FACULTY & ADMINISTRATIVE GUIDE

To Effective and Reasonable Accommodations
Teaching and Working
with College Students
with Disabilities
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INTRODUCTION

Acknowledgments
The text of this publication has evolved over time and was originally modeled after the University of Florida Faculty Guide to Teaching College Students with Disabilities.

Alternative Formats
For persons with print-related disabilities, this publication is available in an alternative format. For more information, contact the ADAPTS – Disability Services Program at 404-894-2563 (V), 404-894-1664 (TTY), in suite 210 Smithgall Student Services Building.
ATTITUDINAL BEHAVIORS

As members of the academic community, you are very much aware of the impact language has on the reader or listener. Therefore, it is very important to be aware of and apply the appropriate terminology when describing people with disabilities.

Defining a person by the disability, not the person’s humanness, leads us to isolate and segregate people with disabilities. It also hurts their pride and damages their confidence. Unfounded or inappropriate attitudes can be more disabling than any diagnosed disability.

Stereotyping prevails on campus, as it does in the larger society. In college, though, it not only perpetuates the prejudicial treatment encountered by people with disabilities elsewhere, but it may undermine scholastic performance or access to educational opportunities. Stereotyping also reinforces barriers that students with disabilities are trying to overcome at critical junctures in their lives.

Revising our perceptions and attitudes is the first step in accommodating students with disabilities. It is vital to remember that similarities among all students are much more significant than their differences: they are all, first and foremost, students.

The most important thing to remember is to put the person before the disability. This puts the emphasis on the person and not his or her particular functional limitation. If you must be succinct, give an accurate and positive portrayal of the person. Crippled, deformed, suffers from, victim of, the retarded, etc. are never acceptable terms.

Disability groups also strongly object to euphemisms to describe disabilities. Terms such as handicappable, mentally different, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disabilities cannot be dealt with up front.

<table>
<thead>
<tr>
<th>Appropriate Terminology</th>
<th>Inappropriate Terminology</th>
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<tbody>
<tr>
<td>Person who is deaf</td>
<td>The deaf person</td>
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<tr>
<td>People who are visually impaired</td>
<td>The blind person</td>
</tr>
<tr>
<td>Person with a disability</td>
<td>A disabled person</td>
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<tr>
<td>Had/has polio</td>
<td>Polio victim</td>
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<tr>
<td>A person without a disability</td>
<td>Normal, able-bodied</td>
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<tr>
<td>Person who has a mental illness</td>
<td>A mentally ill person, crazy</td>
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The following definitions may help clarify which terminology to use:

**Disability**: general term used for a functional limitation that interferes with a person’s ability, for example, to walk, lift, hear, or learn. It may refer to a physical, mental, or sensory condition. Use a descriptive noun or adjective, such as persons who are mentally and physically disabled or a woman with a disability.

**Handicap**: not a synonym for disability. It describes a condition or barriers imposed by society, the environment, or by one’s own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. For example, the stairs are a handicap to her.

**Non-disabled**: appropriate term for people without disabilities. Normal, able-bodied, healthy, or whole are inappropriate.

In addition to inappropriate language, certain myths about persons with disabilities also need to be dispelled. Listed below are some examples of myths regarding persons with disabilities.

**Myth**: Disability is a constant, frustrating tragedy. People with disabilities are courageous, brave and inspirational by being able to overcome their disability. Disability is an inconvenience. Most people with disabilities do not dwell on their impairments, but rather carry on their lives as normally as they can.

**Myth**: Disabled people want to be with “their own kind.” For years people with disabilities were seen together because they attended segregated school and had separate accessible facilities. They naturally socialized with people they met in these settings. Now, with their integration into society at large, people with disabilities choose friends and companions with common interests like the rest of us.

**Myth**: We should not award a degree to a student with a learning disability if he or she has difficulty reading. Quality universities have been awarding degrees for years to students who have difficulty reading. Some of these students are blind. Others have learning or other disabilities. Some very successful people who had little ability to read were Winston Churchill, Agatha Christie, Hans Christian Anderson, Albert Einstein, Thomas Edison, George Patton, and Woodrow Wilson.
REHABILITATION ACT OF 1973
Section 504
Federal Register/Vol. 45, No. 92, pp. 30937-30944
Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It provides that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied benefits of or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. “Persons with disabilities” means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment.

Admissions and Recruitment
Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, the university may make inquiries on a confidential basis as to disabilities that may require accommodation.

Academic Adjustments
Universities shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. Academic requirements that the recipient cannot demonstrate that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills.

All questions relating to students with disabilities are to be referred to the ADAPTS-Disability Services Program, Suite 210 Smithgall Student Services Building, 404-894-2564, 404-894-1664 (TDD).
AMERICANS WITH DISABILITIES ACT (ADA) OF 1990 & 2008

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990 and amended in 2008. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including colleges and universities), employment, transportation and telecommunications.

The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973. The ADA protects every person who either has, used to have or is treated as having a physical or mental disability which substantially limits one or more major life activity. Individuals who have serious contagious and noncontagious diseases such as HIV/AIDS, cancer, or epilepsy are covered under the auspices of the ADA.

Employment

State University System institutions, as employers of students, faculty and staff may not discriminate against qualified individuals with disabling conditions and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship would result.

Public Education

State University System institutions may not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them the benefits of the services, programs or activities of the university.

Public Accommodations

Public facilities of State University System institutions, including student unions, museums, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

Telecommunications

Telecommunication relay for hearing and speech impaired persons must be provided.

