

# ANNUAL REPORT ON ACADEMIC SERVICES FOR STUDENTS WITH DISABILITIES 2002-2003

This report is based on responses to a survey completed by each institution. Section I indicates the numbers of students served and types of accommodations made for each disability group. Section II provides more specific information on the need for technology and alternative formats of print material; Section III provides details on testing accommodations, and Section IV provides additional information on other services and the Regents Centers for Learning Disorders. Appendices provide summary information by institution and year.

## I. DISABILITY GROUPS SERVED AND TYPES OF ACCOMMODATIONS/ SERVICES PROVIDED

The responses indicated that 5,427 students were served with a wide variety of accommodations and services. The number of students accommodated increased approximately 16% from 1998-1999 (the first year the data were collected) to 2002-2003. The rate of increase is consistent with the rate of increase in headcount enrollment since 1998-1999. The most common accommodation continued to be the provision of extended testing time.

As in previous years, the greatest numbers of students served had learning disabilities, attention deficit/hyperactivity disorder (ADHD), or both. The number of students with ADHD increased significantly in recent years. Other disability categories showing an increase greater than average were psychological, chronic illness, and multiple disabilities.

The number of students served in each disability group and the types of academic accommodations and services provided in 2002-2003 are summarized below. Accommodations are listed if they were indicated by at least three institutions. Accommodations requiring approval from the Regents Centers for Learning Disorders are indicated separately at the end of Section I.

### **Visual**

**Number of students served: 223**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; assistive listening devices; extended time for assignments; priority registration; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; regular meetings with instructor; audiotaped exams, texts, materials; enlarged exams, texts, materials; Brailled exams, texts, materials; electronic format for exams, texts, materials; CCTV; assistants for lab; hard copies of notes and classroom presentations

**Deaf/Hard of Hearing****Number of students served: 181**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; assistive listening devices; extended time for assignments; priority registration; note takers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; regular meetings with instructor; audiotaped exams, texts, materials; electronic format for exams, texts, materials; CCTV; close captioning

**Brain Injury****Number of students served: 168**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; assistive listening devices; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; enlarged exams, texts, materials; electronic format for exams, texts, materials; hard copies of notes and classroom presentations

**Motor/Mobility****Number of students served: 338**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; assistive listening devices; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; enlarged exams, texts, materials; electronic format for exams, texts, materials; hard copies of notes and classroom presentations; assistants for lab

**Psychological/Psychiatric****Number of students served: 501**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials

### **Learning Disability**

**Number of students served: 1125**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; extended time for assignments; priority registration; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; electronic format for exams, texts, materials; CCTV, audiotaped exams, texts, materials; hard copies of notes and classroom presentations

### **Attention Deficit Hyperactivity Disorder (ADHD)**

**Number of students served: 1525**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; extended time for assignments; priority registration; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; electronic format for exams, texts, materials; hard copies of notes and classroom presentations

### **Both LD/ADHD**

**Number of students served: 329**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; extended time for assignments; priority registration; note takers; readers; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; electronic format for exams, texts, materials; CCTV; hard copies of notes and classroom presentations

### **Chronic Illness/Medical**

**Number of students served: 563**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; scribes; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; electronic format for exams, texts, materials; hard copies of notes and classroom presentations

## **Multiple Disabilities**

**Number of students served: 321**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; assistive listening devices; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; readers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials; enlarged exams, texts, materials; Brailled exams, texts, materials; electronic format for exams, texts, materials; CCTV

## **Other**

**Number of students served: 153**

**Accommodations/Services Provided:** extended time for tests; separate room for testing; use of tape recorders in class; use of computer/adaptive computer software; use of calculators, use of electronic spell checker; tutoring; sign language interpreters; extended time for assignments; priority registration; excused absences/flexible attendance requirements; note takers; scribes; proofreaders; specialized advising; preferential seating; reduced course load; breaks during class; regular meetings with instructor; audiotaped exams, texts, materials

### ***Accommodations Requiring Approval from a Regents Center for Learning Disorders***

Certain System-level accommodations for students with learning disorders require approval from a Regents Center for Learning Disorders (RCLD). In 2002-2003, the RCLDs approved a total of 45 requests for substitution of the College Preparatory Curriculum foreign language requirement and 124 requests for additional semesters in Learning Support. Regents' Test accommodations that require RCLD approval were recommended for 28 students. These accommodations involved the use of text-to-voice and voice recognition software.

