at least one week** before your exam(s).
- If you have accommodations for early registration, make sure you are advised before the early registration date.
- If you have questions or concerns regarding your accommodations, make an appointment with your accessibility counselor.

# Accessibility Services



Counseling Center – Row Hall – 678-839-6428

Visit the Accessibility Services website at [www.westga.edu/accessibility](http://www.westga.edu/accessibility) for documentation guidelines/forms as well as other information.

## What are the differences between a high school and a university, if you have a disability?

### *High School...*

### *College...*

#### **Applicable Laws/Accommodations:**

- IDEA (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act
- **Accommodations ensure success.**
- ADA (Americans with Disabilities Act, Title II)
- Section 504, Rehabilitation Act
- **Accommodations ensure equal access.**

#### **Required Documentation:**

- IEP (Individual Education Plan) or 504 Plan
- School provides evaluations at no cost to students.
- Documentation focuses on determining whether students are eligible for services based on IDEA guidelines.
- Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (**IEP/504 Plan alone is insufficient**).
- Students must obtain evaluations at their own expense.
- Additional accommodations and/or a change in the impact of the disability may warrant additional documentation.

#### **Student Role:**

- Students are identified by parents/teachers.
- **Primary responsibility for accommodations belongs to the schools.**
- Teachers approach students if they believe additional resources may be needed.
- Students must self-identify to Accessibility Services.
- **Primary responsibility for sharing Accommodation Report belongs to students; students must initiate contact with instructors to utilize approved accommodations in specific courses.**
- Students may need to utilize additional resources and/or methods to acquire course material.

#### **Parent Role:**

- Parents have access to student's records and may participate in the accommodation process.
- **Parents advocate for the students.**
- Parents do not have access to disability related records without written consent from their student.
- **Students advocate for themselves.**

## Instruction:

- Teachers are trained to teach including a multi-sensory approach; they often teach to meet a variety of learning styles.
- Teachers may modify curriculum and/or alter curriculum and pace of assignments.
- Assessments include regular testing, mid-term, final, and grades assignments.
- Short reading assignments are often discussed and re-taught in class; students seldom have to read anything more than once, and sometimes listening in class is enough.
- Instructors are experts in their field, may nor may not use a multi-sensory approach, and tend to rely on lecture.
- **Instructors are not required to modify syllabus or alter deadlines.**
- Testing and assignment frequency vary.
- Substantial amounts of reading and writing are required and may not be addressed directly in class.
- Students need to review class notes and materials regularly.
- Attendance is often not taken or taken intermittently; student is responsible for attendance.

## Tests/Grades:

- IEP or 504 Plan may include modifications to test/material format and/or grading; grades may be modified based on effort.
- Testing is frequent and covers small amounts of material.
- Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines; make-up tests are often available.
- Grades reflect the work submitted; **curriculum and technical course standards may not be altered.**
- Grading and test format changes are generally not available; however, accommodations on how tests are given may be available (i.e. extended time, proctors).
- Testing is usually infrequent and may be cumulative, covering large amounts of material; make-up tests are seldom an option. If they are an option, they must be requested.
- Instructors expect students to know the course syllabus (the syllabus spells out what is expected), when assignments are due, and how grading will be done. Extensions are determined individually per class and per assignment. **Depending on the circumstances, accommodations may not be reasonable or required.**

## Study Skills & Responsibilities:

- Tutoring and study support may be a service provided as part of an IEP or 504 Plan.
- Time and assignments are largely structured by others.
- Outside class study time may be as little as 1-2 hours per week, and may be last minute preparation; the majority of work is completed within class time.
- Tutoring is not typically considered an accommodation because it is available to all students; **therefore, students with disabilities must seek out tutoring and study skill resources.**
- Students must manage their own time and complete assignments according to established due dates.
- **Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of work is completed outside the classroom.**

## Accessibility Services (AS) Role:

- School seeks out students and creates and coordinates additional resources as needed.
- Primary responsibility for accommodations belongs to the school.
- AS staff determine eligibility for reasonable accommodations under ADA and Section 504.
- AS creates Accommodation Report outlining individually approved accommodations.
- **AS does not duplicate resources found elsewhere on campus. AS refers students to resources as students identify potential need(s).**
- AS provides support and advocates for student.

## **Guidelines for Documentation**

Documentation must meet University System of Georgia Board of Regents (USGBOR) guidelines as outlined below:

- Documentation should be recent (no more than 3 years old)
- Contain current DSM or ICD diagnostic codes
- Must be provided and signed by a professional qualified to diagnose the condition (medical doctor, psychiatrist, or psychologist)
- Describe the “physical or mental impairment” and the “limitation to a major life activity.”