Miscellaneous

The ADA prohibits either coercing or threatening or retaliating against the disabled or those attempting to aid people with disabilities in asserting their rights under the ADA.
FACULTY PROCEDURES

ADAPTS-Disability Services Program
The ADAPTS-Disability Services Program, located in the Office of the Dean of Students (ODOS), provides students with information and support regarding students with disabilities. Assistance is also available for meeting the requirements of ADA and Section 504 of the Rehabilitation Act of 1973. The ADAPTS-Disability Services Program assists students self-identifying as having a disability. Official documentation of disability is required to determine eligibility for accommodations or adaptations that may be helpful on campus.

Staff members in the ADAPTS-Disability Services Program serve as full-time advocates for students with disabilities. Their role is to ensure that all students have physical and programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community.

The ADAPTS-Disability Services Program office organizational chart below:

![Organizational Chart]

Procedures for Providing Accommodations
Any student whom is requesting accommodations as a result of a disability should be referred to the ADAPTS-Disability Services Program. Once referred, the staff in the ADAPTS-Disability Services Program will work with that student to arrange for appropriate accommodations. The student will then receive an accommodation letter detailing their necessary accommodations and should make arrangements to meet with
each instructor, bringing with them a letter from the ADAPTS-Disability Services Program detailing the identified accommodations. Should there be any discrepancies with the letter, a call should be placed to the author. (See page 18 for a sample accommodation letter.)

Equal Opportunity and Fairness

The issue of fairness and classroom accommodation is often raised. Classroom accommodations provide an opportunity to students with disabilities to compete on equal ground with the other students in the class. Accommodations for students with disabilities are a civil right and are protected by federal law. Accommodations are prescribed on an individual basis based on the students need and the disability documentation through the ADAPTS-Disability Services Program; they are never frivolous or arbitrary. Accommodations ensure students complete access to and full participation in the educational process and require no adjustments to the evaluation of academic performance. Rather, accommodations allow a student with a disability to truly learn the material presented and for an instructor to fairly evaluate the student’s understanding of the course.

Documentation

All students with disabilities are required to provide appropriate documentation of his/her disability to the ADAPTS-Disability Services Program. At no time is a student required to provide documentation to any other administrator, dean, or professor. Verification of a disability may be obtained by contacting the ADAPTS-Disability Services Program, 404-894-2564. The right to privacy and the sensitive nature of this issue are protected by not releasing the specific disability in the accommodation letter provided by the ADAPTS-Disability Services Program. It is only necessary for the ADAPTS-Disability Services Program to have this information in order to approve specific accommodations. The accommodation letter serves as the student’s official institute documentation that they are eligible students with a disability and therefore entitled to effective and reasonable accommodation. If at any time there are questions about any student with a disability in your class, you are encouraged to discuss your questions with the ADAPTS-Disability Services Program. All questions should be directed to the ADAPTS-Disability Services Program and not to the student.

Reasonable Accommodation

Reasonable accommodation in the classroom is an individual civil right guaranteed by federal legislation (ADA and Section 504). Once the accommodations are identified, they must be provided to the student. Many accommodations are easily administered. If assistance is needed, contact the ADAPTS-Disability Services Program at 404-894-2564; the ADAPTS-Disability Services Program will make the accommodation process simple and effective for both the student and the faculty member. For more information regarding the student’s responsibility, see page 9.
FACULTY PROCEDURES (cont.)

Common Accommodations (but not limited to)
- Priority seating in the classroom,
- Faculty member standing facing the class while speaking,
- Audio recording of lectures,
- Use of sign language interpreters,
- Change of classroom location,
- Extended time for exams and quizzes,
- Reduced course load,
- Alternative test formats,
- Advanced copy of syllabus,
- Alternative testing sites,
- Flexible attendance policies,
- Assistance in identifying note takers, Readers,
- Use of computers in taking exams,
- Enlarged print on exam questions or lecture notes, and
- Providing copies of lecture notes in electronic format

Failure to Accommodate

The accommodations outlined in the ADAPTS-Disability Services Program letter are not optional and must be provided under two federal pieces of legislation (ADA and Section 504). When accommodation specific questions arise, it is the responsibility of the faculty or staff member to contact the ADAPTS-Disability Services Program, 404-894-2564, to discuss questions.

ADAPTS-Disability Services Program
221 Smithgall Student Services Bldg
404-894-2563 (voice)
404-894-1664 (TTY)
404-894-9928 (fax)
www.adapts.gatech.edu
TEACHING TECH STUDENTS WITH DISABILITIES

Teaching Students with Attention Deficit Disorder (ADHD/ADD)

Students with ADHD/ADD have average to above-average intelligence, and exhibit characteristics such as impatience, restlessness, insecurity, and boredom. In addition, they may also have difficulty managing time and setting priorities. When teaching a student with ADD, be sure to notice and respond to nonverbal signals of frustration and confusion.

Suggested Academic Accommodations:

- Provide study questions or guides to students.
- Give assignments in writing and orally.
- Emphasize important material and use visual aids when available.
- Provide opportunities for the student to participate in class discussions, thus keeping his or her attention focused.
- Allow the student to use aids, such as a computer, dictionary, or non-programmable calculator.
- Have the syllabus available before the class begins. Discuss it with the student to clarify important items and dates.
- Eliminate or reduce distractions in the classroom.
- Allow the student to sit in the front of the room.
- Allow extended time for exams.
- Provide a distraction-free environment to take exams.
Teaching Students with Asperger Syndrome (AS)

Asperger syndrome is an autistic spectrum disorder. It is a lifelong developmental disability that affects the way a person communicates and relates to people around them. Students with Asperger syndrome have average to above-average intelligence, but show significant deficiencies in social and communication skills. They often have obsessive routines and may be preoccupied with a particular subject of interest. They have a great deal of difficulty reading nonverbal cues (body language) and very often have difficulty determining proper body space. Many students with Asperger syndrome can also have difficulties with sensory processing and get overwhelmed by too much sensory information.

