

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Disability Services: A Guide for Students and Faculty

Kelly Deasy
Student Disability Services Coordinator

Jennifer Cannady
Assistant Dean of the College/Director, Office of Academic Advising

Machamma Quinichett
Assistant Director, Office of Academic Advising

Cynthia McPheeters
Office Coordinator

Buttrick Hall Room 104-B
Voice: 404 471-6150
TTY: 404 471-5186
Fax: 404 471-6083

<http://agnesscott.edu/academics/disabilityservices>

Table of Contents

OVERVIEW.....	PAGE 3
DISABILITY SERVICES FLOWCHART.....	PAGE 4
HIGHLIGHTS.....	PAGE 5
FREQUENTLY ASKED QUESTIONS ABOUT STUDENT DISABILITY SERVICES.....	PAGE 6-7
ACCOMMODATION IMPLEMENTATION.....	PAGE 8
A. ALTERNATIVE FORMAT.....	PAGE 8
B. ASSISTIVE COMPUTER TECHNOLOGY.....	PAGE 8
C. COURSE SUBSTITUTIONS.....	PAGE 9
D. EXAM ACCOMMODATIONS.....	PAGE 9
E. NOTE TAKING ACCOMMODATIONS.....	PAGE 10
F. PRIORITY REGISTRATION.....	PAGE 11
PROBLEMS WITH IMPLEMENTATION.....	PAGE 11
GRIEVANCE PROCEDURES.....	PAGE 11
ACADEMIC SUCCESS RESOURCES ON CAMPUS.....	PAGE 12-13
COMMUNITY RESOURCES.....	PAGE 14
WORKS CITED.....	PAGE 15

OVERVIEW

Agnes Scott College welcomes students with disabilities and accommodates special needs, which are determined on an individual basis. Such disabilities include learning, physical and mental impairments. Agnes Scott complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAA) of 2008.

The office of academic advising is the designated office on campus for students with disabilities. Our mission is to provide services for students to ensure accessibility in the classroom, to programs, activities, and campus buildings. The student disability services coordinator is a resource and advocate for students registered with the office. The office also provides support to faculty members asked to make accommodations in the classroom.

Some students who received accommodations in high school are reluctant to seek accommodations in college. Some think they will not need them, others feel they may experience discrimination or they are concerned about other students knowing about their disability. “Students who request accommodations are protected from discrimination under the Americans with Disabilities Act Amendments Act (ADAA) of 2008 and Section 504 of the Rehabilitation Act of 1973. To establish that an individual is covered under the ADA, documentation must indicate that a specific disability exists and that the identified disability substantially limits one or more major life activity. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADAA. The documentation must also support the request for accommodations, academic adjustments, and/or auxiliary aids” (Educational Testing Service, 2001).

All of the services provided are confidential unless the student provides written consent authorizing the office to disclose specific information to a third party.

