## Counseling AND STUDENT DISABILITY SERVICES (CSDS)

[Counseling AND STUDENT DISABILITY SERVICES (CSDS)](#_Toc303442624)

[Counseling Services](#_Toc303442625)

[Disability Services](#_Toc303442626)

[Regents Center for Learning Disorders (RCLD)](#_Toc303442627)

[Disability Student Services](#_Toc303442628)

[Provisions for Learning Disabilities and Physically Impaired Students](#_Toc303442629)

[Definition of Disability](#_Toc303442630)

[General Documentation Guidelines](#_Toc303442631)

## Counseling Services

The primary function of the Counseling Services is to support students in their total development by providing services and programs which optimize their intellectual, emotional, and social academic well-being. Professional staff provides confidential psychological counseling and consultation services to currently enrolled ASU students. The department offers brief individual and couples therapy. Additional services offered through counseling services include group sessions, marital and family therapy, crisis intervention, consultation, outreach, presentations, workshops and referrals. All records kept by the professional counseling staff in the Counseling Center and the Division of Student Affairs shall remain CONFIDENTIAL INFORMATION and will be disclosed to a third party only with the student’s written permission.

Counseling Services also sponsors the BACCHUS and GAMMA Peer Education Network, a student organization that provides peer education related to alcohol and drug prevention. Special programs are scheduled throughout the year but particularly during Homecoming Week, Nation Collegiate Alcohol Awareness Week and Safe Spring Week to promote healthy decision making regarding alcohol and drugs.

## Disability Services

Albany State University complies with the Rehabilitation Act of 1973 (Section 504) and The Americans with Disabilities Act of 1990 (Title II). Students with special needs, accommodations and/or questions relating to either of 504/ADA should contact the Disability Services CoordinatorThe Student Disability Services Program (SDSP) at Albany State University is committed to the equal opportunity and equal access to all academic programs, services and activities of students who qualify and who have met admissions criteria. The SDSP seeks to ensure the University makes “reasonable accommodations and adjustments” that will permit physically and learning disabled students to fulfill their academic requirements and to assure that disabled students are not effectively excluded from programs because of the absence of auxiliary aids and support systems. Any student interested in having an evaluation must contact the University Disability Coordinator for information concerning the availability of these services.

Albany State University’s policy regarding students with learning and physical disabilities complies with the University System of Georgia Board of Regents policies and all related Federal legislation. Students who have documented disabilities, who have met all of the admissions criteria and are otherwise qualified, should voluntarily register with the Office of Student Disability Services and the Coordinator. Accommodations which enabled students to pursue their educational goals will be evaluated and provided.

## Regents Center for Learning Disorders (RCLD)

The Regents Center for Learning Disorders (RCLD) at Georgia Southern University is one of three centers in Georgia established by the Board of Regents to provide assessment, resource, and research related to students with learning disorders. The Center services students from GSU and twelve additional institutions in the southern areas of the state. Students with a history and/or those perceived as having learning disabilities, ADHD, or psychological disabilities may be referred by the enrolling institution’s disability service provider for a comprehensive assessment, feedback on appropriated academic accommodations ad recommendations for optimal educational achievement. Disability service providers may consult with the Center regarding disability documentation and assessments performed by other professionals.

## Disability Student Services

Any student interested in having an evaluation must contact the Disability Services Coordinator for information concerning the availability of these services. The Disability Services Coordinator will also make available the criteria for identifying specific learning disabilities, ADHD, and/or accepting outside evaluations (assessments completed by an agency other than one of the three Centers).

Any student interested in having an evaluation must contact the Disability Services Coordinator for information concerning the availability of these services. The Disability Services Coordinator will also make available the criteria for identifying specific learning disabilities, ADHD, and/or accepting outside evaluations (assessments completed by an agency other than one of the three Centers).

## Provisions for Learning Disabilities and Physically Impaired Students

Albany State University’s policy regarding students with learning and physical disabilities complies with the University System of Georgia Board of Regents policies and all related Federal legislation. Students who have documented disabilities, who have met all of the admissions criteria and are otherwise qualified, should voluntarily register with the university Disability Services Coordinator. Albany State University provides accommodations which enable disabled students to pursue their educational goals.

## Definition of Disability

An individual must demonstrate that his/her condition meets the definition of a disability under the Rehabilitation Act, 1973 and/or the Americans with Disabilities Act (ADA), 1990, and its Amendment (2009). The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

Substantially limits, under ADA, refer to significant restrictions as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to most people.

Whether a condition is substantially limiting to support an accommodation request is a decision made by qualified professional(s) based upon multiple sources of information.

A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitation in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

## GENERAL DOCUMENTATION GUIDELINES

All institutions are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by Counseling and Student Disability Services (CSDS) or a designated office at an individual college or university.

Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.

Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.