**Suggested Academic Accommodations:**

- Provide a detailed syllabus and discuss main points and important dates with the student.
- Begin lectures with an outline of materials to be covered.
- Provide detailed explanations of any assignments including specific expectations.
- Provide copies of PowerPoint slides used during lectures.
- Assist the student in locating a volunteer notetaker.
- Allow the student to tape record lectures.
- Allow extended time to complete exams and other assignments.
- Help the student identify optimum seating position due to their sensory difficulties.
- Provide the student with advanced notice of any changes to lecture venue, content, or course requirements.
- Allow the student to use a reader/scribe or other aid (computer, dictionary, nonprogrammable calculator).
- Provide a distraction-free environment for the student to take exams.
- Provide the student with a prompt to remind them when to move on to the next question.
TEACHING TECH STUDENTS W/ DISABILITIES (cont.)

Teaching Students with Specific Learning Disabilities

Three of the most common learning disabilities are dyslexia, a severe difficulty with reading; dysgraphia, a severe difficulty with writing; and dyscalculia, a severe difficulty with math. Students with learning disabilities may differ both in type and manifestation of the disability. A learning disability can also vary within an individual depending on the learning demands and the setting. A learning disability is NOT a form of mental retardation. Some common characteristics that an instructor may notice when teaching a student with a learning disability include poor penmanship, problems with grammar, and poor social skills. Not all of these characteristics are present in every student with a learning disability. Ways a learning disability can be manifested might include language deficits, visual deficits, memory deficits, spatial organizational deficits, social skills deficits, attention deficits, auditory deficits, and reasoning deficits.

Suggested Academic Accommodations:

- Provide a detailed syllabus and discuss main points and important dates with the student.
- Provide assignments in an oral and written format.
- Assist the student in locating a volunteer notetaker.
- Announce reading assignments in advance for students who use taped materials. (The time required to record books onto tape is twelve to eighteen weeks).
- Provide copies of your overheads.
- Provide handouts. Use multisensory approach to learning.
- Repeat important concepts or write them down. Write out new or technical terms.
- Provide a distraction-free environment to take exams. Use a different exam format if necessary.
- Allow extended time for exams.
- Allow the student to use a reader/scribe or other aid (computer, dictionary, nonprogrammable calculator).
- Accept oral, rather than written, presentations and exams.
- Begin lectures with an outline of material to be covered. Review material previously covered.
TEACHING TECH STUDENTS W/ DISABILITIES (cont.)

Teaching Students with Physical Disabilities

Physical disabilities encompass a wide-range of abilities. It is difficult to generalize accommodations for all persons with physical disabilities. The same physical disability can have very different effects on different people and can vary due to periods of remission. Students with specific motor impairments may use canes, scooters, wheelchairs, braces, or crutches to assist in mobility. The student must learn accessible routes around campus; problems, such as bad weather or crowded sidewalks, can interfere with a student’s movement from one place to another. When teaching students with physical impairments, be sure to know the emergency exit routes for buildings, and if a field trip is required as a class assignment, check the accessibility of the site.

Suggested Academic Accommodations:

- Allow extended time to complete exams and other assignments.
- Provide an alternate format for exams (i.e. multiple choice rather than essay).
- Provide assistance in securing a notetaker or give the student a copy of your notes.
- Allow test-taking modifications such as a scribe, use of a computer, or an oral exam.
- Accept tape recording of exams or written assignments.
- Allow the student to tape record lectures.

Suggested Accommodations for Wheelchair Users:

- Check accessibility in and out of the classroom, rearranging classroom furniture as necessary.
- Never hang on a wheelchair; this is often considered a part of one’s personal body space.
- Assist only if asked or if the student is having obvious difficulty.
TEACHING TECH STUDENTS W/ DISABILITIES (cont.)

Teaching Students with Hearing Impairments

Persons with hearing impairments may use some speech to communicate. Students with hearing impairments may not understand the message that is being conveyed. You may need to use another method to communicate (e.g. writing out the message or using different terms), get the person’s attention before speaking to him or her, speak clearly and normally, use facial and body expressions, and maintain eye contact and face the student throughout the conversation.

Suggested Academic Accommodations:

- Allow the student to sit in the front row of the class.
- Allow the student to participate in class as much a possible. This may mean calling on the student or allowing an interpreter extra time to interpret questions or comments, thus giving the student a chance to respond if he or she wishes.
- Write difficult or technical terms on a blackboard or overhead projector.
- Make sure films or videotapes used in class are closed-captioned or arrange to get a closed-captioned decoder.
- Assist the student in finding a volunteer notetaker. Provide copies of your notes when requested.
- Be sure any light in the room is on your face. Do not stand with your back to a light source.
- People with hearing impairments need to see the speaker.
- Give the student copies of any information that is to be presented orally.
- Provide a detailed syllabus and list of assignments.
- Allow students who use interpreters to have all or part of an exam interpreted for them.
- English is not their first language, students may have difficulty understanding the exam questions and will need the exam translated into sign language.

Interpreter Tips:

Interpreters provide a means of communication for a person with a hearing impairment. They translate English into a sign language such as American Sign Language. It is important to realize that interpreters translate everything said in a classroom by a faculty member, staff member, or student. Interpreters regard all information as confidential and are bound by strict ethical guidelines. Do not call in on the interpreter to answer questions. He or she is not participating in the class.
TEACHING TECH STUDENTS W/ DISABILITIES (cont.)

Teaching Students with Visual Impairments

Visual impairments range in degree from low vision to total blindness. Vision may fluctuate due to periods of illness, overuse, or poor lighting. A person with a visual impairment does not have a sixth sense, but learns how to compensate for the loss of vision by improving his or her other senses. Students with visual impairments may have problems in areas such as reading, gathering information, and participating in extra-curricular activities. They may use a cane, a guide dog, or nothing at all to help them with mobility. A guide dog is a trained working animal which should never be touched, spoken to, or played with without the permission of the owner.