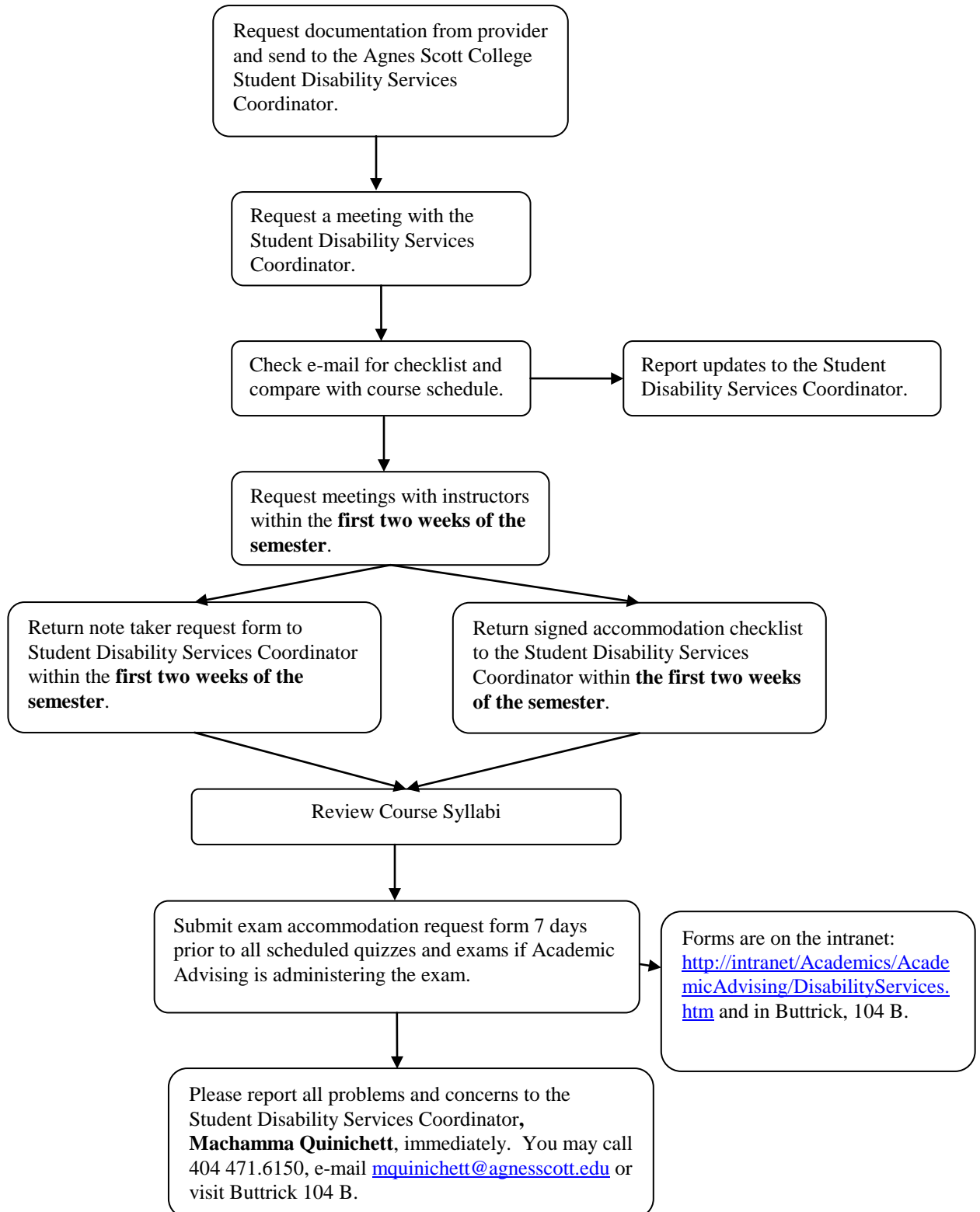
Most of the students eventually realize they can be more successful academically with accommodations and additional support. Because accommodations are not “retroactive,” we encourage students to initiate the registration process before arriving to campus so the accommodations are in place should they be needed.

Students may be surprised to learn the process to register for accommodations in college is very different from what they probably experienced in high school. In elementary and high school, the school system was responsible for identifying, evaluating and providing academic accommodations. In college, students are responsible for:

- ✓ identifying themselves
- ✓ establishing eligibility for services
- ✓ providing the appropriate documentation and current evaluations (including cost of the evaluations)
- ✓ maintaining the college’s academic standards
- ✓ advocating for themselves

As students make this transition they should keep in mind that we will not initiate the registration process, nor will parents be able to register them for accommodations. Parents can certainly send us documentation and provide historical information, but we expect to hear from the students themselves about their needs.

DISABILITY SERVICES FLOWCHART



IMPORTANCE HIGHLIGHTS FOR STUDENTS AND FACULTY

Accommodation Checklist: The office of academic advising will e-mail a copy of the accommodation checklist to the student and instructor for each course selected during course selection. Students are responsible for informing the student disability services coordinator about changes to their schedules. The student receiving accommodations should meet with her instructors before or at the beginning of the semester to discuss the accommodation checklist. This discussion should include developing a plan for administering appropriate accommodations which may include extended time for exams and quizzes, the need for note takers and the attendance policy. Both the student and faculty member should sign the accommodation checklist. The student should provide a signed copy of the form to the student disability services coordinator before the third week of the semester. If a student does not submit the accommodation form to the office of academic advising by the third week of class each semester the office cannot guarantee implementation of the approved accommodations.