## II. TECHNOLOGY

### *Types of technology*

<b>TECHNICAL DEVICE</b>	<b># of Units Available</b>	<b>Estimated # of Users</b>
CCTV	79	90
Voice Input Computer Systems	41	556
Voice Output Computer Systems	125	726
Scanners	79	717
Assistive Listening Devices: (FM Loop Systems, Public Address Systems, Conference Table Amplifiers)	129	79
Tape Recorders (Two & Four Track)	352	867
Talking Calculators	20	35
Hand Held Spell Checkers	34	630
Manual Brailers or Braille Printers	26	29
Closed Captioning Equipment	12	36
Laptop Computers	56	662
Other specialized software (text prediction, enlarging, etc.)	97	641
Other (includes equipment such as amplified stethoscope, thermopen, pageturner, specialized keyboard)	106	149

### ***Alternative Formats for Printed Material***

The need for textbooks and other instructional materials in different formats has been increasing rapidly. Institutions must produce such material or obtain it from sources such as Recording for the Blind and Dyslexic (RFBD) or publishers.

Institutions produced the following material in 2002-2003:

#### Textbooks:

Braille: 3  
audiotape: 267  
electronic media: 245

#### Articles, Chapters, Handouts:

Braille: 176  
audiotape: 115  
electronic media: 422

The following textbooks were obtained from RFBD, publishers, or other sources:

Braille: 0  
audiotape: 471  
electronic media: 112

The following numbers of students were served with the material in alternative formats:

Blind/Visually Impaired: 131  
Learning Disability: 346  
Other (brain injury, psychological, motor, ADHD): 97

Appendix D provides the information for each institution.

***Projected technology needs for serving students with disabilities for the next year or two***  
Many institutions reported an increased demand and need for workstations equipped with accessible technology. The most common specific needs mentioned were hardware and software for voice output (e.g., Jaws, Kurzweil, and high-speed scanners to produce electronic tests). Voice input technology (such as Dragon), text-enlargement software, assistive listening technology, CCTV, and Brailers were also indicated as increasing needs. An emerging need at a number of institutions is hardware, software, and training for real-time captioning in the classroom.

### III. TESTING

#### *Accommodations on System tests approved at the institutional level*

<b>DISABILITY</b>	<b>CPE/ COMPASS</b>	<b>REGENTS' TEST</b>
Learning Disability (LD)	35	293
ADHD (Attention Deficit Hyperactivity Disorder)	27	171
LD/ADHD	11	48
Visual	12	54
Hearing	8	17
Motor/Mobility	9	46
Test Anxiety (no documented disability)	0	395
Other: brain injury, psychological, seizure disorder, chronic pain/ medication, speech/ language, multiple	6	134

Common accommodations were extended time, low distraction environments (including private rooms), and the use of computers.

At some institutions, the Regents' Test was administered with extended time to students with test anxiety without involvement of the disability services office. These numbers were not necessarily available for inclusion in this report.

***Total number of System ( CPE, COMPASS, Regents') and classroom tests administered with accommodations:*** 13,393

(This number does not include many classroom tests administered with accommodations provided by faculty members.)

### IV. OTHER:

#### ***Other services provided***

Other services provided included specialized personal and academic counseling, referral to community agencies and resources, training in assistive technology, library assistance, support groups, faculty training, advocacy, priority registration, special orientation and academic skills programs, library assistance, special recognition of disability-aware staff and faculty

#### ***Special accommodations made for students in distance learning/on-line courses***

Few special accommodations were needed for students in on-line courses. Accessibility of material is a concern, and advocacy and faculty training have been provided to increase accessibility of Web-based material.

