

ADA Guidelines at Grambling State University



Disability Services for Students

Student Handbook

Table of Contents

Office of Disability Services for Students

Rights and Responsibilities

Documentation of Diagnosed Disability

Confidentiality

Meeting with DS

Requesting Accommodations

Discussing Accommodations with instructors

Meeting with Instructors, Recommended Topics

Textbooks in Alternative Formats

Appeals Procedure

Campus Resources

ADA Definitions

Suggestions for Helping All Students Succeed

Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

This handbook describes student rights and responsibilities, procedures for requesting accommodations, and information about campus resources. DSS recommends that you read this handbook thoroughly, as it will be a useful reference throughout college and beyond.

Rights and Responsibilities

In recent years, laws have been passed to protect the rights of disabled persons. A disability is a physical or mental impairment that impedes normal achievement. These laws ensure the rights of people with physical and mental impairments, as well as those with learning disabilities and emotional disturbances.

[Rehabilitation Act of 1973 & Americans with Disabilities Act](#)

Section 504 of the *Rehabilitation Act of 1973* and *Title II of the Americans with Disabilities Act* (ADA) prohibit discrimination against disabled people by state and local governments or businesses who receive federal funding. This includes public accommodations such as those provided by Grambling State University. Title II and Section 504 help ensure that you will have the same opportunities for success as other GSU students. The section that directly affects Grambling State University states:

“No otherwise qualified individual with a disability in the United States, . . . shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” (The United States Department of Education:
<http://www.ed.gov/about/offices/list/ocr/docs/placpub.html>)

Grambling State University is obligated to make reasonable academic adjustments and accommodations only to the known limitations of otherwise qualified students with disabilities. However, these laws do not require, expect, or imply the lowering of academic standards or altering of any course’s content. The laws also don’t require GSU to provide adjustments and accommodations that are unduly burdensome and are never done at the expense of the essential

standards. The laws do require, expect, and imply that the institution must provide reasonable accommodations to assure equal access to the information within the academic setting. For example, for a student who meets every entrance requirement for a specific college course but cannot read the printed text due to a documented visual impairment, that institution must make alternative forms of the book (i.e. Braille, audio or electronic text) available.

For purposes of understanding, the following definitions and explanations have been included.

A person with a disability includes any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has record of such an impairment

Major life activities include:

- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working

A “qualified person with a disability” is defined as one:

- who meets the academic and technical standards requisite to admission or participation in the education program or activity.
- With respect to employment, one who with or without reasonable accommodation, can perform the essential functions of the job in question.

Obligations of Student and College

A student with a disability has an obligation to:

1. Self-identify that he or she has a disability, if services are desired;
2. Provide current/recent documentation of the disability;
3. Self-identify the need for academic adjustment and/or accommodation.

GSU’s obligations under section 504 and the ADA:

1. Provide reasonable academic adjustments and accommodations for the student’s known disability;

2. Afford the student an equal opportunity to participate in the college's programs, courses and activities.

Academic Adjustments and Accommodations:

The key word is reasonable.

Reasonable academic adjustments and accommodations include but are not limited to:

- Extended time for testing
- Alternative testing sites
- Permission to tape lectures
- Copies of overheads or outlines/notes used in lectures
- Volunteer readers
- Scribes for classroom
- Print materials in alternate format

(Questions about whether or not a request is reasonable should be discussed with the DSS Coordinator)

Limitations:

Colleges are NOT required to provide:

- Personal attendants
- Readers for personal use or study
- Tutorial services other than those provided for the entire student population
- Choice of aids (college may choose methods of auxiliary aids so long as methods provide equal opportunity)
- Coursework adjustments, IF such a provision would fundamentally alter the nature of the program or the academic requirements, which are ESSENTIAL to a program of study or to meet licensing prerequisites.

Important Note: All academic adjustments and/or accommodations are based upon the recommendations included in a student's written documentation. Documentation does not necessarily entitle a student to all of the considerations listed above.

The Coordinator of Disability Services for Students (CDS) reviews the documentation of each student who discloses a disability and determines appropriate academic adjustments and/or accommodations. The responsibility of providing academic adjustments and accommodations and complying with the ADA rests with all employees of Grambling State University. The CDS encourages faculty members to help students secure academic adjustments and/or accommodations. Considerations, such as extended time for testing, alternate test sites, copies of lecture notes, and permission to tape lectures, can often be arranged most efficiently by the student in cooperation with CDS and the instructor. The Coordinator of Disability Services for Students is available to discuss the appropriateness of academic adjustments and accommodations with instructors when necessary. For more information about understanding

and accommodating students with disabilities, please contact the Coordinator of Disability Services for Students at (318) 274-3277 or (318) 274-3338.