Students who are blind primarily rely on Braille and tape-recorded information for classes and daily living. Students with low vision may rely on enlarged materials, audio tapes, or Closed Circuit Television Systems (CCTV) that enlarge material a person is reading. It takes at least twelve to eighteen weeks for reading materials to be placed onto tape and nine months or longer to be converted into Braille, so having a syllabus available and textbooks selected before the student registers for classes is recommended. Keep in mind that a student with a visual impairment may not be able to benefit from visual aids that are used in class, so Braille, taped, or large print copies of visual materials may be necessary.

Suggested Academic Accommodations:

- Assist the student in securing volunteer notetakers if necessary.
- Allow for extended time on exams; use of alternate exam format, e.g., computer exams or oral exams.
- Allow for use of a reader or scribe during exams.
- Permit student to tape record class and to tape record written assignments.
TEACHING TECH STUDENTS W/ DISABILITIES (cont.)

Teaching Students with Psychological Disabilities

Psychological disabilities such as manic depression can have varying effects depending on the severity of the disability and the treatment the student is receiving. When working with students with psychological disorders, the faculty member should maintain high but realistic expectations and also encourage open communication. In addition, be familiar with campus resources to which you can make referrals when appropriate.

Suggested Academic Accommodations:

- Allow extended time to complete exams and provide a distraction free environment to take exams.
- Allow for flexibility in assignments when the student is having problems related to the disability.
- Be specific about expectations and course objectives.
- Encourage the student to sit in the front of the class to reduce distraction.

Teaching Students with Speech Impairments

Speech impairments may be found alone or in combination with other disabilities, such as cerebral palsy or traumatic brain injury. Common speech impairments include stuttering, chronic hoarseness, or inability to speak. Students with speech impairments may have problems with articulation, vocalization, annunciation, or be completely voiceless. Many students with speech impairments experience some anxiety when asked to speak in a class or in a new situation. Oral communication may be a problem for students with speech impairments, thus requiring alternate test formats or alternate formats for class presentations. When teaching students with speech impairments, allow them enough time to express themselves when called on and avoid finishing their thoughts or sentences for them. Also, if you cannot understand the student, ask him or her to repeat what he or she is saying or ask for it to be written down.
Teaching Students with Seizure Disorders

The various types of seizure disorders make establishing one universal definition difficult. Generally, seizure disorder may be defined as an episode of abnormal motor, sensory, autonomic, or psychic activity as a consequence of excessive electrical discharge from cerebral neurons. Seizures vary in duration and after-effects. One of the results of a seizure is a severe headache, which is sometimes accompanied by memory deficits or clouded thinking. This may cause the student to miss class or have difficulty completing assignments. Faculty members should keep this in mind and be willing to work with the student to make up missed or incomplete assignments.

Seizure First Aid:

Contact 911 if a student is having a seizure. Tell them the situation and request an ambulance. To prevent from choking, make sure the student is on his or her side.

Teaching Students with Other Disabilities

Each disability listed below is covered by federal anti-discrimination legislation and students with any of these are eligible to receive reasonable accommodations. Each one will affect the student in different ways. Students with these disabilities may be absent from class for various reasons. It is important for faculty members to work with the student to make allowances for absences and provide opportunities for the student to make up the missed work. Confidentiality is a primary concern for students with disabilities. Because of the social stigma attached to some of the disabilities listed below, many students may be hesitant to reveal their condition to the faculty or staff members. Strict confidentiality is important.
DEFINING DISABILITIES

To be considered disabled under either ADA or 504, a person must have a physical or mental impairment that substantially limits “a major life activity,” has a record of such an impairment or is regarded as having such an impairment.

Each student requesting classroom accommodations must present the appropriate documentation to the ADAPTS Office. Listed below are the categories of disabilities.

Visual Disability

Disorders in the structure and function of the eye as evidenced by at least one of the following: (a) visual acuity of 20/70 or less in the better eye after the best possible correction, (b) a peripheral field so constricted that it affects one’s ability to function in an educational setting, (3) a progressive loss of vision that may affect one’s ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa and strabismus.

Physical Disability

Conditions that impact the musculoskeletal, connective tissue or neuromuscular system are physically disabling conditions which may require an adaptation to one’s school environment or curriculum. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial hemorrhage, multiple sclerosis, Parkinson’s disease, and muscular distrophy.

Hearing/ Auditory Disability

Auditory disabilities occur with a hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness and acoustic trauma hearing loss or deafness.
DEFINING DISABILITIES (cont.)

Specific Learning Disabilities

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling or performing arithmetic calculations. Examples include, but are not limited to, dyslexia, dysgraphia, dysphasia and dyscalculia. Such disorders do not include learning problems due primarily to visual, hearing or motor handicaps; mental retardation; emotional disturbance; or an environmental deprivation.

Speech Disability

Speech disabilities are disorders of language, articulation, fluency or voice that interfere with communication, pre-academic or academic learning, vocational training or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy and aphasia.

Mobility and Dexterity Impairments:

Mobility impairments range in severity from limitations on stamina to paralysis. Some mobility impairments are caused by conditions present at birth while others are the result of illness or physical injury.

**Quadriplegia**, paralysis of the extremities of the trunk, is caused by a neck injury; students with quadriplegia have limited or no use of their arms and hands.

**Paraplegia**, paralysis of the lower extremities and the lower trunk, is caused by an injury to the mid-back; students with paraplegia have full movement of their arms and hands.
DEFINING DISABILITIES (cont.)

Other Disabilities:
*Not limited to the conditions listed below.*

Mental, Psychological or Personality Disorders:
Any emotional or behavioral neurosis that has, or could create, an unstable condition in the individual’s actions.

