



## Disability Services: A Guide for Students and Faculty

**Office of Academic Advising &  
Student Disability Services**

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

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## **OVERVIEW**

Agnes Scott College welcomes any student with a documented disability and accommodates special academic needs, which are determined on an individual basis with appropriate documentation. Such disabilities include learning, physical and mental impairments. Agnes Scott College complies with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) effective 2009, with final regulations approved in 2011.

## **ADA/ ADAAA**

The Americans with Disabilities Act Amendments Act (ADAAA) is a civil rights law that was originally passed by Congress in 1990 (as the Americans with Disabilities Act-ADA) and protects individuals with disabilities from discrimination in educational, work and other settings. The ADA was amended in 2008 and became effective in 2009. By definition, a disability that qualifies a student for accommodations in college is a physical or mental impairment that substantially limits one or more of the major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, (thinking, reading, concentrating), or working. Official documentation is required to verify a qualifying disability.

Any student with a documented disability is eligible to receive reasonable academic adjustments and auxiliary aids in the classroom and/or for testing at Agnes Scott College, as long as appropriate documentation of the disability has been submitted to Student Disability Services.

## **Office of Academic Advising and Student Disability Services**

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. The office staff consists of:

- Jennifer Cannady (Assistant Dean of the College and Director of Academic Advising)
- Machamma Quinichett (Assistant Director of Academic Advising)
- Kelly Deasy (Coordinator of Student Disability Services)
- Cindi McPheeters (Office Coordinator)

## **Student Disability Services - Qualifying for Accommodations**

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

“Students who request accommodations are protected from discrimination under the Americans with Disabilities Act (ADA) of 1990 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 ADA. The documentation must also support the request for accommodations, academic adjustments, and/or auxiliary aids” (Educational Testing Service, 2001).

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.

## **The Transition to College**

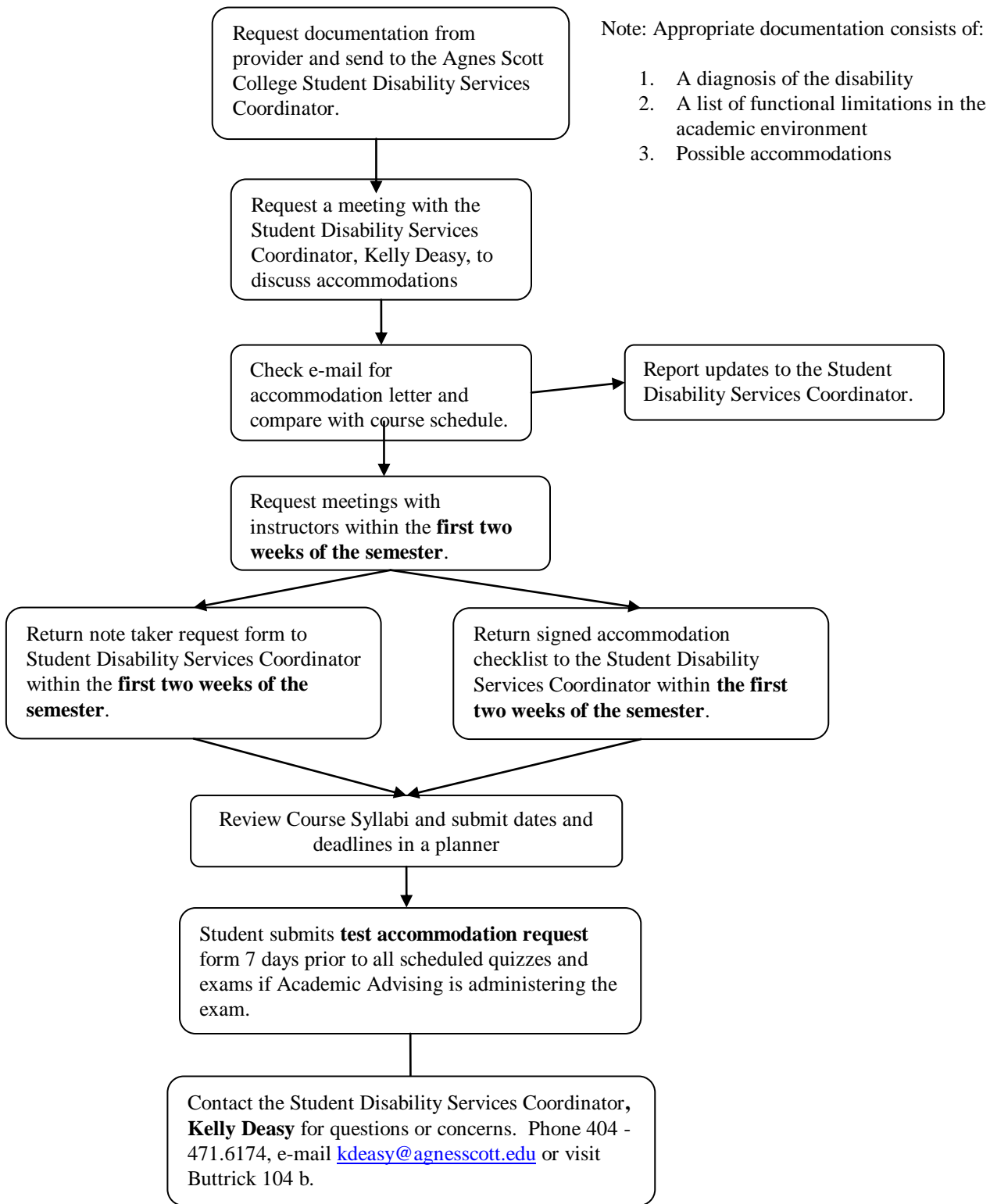
Unlike high school, students in college must be more proactive and responsible around their own health, grades, and overall academic needs and progress.