Documentation

Documentation of disabilities is essential in order for Disability Services for Students to implement academic adjustments and/or accommodations. Title II of the Americans with Disabilities Act provides for eligibility of services through guidelines, which must be adhered to by DS. Basically, documentation includes the physician's or other professional's summary of tests given, the interpretation of those tests, outline of the history of the disability, and any prescribed remedies, such as hearing devices or medications. The extent of the documentation needed varies, depending on the type of disability.

The U.S. Department of Education Office of Civil Rights, in the pamphlet "Students with Disabilities Preparing for Post-secondary Education: Know Your Rights and Responsibilities," discuss documentation and how post-secondary institutions have different requirements than the K-12 system. It goes on to explain what to do if the documentation does not meet the requirements of the post-secondary school. Page six states:

"If the documentation that you have does not meet the post-secondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation."

The pamphlet, under a separate heading on page six, goes on to say:

"Neither your high school nor your post-secondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean you will have to pay or find funding to pay an appropriate professional to do it..."

It is not the DS's intention to put an undue burden on you for your documentation, however, it is imperative that we know the "current" state of your disability and how it affects the life activities at this stage of your life.

ADD/ADHD

- Diagnosis by a developmental pediatrician, neurologist, psychiatrist, licensed doctoral-level clinical or educational psychologist, or combination of such professionals
- Evaluation should be usually within three years of application for services

Contain the following information:

- Clear statement of DSM III, IIIR, or IV diagnosis
- Date of diagnosis
- Summary of procedures and instruments used
- Summary of evaluation results
- Medical history relating to use of medications

- Statement of impact and limitations of academic performance
- Recommendations for academic adjustments to compensate for the disability
- Name, title, and appropriate licensure information.

Chronic Illness

- Diagnosing physician
- Name
- Licensure
- Dates of diagnosis and most recent contact
- Diagnosis
- Prognosis
- Functional nature of debilitating illness
- Clinical evidence of disability
- Recommended accommodations

Hearing Impairment

Diagnosis by an audiologist with audiogram included describing scope of hearing loss:

- Deaf
- Hearing loss of 70 dB or greater in the better ear
- Hard of hearing
- Hearing loss of 35 to 69 dB in the better ear
- Impact of hearing loss in academic environment
- Recent Contact with a qualified professional

Learning Disabilities

- Diagnosis by a licensed school or private psychologist
- Name, title, and appropriate licensure
- Evaluation usually within three years of the student's application for assistance
- Specific identified learning disability, including the degree of severity
Battery of tests including aptitude, achievement, and information processing such as:
 - WAIS-R
 - Woodcock-Johnson
 - TASK
 - TOWL-2
 - Stanford Binet
 - KAIT
- Reference to specific academic accommodations requested

Mobility Impairment

- Nature of disability

- Type of mobility devices
 - Wheelchair
 - Walker
 - Cane
 - Braces
- Academic Environment Issues:
 - Distances
- Physician's information
 - Name
 - Licensure
 - Date of most recent contact
 - Impact in academic environment
 - History and impact of medications on learning
 - Type and severity of impairment

Visual Impairment

- Diagnosis describing the amount of vision loss
 - Blindness
 - Visual acuity in both eyes of less than 20/200
 - Visual field of less than 20% despite best correction with glasses
 - Low vision
 - Visual acuity better than 20/200 but worse than 20/70 with correction
 - Documentation must include a diagnosis by a medical doctor or optometrist/ophthalmologist

Emotional/Psychological Impairments

- Diagnosing physician's credentials
- Diagnosis
- Prognosis
- Functional nature of debilitating illness
- Clinical evidence of disability
- Recommended accommodations

Confidentiality

Disability Services for Students at Grambling State University is under Federal Regulations regarding the confidentiality of any student documentation and disability. Any and all documentation provided to this office is treated as confidential medical records and are not released to anyone outside of the accommodation process within the office, except under the following circumstances:

1. The student gives SCWRC a signed release (Family Education and Right to Privacy Act – Buckley Amendment) to share the information to the person(s) specifically named on the release

2. SCWRC is required and/or permitted by the laws and/or court order
3. The student is a direct threat to him/herself or others
4. The student makes a disability-related grievance or appeal.