***Unusual, innovative, involved or particularly expensive accommodations or services provided***

Many institutions cited the expense of captioning and sign language interpreters. One institution reported the use of facilitated communication, another had a student with severe mobility impairment who had oral testing; others reported innovative methods for teaching graphing and interpreting smart boards for students with visual impairment.

***General problems or successes, current or foreseen, that may affect services to students with disabilities***

Increasing numbers of students to be served with smaller budgets were the main challenges cited. Serving students in locations other than the main campus was mentioned as a concern. Other needs cited were improved accessibility of WebCT and Banner and acquisition of and training in assistive technology. Many respondents mentioned the difficulty of keeping up with the demand for alternative formats of print materials.

Grant-funded programs have been successful. Good cooperation and leadership from academic and student affairs was cited as a very positive factor.

***Regents Centers for Learning Disorders***

Ratings of the Regents Centers for Learning Disorders (RCLDs) provided by the institutions

	<u>Excellent</u>	<u>Very good</u>	<u>Satisfactory</u>	<u>Fair</u>	<u>Poor</u>
1. Quality of student evaluations/assessment	83%	9%	9%	0%	0%
2. Usefulness of information and advice provided to feeder institutions	80%	11%	6%	3%	0%
3. Accessibility of Center staff	69%	23%	6%	3%	0%
4. Overall effectiveness of the Center	77%	14%	6%	3%	0%

***Strengths of the RCLDs and suggestion for changes***

Most of the responses indicated that the RCLDs provide a valuable resource to institutions. The meetings and other forms of communication were mentioned as very useful. Accessibility and response time were cited as very good; however, there is concern that the waiting time for evaluations is becoming too long. The major problem cited was the increasing cost of the evaluations. While the reason for the increase appears to be clear, the cost is creating a hardship for students.

**APPENDICES**

A table indicating the number of students in each disability group by institution is provided in Appendix A. Appendix B provides information on the number of students by institution for the past five years, while Appendix C provides information on the number of students by disability category for the past five years. Institutional information on alternative formats for print materials is provided in Appendix D.



## Appendix A: Number of Students Served by Type of Disability, 2002 – 2003

Institution	Visual	Hearing	Brain Injury	Motor/ Mobility	Psych	Learning Disability	ADHD	Both LD/ADHD	Chronic Illness	Multiple Disabilities	Other	TOTAL
Georgia Institute of Technology	12	7	2	18	17	38	79	12	58	8	4	<b>255</b>
Georgia State University	41	6	19	33	68	78	41	21	46	52	0	<b>405</b>
Medical College of Georgia	0	0	2	0	3	8	1	0	0	0	1	<b>15</b>
University of Georgia	28	37	24	79	83	226	466	41	104	137	53	<b>1278</b>
Georgia Southern University	18	3	7	7	46	117	198	82	62	1	0	<b>541</b>
Valdosta State University	7	10	4	2	20	24	23	2	26	8	0	<b>126</b>
Albany State University	2	0	2	3	3	6	1	1	2	2	0	<b>22</b>
Armstrong Atlantic State Univ.	6	5	11	7	16	13	15	3	13	8	0	<b>97</b>
Augusta State University	8	2	3	8	8	10	16	4	13	12	0	<b>84</b>
Clayton College & State Univ.	2	7	4	6	22	10	8	3	16	4	2	<b>84</b>
Columbus State University	5	5	5	10	18	11	19	3	25	11	20	<b>132</b>
Fort Valley State University	1	0	1	8	8	7	2	0	1	2	20	<b>50</b>
Georgia College & State Univ.	9	8	5	10	22	98	72	28	8	12	0	<b>272</b>
Georgia Southwestern State Univ.	0	4	2	8	8	15	12	0	11	2	0	<b>62</b>
Kennesaw State University	8	7	13	6	14	33	37	6	16	7	33	<b>180</b>
North Georgia Coll. & State Univ.	4	5	4	4	5	22	20	4	3	2	4	<b>77</b>
Savannah State University	5	1	1	6	2	8	5	1	8	4	0	<b>41</b>
Southern Polytechnic State Univ.	3	2	1	1	5	15	25	7	7	0	0	<b>66</b>
State University of West Georgia	15	12	15	39	50	96	292	41	45	11	0	<b>616</b>
Dalton State College	6	3	7	20	15	12	9	4	10	0	2	<b>88</b>
Macon State College	9	11	0	14	13	19	13	3	7	8	1	<b>98</b>
ABAC	0	1	3	4	1	42	12	7	5	1	5	<b>81</b>
Atlanta Metropolitan College	1	0	2	1	2	5	1	0	11	2	1	<b>26</b>
Bainbridge College	2	0	0	5	0	1	0	0	0	0	0	<b>8</b>
Coastal Georgia Comm. College	1	4	5	6	6	19	7	3	14	0	0	<b>65</b>
Darton College	4	2	2	0	3	9	10	2	11	2	2	<b>47</b>
East Georgia College	0	2	0	0	0	13	15	5	0	0	1	<b>36</b>
Floyd College	3	10	1	4	3	19	8	2	10	0	0	<b>60</b>
Gainesville College	4	3	3	4	8	35	54	20	4	2	4	<b>141</b>
Georgia Perimeter College	10	23	16	16	26	89	53	16	23	15	0	<b>287</b>
Gordon College	1	1	2	3	3	11	5	2	3	2	0	<b>33</b>
Middle Georgia College	6	0	1	1	0	7	5	6	0	1	0	<b>27</b>
South Georgia College	2	0	1	3	1	9	0	0	1	5	0	<b>22</b>
Waycross College	0	0	0	2	2	0	1	0	0	0	0	<b>5</b>
<b>TOTAL</b>	<b>223</b>	<b>181</b>	<b>168</b>	<b>338</b>	<b>501</b>	<b>1125</b>	<b>1525</b>	<b>329</b>	<b>563</b>	<b>321</b>	<b>153</b>	<b>5427</b>

