

Disability Services Manual

A Resource Handbook for
Faculty and Staff



OGEECHEE
TECHNICAL COLLEGE
Education with Purpose

One Joseph E. Kennedy Blvd., Statesboro, GA | 912.681.5500 | www.ogeecheetech.edu

Equal Opportunity Institution | A Unit of the Technical College System of Georgia

Dear OTC Faculty and Staff:

Ogeechee Technical College is dedicated to providing a high quality education that is accessible to every student who would like to benefit from the programs we have to offer.

Our goal is to eliminate any obstacle or challenge that might hinder a student who already has physical, emotional, or intellectual disabilities. The Disability and Student Support Services offices are here to provide accommodations to meet the needs of these students.

Please read this manual and refer to it when needed, so you are familiar with the resources and support services available to students who may need a little extra help in order meet their educational goals.

Thank you in advance for your help implementing accommodations to our students with disabilities. It is extremely important that we are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

If you have questions or concerns about how to successfully provide accommodations, or would like help with resources for our students, I will be glad to assist you at any time.

Regards,

Sabrina Burns
Disability & Student Support Services Coordinator



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What is a Disability?

A “Disability” is anything that disables or puts one at a disadvantage. A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The definition also includes people with a whole range of invisible disabilities. These include psychological problems, learning disabilities, or chronic health impairments.

The Impact of the ADA on Schools

The Americans with Disabilities Act of 1990 is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services. Documentation of the disability is required. Section 504 of the 1973 Rehab Act and 1990 ADA states: “No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program of activity of public entity.”

Faculty and Staff Implications

Faculty and staff should be responsive to the individual needs of all students. However, students with disabilities may have additional needs that must be addressed early on. Often, persons with disabilities prefer faculty and staff to focus on their individuality and unique strengths, rather than their disability. Therefore, disabilities often go undisclosed and academic achievement becomes compromised. Instructors are encouraged to issue a statement to new students, inviting them to discuss academic needs as they pertain to a disability. The student is the best source of information regarding necessary accommodations. While it is the student's responsibility to request special accommodations, a faculty member can make a student more likely to disclose a disability by inquiring about special needs. Faculty may encourage a student to seek assistance from the Disability Services office if they perceive that a student may benefit from accommodations. An example of such a statement issued to the class: "If there is any student in this class who has a need for private testing, extended time on tests, tests read aloud, or other accommodations, I encourage you to meet with our Coordinator of Disability and Student Support Services, Ms. Sabrina Burns. Her office is located in the Joe Kennedy Building in Room 189."

Disability Etiquette

1. Offer assistance as you would anyone else. The person will indicate whether or not the help is needed and "no, thank-you" must be respected. Most people who are disabled will not hesitate to ask for needed help and will be specific as to how it should be given.
2. Noticing an obvious disability is not rude: however, asking personal questions about it is inappropriate.
3. Always talk directly to a person who is disabled rather than to the person who may be accompanying him or her. Never talk about a person who is disabled to the person he or she is with as if the person does not exist. This includes an interpreter for a person who is deaf.
4. Do not be concerned if you use the words "walking" or "running" when talking to a person who uses a wheelchair, or "do you see" when talking to a person who is blind. People with disabilities use these words themselves and think nothing of it.
5. Do not avoid using words like blind or deaf when associating with people with these disabilities. People with disabilities are aware of their disabilities and do not need to be shielded from the facts.
6. When talking to a person who uses a wheelchair for any length of time, it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long period of time.

7. Be sensitive to architectural barriers in your facility. Be aware of federal and state laws that may apply to eliminating architectural barriers in your establishment. Everyone must be concerned and alert in this problem area.
8. Remember that if a person does not turn around in response to a call, it may be that he or she is deaf. A light tap on the shoulder to get a person's attention makes sense.
9. Never gesture about a person who is blind to someone else who is present. This will inevitably be picked up and make the person who is blind feel that you are "talking behind his/her back".
10. Lip reading by persons who are deaf can be aided by being sure that the light is on your face and not behind you, and by taking all obstructions such as pipes, cigarettes, or gum out of your mouth, keeping the lips flexible and speaking slowly. Additional communication could include body language, pantomime, and gestures of all kinds and written communication if necessary.