Cardiovascular and Circulatory Conditions:
Includes, but is not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, and other conditions of the circulatory system.

Blood Serum Disorders:
Hemophilia, sickle cell anemia, HIV/AIDS and disorders where the cause is unknown.

Respiratory Disorders:
Tuberculosis of the respiratory system, cystic fibrosis, emphysema, pneumoconiosis and asbestosis, bronchiectasis, chronic bronchitis and sinusitis, and other disease of the respiratory system.

Attention Deficit Hyperactivity Disorder (ADHD/ADD):
Attention Deficit Hyperactivity Disorder is a neurological condition that affects learning and behavior. Students may be easily distracted, impulsive, hyperactive, and inconsistent.

Aspergers Syndrome (AS):
Asperger syndrome is an autistic spectrum disorder. Students with Asperger syndrome have average to above-average intelligence, but show significant deficiencies in social and communication skills.

Diabetes, Epilepsy:
Other conditions that require administrative or academic adjustment such as class schedules, parking and course adjustments, and do not fit into any of the above categories may also qualify.
SAMPLE ACCOMMODATION LETTER

SERVICES FOR STUDENTS WITH DISABILITIES

**CONFIDENTIAL**

The content of this letter is confidential. Any discussions of the information pertained therein should occur privately between you and the student presenting this letter.

SEMESTER: Fall 2012

RE: Student, Name Here; 00000000

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the above student has presented documentation of a qualifying disability for reasonable academic accommodations to the ADAPTS-Disability Services Program. This accommodation letter serves as the student's official institute documentation that he or she is entitled to effective and reasonable accommodation.

This student is approved to receive these specific accommodations (do not accept any handwritten remarks):

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Accommodation Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Absences Needed</td>
<td>Student may need to miss class due to medical reasons or student may need to miss class in order to attend medically necessary appointments with physician(s). Student will contact professor in advance whenever possible of these absences, except in the case of an emergency when the student will contact the professor as soon as reasonably possible.</td>
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<tr>
<td>Extended time on tests at a rate of time and a half</td>
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<tr>
<td>Quiet/Low-Distraction Test Area</td>
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<tr>
<td>Modified use of Personal Response System (PRS)</td>
<td>Student needs alternate use of this system.</td>
</tr>
<tr>
<td>Use of Note taking Service</td>
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</tbody>
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Accommodations ensure students have complete access to and full participation in the educational process. They require no adjustments to the evaluation of academic performance. The ADAPTS-Disability Services Program goal is to make the accommodation process simple and effective for both the student and the faculty member. If at any time there are questions about any student with a disability in your class, you are encouraged to discuss your questions with the ADAPTS-Disability Services Program or reference our website at [http://www.adapts.gatech.edu/](http://www.adapts.gatech.edu/).

J. Denise Johnson Marshall
Assistant Dean of Students
Director of Disability Services
dmarshall@gatech.edu

Georgia Tech Faculty & Administrative Guide 23 | Page
ADAPTS-DISABILITY SERVICES PROGRAM

INSTRUCTOR NOTIFICATION FORM

Return this completed form to the Student Services Building, Suite 210.

RE: Student, Name Here; 000000000

Your signature confirms that you were notified of the above student’s accommodations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Section #</th>
<th>Instructor's Printed Name</th>
<th>Instructor's Signature</th>
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Student Signature: ___________________________ Date: ___________________________

***I hereby give permission for the ADAPTS office to discuss my situation with appropriate university officials.
STUDENT RESPONSIBILITY

The responsibility of informing the university of a disability resides in the students. Students with disabilities should contact the ADAPTS-Disability Services Program, as it is the only designated campus agency responsible for classroom accommodations.

Faculty members are encouraged to work with all students, but when accommodating students with disabilities, all faculty and staff members are encouraged to refer the student to the ADAPTS-Disability Services Program in 221 Smithgall Student Services Building.

After the appropriate documentation is provided to the ADAPTS-Disability Services Program and the student has consulted with a member of the staff in the ADAPTS-Disability Services Program, the student will be registered with the ADAPTS-Disability Services Program. This enables them to receive an official letter to their professors for each semester listing their necessary accommodations. The student should provide their faculty member with this letter early in the semester and set up a time to discuss it. Students are responsible for requesting accommodations in a timely manner so instructors may plan for the accommodations. The only valid documentation a student needs to provide to the professor is the ADAPTS-Disability Services Program accommodation letter. Professors may not ask the student for any more documentation or information regarding their disability. Conversely, professors need only provide accommodations to students providing the ADAPTS-Disability Services Program accommodation letter; please refer students with disabilities to the ADAPTS-Disability Services Program if they do not have the letter.

Students with disabilities must maintain the same level of academic integrity and responsibility as non-disabled students. This includes achieving the same academic standards, attending class, and providing timely notification of individual needs. A failure to abide by the student conduct code and rules of the ADAPTS-Disability Services Program will result in a loss of services.

Responsibilities of the ADAPTS Student:

1. Accommodations are based on the documentation of the disability provided to the ADAPTS-Disability Services Program coordinator.

2. The ADAPTS-Disability Services Program coordinator and affiliated staff members are available to assist students in solving disability related problems.

3. Students should identify themselves to their instructors and make an appointment to present their accommodation letter and discuss their testing and/or other accommodations.

4. Students desiring special testing arrangements (differing from other class members) due to their disability should make those arrangements at the beginning of the term with
their instructor and with the ADAPTS-Disability Services Program coordinator if using the ADAPTS-Disability Services Program for proctoring.

INSTITUTIONAL POLICIES

PARKING

- All employees and students in need of disabled parking accommodations must obtain a disabled parking permit through Georgia Tech; state issued permits are valid only in visitor lots.

- Employee and Visitor requests for disabled parking are handled by the Office of Human Resources’ Disability Services Coordinator (894-9411).