Alternative Media Access Center (AMAC): AMAC partners with Agnes Scott and helps us provide textbooks in a variety of alternative formats. Students are responsible for identifying and registering for classes as soon as possible. Once the class has been selected, students are responsible for obtaining the required reading list, purchasing the texts and providing that information along with the original receipts for texts to the student disability services coordinator. The student disability services coordinator will request the alternative formats from AMAC at no additional cost to the student.

AMAC will then notify the student via the student's ASC email account that the alternative format materials are available, which the student can download.

Note Taking Services: Students who have note taking as an approved accommodation should discuss the importance of note taking assistance with their instructors within the first two weeks of the semester. The student should also complete a note taking request form specifying the classes for which notes will be needed and submit to the office of academic advising within two weeks of starting the course. A request for note taking services made after the second week of classes will be considered a late request. The office of academic advising will attempt to process the request in a timely manner and follow up with the student once a note taker is identified.

The office of academic advising will place all notes in an alphabetical filing system using the first letter of the instructor's last name until the end of the second week of the semester. During the third week of the semester individual course folders will be created where notes will be collected. The office of academic advising will remove all notes from the folders after midterm and place them in storage until the end of the semester. Notes submitted to the office of academic advising are only for students registered for disability accommodations. Faculty should not encourage students who are not registered for accommodations to ask for copies of the notes.

Quizzes and Exams: Faculty and students should meet early in the semester to determine the logistics for administering exams. Individual faculty determines if the office of academic advising will administer the accommodation or if the faculty member will administer the accommodation. If the office of academic advising administers the exam; the faculty member must submit an electronic or hard copy of the exam at least one day prior to the exam to a staff member of the office of academic advising.

Frequently Asked Questions About Disability Services

Who qualifies for disability accommodations?

“To establish that an individual is covered under the (Americans with Disabilities Act Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973), documentation must indicate that a specific disability exists and that the identified disability substantially limits one or more major life activities. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. The documentation must also support the request for accommodations, academic adjustments, and/or auxiliary aids” (Educational Testing Service, 2001).

How do I request disability accommodations?

It is the responsibility of the student to self-identify as an individual with a disability by contacting the student disability services coordinator to schedule an intake appointment at least two weeks before the beginning of the semester. The student should submit copies of all documentation and the registration packet to the student disability services coordinator prior to the meeting. During the meeting the student disability services coordinator will explain the registration process, the student’s expressed needs and request for accommodations, ask questions about documentation and review course expectations.

What type of documentation is needed for the meeting?

Letters, evaluations, and reports from a qualified credentialed provider that include the credentials of the provider, date of most recent diagnosis, diagnosis, explanation about how the diagnosis significantly limits one or more major life activity, how it currently impacts learning, suggested reasonable accommodations and results from all supporting assessments. We encourage clinicians and professional diagnosticians to use the guidelines provided by the Association on Higher education and Disability (AHEAD) to validate a student’s learning disability. If the student has multiple diagnoses, including a psychiatric disability, we use the guidelines for documentation of psychiatric disabilities in adolescents and adults provided by the Educational Testing Service (ETS).

In the case of learning and attention deficit disabilities, the evaluation must have been completed within the last three years or after the student’s eighteenth birthday.

How is approval of the accommodation determined?

The request is evaluated and the student disability services coordinator may review the request with an outside consultant, college administrator, faculty, and the student’s provider to consider the following criteria, as they apply to each request:

1. The disability documentation meets established guidelines;
2. The disability documentation supports the request for a specific accommodation;
3. The accommodation is reasonable and effective as mandated by the ADA and Section 504 of the Rehabilitation Act of 1973;
4. The accommodation is not of a personal nature;
5. Whether or not the student can participate in the particular program without the accommodation;
6. What types of alternative or combination of alternative accommodations are available to provide the student with the same or similar content and/or level of instruction for the particular course, degree requirements or other academic program;

7. Whether the accommodation will fundamentally alter the particular course, degree requirements or other academic program as determined by the appropriate faculty member, department chair, dean or college officials;
8. Whether a requested accommodation constitutes an undue burden to the college. ¹

How long does it take for student disability services to render a decision?

