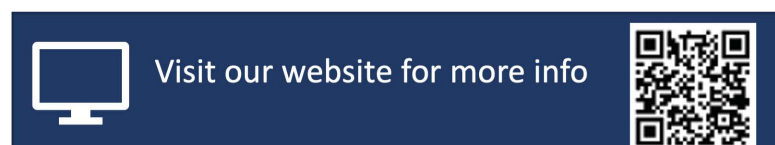
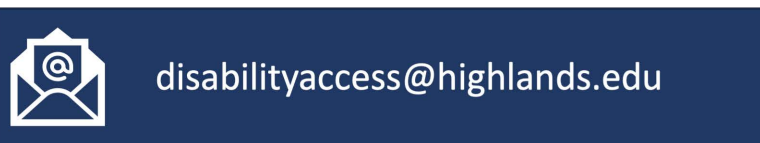




## Disability Access Packet

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### *Student Support Services Mission:*

*To provide reasonable programs and services to enrolled students, including supportive counseling, career exploration, and disability support that allow students to meet the demands of college life, as independently as possible.*



## Guide to Accommodations

### Faculty Accommodation Notification (FAN): A Faculty Accommodation

Notification (FAN) is used by SSS to communicate approved accommodations. The student is responsible for requesting a FAN each semester, sharing it with course instructors (face-to-face, virtually, phone call or email) and discussing accommodations they plan to use for the course.

**Description of Accommodations:** The following is a list of accommodations that students may qualify for based on their disability and individual needs. Please note that this list is not inclusive of every accommodation that can be provided, nor is every student eligible for all of the accommodations. Entitlements to accommodations are based on documentation and [University System of Georgia's Board of Regents Standards](#).

## Course Accommodations

Accommodation	Description
Books in Alternate Format	Disability Access provides access to books in alternate formats (Ex:electronic textbooks, audio books) and screen reading software for students with this accommodation. Disability Access works with <a href="#">CIDI (Center for Inclusive Design and Innovation)</a> to provide these at no additional cost to the student. The student may use electronic textbooks & screen reading software (with headphones if not in a private room) for access anytime students are expected to use textbooks (tests, quizzes, assignments or during lecture).
Captioning Services (on-site or remote) & Audio Description	The purpose of captioning services is to provide access to the material. <b>Captioned Lectures:</b> The student receives captioning services for access, on a course-by-course basis, as determined by Disability Access. In courses where the student receives captioning, the student is entitled to use an electronic device to receive wirelessly transmitted, real time captions, at their seat during live lectures. <b>Captioned Videos:</b> All course videos, films, or movies are legally required to have subtitles or captions available. <b>Audio Description Videos:</b> All course videos, films, or movies will need to have an audio description available for content that can't be heard (only seen on the screen), for students with visual impairments to access the information.
Flexibility with Attendance and Related Deadlines	Students should discuss individual needs with faculty regarding flexibility with attendance and related deadlines. Faculty are requested to work with students regarding course assignment deadlines and attendance. Immediate medical attention may not be required for the student's condition, but the student should notify faculty regarding intermittent disability related absences. Please discuss your attendance policy and assignment due dates as they pertain to the student's condition in relation to the pedagogical requirements of the course. Modifications of the attendance policy are always at the discretion of the professor. Please note the outcome of your discussion in writing and notify Disability Access via email so that it can be placed in the file.

## Course Accommodations Continued

Extended Time for Timed In-class Assignments	Extended time is for 50% or 100% - see student's FAN for this information. This is distinct from a homework assignment with a pre-set due date, like a paper or discussion post, where the student determines the amount of time spent on it.
Audio Record Lecture Notes	The student may audio record course lectures for access. This does not include class discussions of a personal nature. See attached agreement.
Priority Registration	Priority registration allows a student to register for classes early each semester. This provides the opportunity to arrange a schedule (to the greatest extent possible) that is suitable based on a student's disability-related needs.
Sign Language Interpreter (on-site or remote)	Sign Language Interpreting services are provided for access. The interpreter may be on-site or connecting with the student by video remote services. For video remote interpreting services, the student will use an electronic device to connect with a virtual interpreter, during live lectures.
Lecture Notes in Advance	The student receives access to instructor power point/notes ahead of time whenever possible. This accommodation is not a substitute for attendance.
Accessible Furniture	If a student or instructor finds that ADA compliant furniture is not in place where it is needed, the need should be reported to Disability Access staff who will contact the appropriate department to ensure the furniture is in place as soon as possible.