- Student requests for disabled parking are handled by the ADAPTS Office (894-2564).

No other office or campus department is allowed to determine eligibility or approve disabled parking requests.

Parking Documentation

Persons with chronic disabilities must supply medical documentation supporting the requirement for disabled parking. This documentation must be on doctor’s letterhead and must be recent within 5 years of when they originally applied for disabled parking. A copy of this documentation will remain on file in the appropriate office. The only types of disabilities eligible are those in which the daily life functioning pertaining to ambulatory availability is severely affected. For the purposes of this regulation the definition for the term “disability” is the one used in the American’s with Disabilities Act.

Parking Procedures

Once documentation is approved, notification will be given to a designated person in parking who will be responsible for issuing the disability permit allowing individuals to park in disabled parking spaces on campus. All employees and students are required to purchase a campus permit for the area in which they will be parking and pay the associated fees according to the particular lot fee schedule. The Georgia Tech disabled permit and the campus permit must be displayed together at all times while parking on the Tech campus. Both of these decals must be renewed annually by following the same procedures as listed above.
Temporary Disabilities

Students and employees with temporary disabilities must follow the same procedures stated above, but will be issued a temporary permit with an expiration date. Only the ADAPTS-Disability Services Program (for students) or the Disability Services Coordinator (for employees and visitors) is allowed to determine eligibility or approve temporary disabled parking requests. Stinger and Stingerette services can be provided for students and employees in times of temporary disability.

Stingerette Service

Students with chronic disabilities needing the use of the Stingerette are approved and referred from the ADAPTS-Disability Services Program to the Transportation Office. Schedules are determined in the beginning of the term and those schedules take priority over additional requests for Stingerette service. For more information, or the hours of operation, go to www.parking.gatech.edu.

ANIMALS IN INSTITUTE BUILDINGS

In the interest of the welfare and safety of faculty, students, staff, and visitors, it is the policy of Georgia Tech that animals not be permitted in Institute buildings. This policy does not apply to service animals such as guide dogs. Service animals must meet the following requirements:

- Dogs must be licensed in accordance with county regulations and wear a vaccination tag.
- Other types of animals must have vaccination appropriate for that type of animal.
- Animals must be in good health, well-groomed, clean and free of fleas, ticks, and other pests.
- Animals must be on a leash at all times.
- The handler must be in control of the animal at all times.
- Disruptive and aggressive animals may be asked to leave Institute facilities.
INSTITUTIONAL POLICIES (cont.)

LIBRARY SERVICES

The Georgia Tech Library offers accommodations to disabled students presenting the appropriate documentation. Only students presenting documentation that they are a registered student with the ADAPTS-Disability Services Program will be eligible for the accommodations listed below. Employees may receive documentation through the Office of Human Resources.

The following accommodations are offered through the Georgia Tech Library system:

- Book/Journal retrieval, and
- Book and Photocopy Orders (cost is passed on to the student/employee)
- Adaptive computer room (located on the 6th floor)

For more information, or to utilize these services, contact the Library at 404-894-4511 (V), 404-894-0230 (TDD), or delivery@library.gatech.edu.

ADAPTS PROCEDURES

Testing Procedure

Professors required to provide testing accommodations to their students with disabilities should have received an ADAPTS-Disability Services Program accommodation letter from the student near the start of the semester. The letter should state the student’s accommodations, including amount of extended time. Professors may give the exams to the students, provided that the accommodations are met (i.e., if the student requires a quiet, non-distracting environment). Professors, and often students, utilize the testing facilities in the ADAPTS-Disability Services Program. The ADAPTS-Disability Services Program requires students to sign up for their exam, date and time, in advance. The professor is responsible for getting the exam to the office prior to the student taking the exam. The exam may be faxed, e-mailed, walked over, or given to the student with the disability in a sealed envelope. However, the preferred method is for the exam to be hand delivered by the instructor or responsible party to Room 210. The ADAPTS-Disability Services Program places the student in a testing room, makes sure the student has only the required materials with them in the room, and monitors their time. The exam is then sealed with an official ADAPTS-Disability Services Program sticker and returned to the office or mailbox specified by the professor as soon as possible. All
exams that were proctored through the ADAPTS-Disability Services Program are sealed upon their exit; please contact the ADAPTS-Disability Services Program as soon as possible if you receive an unsealed exam.

Confidentiality

It is the policy of the Federal Government (see section on ADA of 1990), the Georgia Institute of Technology, and the ADAPTS-Disability Services Program that persons with disabilities are not to be discriminated upon this factor. The confidentiality of a person with a disability is also covered by this antidiscrimination clause and must be abided to at all time. The student is not required to show documentation of their disability to any person or office at Georgia Tech other than the ADAPTS-Disability Services Program. The ADAPTS-Disability Services Program retains the students file and determines the student’s accommodations with respect to their individual disability and need. A student is not to be asked about the specifics of their disability nor is their disability to be shared with anyone other than those needing to accommodate the student.

Equipment Available

The ADAPTS-Disability Services Program has equipment available for Tech students with disabilities. This equipment is lent out according to accommodations, on a course specific basis. Please contact the ADAPTS-Disability Services Program if you (the professor) need to provide a student with adaptive equipment so that they are accommodated for your class. Examples of equipment available for checkout are:

- Mac and IBM laptop computers
- Microcassette recorders
- Four track player/recorders
- Compact portable TDD
- Assistive Listening Device
- Signaling devices (for resident students)
- Caption decoder (for class videos)
- Spell checkers
- Adaptive computer programs such as JAWS, ZOOMTEXT, Dragon Dictate INSPIRATION and software for writing, and
- Interpreting services
INSTITUTIONAL POLICIES (cont.)