Students are encouraged to request disability accommodations upon learning about the diagnosis or the need for an accommodation. The student disability services coordinator needs a minimum of two weeks to process accommodation requests once all of the required documentation is received. Accommodations requested with less than two weeks notice may result in a delay, substitution or denial of an accommodation.

The office will not approve retroactive disability accommodations.

What happens after the student disability services coordinator renders a decision?

The student disability services coordinator will e-mail the student to let her know the outcome. Once the accommodations are approved the student disability services coordinator e-mails the faculty member and student a copy of the accommodation checklist. The next checklist is sent after course selection. The checklist will not include the reason a student is registered with the office, only the approved accommodations. If a student registers for summer courses at Agnes Scott College, she should inform the student disability services coordinator at least two weeks before the session starts.

The student receiving accommodations should meet with each instructor before or at the beginning of the semester to discuss the accommodation checklist including developing a plan for administering exams and quizzes, the need for note takers and the attendance policy. Both the student and instructor should sign the accommodation checklist and the student should provide a signed copy of the form to the student disability services coordinator before the third week of the semester.

It is the student's responsibility to confirm the checklist was sent to the correct instructors and inform the student disability services coordinator about any changes made to her semester schedule.

What should students do if they disagree with the approved accommodations?

Students should follow up with the student disability services coordinator to discuss any concerns or questions about the accommodations. It is possible for the student disability services coordinator to change the information on the checklist as the student's needs change. The student disability services coordinator may ask the student to provide additional documentation if necessary.

Do students have to use all of the approved accommodations for all of their courses?

No. Students should meet with their instructors within the first two weeks of the semester to discuss their disability accommodations. If a student does not plan to use an accommodation for a certain class she should write "refused" next to the accommodation on the checklist before submitting to the student disability services coordinator.

If a student does not submit the accommodation checklist to the office of academic advising by the third week of class each semester the office cannot guarantee implementation of the approved accommodations.

¹Syracue University Office of Disability Services, 28 Jan 2004, <http://provost.syr.edu/documents/2008/4/22/ODSPolicyProcedureManual.pdf>.

Do students have to reapply for services each semester?

No. Once a student is registered she does not have to re-submit documentation unless she requests an additional accommodation that is not supported by her documentation on file.

However, students are required to meet with all of their instructors within the first two weeks of each semester enrolled to review and sign the accommodation checklist. The student is responsible for submitting the signed checklist to the student disability services coordinator before the third week of classes. If note taking service is an approved accommodation, students should submit the request for note takers form for each class she will use the service.

What types of accommodations are considered “reasonable”?

Reasonable accommodations are accommodations that do not fundamentally alter the courses, curriculum, degree requirements and program objectives or place an undue burden on the college.

Reasonable accommodations may include, but are not limited to:

1. Accessible Classrooms
2. Alternative format for required textbooks
3. Assistive computer technology
4. Course substitutions
5. Exam accommodations
6. Note taking accommodations
7. Permission to tape record lectures
8. Priority registration

How are accommodations implemented?

Alternative Format for Required Textbooks

AMAC partners with Agnes Scott College and acts as a conduit through which the institution provides textbooks in a variety of alternative formats. AMAC needs a minimum of 4 weeks notice to process all requests. Students are responsible for identifying and registering for classes as soon as possible. Once the class has been selected, students are responsible for obtaining the required reading list, purchasing the texts and providing that information along with the original receipts for texts to the student disability services coordinator. Students are not responsible for covering the cost of converting books into alternate format.

AMAC will notify the student via the student’s ASC email account that the alternative format materials are available, which the student can download.