## Appendix B: Total Number of Students Served by Institution and Year

Institution	1998 - 1999	1999-2000	2000-2001	2001-2002	2002-2003
Georgia Institute of Technology	157	156	155	198	255
Georgia State University	532	216	310	343	405
Medical College of Georgia	5	14	14	12	15
University of Georgia	1130	1345	1525	1506	1278
Georgia Southern University	251	327	328	284	541
Valdosta State University	215	211	109	113	126
Albany State University	25	30	17	18	22
Armstrong Atlantic State Univ.	59	71	82	94	97
Augusta State University	256	267	109	76	84
Clayton College & State Univ.	68	57	61	56	84
Columbus State University	61	61	69	90	132
Fort Valley State University	17	37	72	128	50
Georgia College & State Univ.	165	133	184	278	272
Georgia Southwestern State Univ.	114	63	41	68	62
Kennesaw State University	136	158	156	215	180
North Georgia Coll. & State Univ.	56	103	74	83	77
Savannah State University	14	26	14	19	41
Southern Polytechnic State Univ.	52	51	57	58	66
State University of West Georgia	244	334	397	573	616
Dalton State College	62	114	131	90	88
Macon State College	119	106	171	78	98
ABAC	91	93	79	87	81
Atlanta Metropolitan College	63	25	14	26	26
Bainbridge College	16	20	18	9	8
Coastal Georgia Comm. College	39	30	34	49	65
Darton College	87	28	31	41	47
East Georgia College	18	17	22	22	36
Floyd College	65	57	33	47	60
Gainesville College	41	39	42	54	141
Georgia Perimeter College	456	420	281	391	287
Gordon College	26	27	41	21	33
Middle Georgia College	24	32	40	39	27
South Georgia College	5	6	10	12	22
Waycross College	8	14	6	3	5
<b>TOTAL</b>	<b>4677</b>	<b>4688</b>	<b>4727</b>	<b>5181</b>	<b>5427</b>