Disability Resource Services

Students with disabilities are encouraged to identify their need for accommodations once they have been accepted to Ogeechee Technical College in order that accommodations can be made prior to the beginning of the semester. As part of the request for the accommodation process, the student is required to submit official documentation (psychological or medical reports completed within the last three years) describing the disability and the required reasonable accommodations. As an instructor, you may be asked to modify the delivery of material without compromising the course requirements.

Developing an Individual Accommodation Plan

With documentation to substantiate the disability, the student and Coordinator outline a feasible strategy to circumvent obstacles. Each semester, an Individual Accommodation Plan (IAP) is developed for each student who has identified a physical, learning, or emotional disability requiring special consideration in the classroom. Confidentiality is vital. The IAP does not change the course content but may change the delivery of the content. When an instructor receives an IAP outlining accommodations for a student he/she will:

1. Review the form and sign it.
2. Keep a copy supplied by the Disability Coordinator for future reference.
3. Follow the outlined accommodations.

If you have questions about the accommodations listed, please schedule a time to meet with the Disability Coordinator to discuss how these modifications are to be implemented without compromising the course content. The accommodations the college provides are NOT an option; rather state and federal guidelines mandate them. The Disability Coordinator relies on faculty and staff for support in providing accommodations for enrolled students. The Disability Coordinator is available to assist in any way possible, such as reading or administering tests, providing adaptive equipment, or arranging special tutoring services, etc

Identifying Struggling Students

Many students falter during the semester, yet some students show signs of having more than the usual difficulties. Faculty is encouraged to seek a referral for a student regularly failing to complete assignments, miss class on a regular basis, losing concentration during class, or exhibiting other signs of difficulties. Some students wish to “try out” postsecondary studies without identifying learning or other disabilities. Often, interventions that include specific accommodations must be made at the beginning of the semester in order for the student to experience success in the classroom.

Options for Referral

If a faculty member suspects that a student is having problems in class or is facing a personal problem that interferes with his/her academic progress, they are encouraged to refer the students to the Disability Services office. A **Teams Alert Form** is available on the OTC website for referring a student. Additionally, a referral can be made by having the student come directly to the office, via email, or phone. An individual meeting will be set up with the student in order to discuss concerns and supportive measures. Instructors are welcome to attend to discuss academic concerns and measures of intervention.

Teaching Students with Disabilities

Students bring a unique set of strengths and experiences to technical colleges and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capacities. There is no need to dilute curriculum or to reduce course requirements for students with disabilities. However, special accommodations may be needed as well as modifications in the way information is presented and in methods of testing and efforts by drawing upon the students' own prior learning experiences, using available institute and departmental resources, and collaborating with support services staff.



Confidentiality

Respect the confidentiality of a student with a disability. Always use discretion when discussing a student's performance or necessary accommodations such as testing away from the class.

Suggestions for Helping Students to Succeed In the Classroom

- ✚ Have a detailed course syllabus available on the first day of class. The syllabi should include a calendar listing test and assignment dates.
- ✚ Course syllabi should include a statement regarding arrangements for special accommodations for students with disabilities.
- ✚ Discuss any IAP that you receive from a student with the student, so you are aware of what helps the student be successful.

Curriculum and Instructional Modifications

- ✚ Start each lecture with an outline of material to be covered during the class session. At the conclusion of the class, briefly summarize key points.
- ✚ Speak directly to students and use gestures and natural expressions to reinforce meanings and concepts.
- ✚ Present new or technical vocabulary on the dry erase board, overhead, or handout. Use terms in context to convey greater meaning.
- ✚ Give assignments both orally and in writing to avoid confusion.
- ✚ Announce reading assignments well in advance for students using taped materials. It takes as long as six weeks to get a book tape-recorded.
- ✚ Facilitate note-taking by allowing students to use tape recorders or note-takers.
- ✚ Based on student need, allow priority seating in class, particularly when using audio-visual equipment such as projectors and DVDs.
- ✚ Consider using a textbook with an accompanying study guide.
- ✚ Encourage students to use all campus resources and services.
- ✚ Be flexible in terms of assignments, tests, etc. depending on the needs of the student.
- ✚ Remember to incorporate all modalities of learning.