***The ADA defines disability as a physical or mental impairment that substantially limits one or more major life activities.***

*Examples of disabilities include ADHD, learning disorders, visual impairments, hearing impairments, chronic health conditions, and psychological disorders.*

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## What to Expect During your Accessibility Intake

### Diagnosis/Documentation

- We will discuss your disability and **how it impacts your life**.
- We will **review your documentation** and you will be informed if what you have provided meets our University System of Georgia Board of Regents requirements. You may be granted temporary accommodations, if documentation is not adequate, until the appropriate documentation can be obtained.

### Academics

- We will discuss how your disability **impacts you in the classroom**.
- We will discuss how having a disability and receiving accommodations is **different in college compared to high school**. Specifically we will address...
  - Class participation
  - Attendance
  - Extensions for assignments
- We will discuss your **intended major/career path**.

### Student Accommodation Report (SAR)

- We will discuss **what a SAR is** and **how to present it** in order to receive accommodations in the classroom. Specifically we will address...
  - How accommodations can be used on a **class by class and case by case basis** as needed.
- We will explain **how to request your SAR** for future semesters.

## Accommodations

- We will determine the **appropriate accommodations** to ensure your equal access.
- We will explain the **process for each accommodation**.
- We will discuss the **importance of self-advocacy** and willingness to seek Accessibility Services assistance if there is any issue receiving accommodation(s).

## Housing

- We will discuss if any **housing accommodations** are necessary and what those needs are. We will communicate your accommodations to the Housing and Residence Life Department.
- We will discuss if you need to be on an **emergency list** (students who may need special assistance during severe weather or other event, such as a fire).

## Campus Resources

- We will share a brief overview of **academic support services** available on campus as well as through Accessibility Services...
  - Accommodations available for the **Writing Center** and the **tutoring services** provided by the Center for Academic Success.

## Release of Information

- You must sign a **release of information** for Accessibility Services to discuss your accommodations with parents or others.

## Follow Up

- You will be **added to a listserv** called Accessibility (once your documentation is complete). Check your UWG email regularly for important announcements.
- We will discuss what, if any, **future appointments** should be made for you to meet with your Accessibility Services Counselor.

**STUDENT ACCOMMODATIONS REPORT  
COUNSELING CENTER  
UNIVERSITY OF WEST GEORGIA**

Report valid for Spring 2017

**Ms. Christie Williams**

Accessibility Services Coordinator

christie@westga.edu

**Student's Name:**

**Student ID#:**

**General Description of Student's Disability:**

- The student is easily distracted during class and study time, and must read academic material repeatedly in order to absorb it.

**Required Classroom Accommodations To Aid Student In Reaching Standards And Requirements Of Courses:**

- Student is entitled to have up to time and a half on all in class and online tests, quizzes, and any other timed assignments
- Student is entitled to take tests in a quiet, non-distracting area. Student is entitled to use student's own headphones or earplugs, if the student asks. [If a special testing room is needed, the student will call Academic Testing Services, testwest@westga.edu, (678) 839-6435, Strozier Hall, to arrange in advance for a room. Ms. Terri Lewis is the contact person for Newnan Campus (770) 839-2300. Arrangements must be made in advance.]
- Student is entitled to early, priority registration. Student must be advised and have any registration holds removed in order to register early.
- The student is entitled to record lectures, except class discussions of a personal nature, if the student asks.
- Student is entitled to preferred seating.

**ATTENTION INSTRUCTORS:** Please note that the last four pages of this accommodation report is a faculty handbook that provides information for you concerning accommodation procedures. This handbook addresses the process for note taking, testing, and other accommodations. If you have questions or concerns after reviewing this information, please contact the Accessibility Counselor listed at the top of this document.



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## Useful Tips for Sharing Your Student Accommodation Report

- Please see “Instructions for Requesting and Using Your Student Accommodation Report” (available through your Accessibility Counselor and on the Accessibility Services website) for full instructions.
- Receiving your emailed Student Accommodation Report (SAR) from Accessibility Services is only the first step towards receiving your accommodations. **You MUST email your SAR to your instructors...**



**AND follow up with a discussion about your accommodations.** Your email should be clear concerning your desire and plan to have this conversation.