As it pertains to students with disabilities, in college, students are responsible for:

- identifying themselves
- establishing eligibility for services
- providing the appropriate documentation and **current** evaluations
- maintaining the college’s academic standards
- advocating for themselves

As students make the transition to college they should keep in mind that we will not initiate the registration process, nor will parents/guardians be able to register them for accommodations. Parents can certainly send us documentation and provide historical information, but students are expected to contact us about their needs.

## DISABILITY SERVICES FLOWCHART



## **DISABILITY SERVICES – HIGHLIGHTS FOR FACULTY AND STUDENTS**

**Accommodation Request Letter:** Students requesting accommodations must pick up their accommodation letters from the office of student disability services during the first two weeks of classes and deliver them to their instructors. The student receiving accommodations will meet with her instructors to discuss the accommodations listed in the letter. 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 course policies. Both the student and faculty member will sign the accommodation signature form (green 1/2 sheet) and return it to Student Disability Services. Forms should be returned 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.

### **Exam Accommodations**

Exam accommodations may include a reduced distraction environment and extended time (1.5x or 2x). 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 at the beginning of the semester to discuss the accommodation request letter, including developing a plan for administering exams and quizzes. The faculty member can provide an appropriate testing space or the office of academic advising can request a classroom.

If the office of academic advising administers the exam, the student should adhere to the following procedures:

1. Obtain a test accommodation request form from the office of academic advising which initiates the process of 1) getting on our testing calendar 2) finding a room 3) retrieving the test from the instructor.
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. No early or late exams will be approved without written permission from the instructor. Exams should be sent to the advising office 24 hours in advance. 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 needs 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. Note taking is to supplement the student's own notes and, therefore, are not to be used in cases where the student has missed class excessively. Students approved for this accommodation should meet with faculty to discuss the need for note-takers and complete the *request for a note-taker form* and submit to the student disability services coordinator.

The office of academic advising will place all notes in an alphabetical filing system in Buttrick 104 b. **Notes submitted to the office of academic advising are only for students registered for disability accommodations.**

Instructors will make an announcement to the class about the need for note-takers to provide notes for a fellow Scottie Sister. The instructor will not compromise confidentiality.

### **Note-taking announcement -- Example**

"A note-taker is requested for this class by the Office of Student Disability Services. The note-taker's responsibility is to attend class regularly, take accurate, legible notes and provide a copy of them to the Office of Academic Advising and Student Disability Services in Buttrick Hall. If you are interested in being assigned as the note-taker for this course, please notify Kelly Deasy, Coordinator of Disability Services in 104b Buttrick Hall or [kdeasy@agnesscott.edu](mailto:kdeasy@agnesscott.edu). At the end of the semester, students receive a certificate for their service as a note-taker.

The note-takers will complete the note-taker sign-up form and submit to student disability services. 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.

**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.

### **Alternative Format for Required Textbooks**

AMAC partners with Agnes Scott College and 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, Zoom Text Software, and others. The office of academic advising has two laptop computers with Assistive Software.

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. 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 the 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.

### **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. 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.

## **FREQUENTLY ASKED QUESTIONS**

### **Who qualifies for disability accommodations?**

"To establish that an individual is covered under the (Americans with Disabilities Act of 1990 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. 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, discuss eligible accommodations, review course expectations, and discuss policies and procedures related to disability support.

### **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, a list of

functional limitations in the academic environment, 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 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).