Testing Modifications

- ✚ Allow extended time limits for testing.
- ✚ Initially time and one-half is suggested with adjustments as needed.
- ✚ Ensure access to a distraction-free testing environment. The Disability Services office will provide this for all students requiring accommodations.
- ✚ Be flexible in testing format. If necessary, allow students with learning disabilities to demonstrate mastery of course material using alternative methods and/or projects such as oral exams or taped exams.
- ✚ Allow use of a laptop computer, print enlarger, or word processor.
- ✚ Allow a reader to read the test to the student.
- ✚ Allow oral exams or access to a recorder.
- ✚ Allow use of simple calculators, scratch paper and spelling dictionaries during exams.
- ✚ Provide adequate opportunities for questions and answers, including review sessions and conferences.
- ✚ Incorporate the use of multimedia, visual aids, and other activities that reinforce learning concepts.

Why Are Accommodations Necessary and Are They Fair to All Students?

The American Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 require states: “No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in , be denied the benefits of, or be subjected to discrimination under any program or activity of public entity”. Therefore by law we are required to make certain that we provide accommodations for those individuals with documented disabilities What we may tend to forget is that these individuals receiving accommodations have provided the necessary documentation to warrant receiving them. While they may appear to have nothing wrong or they may appear “unmotivated”, “unorganized”, “lacking ambition”, etc., we are not qualified to change their diagnosis. Many students with learning disabilities have been “labeled” for so long that they have quit trying to do their best. Also their disability may cause them to be unorganized and to have scattered thought processes. Providing accommodations “levels the playing field” for the student with a

disability, in order that they have the same opportunity to succeed as their fellow students who do not have disabilities.

Rationale for Accommodations

Extended time: provided for those with slow processing speed or dyslexia; allows time to implement coping strategies.

Room Isolation: reduce distractions and anxiety; allow for verbal meditation.

Taped texts: inefficient decoding, but good comprehension: listening comprehension significantly superior to reading comprehension; needs multimodality input.

Note-taker: poor auditory processing and listening comprehension; written language Deficits; motor/handwriting problems.

Reader to read back essays: poor visual proofing/editing, but good auditory processing.

Graph paper for calculation: poor spatial organization.

Use of calculator: understands concepts, but errors in calculation; short term memory deficits or a condition of dyscalculia.

Taped exams: severe reading deficits, but good listening comprehension.

Voice-activated word processor: severe written language deficits with good oral skills; or limited use of upper body mobility.

Access to steps or formulas: severe memory deficits, but demonstrated understanding
Concepts.

Alternative testing method: severe deficits related to regular test format with evidence that alternative format will allow demonstration of the knowledge of course content.

What is a Learning Disability?

The majority of students with learning disabilities are of average intelligence and motivated, but may require alterations in the delivery of subject matter. These students have a disorder known as a *learning disability: a disorder that affects the manner in which individuals with average or above average intelligence take in, retain, and express information*. While a learning disability cannot be “cured”, it can be circumvented through instructional intervention and compensatory strategies.

The majority of students with disabilities exhibit common characteristics defined as learning disabilities, which can encompass many information-processing problems. This condition has only been identified in the past 25 years, and often goes undiagnosed. It is not always an intellectual deficiency, although it can be perceived as such. Generally speaking, the person with a learning disability has average to above average intelligence.

Persons diagnosed with learning disabilities fail to receive information accurately or fail to perceive subtle information. The inability to correctly interpret sensory input can also impair concentration, attention, organization, memory, spatial orientation, and social relations. Unfortunately, these symptoms are often perceived as indications of below average intelligence, lack of motivation, or the inability to try. Some have experienced a lifetime of frustration and academic failure. Students with diagnosed learning disorders may present symptoms that could affect verbal and motor skill performance.

Effects on Reading Skills

1. Slow reading rate or difficulty in modifying rate.
2. Poor comprehension and retention of material.
3. Difficulty identifying important points and themes.
4. Poor mastery of phonics, confusion of similar words, difficulty integrating new vocabulary.