Text Conversion Procedure

Students who have severe visual impairments or blindness may need to have their textbooks and course materials converted into an electronic format for use with their text to speech software. Students approved for this service should contact their professors at least one semester in advance requesting the course syllabus. The course materials and texts require at least 12 weeks to be converted into an alternate format. Students must provide the ADAPTS-Disability Services Program with the syllabus and student purchased texts and/or materials one semester prior to the course. Course materials and text will be converted to an electronic format and will be available on the ADAPTS FTP server accessible with a password. (The purchased course materials will be returned to the student unbound after the conversion process).

Note to Professors: Please be aware this policy depends on the readiness of your syllabi. Your inability to provide a syllabus upon request delays the conversion process and may result in you failing to accommodate the student.

Notetaking

Students with supporting documentation and ADAPTS-Disability Services Program approval may need assistance with notetaking in a course. Students eligible for this accommodation must provide the ADAPTS-Disability Services Program with their course schedule before the last day for late registration and schedule changes posted in the OSCAR. The ADAPTS-Disability Services Program will e-mail each professor with a brief announcement to be read to the class explaining the process for applying. Interested students who apply and have the ability will be hired by the ADAPTS-Disability Services Program as a notetaker for that semester. Class notes can be copied in the ADAPTS-Disability Services Program and prepared for student pickup. The notetakers are paid a stipend through the ADAPTS-Disability Services Program.

Note: Notetakers are expected to take excellent class notes and be present for every class meeting.
FREQUENTLY ASKED QUESTIONS

What is the mission of the ADAPTS-Disability Services Program?

The purpose of the ADAPTS-Disability Services Program is to ensure that students with disabilities have equal access to all programs and activities offered at Georgia Institute of Technology. Our goal is to foster the full and self-directed participation of persons with disabilities in post-secondary education, including students, faculty, staff and visitors. Comprehensive support services and accommodations are available to encourage and enable them to take full advantage of Georgia Tech’s educational, social, and cultural opportunities.

What does the ADAPTS-Disability Services Program do?

The ADAPTS-Disability Services Program provides services to students with disabilities to assure access to all facets of the Georgia Tech community. The ADAPTS-Disability Services Program offers evaluation of students with disabilities, referral, adaptive technology, information on accommodations, interpreter services for Tech students, and testing facilities.

What defines “disability?”

According to the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is a mental or physical impairment that substantially limits one or more major life activities.

What defines “substantially limits?”

Section 504 of the Rehabilitation Act of 1973 defines substantially limiting as being unable to perform, or restricted from, a major life activity as a result of the disability, regardless of duration, condition, or manner in which the major life activity may be performed.

What are academic accommodations?

Suitable accommodations create equal opportunity to education for all Tech students, so long as it does not require a major change in the essential element of the curriculum. Examples of accommodations include extended time on exams, interpreters for students with hearing impairments, and adaptation in the manner in which the class is conducted.
How do students with disabilities apply to Georgia Tech?

All students, regardless of ability, apply to Tech in the same manner. The law prohibits asking information regarding disability and that information is available only to the ADAPTS-Disability Services Program through the choice of the student whereby they must provide acceptable documentation of disability. There are no special admissions procedures for applicants with disabilities.

What defines acceptable documentation?

Acceptable documentation includes, but is not limited to, testing done by a licensed psychologist used to obtain a DSM-IV criteria, doctor defined functional limitations, or a specific diagnosis. Documentation must be within 3 years of the student’s application for assistance. The ADAPTS-Disability Services Program is responsible for determining what accommodations, if any, are appropriate for each specific disability.

For answers to any further questions, please contact the ADAPTS-Disability Services Program at 404-894-2564 (voice) or 404-894-1664 (TDD) www.adapts.gatech.edu
INTERVIEW WITH JEANNE M. KINCAID, ESQ

What is the major difference between Section 504 and the ADA?

Section 504 only applies to entities that receive federal financial assistance, whereas the ADA covers most establishments whether privately owned or assisted with state and/or federal funds.

If a college or university is in compliance with Section 504, will it automatically be in compliance with the ADA?

In most instances, yes. However, to the extent that the ADA provides greater protection to individuals with disabilities, the college/university must comply with the ADA.

Who is considered to be “otherwise qualified” under the ADA and Section 504?

- Students who can meet the technical and academic qualifications for entry into the school or program;
- Parents or members of the public who have a disability;
- An employee with a disability who can, with or without reasonable accommodation, meet the essential requirements of the job;
- Persons who are discriminated against because of their association with individuals with disabilities.

Who is an “individual with a disability?”

A person who:

- Has a physical or mental impairment which substantially limits a major life activity;
- Has a record or history of such an impairment; or
- Is regarded as having such an impairment.

What is considered to be a “major life activity?”

Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for one-self and performing manual tasks.
INTERVIEW WITH JEANNE M. KINCAID, ESQ (cont.)

What are the obligations of students with disabilities?

The student has an obligation to self-identify that he or she has a disability and that he or she needs accommodation.

What are the college’s obligations under Section 504 and the ADA?

For students, the college must provide reasonable accommodations for the student’s known disability in order to afford an equal opportunity to participate in the college’s programs, courses and activities.

For employees, the college must provide reasonable accommodations to the employees known disability if it would enable him or her to perform the essential functions of the position.

A college may not discriminate against any individual solely on the basis of disability.

What are some examples of reasonable accommodations that a college might be expected to provide its students who have disabilities?

A college must provide a student academic adjustments to ensure that the student receives an equal opportunity to participate. A college must also provide auxiliary aids and services to persons with disabilities such as:

- Qualified interpreters and notetakers;
- Readers, taped texts, and material in Braille;
- Adapted equipment for students with manual impairments.