SCWRC staff will not release or discuss a student's disability or information given to this office to a parent, spouse, or other party not specified on the Buckley release. SCWRC will not disclose a student's specific disability with faculty members; however, the impact a disability has on a class is not considered disclosure and can be discussed.

Meeting with Disability Coordinator at SCWRC

An initial contact with SCWRC is usually a phone call at which time an appointment will be arranged for a confidential discussion of disability. Documentation of the disability by a qualified physician, psychologist, neurologist, or other professional will be requested. This documentation must include: the physician's or other professional's summary of tests given, the interpretation of those tests, outline of the history of the disability, and any prescribed remedies, such as hearing devices or medications. The documentation may be submitted at the initial appointment, faxed, attached to an email, or through regular postal delivery. Please be aware that accommodation services cannot begin until the documentation has been accepted and qualifications determined.

In the first appointment with SCWRC, the student will discuss with the ADA coordinator how his/her disability affects academic and other areas, supports used in the past, and what accommodations might be available at the university. The student learns how to access the services (which may be different than high school or former schools) and the responsibilities that are associated with disability accommodations. The student is encouraged to meet with the coordinator for regular appointments or whenever there is a need.

After a student has been qualified for services, the student will complete a Disability Accommodations Verification request for ADA letters. These letters inform the instructor that the student has a disability for which academic adjustments are requested. The letters do not inform the instructors of the exact disability – just that there is one. **The student is responsible for picking up the letters and distributing them to each instructor. *It is recommended that appointments during instructor's office hours be made for this purpose.*** Confidentiality is controlled in this one-on-one meeting, but, more importantly, the instructor has an opportunity to discuss with you how the accommodations may impact the classroom.

Following the initial office meeting, the student may meet with SCWRC whenever needed. Test accommodations should be discussed with professors first to determine if there is a room near the classroom or in the department offices that a student could use or if the test can be taken at SSS. The student must contact SSS if he or she is going to utilize the testing rooms at Brown Hall by calling to make an appointment for a room. **Tests and exams must be taken at the same time as scheduled for the class unless otherwise approved by the instructor.** This request must be at least three business days in advance for a testing room and at least five business days in advance if a reader/scribe is needed. Students should request for the opportunity to have priority registration opportunities to gain access to classes which best fit their disability

needs, such as time of day or number of days per week. Staff with SSS can help with study skills, time management, organization of papers and proper use of citation for APA, MLA, scientific, and other formal writing guidelines.

Requesting Accommodations

You are encouraged to speak directly with faculty members regarding any academic adjustments/accommodations you need. Approaching faculty members on your own is an excellent way to increase your self-confidence and ability to discuss your needs. This is good preparation for life beyond college, where there may not be as many support services in place to help you arrange accommodations. Discussing your needs with faculty members helps them better understand your situation and allows them to get to know you personally.

To request academic adjustments/accommodations from your professors, you must have shown your Disability letter from the SCWRC office. This letter verifies that documentation of your disability is on file with our office and that you are eligible for special considerations.

Please follow these steps to request academic adjustments and/or accommodations:

1. Provide all of the information requested on the Accommodation Request form to the SCWRC office. Letters may not be available the same day, so plan ahead.
2. Once you have your letters, be sure to **present your letters** to your instructors. ***It is best to make an appointment with your instructors first so that you will have an opportunity to introduce yourself, explain your needs, and discuss these accommodations.*** Simply showing the letter to an instructor prior to the beginning of class or at the end of class is **not appropriate**, since there is a greater chance of the information contained in the letter becoming misplaced or forgotten. Personal appointments will make the best impression on your instructors and ensure your privacy.
3. Discuss accommodation requests with your instructors at the beginning of each semester, when you present your Disability letters. For extended time and/or quiet room accommodations for testing, before each test, remind your instructor of the need for the accommodation, how they would like you to arrange for the time/room, and how the test is to be delivered to the Student Support Services office in Brown Hall. If you are to take the test at SSS, then contact SSS to discuss the arrangements. You do not need to inform SSS if you will be taking a test anywhere other than SSS. you must contact SSS at least two (2) business days in advance of the test so a reader/scribe can be arranged.
4. It is the student's responsibility to arrange classroom accommodations with his/her instructor. **Tests and exams must be taken at the same time as scheduled for the class unless otherwise approved by the instructor.** Requests for extended time and/or quiet room may be accommodated in several ways:
 - take the test in the department conference room or other quiet area.
 - find an empty room near the course classroom.
 - make arrangements with Student Support Services (SSS). If this choice is acceptable, the Instructor needs to inform SSS as to the delivery and return of the test to them. The nature of transmittal of testing material will be determined by SSS and the Instructor. **To take a test at SSS, it is recommended that you call at least 3 business days prior to the test date to schedule a testing session. For**

Final Exam week scheduling a testing room at SSS should be done at least 10 business days in advance. The instructor must inform SSS of any materials allowed for the test, otherwise, SSS will prohibit anything being taken into the testing room.