Assistive Computer Technology

The office of academic advising has a student room reserved on the first floor of the McCain Library, room 114. The study room has an adjustable desk, 19 inch monitor, a scanner, a computer with ReadWrite Software and Zoom Text Software. The office of academic advising has a laptop computer with Window Eyes. ReadWrite Software and Zoom Text Software are also installed on computers in the Writing Center and the Center for Engagement and Student Leadership.

Students approved for AMAC services also receive a personal copy of the Premier Literacy Productivity Pack which includes:

- Scan and Read pro
- Ultimate Talking Dictionary
- Talking Word Processor
- Universal Reader
- Text To Audio
- PDF Magic Pro
- Premier Predictor pro
- E-Text Reader
- Talking Calculator
- Magnify It

Course Substitutions

Degree requirements such as the specific, distributional and the social and cultural analysis standard are considered essential components of the academic program at Agnes Scott. Accommodations to students with disabilities will, in most cases, provide the opportunity for all students to meet the requirements. In some cases, even accommodations may not overcome certain types of learning disabilities in meeting a requirement such as the foreign language specific standard. Students with documentation of such a learning disability may apply for a course substitution.

Students should submit the course exemption petition form to the associate dean of the college. The petition should include a brief statement about what aspects of learning a foreign language are most difficult, interventions used to enhance learning and a plan describing the four alternate courses that will be used to substitute the foreign language courses. The four courses must be in the same cultural area of study (i.e. courses about culture in Africa, Japan, or Latin America).

The associate dean will review the request for an exemption and render a decision with possible recommendations. Once the associate dean of the college renders a decision a letter will be generated and sent to the student copying the student's adviser and registrar. If the associate dean denies the exemption, the student may appeal in writing to the dean of the college. If the dean of the college is unable to resolve the student's appeal, the student can refer the matter in writing to the committee on academic standards and admission no later than 30 days after the beginning of the next semester. The committee's decision is final.

Exam Accommodations

Exam accommodations may include a reduced distraction environment and extended time. Accommodations for exams are an interactive process involving the student, faculty and office of academic advising. The student receiving accommodations should meet with each faculty member before or at the beginning of the semester to discuss the accommodation checklist, including developing a plan for administering exams and quizzes. Faculty determines who will administer the quiz or exam. The faculty member can provide an appropriate testing space or the office of academic advising can request a classroom.

We strongly discourage students reporting to the class session to pick up their exam or quiz to take in another location. This does not protect confidentiality. If the office of academic advising administers the exam, the student should adhere to the following procedures:

1. Obtain an exam accommodation request form from the office of academic advising or the intranet <http://www.agnesscott.edu/Media/Website%20Resources/pdf/academics/academicadvising/exam-accommodation-request.pdf>
2. Complete the form and submit to the office of academic advising a minimum of seven days prior to the exam or quiz. The office cannot guarantee implementation of the accommodation if the request is received with less than seven days notice;
3. Check the Agnes Scott e-mail account for confirmation and room assignment;
4. Remind the instructor to submit a copy of the exam to the office of academic advising at least 1 day prior to the exam;
5. Students who are more than 15 minutes late for an exam must follow up with the instructor to reschedule and notify the student disability services coordinator;

Exams should be administered at the regular exam time or as close to the exam time as possible. Therefore it is a good idea to take a copy of the course schedule to the meeting with instructors. No early or late exams will be approved without written permission from the instructor. It is the student's responsibility to remind the instructor to submit a copy of the exam to the office of academic advising at least 1 day prior to the exam.

If the office does not have a copy of the exam or the student misses an exam scheduled through the office of academic advising, she need to immediately contact the faculty member and the student disability services coordinator. If an exam is missed it will be returned to the faculty member or shredded.

Note Taking Accommodations

Agnes Scott uses student volunteers enrolled in a course as note takers to provide this accommodation. In most cases note taking is to supplement the student's own notes and, therefore, are not to be used in cases where the student has missed classes unless the reason for the absence is directly related to her disability. Students approved for this accommodation should meet with faculty before or at the beginning of the semester to discuss the accommodation checklist, including verbalizing the need for note takers. Complete the request for a note taker form and submit to the student disability services coordinator two weeks prior to starting the course. A request for note taking services made after the second week of classes will be considered a late request.

