

Accessibility Services Faculty Handbook

Accessibility Services, 123 Row Hall, counseling@westga.edu, (678) 839-6428,
<http://www.westga.edu/accessibility>

Updated May, 2016

Our Mission

The Office of Accessibility Services at the University of West Georgia is committed to providing access to campus resources and opportunities to allow students with disabilities to obtain a quality educational experience at UWG.

Who Qualifies?

All accommodations, and the supporting documentation required, are in compliance with The University System of Georgia's Board of Regents standards and policies. Disabilities may be temporary or permanent and are categorized into three areas: **physical, psychological and learning disorders.**

Receiving Services

Students meet with an Accessibility Services counselor to review their documentation, determine eligibility for accommodations, and discuss procedures for utilizing accommodations, as well as available resources. A Student Accommodations Report (SAR) is provided, via email, for students once disability and the appropriate accommodations have been determined.

Student Process:

- Students request their SARs each semester by emailing counseling@westga.edu. The SAR, along with instructions, are emailed to the student in a secure PDF attachment.
- Students then forward the SAR, and accompanying instructions, to the instructors for the classes (including eCore/online) for which they wish to use any or all of their accommodations.
- Students should then follow up with a discussion of the accommodations they wish to use in the classroom and/or on tests with each instructor. This meeting could be in person in a private office setting, or via email or phone as needed. **This step must not be omitted.**

PLEASE NOTE: It is recommended that students present and discuss the SAR at the **beginning** of each semester. Students who present the SAR later in the semester must be accommodated: however, retroactive accommodations cannot be given.

- Students are expected to advocate for themselves. They are responsible for arranging their own accommodations with each instructor, per assignment and test as needed.

PLEASE NOTE: The SAR is the student's confidential information. Please keep this document secure and do not discuss the student's information with other parties unless they are implied in the report, such as Academic Testing Services, or you are given permission by the student to do so.

Possible Accommodations and Services

The Student is entitled only to accommodations listed on his/her SAR. If you are uncertain whether to extend additional assistance to the student, please feel free to contact the accessibility counselor listed on the student's SAR to discuss.

Accessible Furniture:

New classrooms have been built to meet most accessible furniture needs, and older classrooms have been furnished with accessible furniture. If accessible furniture is not in place, please email the student's accessibility counselor listed on the SAR as soon as possible.

AMAC:

The Alternative Media Access Center (AMAC) (<http://www.amacusg.org/>) provides textbooks in alternative formats to eligible students. These students are entitled to use their AMAC textbooks on a device that does not disturb the class or compromise test security any time they are required to use their textbooks.

Captioning Services:

Students with profound hearing loss may have a captioner in class. In these cases, you will be contacted personally by the coordinator of the Captioning Program, Chris Childress (cchildre@westga.edu), prior to the beginning of the semester.

Classroom Accommodations:

These accommodations commonly include: preferred seating, eating or drinking in class, breaks during class, extended time for in-class assignments and the use of a keyboard rather than handwriting.

Foreign Language Substitution:

A student is determined to be eligible for a Foreign Language Substitution (FLS), per USGBOR policy, based on a documented moderate to severe hearing impairment, severe speech impairment, or specific documented learning disability ([USGBOR Academic and Student Affairs Handbook](#)).

- FLS entitlement due to a severe to profound hearing impairment must be documented by an audiologist report (within the last three years) and explanation of the report which specifically addresses the student's impaired AIDED speech discrimination capabilities.
- FLS entitlement due to a severe speech impairment must be documented by a speech pathology report (within the last three years) and explanation of the report which specifically addresses the student's speech capabilities.
- FLS entitlement due to a specific learning disability MUST be specifically approved by the Regents Center for Learning Disorders (RCLD) either through review of the student's privately obtained evaluation or by a RCLD evaluation.

For more information concerning FLS, and for a list of approved courses, please see "[Foreign Language Substitution](#)" on the Accessibility Services website.