Discussing Accommodations with Instructors

Discussing the nature of your disability (not the disability itself) with your instructors is imperative to helping them understand your needs. This can seem challenging, especially for beginning students who have not had much experience discussing the impact of their disabilities or accommodations. The ability to clearly request accommodations and explain your needs is a skill that will help you in all aspects of life. The following are some suggestions that can make your discussions with faculty members more successful.

1. Plan Ahead - Think about what you will say before you meet with an instructor. You may wish to write out a script and practice ahead of time. Some instructors may not be familiar with your specific academic adjustments or accommodations, so you should be prepared to give them a brief explanation of how your disability affects you academically.
2. Make an appointment - Making an appointment with your instructor will ensure that he or she has set aside time to listen to you without distractions. It is inappropriate to approach an instructor just prior to the start or at the end of a class session to ask about an appointment or show him/her your card, as you will not have the instructor's undivided attention. You will also not have the privacy a discussion of your disability deserves. During the appointment, clarify with the instructor how accommodations will be arranged.
3. Be firm yet pleasant - Accommodations are your legal right, yet they can mean extra work for the instructor. Approaching the discussion in a cooperative, rather than demanding, manner is usually the most effective way to secure your accommodations. Remember, because this discussion will go beyond accommodations, you are actually establishing a relationship with a faculty member with whom you will be working for an entire semester. You can keep the mood of the meeting positive by going into it with a friendly attitude. For example, if extended time and a quiet room for exams are two of your accommodations, ask where the instructor would like you to take exam (the professor's office, an extra classroom, at SSS, etc.).
4. Remind instructors about agreed upon accommodations - It is helpful to remind instructors about exam accommodations a few days before the exam to avoid any problems the day of the test. Determine in your initial meeting with the instructor how best to contact him or her. For example, would the instructor like a reminder email note from you, a phone call, or a verbal reminder at the class session just prior to the scheduled test? This is especially important for the classes that only meet one day per week.

Meeting with Instructors: Topics to Cover

Outlined below are the topics covered in a typical student/instructor meeting. Examples are listed in italics.

1. **Introductions.** Introduce yourself and tell the instructor in which class you are enrolled. This is also a good time for small talk or a comment about class.

"Hi Dr. _____. My name is _____. I'm in your Geography 101 class and am really enjoying it so far."

2. **Reason for Meeting.** Explain that you have a disability and that you need certain accommodations. You can give the instructor your letter at this time. You may need to provide a rationale for the accommodations if the instructor does not have previous experience in this area.

"I wanted to have this meeting to talk to about my disability and to work out accommodations for me. Here is my letter from Disability Services for Students describing appropriate accommodations for my disability."

(or)

"I'm here to discuss with you the need for having accommodations in your class for my disability. The accommodations won't require much work on your part, but they will make a big difference in my academic success."

(or)

"I have a disability that can be compensated for with a few accommodations."

3. **Arrange Accommodations.** Describe the appropriate accommodations for your disability. Try to arrange these accommodations with your instructors during the meeting. For example, if extended time and a quiet room are two of your accommodations, please ask your instructors whether they would feel comfortable having you take the test at SSS or if they have a quiet room you would be able to take the test in. It is your responsibility to contact SSS to reserve a testing room at the SSS office. Please be prepared to tell the Office Associate how the professor is going to get the test to SSS as well as what class the test is for, the time you are planning to take the test, and date the test will be given. You must reserve a room if you choose to take any test at SSS.

Follow up with questions such as:

"How should I inform you what room I am scheduled to take the test in? Should I call your office or would you prefer an email?"

If you are eligible for copies of visual aids used in class, find out how you will get them. For example:

"Should I stop by your office each week for the copies of your lecture materials or will you bring them to class? Would it be easier if I gave you my email address so they could be sent to me? Is there a course Web site where I could download them?"

It is important to be direct at this time. Ideally, you should leave the meeting with a clear understanding of how each accommodation will be arranged. Write down the agreed upon arrangements, for future reference, should a mix-up occur.