A college is not required to provide attendants, individually prescribed devices, readers for personal use or study or other devices of a personal nature. A college is only obligated to provide tutorial services to students with disabilities in the same manner as it does to nondisabled students. The college may choose the methods by which the auxiliary aids will be supplied so long as the methods used provide an equal opportunity. The college may not charge the student for necessary accommodations.
INTERVIEW WITH JEANNE M. KINCAID, ESQ (cont.)

Must the college provide the student all the academic adjustments and auxiliary aids he or she needs?

No. A college is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program or the academic requirements are considered essential to a program of study or to meet licensing requirements.

What does reasonable accommodation mean in the context of employment?

Colleges must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant/employee who has a disability unless the accommodation would impose an undue hardship on the operation of the college’s program.

How is “undue hardship” defined?

The following factors are used to determine if an accommodation would pose an undue hardship on the college:

- The overall size of the college’s program with respect to the number and type of facilities, and size of budget;
- The type of college operation, including the composition and structure its workforce;
- The nature and cost of the accommodation needed

What are some examples of reasonable accommodations expected to be provided by an employer?

- Making facilities readily accessible to and usable by persons with disabilities;
- Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices and the provision of readers or interpreters.

What are the procedural safeguards of Section 504?

Colleges must provide students and employees with notice of the nondiscrimination requirements of Section 504. Students and employees have a right to file a grievance with the college. The college’s grievance procedures must provide the student/employee with due process. Every college must have a Section 504 and ADA compliance officer. The college may not discriminate against any individual because of his/her exercise of these rights or against individuals who participate in an investigation pursuant to these regulations.
INTERVIEW WITH JEANNE M. KINCAID, ESQ (cont.)

What are the accessibility requirements of Section 504?

Facilities constructed prior to June 3, 1977 need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities. However, the student must be afforded an equal opportunity to enjoy the full range of services offered by the college. If a college modifies one of these buildings, it must make the modification accessible, to the maximum extent feasible. Buildings constructed after June 3, 1977 must be readily accessible and usable to persons with disabilities. All programs and services must be provided in a manner that affords the student maximum integration with his/her nondisabled peers.

Jeanne M. Kincaid, Esq. is an attorney who consults with colleges and universities regarding disability law matters as they pertain to students and employees. She authored “Recent Legal Decisions” for the Association on Higher Education and Disability. This article was reprinted with permission from the author.
The following offices are available to assist you as you teach students with disabilities. Do not hesitate to contact any of these offices should you have questions about students with disabilities. If you need assistance, and the appropriate contact is not listed, feel free to call the ADAPTS Office for referral to the correct office.

**On Campus**

- ADAPTS-Disability Services Program: 894-2564 (V), 894-1664 (TDD)
- Center for Rehab Technology: 894-2276 (V), 894-1414 (TDD)
- Counseling Center: 894-2575
- Dean of Students Office: 894-6367
- Student Health Center: 894-2584
- Housing: 894-2486
- Library Retrieval Service: 894-4528 (V), 894-0230 (TDD)
- Office of Human Resources: 894-3245
- Director of Employee Services: 894-9491
- Parking: 894-94645
- Police: 894-2500, 894-8377 (V/TDD)
- Step (Tutor Service for Freshmen): 894-2276
- Stingerette Bus Service: 894-9649
- Vice President for Student Affairs: 894-2560

**Off Campus**

- ADA Southeastern Technical Assistance: 404-888-0022
- AHEAD (Association of Higher Education and Disability) (V/TDD): 614-488-4972
- Architectural Transportation and Barriers Access Board: 800-872-2253
- Georgia Academy for the Blind: 912-751-6083
- Georgia Board of Regents: 404-656-2250
- Georgia Department of Education: 404-656-4689
- Georgia Relay Service: 800-255-0056 (V), 800-255-0056 (TDD)
- Georgia Sensory Rehabilitation Center: 404-669-9007 (V), 404-669-0150 (TTY)
- Georgia VocRehab Agency: 404-657-3053
- HEATH Resource Center (Higher Education and Adult Training for Individuals with Disabilities): 202-939-9320
- National Center for Learning Disabilities: 212-545-7510
- Office of Civil Rights (OCR) US Department of Education: 404-331-2986
- Operator Services for the Deaf (OSD): 800-855-1155 (TDD)
- Recordings for the Blind and Dyslexic: 800-221-0877
RECOMMENDATIONS FOR ALL COURSES

Make an announcement such as this at the first meeting of the class: “Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours.” This approach preserves students’ privacy and also indicates the willingness of the faculty member to provide assistance as needed.

Confidentiality of all disability information is essential. At no time should the class be informed that a student has a disability, except at the student’s express request. All disability information which the student gives to the faculty member is to be used specifically for arranging reasonable accommodations for the course of study.

- Provide students with a detailed course syllabus which is available before registration.
- If possible, select a textbook with an accompanying study guide for optional student use.
- Clearly spell out expectations at the beginning of the course (e.g., grading, material to be covered, due dates).
- Announce reading assignments well in advance for students who are using taped materials or other alternative formats. It takes an average of six weeks to get a book tape-recorded.
- Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
- Speak directly to students, and use gestures and natural expressions to convey further meaning.
- Present new or technical vocabulary on the blackboard or use a handout. Terms should be used in context to convey greater meaning.
- Give assignments both orally and in written form to avoid confusion.
- Facilitate use of tape recorders for note taking by allowing students to tape lectures.
- Provide adequate opportunities for questions and answers, including review sessions.
- Provide study questions for exams that demonstrate the format of the test, as well as study questions on content. Explain what constitutes a good answer and why.
- Allow students with disabilities requiring alternate testing formats to demonstrate mastery of course material using methods appropriate to the student and the subject matter (e.g., extended time limits for testing, taped exams, individually proctored exams in a separate room).
- Permit use of simple calculators, scratch paper, and spellers’ dictionaries during exams.
- Encourage students to use campus support services.