- If you are having difficulty writing your email to send to your instructors, please see the following examples:

*Dear Dr. Professor,*

*Please find attached my Student Accommodation Report for (semester, year). I will come by your office hours on (day) at (time) during your office hours to discuss my accommodations. Thank you in advance for working with me to receive my accommodations.*

----OR----

*Dear Dr. Professor,*

*I have attached my SAR (Student Accommodation Report) for this semester. I would like to speak with you in the next few days to discuss my accommodations. Please reply letting me know if I should make an appointment or the best time for me to come by your office. Thank you for your time.*

You must email your SAR to [testwest@westga.edu](mailto:testwest@westga.edu) if you intend to use your testing accommodations. (Newnan campus students, please contact Teri Lewis at [tlewis@westga.edu](mailto:tlewis@westga.edu) for testing accommodations on the Newnan campus.)

- If you wish to discuss accommodations, such as extra sessions or longer sessions, for the Writing Center or tutoring services provided by the Center for Academic Success, you will also want to share your SAR with the appropriate staff members in those departments. See the instructions for using these services on the Accessibility Services website for more information.
- You may also find it helpful to share your SAR with your academic advisor so that he/she can better understand your needs.
- Your SAR is a valuable tool to use whenever you need to discuss your academic needs on campus. Learn to use it appropriately to promote your own success. You are always encouraged to meet with your Accessibility Counselor if you need support or assistance in how to use your SAR.



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## Transitioning to College: Ten Tips for Parents

- 1. What should your child expect in college?** With your student, spend some time discussing how the expectations are different from high school. In college, students are expected to perform with little assistance or supervision. If assistance is needed, students must ask.
- 2. What will your student select as a major/career path?** In college, students, not their parents or teachers, choose what they want to study. Encourage your student to research and learn about different careers. Career counseling is available through UWG's Career Services.
- 3. What kind of information sharing do you and your student need?** Parents and others do NOT have access to a student's information or records without the student's signed consent.
- 4. How can you help your student develop self-advocacy?** Encourage practice; for example, have your student do the talking in different situations, such as the doctor's office or school, rather than you doing the communicating.
- 5. What does your student need to know about their disability?** Students need to be knowledgeable about their health (diagnosis) and academic history (including IEP or 504 plan), as well as be able to communicate their strengths, weaknesses, needs, and preferences.
- 6. What about "real life" skills?** If your student is living on campus, make sure they can manage independently with needs such as doing laundry, storing and taking medications, managing money, etc.
- 7. What about academic preparedness?** Encourage development of the skills that will be required in college. Accommodations ensure *access*, not *success*. To be successful, students must master note-taking, organizational skills, and time management skills.
- 8. What kind of technology does your student use?** Make sure your student knows how to use the technology needed, such as speech recognition programs or screen readers.
- 9. What documentation is required?** Documentation guidelines are available on our website listed at the bottom of the page. Evaluations are at the expense of the student in college.
- 10. How can you be supportive?** If you are accepting and know that there will be struggles along the way, your student will be more likely to confide in you so that you can provide advice, comfort, and guidance.



## **Guidelines for Ensuring Accessibility**

### ***Accessibility Services...***

- Is responsible for collecting and reviewing pertinent medical and/or psychological documentation, interviewing students about their accommodation needs and creating the student's Student Accommodation Report (SAR).
- Is responsible for providing consultation to student and faculty when an accommodation is unclear and informing student of procedures for utilizing accommodations.
- Is responsible for being aware of Board of Regent requirements (which comply with the ADA and all federal guidelines) and maintaining policies and procedures that comply with these requirements.

### ***Student...***

- Is responsible for emailing faculty the SAR and meeting with faculty to discuss accommodations.
- Is responsible for following accommodation procedures as explained by Accessibility Services.
- Is responsible for informing Accessibility Services if his/her condition or circumstances changes and/or a new accommodation is needed.

### ***Faculty...***

- Is responsible for meeting with student to discuss accommodations once a student has emailed the SAR and requested a meeting.
- Is responsible for consulting with Accessibility Services about accommodations and how to address specific access (physical or digital) barriers, share information about course/program essential skills and requirements in relation to accommodations approved for student.
- Is responsible for sharing any student behaviors that are concerning or disruptive so that appropriate interventions can be used to alleviate the situation.

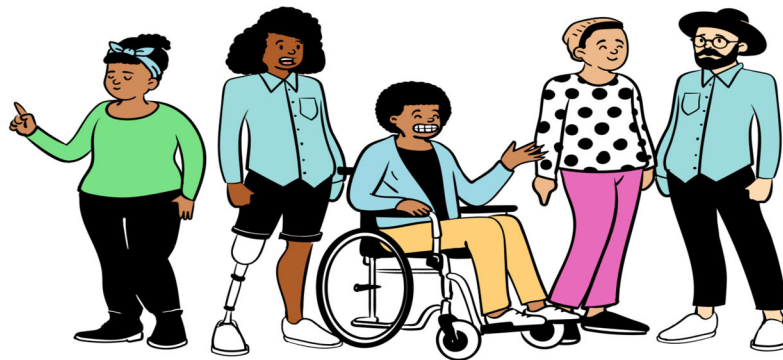


## The Anchor Program

Welcome to the Anchor Program! You were referred to this program by your Accessibility Counselor to assist you with growing your:

- Time management skills
- Organizational skills
- Study skills
- Self-advocacy skills

This provisional program is designed to assist students with accessibility needs in their acclimation to college. Through weekly meetings with your Anchor, you will develop invaluable skills that will help keep you on track throughout your college career. The Anchor Program is typically reserved for freshmen within their first and second semesters.