4. Thank your instructors for their cooperation. Instructors are required by law to provide you with accommodations, but thanking them is a courtesy that can help you build a better relationship.

Please Note: You will find that most instructors are willing to cooperate with your requests for accommodations. If you encounter any difficulty in arranging accommodations with instructors, contact DSS for assistance.

Textbooks in Alternative Format

If your documentation recommends that you receive textbooks in alternate format, please note that DSS can check with the publishers for the availability of digital books for you to purchase. Textbooks on audio tape are generally not used due to the difficulty of acquiring them in a timely fashion.

The following are alternative resources for obtaining textbooks in other formats.

[Bookshare.org](http://www.bookshare.org): At the time of this publication Bookshare.org is free to US students. However, should fees be assessed, any costs and fees are the responsibility of the student.

Grambling State University Library - GSU Libraries have a wealth of electronic texts available. Please see their web page for links to sites available for students at GSU. The web address is: <http://www.gram.edu/library/>

[Amazon.com](http://www.amazon.com) - E-books are also available through various online book sellers with the major one being Amazon. You can download a wealth of text from Amazon.com. Some books are free for download while others have a minimal charge. Most well known novels cost a few dollars. Some of the more technical books can cost as much as \$35.00. (www.Amazon.com)

[The National Library Service for the Blind and Physically Handicapped \(NLS\), Library of Congress](http://www.loc.gov/nls) - A free national library program of braille and recorded materials for blind and physically handicapped persons is administered by the National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress. Under a special provision of the U.S. copyright law and with the permission of authors and publishers of works not covered by the provision, NLS selects and produces full-length books and magazines in braille and recorded formats. Reading materials are distributed to a cooperating network of regional and sub-regional (local) libraries where they are

circulated to eligible borrowers. Reading materials and playback machines are sent to borrowers and returned to libraries by postage-free mail. Braille books, magazines, and music materials are also made available on the Internet through Web-Braille. Established by an act of Congress in 1931 to serve blind adults, the program was expanded in 1952 to include children, in 1962 to provide music materials, and again in 1966 to include individuals with other physical impairments that prevent the reading of standard print. (<http://www.loc.gov/nls/find.html>)

Appeal Procedure

In the event that you are not satisfied with the **disability-related academic adjustment** provided in a specific course or have problems with a specific instructor, the following steps should be taken:

1. Contact the **DS Coordinator**. The DS Coordinator or Director of SCWRC are available to discuss your complaint and intervene when appropriate
2. In the event that the instructor or the SCWRC could not resolve your complaint, you may submit a written appeal to the University's **American with Disabilities Act Compliance Officer**. Students may submit their appeal to the **ADA Review Committee**, which will render a decision.
3. **Further appeal** of the ADA Review Committee's decision is permitted. However, the committee's decision upon a second appeal is final.

For non-academic disability related issues (situations arising in a residence hall, facilities issues, grounds/maintenance), the student should contact the appropriate resource person.

Residence Halls - Each hall has a **director** and **residence advisor (RA)** for each floor and a Residence Life handbook. These would be the first contact concerning disability issues in the halls. **DSS** should also be contacted, especially if an issue cannot be corrected through the residence hall.

Facilities- all buildings at GSU have coordinators and may be contacted about disability-related concerns. Obstructions, broken elevators, inaccessible classrooms, and so on should be identified to SCWRC, who can then alert the appropriate division.

Grounds - students with disabilities who have issues about obstructions on sidewalks, snow/ice build-up or piles, railings, barriers, etc. should contact SCWRC. SCWRC will then contact the appropriate division for fixing the problems. Be aware that in the case of snow removal, ground crews clear the sidewalks as rapidly as possible, which may not be at your convenience or time-frame. In light of that, however, conditions such as ice build-up on ramps or in doorways and snow piles preventing full access to sidewalks for wheelchairs are concerns that should be addressed.

If the disability related issue in any of the non-academic areas is not resolved, the student should then follow steps 1 and 2 under the academic adjustments section above.

The University's formal policy outlining request/appeal procedures is available from the DS Coordinator.

Please note that this grievance procedure refers only to disputes with **academic adjustments relating to disabilities**. Complaints not relating to a disability should follow the steps outlined in the University's Academic Appeals Procedure.

Campus Resources

[Disability Services](#): 318-274-3277

Please direct questions to the DS Coordinator. The SCWRC welcomes walk-ins from 8am-5pm Monday through Thursday and 7:30-11:30am on Fridays.