Note Taker Assistance:

Students who, due to the impact of their disability, are not be able to take adequate notes during class are entitled to a note taker. If a student requests the note taking accommodation listed on his/her SAR, please use the following process:

- **To request a note taker, make the following announcement in class:** “If anyone is interested in providing copies of your notes to a fellow student, please see me in my office or after class with sample notes. The position pays \$100 and includes early registration for the following semester.”
- Inspect prospective note taker’s notes for legibility, accuracy and effectiveness before approving. If you have trouble securing a competent, qualified note taker, please contact Christie Williams, Assistant Director of Accessibility Services, to discuss.
- Once you have secured a note taker, **email Christie Williams at christie@westga.edu** with the name of the note taker and the name of the student who will receive the notes. She will then contact the note taker with further instructions, including the steps to complete in order to be paid and to receive early registration.
- If the student wishes to be a volunteer, they may list their role under community service on their resume. If student does not wish to be paid, still notify Christie Williams with the names of the note taker and student receiving the notes.
- A student may wish to remain anonymous to the note taker; in those instances have the note taker submit or email all notes to you, the instructor, then have the student with a disability obtain them from you. **Note taker should provide notes within 24 hours of each class session.**
- If notes will be handwritten, inform the departmental secretary the note taker will be allowed to make copies throughout the semester. The student with a disability can be asked to provide their own paper.
- In lieu of peer note taker assistance, as the instructor you may provide the student with copies of your own notes and/or power points. Additionally, if a captioner is present in the class you may ask him/her to email a copy of the transcript to the student. This option should be discussed with the student since a captioning transcript is not the same as class notes.
- **If a science lab assistant is needed:** Upon requesting a science lab assistant, the student should discuss with you the best way to identify an appropriate lab assistant. The lab assistant can be paid as a note taker (see above).
- Please respect the **privacy** and **confidentiality** of the student with a disability by not revealing to the class his/her identity.

Recording Lectures:

A student is determined to be eligible for recording lectures based on a documented disability which impairs their ability to retain the lecture in real-time. Please see “**Recording Lectures**” on the Accessibility Services website for more information, including an “Agreement and Conditions of Use for Audio Recordings of Class Lectures” you may request the student to sign.

Testing Accommodations:

Testing accommodations allow eligible students to be evaluated during test time on their knowledge of the subject matter rather than the effects of their disability. Please see “**Testing Accommodations**” on the Accessibility Services website for more information concerning the process for both instructor and student.

Letter to Faculty from Academic Testing Services

TO: Faculty
FROM: Francesca B. Taylor, Director of Academic Testing Services (ftaylor@westga.edu)
SUBJECT: Classroom Test Accommodations

Academic Testing Services (ATS), 110 Strozier Hall, 678-839-6435, is one campus resource available to assist those students with documented disabilities requiring special test accommodations. This assistance works best when you and I agree on what I can and cannot do with regard to your students who are eligible for accommodations. Please understand that I am the sole professional staff member of ATS. While my office is generally open Monday - Friday from 8 a.m. until 5 p.m., there are occasions when other obligations take precedence. Your willingness to be as flexible as possible in using my office to administer tests to those with special needs is much appreciated.

The following reminders will enable me to provide a level of service which maintains the integrity of your tests and allows me to meet my obligations to West Georgia:

- It is your responsibility to get the test to ATS in whatever way you feel comfortable (campus mail, fax, personally delivered, e-mail attachment, etc.), and I will be responsible for returning the test to your departmental mailbox (unless you make other arrangements). Every attempt is made to return the test the same day it is taken, but on occasion the test is not returned until the next day. If you wish, you may pick up the test.
- Unless the student is to pick up the test from you and bring it to ATS, you should be sure the test arrives well before the student does. It is very frustrating to the students when they arrive and are told that no test is ready for them. Please include with the test all pertinent information such as whether or not the student can use books/notes, must show photo id, must provide a scantron, may use a calculator, and so forth.
- Although ideal, it isn't always possible to test a student at the same time/on the same day as the class is taking the test. Obviously the more advance notice about a test, the better for all involved. If you have syllabi which include the prospective test dates, tentative testing appointments can be made for an entire semester. Scheduling the appointment is the student's responsibility, but it is helpful if you have already given the student some options with regard to a "testing window."
- Scheduling is especially critical when midterms and finals are involved.
- The easiest requests to meet are those that require space and supervision. However, when the request is to read a test or have essay answers dictated and then transcribed (in the case of a visually impaired student, for example), several hours may be involved; this will again require flexibility on your part as far as scheduling is concerned.