Effects on Writing Skills

1. Difficulty with sentence structure (incomplete sentences, run-ons, poor use of grammar, missing inflectional endings, etc.) and proof-reading ability.
2. Frequent spelling errors (omissions, substitutions, and transpositions).
3. Inability to copy correctly from a book or screen.
4. Slow laborious writing.
5. Poor penmanship.
6. Difficulty planning a topic and organized thoughts on paper.
7. Compositions are often limited in length and written on an elementary level.

Effects on Oral Language

1. Inability to concentrate on and comprehend oral language.
2. Difficulty in orally expressing ideas which he or she seems to understand.
3. Written expression is better than oral expression.
4. Difficulties speaking grammatically correct English.
5. Cannot tell a story in proper sequence.
6. Difficulties following oral directions.

Effects on Mathematical Skills

1. Incomplete mastery of basic facts and mathematical tables.
2. Reverse numbers (123 to 321 or 231).
3. Confuse operational symbols, especially “+” and “x”.
4. Copies problems incorrectly from one line to another.
5. Difficulty recalling the sequence of operational processes.
6. Inability to understand and retain abstract concepts.
7. Difficulty comprehending word problems.
8. Reasoning and computation deficits.

Effects on Attention and Concentration Skills

1. Easily distracted by outside stimuli; hyperactive and excessive movements.
2. Trouble focusing and sustaining attention on academic tasks.
3. Difficulty in juggling multiple tasks or demands.
4. Fluctuating attention span during lectures.
5. Short term memory difficulties.

Effects on Organization and Study Skills

1. Time and stress management difficulties.
2. Slow to start and complete tasks; unable to estimate task time requirements.
3. Repeated inability, on a day-to-day basis, to recall what has been taught.
4. Difficulty following oral and/or written directions.
5. Lack of overall organization in written notes and compositions.
6. Demonstrates short attention span during lectures.
7. Difficulty in prioritizing tasks.
8. Often loses handouts and assignments.
9. Attend class without books or essentials.

Effects on Social Skills

1. Difficulty reading facial expression, body language, and social cues.
2. Problems interpreting subtle messages and voice tone, such as sarcasm.
3. Confusion in spatial orientation. May stand very close to an individual during conversation, interfering in social space.
4. Eye contact is inappropriate during conversation. Eye contact is not maintained adequately, or individual has a tendency to stare.
5. Experience disorientation of time. Has difficulty telling time and estimating time passage. As a result, is often late for appointments, class, and other commitments.
6. May interpret remarks literally, rather than figuratively, as intended.

Teaching Students with a Learning Disability

Modifications of teaching style are often required when working with students with disabilities. While it is essential that students are accountable for the material presented in class, flexibility in methods of presentation is paramount. More importantly, a variety of teaching modalities often make the class more interesting to the instructor and to the students. When more than one of the five senses is utilized, learning retention is enhanced. Use the following techniques and strategies to present information in such a way that will benefit all students, but is especially useful for students who have disabilities.

In Class Strategies for Teaching the Learning Disabled Student

- ✓ Select course material early in order that the materials may be audio taped or enlarged.
- ✓ Face the class when speaking. Repeat discussion questions or important information.
- ✓ Present new information in small chunks.
- ✓ Write key phrases and lecture outlines on the board or overhead projector. Have these available to be reproduced for those students who have difficulty taking notes.
- ✓ Initiate group projects in which a person with a learning or physical disability can be (discretely) teamed with other students to enhance individual abilities.
- ✓ Give both oral and written instructions for projects and assignments. Give only one or two directions at a time and be specific. Ask the student to put directions in his/her own words and repeat them to you.
- ✓ Be sure that exams are over the essential skills and knowledge needed for the course and field of study. Provide study guides or drill sheets. Review test material in advance.
- ✓ Break up large, quarter-long assignments into weekly assignments with deadlines.
- ✓ Refrain from asking students with reading disabilities to read aloud in class.
- ✓ Be willing to modify the test modality for those students who have recall issues.
- ✓ Inform the student and the Disability Coordinator when the student is falling behind or failing the course.