[Book Store](#): 318-274-1010

[Student Support Services](#): 318-274-2200

Provides FREE services designed to strengthen learning skills and enhance achievement. Services include Supplemental Instruction, the Writing Center, tutoring in various subjects, and a computer lab with learning-assistance software.

[Student Counseling & Wellness Resource Center](#): 318-274-3277

Provides personal, educational, and career counseling for all GSU students.

[Financial Aid & Scholarships](#): 318-274-6440

Provides assistance in addressing financial concerns.

[Mathematics Tutoring Lab](#): 318-274-2289

Tutoring available for modular math and some other courses on a walk-in basis or may be made by appointment.

[Parking Services](#): 318-274-3363

Provides information regarding parking regulations, permits, and violations.

[Foster Johnson Health Center](#): 318-274-3411

Provides on-campus, low-cost health care.

[GSU Computing Services and Help Desk](#): 318-274-6555

Provides assistance with computer related questions.

[Library](#): 318-274-2161

Writing Lab:

Provides assistance with writing papers, including structure, format, appropriate citation references, and other related topic.

Definitions

Academic Standard - The usual indicators of academic ability, such as grade point average, high school rank, and standardized test scores.

Accessible Classrooms and University Functions - The ability to attend classroom or University functions with regard to seating, restrooms, stairs, lighting, walkways, etc.

Accessible Housing - the ability to live in campus housing with regard to restroom, furniture, walkways, elevator or first floor room, etc.

Accommodations Request - An actual description of the change(s) needed in order to function in the academic setting.

Americans with Disabilities Act (ADA) - ADA (Pub. L. No. 101-336) is a law that protects persons with disabilities.

Assistive Listening Device - A technical tool to assist students who are hard of hearing with or without a hearing aid. ADL's bring the speaker's voice directly to the ear and helps overcome the problems of distance from the speaker and surrounding background noise.

Alternate Format - changing the print material into a different style, this allows the student access to that information. Example: textbook to Braille or enlarged print.

Alternate Test Format - Changing the presentation of a test to allow the disabled student to convey his or her knowledge. Example: Essay to multiple choice or oral tests.

Books on Tape - audio versions of textbooks and other printed material for the visually impaired.

Closed Captioning - Word-for-word text of a movie or video dialogue that requires a decoder in order for the text to be viewed on a screen.

Degree of Hearing Loss - the extent that hearing is impaired to categorize from mild to profound.

Distraction-reduced Environment - a testing environment in which distractions are minimized

Documentation - Information obtained from a qualified professional, which must contain specific information concerning the diagnosis of the disability.

Parking Permit - accessible parking for mobility impaired students. This includes any disability, either chronic or temporary, which impedes the ability to walk.

Reader - someone who reads tests or other written information to a disabled student.

Reasonable Accommodation - a request for assistance in the academic environment within an appropriate timeframe.

Scribe - a person who writes responses to test items for a disabled student.

TTY - a telecommunications device (specifically telephone and computer) for the deaf.

Suggestions for Instructors to Help All Students Succeed

A hand out for instructors who request information about assisting students.

1. Provide students with a detailed course syllabus. Make it available before registration week if possible.
2. Begin each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
3. Present new or technical vocabulary on the blackboard or use a student handout. Terms should be used in context to convey further meaning.
4. Give assignments both orally and in written form to avoid confusion.
5. Announce any reading assignments well in advance for students who are using taped materials. It takes an average of six weeks to get a book tape-recorded.10. Provide adequate opportunities for questions and answers, including review sessions.
6. Allow students to tape lectures .Emphasize the importance of listening to the lecture and taking notes while taping.
7. Provide study questions for exams that demonstrate the format as well as the content of the test. Explain what constitutes a good answer and why.
8. If necessary, allow students to demonstrate mastery of course material using alternative methods (e.g., extended time for testing, taped exams, individually proctored exams in a separate, quiet room.)
9. Permit the use of simple calculators, scratch paper, and spellers' dictionaries during exams.
10. Provide adequate opportunities for questions and answers, including review sessions.

11. If possible, select a textbook with an accompanying study guide for optional student use.

12. Encourage students to use campus support services (e.g., early registration, ordering textbooks in alternative format, alternative testing arrangements, College Success Seminars through the Student Support Services Office, as well as Supplemental Instruction and Writing Skills that may be offered in various departments.).

Note: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap against persons in programs or activities receiving or benefiting from federal assistance. Thus, in an educational setting such as GSU, Section 504 mandates "reasonable accommodation" for students.

Accommodation

Commitment

Compliance

Education

Success

Service

NOTES