## Appendix C: Number of Students Served by Type of Disability and Year

<b>DISABILITY</b>	<b>1998 - 1999</b>	<b>1999 - 2000</b>	<b>2000 - 2001</b>	<b>2001 - 2002</b>	<b>2002 - 2003</b>
Visual	286	219	211	199	223
Hearing	179	172	165	169	181
Brain Injury	225	200	142	166	168
Motor/Mobility	369	371	359	416	338
Psychological	410	416	391	529	501
Learning Disabilities	1017	1100	1029	1124	1125
ADHD	1096	1154	1312	1377	1525
Both LD and ADHD	375	238	242	292	329
Chronic Illness	381	459	384	465	563
Multiple Disabilities	181	163	266	307	321
Other	158	196	169	137	153
Unidentified (SPSU)	0	0	57	0	0
<b>TOTAL</b>	<b>4677</b>	<b>4688</b>	<b>4727</b>	<b>5181</b>	<b>5427</b>

## Appendix D: Print Materials in Alternative Formats, 2002-2003

	Textbooks Produced			Other Materials Produced			Books Obtained			Students Served by Disability		
	Braille	Tape	Electronic Media	Braille	Tape	Electronic Media	Braille	Tape	Electronic Media	Visually Impaired	Learning Disability	Other
Georgia Institute of Technology	0	0	0	0	0	75	0	100	0	10	24	1
Georgia State University	0	73	0	0	0	65	0	62	0	11	14	0
Medical College of Georgia	0	0	0	0	0	0	0	0	0	0	0	0
University of Georgia	3	30	61	104	58	107	0	52	55	9	64	2
Georgia Southern University	0	0	144	0	0	129	0	0	0	18	22	1
Valdosta State University	0	0	21	2	4	14	0	19	0	4	3	7
Albany State University	0	4	0	0	0	0	0	6	0	2	1	0
Armstrong Atlantic State Univ.	0	49	5	0	12	1	0	50	0	6	8	9
Augusta State University	0	3	4	10	2	21	0	10	6	8	5	0
Clayton College & State Univ.	0	9	0	0	0	0	0	9	0	0	4	4
Columbus State University	0	0	0	60	5	0	0	11	0	4	3	1
Fort Valley State University	0	0	0	0	0	0	0	0	0	1	0	0
Georgia College & State Univ.	0	14	0	0	5	0	0	14	0	9	50	10
Georgia Southwestern State Univ.	0	6	2	0	12	5	0	4	0	0	11	5
Kennesaw State University	0	0	6	0	0	3	0	36	48	8	23	5
North Georgia Coll. & State Univ.	0	0	0	0	0	0	0	0	0	0	0	0
Savannah State University	0	2	2	0	2	2	0	0	0	2	2	0
Southern Polytechnic State Univ.	0	67	0	0	0	0	0	0	0	0	3	0
State University of West Georgia	0	0	0	0	0	0	0	0	0	0	0	0
Dalton State College	0	0	0	0	0	0	0	0	0	3	7	1
Macon State College	0	8	0	0	0	0	0	1	0	20	19	7
ABAC	0	0	0	0	0	0	0	9	0	0	6	3
Atlanta Metropolitan College	0	0	0	0	0	0	0	0	0	0	0	0
Bainbridge College	0	0	0	0	5	0	0	1	0	0	1	0
Coastal Georgia Comm. College	0	0	0	0	0	0	0	5	2	1	3	0
Darton College	0	0	0	0	0	0	0	0	0	1	0	0
East Georgia College	0	0	0	0	0	0	0	0	0	2	18	15
Floyd College	0	0	0	0	0	0	0	9	0	1	3	0
Gainesville College	0	0	0	0	0	0	0	30	0	2	2	0
Georgia Perimeter College	0	2	0	0	10	0	0	10	1	7	38	20
Gordon College	0	0	0	0	0	0	0	3	0	0	3	0
Middle Georgia College	0	0	0	0	0	0	0	0	0	0	0	0
South Georgia College	0	0	0	0	0	0	0	30	0	2	9	6
Waycross College	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>267</b>	<b>245</b>	<b>176</b>	<b>115</b>	<b>422</b>	<b>0</b>	<b>471</b>	<b>112</b>	<b>131</b>	<b>346</b>	<b>97</b>