Teaching Students with a Physical Disability

A wide range of conditions may limit mobility and/or limb function. Among the most common include permanent disorders such as spinal cord injury and traumatic brain injury, musculoskeletal or orthopedic impairment, partial or total paralysis, limb amputation, nerve injury, arthritis, fibromyalgia, muscular dystrophy, multiple sclerosis, back injury, sciatica, or cerebral palsy. Some students might be impaired by cardiac or respiratory illness or other chronic illness to include cancer, AIDS, or diabetes. Conditions such as these may impair the strength, speed, coordination, dexterity and endurance necessary for body mobility. While the degree of disability varies from student to student, many have difficulty getting to and from class, participating in class activities, and completing assignments given outside of class. Flexibility in applying some class rules is essential.

In Class Strategies for Teaching Students with a Physical Disability

- ✓ Be familiar with the building's emergency evacuation plan and ensure that each student can get to safety in an emergency situation. Be aware of immediate exits as well as the building shelter site designated for unpredictable weather.
- ✓ Make sure that the desk, computer stations, etc. are adjusted to the correct height for those in wheelchairs. The Disability Coordinator can assist if needed.
- ✓ Students with health impairments may require more frequent or longer breaks. Keep in mind that medications and the disability itself may cause periods of great fatigue.
- ✓ Allow written assignments to be completed outside of class in order that the student may use a scribe or voice-recognition software.

Teaching Students with Traumatic Head/Brain Injury

Traumatic head injury is an impairment of brain functioning caused by an external force, resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychosocial and/or sensory and perceptual abilities. The symptoms arising from a head injury vary, depending upon location and extent of the injury. Most persons will experience a combination of the following:

Physical impairment may manifest itself in the form of speech difficulties, vision and hearing impairment, headaches, lack of coordination, reduced stamina, spasticity of muscles, paralysis of one or both sides, impaired motor control, and seizure disorders.

Cognitive impairment may affect short or long-term memory and concentration. Other cognitive impairments may include perceptual difficulties, attention, sequencing, planning, judgment, reading, and writing. Communication skills also may be affected.

Emotional and social impairment may be expressed through sudden mood shifts, depression, lowered self-esteem, lack of motivation, inability to structure time or modify behavior, difficulty with emotional control, irritability or agitation, restlessness, anger, and difficulty relating to others. Behaviors may be organic in nature or may be new reactions to the disability.

In Class Strategies for Teaching Students with a Traumatic Head/Brain Injury

Refer to the suggestions and accommodations made for students with learning disabilities, psychological impairment, and physical disabilities.

Teaching Students with Psychological Impairment

Emotional disturbances may not affect learning to the degree of another disability. Psychological dysfunction may manifest itself in negative behaviors such as class disruptiveness, belligerence, apathy, or even conduct that borders on violence. Difficult as it is, students with emotional disturbances have no more control over their disability than do students with learning or physical disabilities.

Among the most common psychological disorders is depression, schizophrenia, anxiety, bipolar, and obsessive-compulsive disorder. Many students suffer from personality disorders in which social cues and social skills are not mastered. While some of these conditions may be temporary in response to a life crisis, other conditions are life-long afflictions that can be treated with prescription medication and therapy. It should be pointed out that with many drug therapies; side effects are often detrimental to the learning environment, producing drowsiness, disorientation, and body weakness.

As with any disability, modifications should be made on an individual basis. Most strategies mentioned in this booklet also will pertain to students with psychological impairment. If the

student's behavior causes disruption in the classroom that affects others or course instruction, intervention is necessary.

In Class Strategies for Teaching Students with Psychological Impairments

- ✓ Record instances of classroom disruption. Discuss inappropriate behavior in private with the student. Be direct and provide examples. Outline guidelines for appropriate behavior. Give concrete examples of appropriate behavior when possible.
- ✓ If the student becomes abusive or violent, or his/her actions appear threatening, contact security or the VP of Academic Affairs immediately.
- ✓ If symptoms mimic those of someone with a learning disability, refer to the strategies for teaching those with Learning Disabilities.