The office of academic advising will place all notes in an alphabetical filing system using the first letter of the instructor's last name until the end of the second week of the semester. During the third week of the semester individual course folders will be created where notes will be collected. The office of academic advising will remove all notes from the folders after midterm and place them in storage until the end of the semester. Please note, most instructors will not request note takers until after you meet to discuss disability accommodations.

After the meeting, instructors will notify the class about the need for two volunteer note takers to provide notes for a fellow Scottie Sister. The instructor will not compromise confidentiality. However, we encourage students to identify themselves to the note takers in case there are questions.

The note takers will complete the note taker sign up form and submit to the office of academic advising. We ask them to submit copies of their notes within 48 hours of the class. Students who receive notes should also come by within 48 hours to make copies of the notes and re-file the original notes in the folder.

If students experience a problem with their notes or do not receive them within 48 hours please notify the instructor and the student disability services coordinator. If the problem is not resolved within 48 hours after the next session, please follow up with the student disability services coordinator.

Notes submitted to the office of academic advising are only for students registered for disability accommodations. Faculty should not encourage students who are not registered for accommodations to ask for copies of the notes.

Priority Registration

The student disability services coordinator will determine if priority registration is an approved accommodation and notify the registrar's office. Priority registration allows students to register during the first registration time offered after all holds are lifted. The registrar will e-mail the student body several times about registration times. The day before course selection she will send an individual e-mail to the students approved for this accommodation an e-mail reminder. Students should make plans to meet with their academic adviser to discuss an academic plan and course selection. Once the advising and other campus holds are lifted the student will be allowed to register for courses.

We highly recommend students spread their courses out to allow for extended time for exams/quizzes, meals, medication and access to buildings and classes.

What should students do if the accommodations are not implemented?

Students should attempt to resolve situations at the lowest level if possible. First, students should report the problem to the student disability services coordinator and follow up with their instructor(s) to discuss concerns about lack of implementation. If the situation is not resolved by talking and meeting with the instructor(s) the student should follow up with the student disability services coordinator and ask for assistance with resolving the problem. The student disability services coordinator can facilitate a meeting between the student and instructor, talk with other college administrators and serve as an advocate. Disability accommodations are a legal mandate and students have rights. They are not "bothering" college administrators when they advocate for themselves.

What should faculty do if an accommodation checklist is received but the student does not request a meeting?

The student disability services coordinator sends the accommodation checklist based on the courses the students selected during course selection. Students can continue to drop and add courses so they should check the live roster to make sure the student is still enrolled in the course. If the student is enrolled in the course faculty members can mention receipt of the accommodation checklist and suggest a time to meet and discuss. If the student refuses to meet or does not follow through please inform the student disability services coordinator.

How can students submit a grievance?

Agnes Scott College has policies regarding grade disputes, sexual harassment, judicial review of Honor Court rulings and the appeal of financial aid awards. These policies and procedures may be found in the respective sections of the Agnes Scott College Catalog and Student Handbook. Grievances and complaints related to disability services and disability accommodations follow the same protocol as the grievances mentioned above.

ACADEMIC SUCCESS RESOURCES ON CAMPUS

McCain Library Services – Librarians provide reference assistance, individual research consultations, group workshops and other opportunities for learning about the library and its resources. In partnership with the faculty, they also provide course-related instructional sessions that build information competency skills needed for academic success, career development and independent learning.

Computing Facilities – Information Technology Services (ITS) provides the campus with cutting edge technology to enhance and improve teaching and learning at Agnes Scott. Through a combination of wireless and wired-network resources, every space on campus has access to the Internet. The College has more than 221 public computers so students, faculty and staff can check e-mail, post and download information from a course Web site, check the library catalog, conduct research and write papers. ITS supports and maintains computer labs, high-tech classrooms and an Educational Technology Center, which provides unique learning spaces and assistance to faculty members interested in integrating technology into their classroom.