You will meet for your Anchoring meetings in the **Assistive Technology Lab**, which is located inside the Ingram Library on the first floor. The lab is not just for meetings though; it is a section of the library specifically set aside for Accessibility Students. So, after your Anchor meetings, be sure to stick around and see all the amenities offered to you in the lab!

**Be on the lookout for an email from the Lead Anchor at the beginning of the semester!** The Lead Anchor will get you set up so that you can start your appointments as soon as possible. We look forward to working with you!

## 10 Tips for College Students with Disabilities

KATHLEEN MASTERSON

A student's freshman year in college represents a big transition. Many students move out of their parents' home and onto a bustling college campus, where they can be overwhelmed with new workloads, academic demands, and a multitude of social and extracurricular events. For college students who have attention deficit hyperactivity disorder (ADHD) or learning disabilities, staying organized and focused can be extra challenging

Clinical psychologist and author Kathleen G. Nadeau writes that the key to success is developing learning and organization strategies to cope with learning disabilities. In her book, *Survival Guide for College Students with ADHD or LD*, Nadeau outlines the importance of choosing a college that is a good match for the student and offers support for those with ADHD or learning disabilities. But most important, she says, is building and persisting with strategies and habits that help the student stay on top of his or her studies. Here are a few of Nadeau's tips for students with ADHD transitioning to college:

### **1. Seek out help when you need it.**

Support from others is key to success. Don't get discouraged; find a learning coach or a tutor to help you with picking classes, creating a study schedule and planning. Also, consider joining or forming a study group to increase your learning and help you stay on track.

### **2. Map out how you will use your time.**

With more unscheduled time and lots of extracurricular activities in college, it can be easy to fall behind in coursework. Find a time management tool that's easy and convenient for you, like a daily planner or a PDA, and set aside 15 minutes daily to map out your day. Be realistic about the time your tasks will take, and remember to schedule in breaks and adequate sleep.

### **3. Plan ahead, especially for final projects and tests that are a big part of your grade.**

Break down assignments into smaller, more manageable chunks, using the syllabus that the professor gives out the first week of school. For example, if you know reading a chapter of a dense biology textbook takes you several hours, break it into sections and plan to read a section a day.

#### **4. Learn how you learn.**

It sounds obvious, but figuring out how you learn best can really help you understand, absorb and retain material much more effectively. Figure out if you are a visual, auditory or hands-on learner, and then study in a way that matches the strengths of your learning style.

#### **5. Be an active learner.**

When reading for class, stop yourself and ask: "What does this remind me of? What is the main point?" By associating new facts with things you already know, you improve your memory and understanding. Choose classes that are interesting to you to make the learning meaningful and fun.

#### **6. Create effective study routines.**

Find a study place that is distraction-free, such as the library stacks or alone in your dorm room. Your study spot doesn't have to be a quiet place; some people find that music helps screen out distractions.

#### **7. Organize your study space.**

Clutter at your desk makes it tough to work. Make a task list of the things you need to get done and keep it in your work space. Develop study routines so that your study habits are conducive to learning.

#### **8. Start early.**

Fear of failure or feeling overwhelmed are some of the main reasons that students procrastinate. If you have difficulty getting started, don't be afraid to talk to the professor or a tutor. They can help you outline realistic steps toward beginning and completing your work.

#### **9. Identify problems that repeatedly get in your way.**

If you're feeling frustrated, try to figure out why you are feeling that way and how you can problem-solve. Some questions you can ask yourself: "Am I frustrated because my ADHD/LD sometimes requires me to work harder than other students? Do I need a study buddy? Should I work on this course in smaller bites because it's so difficult for me?"

#### **10. Inquire about resources that can help you learn.**

If you ask in advance, often you can get text and assignments recorded. And it's always a good idea to talk to your professor about your specific challenges. For example, if multiple-choice questions are difficult for you to understand, you could ask to complete short-answer questions instead.

*(<https://www.npr.org/templates/story/story.php?storyId=94728312>)*