## Testing Accommodations

Accommodation	Description
Extended Time	The student receives extended time on all tests, quizzes, and exams. Extended time is for 50% or 100% - refer to the student's FAN for this information. Course instructors will set extended time on online/D2L tests, quizzes and exams. This refers to the amount of time allowed once the test is open/started. This is different than an accommodation for an extended deadline.
Stop-the-Clock Breaks	The student is allowed the regular amount of time for the test. The clock is stopped to allow for a break, and will be restarted clock when they begin again. Course instructors will set stop-the-clock break(s) on online/D2L tests, quizzes and exams. To create a stop-the-clock break for an online/D2L test, where a proctor is not present to pause the exam, faculty can add ten additional minutes per 60 minutes of test time For students taking other tests, quizzes and exams in the campus Testing Center, staff will set stop-the-clock break(s), and notify the student.
Distraction Reduced Environment	Student is allowed a distraction-reduced testing environment in a setting outside the usual classroom or testing center that limits auditory and visual interruptions. It allows for increased control of lighting, noise, or other environmental distractions that may impact student performance in a testing situation. A distraction reduced testing environment is available in the campus Testing Center. If a student is taking a test off campus, it becomes the student's responsibility to secure a distraction-reduced environment.
Speech-to-Text Software/Scribe	Speech-to-text software enables a student to speak while the computer translates that into a word document.
Text-to-Speech Software/Reader	Text-to-speech software enables a student to listen to the text being read by the computer.
Spell/Grammar Check	Spell/grammar check software is allowed when the use of it does not fundamentally alter the course.
Non-programmable Calculator	Non-programmable/non-scientific calculators are allowed when the use of the calculator does not fundamentally alter the course.
Formula/Word Bank	Formula and/or word banks are created by the student and approved by the instructor for content. These banks are allowed during testing.
Word Processing Software	Use of a word processor/computer is used in lieu of handwriting.
Scantron Alternative	The student is allowed an alternative answer sheet for scantrons.

The GHC Testing Center offers limited services to faculty to proctor course exams with accommodations.



## Accommodated Testing

### Instructions

- Students and faculty should discuss testing accommodations early in the semester to determine how they will be provided. Faculty or programs of study normally proctor their own tests in an agreed upon location that meets the students' accommodation requirements. For online testing, the instructor will set extended time for students with this accommodation on their FAN.
- The GHC Testing Center offers **limited** services to proctor course exams with accommodations and arrangements must be made in advance. See the [Accommodated Testing](#) webpage for scheduling and proctoring information.

**Disability Access provides approved testing accommodations on the student's FAN and makes this information available to the Testing Center.**

### Set Extended Time in D2L

To set extended time on tests in D2L, instructors will need to set special access. See the links below on how to set Special Access in D2L:

[Review Your Classlist](#)- View the “Edit User Accommodations” subsection

[Create and Configure A Quiz](#) for the “Set up availability dates and conditions” subsection

[Set Special Assignments](#) for the “Add special access to an assignment” subsection

### Calculating Extended Time

Example: If a test is scheduled for 60 minutes, and the student has 50% extended time, then the test should be 90 minutes' total. This is distinct from an assignment that is due in 1 week where the student determines the amount of time spent on it.

Base Time	50% Extended Time	100% Extended Time
30	45	60
45	67.5 / 1 hr, 7.5 min	90 / 1 hr, 30 min
60	90 / 1 hr, 30 min	120 / 2 hrs
75	112.5 / 1 hr, 52.5 min	150 / 2 hrs, 30 min
90	135 / 2 hr, 15 min	180 / 3 hrs
120	180 / 3 hrs	240 / 4 hrs

**Note: Base time refers to the number of minutes the class is allowed for the test/exam/quiz. Time is listed in minutes first.**



## FAN Responsibilites

### Students

- Read your FAN thoroughly to understand your accommodations and how to use them.
- Meet individually with your professors (during the ***first week*** of classes or as early in the semester as possible) to discuss the accommodations you plan to use for the course, and how these will be provided.
- Request a new FAN each semester by emailing your course schedule (you may screenshot this from SCORE) to [disabilityaccess@highlands.edu](mailto:disabilityaccess@highlands.edu)
- If you have questions or concerns regarding your accommodations, contact your Disability Specialist.
- Students are encouraged to give faculty a notice of **at least** 48 business hours prior to first use of accommodations that may require advanced planning.

### Faculty

- Review the FAN and contact Disability Access if you have questions or concerns about the accommodations listed
- Communicate with the student about how the accommodations will be provided for your course
- Implement approved accommodations on FAN
- Keep a copy of the FAN to refer to throughout the semester

Note: Faculty are not required to provide accommodations that fundamentally alter the core requirements of the course.



## Guidelines for Formula Sheets & Word Banks

Both accommodations support students with a well-documented medical condition or learning disability that results in a significant memory deficit. These students generally have great difficulty retrieving information from memory even though they have carefully studied and understood the material. These accommodations are intended to provide students with such memory deficits with an equal opportunity to demonstrate their understanding of course material during an exam.

The instructor is required to allow a formula sheet or word bank for students with disabilities who have been approved for the accommodation by Disability Access. Use of a formula sheet or word bank should not compromise any essential course objectives. If an instructor has concerns about the appropriateness of a formula sheet or word bank, contact Disability Access staff to address those concerns.