The Educational Technology Production Studio (ETC) - The Educational Technology Center provides students, faculty and staff with support, training and consultation on the latest multimedia, computer, video and audio resources. The ETC assists with Web-page development, DVD and CD burning, digital image and text scanning, video editing and Blackboard support. The center offers a technology-friendly learning environment, so students and faculty can acquire the skills needed to enhance their multimedia projects. ETC facilities include the Technology Production Studio, The Language Resource lab and the Multimedia Classroom.

Technology Production Studio

The studio is a unique learning space where faculty can use specialty hardware and software tools to create sophisticated or simple multimedia projects, scan slides, text documents, and pictures, burn CD's, edit video and sound and develop web pages. Software programs include Macromedia Photoshop, Dreamweaver Flash and Adobe Illustrator, inDesign, Photoshop and many more. Within the TPS, their full-time Instructional Technologist, Calvin Burgamy (ext. 6059), offers one-on-one instruction and support on Blackboard, Agnes Scott College's online-course management system.

Language Resource Lab (McCain Library, Room G-11)

This specialized room is equipped with 25 computers and is used for classes as well as a lab for individual study. Students can review language-specific software and use specialized equipment to listen, record, and playback language audio tapes and CD's.

Multimedia Classroom (McCain Library, G-48)

A general classroom scheduled through the registrar's office. This "smart" classroom boasts excellent sound isolation, a sophisticated presentation system for the instructor, and a laptop computer at every student seat (30 laptops). See their Web site (<http://etc.agnesscott.edu>) to view other available "smart" classrooms.

The Center for Writing and Speaking – A peer tutoring organization providing assistance to students for writing or speaking (oral presentation) projects. It has two specialized centers, the Writing Center and Speaking Center, both located on the ground floor of McCain Library. Students may visit the Writing Center or Speaking Center at any stage of their projects. Tutors can help them get started on an assignment, develop the draft or speech or polish the final version. Tutoring is free to Agnes Scott students and is available Sunday through Friday during posted hours. In writing tutorial sessions, students are encouraged to develop ideas and to evaluate how well their writing communicates those ideas. In speaking tutorial sessions, students are encouraged to clarify and develop ideas for effective oral communication or to work on presentation style and method. Computers, audio and video equipment and other resources are available in the Center for Writing and Speaking for students to use.

The Resource Center for Math and Science: Pulls together two partner resources under a single umbrella; the Mathematics Learning Center, and the Science Learning Center (which combines the resources of biology, chemistry and physics). Programming includes access to tutors (learning assistants) and also workshops on: study skills, how to read a technical textbook, time management, problem solving, using a graphing calculator for course work, summer research opportunities, GRE preparation and many more topics. All of these services are available free to all Agnes Scott Students.

The Mathematics Learning Center (MLC): This continues to be located in Buttrick G-12, and is an enabling environment for students seeking assistance with mathematical problems in any of their course work. Learning assistants (advanced students in mathematics), the center coordinator and/or faculty members are available during posted times. Students are encouraged to drop in, to work among themselves or with a learning assistant, during afternoon hours. Individual appointments may be made. Schedules are posted on class Blackboard sites and elsewhere. At the MLC, we endeavor to develop students' math problem solving skills by focusing on conceptual understanding rather than merely getting an answer. Our approach is collaborative, and our objective is for the student to be able to learn mathematics by herself. Computers with various math programs (Maple, SPSS, Winplot, etc.) are available.

The Science Learning Center (SLC): This center offers similar resources to students in biology, chemistry and physics courses, but will be located in the Bullock Science Center. Details will be posted on class Blackboard sites and elsewhere.

Tutoring Services – Several academic departments, in particular Biology, Chemistry and Mathematics, have standing programs offering student-to-student tutoring. Students may contact the department chair for scheduling. A guide to these many departmental tutoring services will be compiled by the Office of Academic Advising and distributed by e-mail.