Teaching Students with Seizure Disorders

Some students who attend Ogeechee Technical College suffer with a seizure disorder. This may be due to epilepsy, head injury, or other medical conditions. Unfortunately, students are sometimes reluctant to disclose their condition because of the perceived stigma surrounding the disorder. Since there are many misconceptions about seizure disorders and how to respond to a person experiencing a seizure, information on what to do is addressed below. Students prone to seizures often take preventative medication that can cause fatigue and/or memory and concentration difficulties. There are three types of seizures:

Petit Mal or "little" seizure is characterized by staring or eye blinking- a trance-like state that may last only a few seconds or minutes. It begins without warning with a dimming of consciousness. Often, the seizure will not be noticed due to its short duration.

Psychomotor seizures range in mild to severe. Symptoms of the seizure include staring, mental confusion, uncoordinated or random movements, incoherent speech, and behavior outbursts. Usually there is immediate recovery from the seizure that lasts from two minutes to one-half hour. The students may have no recall of the seizure but may feel fatigued, disoriented, and slightly nauseated afterward.

Grand Mal seizures may be moderate to severe and are manifested in twitching and/or jerking limb movements, muscle contractions, and other motions. The student may experience unconsciousness or fatigue following the seizure.

What To Do in the Event of a Seizure

- ❖ Keep calm. The individual is unaware of what is transpiring, although students and faculty can be easily alarmed.
- ❖ Help the student to the floor so he or she does not fall and become injured. If a soft object is available, place it under the student's head.
- ❖ Do not try to immobilize or restrict the student's body movements.
- ❖ Do not force anything between the teeth. There is no truth to the myth that the person will swallow his/her tongue.
- ❖ Do not turn the student's head to the side to aid in breathing. At time, vomiting will occur. Turning the head to the side will keep the student from choking.
- ❖ Move aside any objects that might injure the student during the seizure.

The student will most likely be tired and disoriented following the seizure. If the student appears to require immediate medical attention, call the College Emergency number at 681-5667.

Teaching Students with Other Disorders

There are many other conditions that may interfere with a student's academic functioning. Some of their symptoms and the types of interventions required may resemble those covered elsewhere in this manual. One additional accommodation may require flexible attendance requirements due to health. This accommodation will be provided as long as the integrity of the course is not compromised. Generally the decision about how much time away from class is made on a case by case basis with the instructor and the Disability Coordinator. However, the Disability Coordinator will advise the student at the time that the accommodation is added to the IAP that if 60% or more of instruction time is lost, there will be no credit awarded for the class.

Chronic Health Illness

Section 504 protects the civil rights of individuals who are qualified to participate and who have chronic health illnesses such as but not limited to the following:

- HIV/AIDS
- Asthma
- Cancer
- Cardiac Diseases
- Hepatitis
- Chronic Fatigue Syndrome
- Arthritis
- Diabetes
- Renal Failure
- Drug and Alcohol Addiction

Speech Impairments

There are many reasons for having difficulty with speech. Deafness, cerebral palsy, stroke, head injury, physical malformation of speech mechanisms and general speech impairment are just a few. It is not unusual in stressful situations for someone's speech to become harder to understand. Many persons with difficulty in speech find themselves in situations where people treat them as if they are drunk, or mentally ill. They are accustomed to be avoided, ignored, and even hung up on by phone. Accessibility for persons with difficulty in speech lies within your power. Your understanding, patience and communication skills are as important to someone with speech impairment as a ramp or a grab bar is to someone who uses a wheelchair.

In Class Strategies for Teaching a Student with a Speech Impediment

- ✓ If you do not understand what the person is saying, bring it to his/her attention immediately and ask how the two of you may better communicate.
- ✓ If it is a stressful situation, try to stay calm. If you are in a public area with many distractions, consider moving to a quiet or private location.
- ✓ If no solution to the communication problem can be worked out with you and the person, consider asking if there is someone who could translate or interpret what he/she is saying.

Things to Avoid

- Do not pretend to understand them when you really do not.
- Do not become impatient or exasperated with the communication.
- Do not finish people's sentences for them.