### **Guidelines for creating a formula sheet:**

A formula sheet is a testing accommodation for math and sciences classes that include mathematical formulas. A formula sheet should contain pertinent formulas for the materials to be tested but is not limited to those formulas. Students are expected to recognize what equations are pertinent to the current course materials and understand the proper use of the information. Instructors involved in this accommodation should feel comfortable stipulating guidelines and deadlines in regard to creating the sheet.

### **Guidelines for creating a word bank:**

A word bank is a testing accommodation for short answer, fill in the blank, or essay tests for any class that includes word memorization. A word bank should not contain a synopsis of course material, but rather, it should include specific words pertinent to the materials to be tested. A word bank should include more words than what is needed on the examination. These cues or triggers enable the student to prompt recall of information previously learned, thus allowing them to answer the question. Without an actual understanding of the material through previous study, the word bank will not be much use to the student.

**Note:** The instructor and student can form the formula sheet or word bank together or the student can create it to be approved by the instructor for content. It is recommended that it be submitted to the instructor at least 72 hours prior to the date of the exam.



## Instructions and Agreement for Audio Recording Lecture

**ATTENTION STUDENT:** If you are eligible for the accommodation of recording classroom lectures, as stated on your Faculty Accommodations Notice (FAN), you are entitled to do so in a manner that is not disruptive to the class. In addition, you must discuss this accommodation with your instructor. Your instructor may require you to sign the agreement below.

**ATTENTION INSTRUCTOR:** If you have any questions or concerns regarding this accommodation, please feel free to contact Disability Access. The student's Disability Specialist will be glad to assist you. If you require your student to sign this form please forward a copy to Disability Access for the student's file.

### Agreement and Conditions of Use for Audio Recordings of Class Lectures

**Student Name:** \_\_\_\_\_ **Semester/Year** \_\_\_\_\_

**Course Title:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

It has been determined that you are a qualified student with a disability, and based upon that determination, you will be allowed to make audio recordings of lectures as a reasonable accommodation for the above-named course. Any review, dissemination, or use of these recordings or the contents of these recordings by any persons other than yourself are strictly prohibited. Due to academic integrity issues and the possibility that some of the materials may be under copyright, your signature below acknowledges your understanding that this accommodation is intended solely for your personal use and may not be shared with anyone else by any means including copying, electronic reproduction, electronic transmission, or in person. Violation of this agreement may result in disciplinary charges through the procedures established in the GHC Student Handbook.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Student ID**

\_\_\_\_\_  
**Date**

**Acknowledged by:**

\_\_\_\_\_  
**Instructor**





## Instructions for Requesting Textbooks from the Center for Inclusive Design and Innovation (CIDI)

### How to Submit a Request:

1. Log into the [CIDI Student Center Login](#).
2. Select "My Requests" from the top navigation tabs.
3. Select the "Submit New Request" button.
4. Fill out the form. Obtain textbook information by contacting your instructor or visiting the campus bookstore online or in person. You will need the following information on each required text: **Title, Author, Publisher, Copyright, Edition, and ISBN.**
5. Select "Add Request" when your order is complete.

**PLEASE NOTE:** CIDI will only fulfill orders for books that instructors have listed as "required texts." You must order EACH book separately, including lab manuals, etc. that may be part of a bundle.

### After Your Request is Submitted:

1. **Within four weeks** after your CIDI order is placed through the Student Download Center, your textbooks should be available. To download please go to [CIDI Student Center Login](#). There are clear instructions within the CIDI Student Center regarding how to download your books.
2. It is important that you **DOWNLOAD YOUR TEXTBOOKS and save your books**. Your books will be available for download 120 days from the start of the semester.

### For Assistance:

- A video tutorial is available at [Submitting Book Requests](#).
- The [CIDI wiki](#) page has more information about the Student Center, video tutorials and technical troubleshooting.
- If you need additional assistance or training to use the CIDI Student Center or your electronic textbooks, please contact Disability Support Services.
- **For technical assistance:**
  - Please contact CIDI customer support by calling 1-866-418-2750 or sending an email to: [cidi-support@design.gatech.edu](mailto:cidi-support@design.gatech.edu)



## Priority Registration Instructions

- Students with a disability, whose file is complete with Disability Access, are eligible to register early for classes during priority registration.
- Priority registration begins one week before the registration date found on the academic calendar. Disability Access will also send those dates to your student email address.
- An academic advisor must register **for** you during priority registration.

### **Please be aware of the following:**

- It is recommended that students schedule an advising appointment in advance.
- The accommodation of priority registration does not override any institutional or departmental policy such as, but not limited to, the need for academic advisement or the removal of holds.
- **If you have any HOLDS on your account, you will NOT be able to register.**