Personal Counseling - The Office of Personal Counseling is committed to providing professional, ethical, and quality short-term counseling, consultation, and outreach services to help students obtain the maximum benefit from their college experience. These services help students cope more effectively with personal, emotional and situational barriers to learning; adjust to stress; experience personal growth and development; and integrate into the college's academic and social environments. Students come to personal counseling for a wide variety of issues including academic support services such as time management, stress management, assertiveness training, test anxiety, and study skills to name a few. Please visit their intranet page for additional information on services, staff, self-help, making appointments and more at http://intranet.agnesscott.edu/Student_Life/personal_counseling/

COMMUNITY RESOURCES

Alternative Media Access Center (AMAC)
Serves individuals with print-related disabilities.
<http://www.amac.uga.edu/>

Association on Higher Education and Disability (AHEAD)
<http://www.ahead.org>

C.H.A.D.D. (Children and Adults with Attention Deficit Disorder)
<http://www.chadd.org/>

DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
Project to recruit students with disabilities into science, engineering, and mathematics academic programs and careers
<http://www.washington.edu/doiit>

EASI (Equal Access to Software and Information)
Provides information about developments and advancements within the adaptive computer technology field.
<http://www.rit.edu/~easi>

ETS (Educational Testing Service)
Disability Services
<http://www.ets.org/disability>

ERIC – Education Resources Information Center
Clearinghouse on Disabilities and Gifted Education
<http://ericec.org>

Family Village
A global community of disability-related resources
<http://www.familyvillage.wisc.edu>

Georgia Association on Higher Education and Disability (Georgia AHEAD)
A training and information resource to professionals in postsecondary education for students with disabilities
<http://www.ga-ahead.org/>

HEATH Resource Center
American Council on Education is the National Clearinghouse on Postsecondary Education for Individuals with Disabilities
<http://www.heath.gwu.edu>

International Dyslexia Association
<http://www.interdys.org>

Learning Disabilities Association of America
<http://www.ldanatl.org/>

LD Online (Learning Disabilities Online)
<http://www.ldonline.org/>

MIUSD (Mobility International, USA)
Information about international programs for students with disabilities
<http://www.miusa.org/>

National Center for Learning Disabilities, Inc.
<http://www.nclld.org/>

National Clearinghouse on Postsecondary Education for Individuals with Disabilities HEATH Resource Center
<http://www.heath.gwu.edu>

National Federation of the Blind
<http://nfb.org>

Northeast Technical Assistance Center
The regional assistance center for individuals who are Deaf or Hard of Hearing in postsecondary settings—located at the Rochester Institute of Technology
<http://www.netac.rit.edu>

OCR (Office of Civil rights)
<http://www.ed.gov>

RFB&D (Recordings for the Blind and Dyslexic)
<http://www.rfbd.org>

Trace Research and Development Center
Organization that provides information regarding technology for individuals with disabilities
<http://www.tracecenter.org>¹

US Department of Education
<http://www.ed.gov/about/offices/list/ocr/transition.html>

Vocational Rehabilitation Services
<http://www.vocrehabga.org>

¹Syracue University Office of Disability Services, 28 Jan 2004,
<http://provost.syr.edu/documents/2008/4/22/ODSPolicyProcedureManual.pdf>.

WORKS CITED

Agnes Scott College Academic Advising Notes and Resources, 2007-2008.

Alternative Media Access Center. 7 Jul. 2008 <<http://www.amac.uga.edu/>>.

Educational Testing Service. Documenting Psychiatric Disabilities. Jul. 2001. 3 Jul. 2007
<http://www.ets.org/Media/Resources_For/Test_Takers_with_Disabilities/pdf/documenting_psychiatric_disabilities.pdf>.

Filo, E. & Willits, P. P., eds. Identifying, Accommodating and Serving Students with LD and ADD in Higher Education. LRP Publications, 2005.

University of Virginia Disability Services. 9 Jul. 2007
<<http://www.virginia.edu/studenthealth/lnec.html#what>>.

Office of Disability Services Policies and Procedures Manual. Office of Disability Services. Syracuse University. 29 Aug 2004. 9 Jul. 2007
<<http://provost.syr.edu/documents/2008/4/22/ODSPolicyProcedureManual.pdf>>.

Margaret A. Staton Office of Disability Services at Georgia State University, 7 Jul. 2008
<<http://www2.gsu.edu/~wwwods/>>.