RIGHTS AND RESPONSIBILITIES: YOURS, OURS, AND THE STUDENTS

Faculty

Several judicial decisions have stated that faculty members may be held personally responsible for compliance under federal statutes and regulations. In *Howe v. Hull*, 873 F. Supp. 72,77 (N.D. Ohio, 1994) (Howard, Lawton & Associates, 1995) the decision held “an individual may be subject to personal liability under the ADA.” The court further outlined circumstances as being

- (a) he or she is in a position of authority;
- (b) he or she has both the power and discretion to perform potentially discriminatory acts; and
- (c) the discriminatory acts are the result of the exercise of the individual’s own discretion, as opposed to the implementation of institutional policy or the mandates of superiors.”

One of the roles of the Disability Coordinator is to support faculty by not only collaborating to provide academic adjustments but to advise the faculty of their obligations and their rights.

Faculty has the Right to:

- ✓ Maintain Ogeechee Technical College’s Academic standards.
- ✓ Request a copy of the accommodation form and/or ask the student to complete the accommodation process before providing accommodations (EACH and EVERY semester)
- ✓ Ask a student to meet with them to discuss the student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids;
- ✓ Consult with the student and the Disability Coordinator about the selection of equally effective and appropriate accommodations, adjustments, and/or auxiliary aids;
- ✓ Deny a request for accommodation if the student has not been approved for such an accommodation;
- ✓ Expect all students to follow the College’s code of conduct;
- ✓ Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is inappropriate or unreasonable because they may:

- Pose a threat to the health and safety of others.
- Constitute a substantial change or alteration to an essential element of a course or program.
- Pose undue financial or administrative burden on the College.

(Refusal can be made only after consulting with the ADA/504 Coordinator and/or Disability Coordinator)

Faculty has the Responsibility to:

- ✓ Inform students with disabilities of College procedures for accommodating students.
- ✓ Ensure that college courses, program services, job activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
- ✓ Refer students when necessary to the Disability Coordinator.
- ✓ Provide handouts, DVDs, and course packets in accessible formats upon request.
- ✓ Assist the Disability Coordinator in identifying quality note-takers and readers.
- ✓ Make yourself available to student to discuss accommodations, clarify information, recommend ways to secure tutors, etc.
- ✓ Evaluate students on their abilities, not their disabilities.
- ✓ Provide reasonable and appropriate accommodations, academic adjustments, and auxiliary aids for students with disabilities upon timely requests by the students.
- ✓ Allow students to tape record lectures for the purpose of note-taking.
- ✓ Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student.
- ✓ Provide book requirements and other class materials in a timely manner to allow for them to be taped recorded or reproduced in Braille or some other alternate format.

Students with Disabilities have the Right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
- Reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
- College information available in accessible formats.

Students with Disabilities have the Responsibility to:

- Meet the College's qualifications and essential technical, academic, and institutional standards.
- Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
- Provide the Disabilities Coordinator documentation from an appropriate source that verifies the nature of the disability functional limitations and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.
- Follow the College's code of conduct.
- Use accommodations appropriately.

The Disability Coordinator has the Right to:

- Maintain the College's academic standards.
- Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation after the student's signed consent to authorize such discussion.
- Select among equally effective and appropriate accommodations, academic adjustments, and/or auxiliary aids in consultation with the student with the disability.
- Deny request for accommodation if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested service, or the documentation is not provided in a timely manner.
- Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is/are inappropriate or unreasonable because they may
 - Pose a threat to the health and safety of others.
 - Constitute a substantial change or alteration to an essential element of a course or program.
 - Pose undue financial or administrative burden on the College.

The Disability Coordinator has the Responsibility to:

- Ensure that the College courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
- Provide information regarding policies and procedures to students with disabilities and assure the availability in accessible formats upon request.
- Evaluate students on their abilities, not their disabilities.
- Counsel students on appropriate career options, but not to counsel them into more restrictive career paths based solely on their disability.
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by the student.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student.

ACCOMMODATIONS ONLY ALLOW FOR AN EQUAL OPPORTUNITY

FOR A STUDENT TO PASS OR FAIL AS ANY OTHER STUDENT!