Note: 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:

1. The disability documentation supports the request for a specific accommodation;
2. The accommodation is reasonable and effective as mandated by the ADA and Section 504 of the Rehabilitation Act of 1973;
3. Whether or not the student can participate in the particular program without the accommodation;
4. Consideration of the types of alternative or combination of alternative accommodations 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;
5. 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;
6. Whether a requested accommodation constitutes an undue burden to the college. <sup>1</sup>

### **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.

### **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 letter. The letter will not include the reason a student is registered with the office, only the approved accommodations.

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 if students disagree with the approved accommodations?**

Students should follow up with the student disability services coordinator to discuss any concerns or questions about the accommodations. 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.

### **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.

### **What accommodations might a student receive?**

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.

The following list represents possible accommodations that might be offered to students with disabilities at Agnes Scott College, relevant to their diagnosed disability.

- Permission to tape record lectures
- Extended time on quizzes, tests or exams (1.5 or double time)
- Testing area/room with minimal distractions
- Note-taker
- Use of an electronic spell checker for classroom tests, quizzes, and written assignments
- The use of a scribe to record text information
- Permission to complete written assignments orally and/or by tape
- Zoom text
- Magnification/ visual aid/ large print
- Alternative format for textbooks provided by Alternative Media Access Center (AMAC)
- Use of a laptop computer
- Preferential seating

- Use of a non-programmable calculator
- Use of a word bank for tests and quizzes
- Use of assistive technology and software
  - Inspiration (mapping)
  - Premiere tools package
    - PDF Equalizer
  - Read Write Gold
  - Window Eyes
  - Dragon Naturally Speaking
  - Zoom Text and Large print keyboards
  - Braille Embosser
  - Intel Reader, talking calculators, personal amplifiers
  - Simon Reading Machine
- Facilities modification
- Automatic door remotes
- Permission to take frequent breaks
- Priority Registration
- Others as recommended by specialists

### **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. 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.

### **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 Center (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/](http://intranet.agnesscott.edu/Student_Life/personal_counseling/)

## COMMUNITY RESOURCES

Alternative Media Access Center  
(AMAC)

Serves individuals with print-related disabilities.

[www.amacusg.org/](http://www.amacusg.org/)

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://people.rit.edu/easi>

ETS (Educational Testing Service) Disability Services

<http://www.ets.org/disability>

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/>

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.qwu.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/about/offices/list/ocr/transition.html>

Learning Ally

<http://www.learningally.org>

Trace Research and Development Center

Organization that provides information regarding technology for individuals with disabilities

<http://www.tracecenter.org> <sup>1</sup>

US Department of Education <http://www.ed.gov>

Vocational Rehabilitation Services

<http://www.vocrehabga.org>

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

# Appendix



## Sample Accommodation Request Letter



\*\*\*CONFIDENTIAL\*\*\*  
**ACCOMMODATION REQUEST LETTER**

TO: Faculty  
FROM: Kelly Deasy, Student Disability Services Coordinator  
DATE: Fall 2013  
RE: Accommodation(s) for: **Student**

The above-named student is enrolled in your course for the semester, and has filed documentation with the Office of Advising and Student Disability Services. We have determined the following accommodations should be made which are in compliance with the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973.

### TESTING ACCOMMODATIONS

- Extended time on quizzes, tests, and exams (x2) \*
- Testing area with minimal distractions
- Use of a non-programmable calculator
- No Scantrons

### CLASSROOM ACCOMMODATIONS

- Note-taker
- Electronic texts through AMAC (provided through disability services)
- Use of a non-programmable calculator
- No Scantrons

The implementation of academic accommodations is a shared responsibility between the student, the professor, and the Office of Student Disability Services. We advise students to meet with instructors during the first two weeks of the semester to discuss the requested accommodations. If the student elects to not use accommodations, please ask the student to notify our office. Please note that instructors are expected to make reasonable accommodations; however, they are not expected to fundamentally alter the course requirements or lower expectations for the quality of student work.

\* Tests/ Exams: Students should notify our office at least one week in advance to reserve a separate testing space if needed. Instructors should provide tests and exams to our office at least 24 hours in advance -- you may deliver tests or send them electronically to [kdeasy@agnesscott.edu](mailto:kdeasy@agnesscott.edu) or [cmcpheeters@agnesscott.edu](mailto:cmcpheeters@agnesscott.edu)

\*\* Note-taker assistance: Instructors, if note-taking assistance is required for the above-named student, please help us identify a dependable student in your course who can take accurate and legible notes for disability services. Please make an announcement to your class, and ask the peer note-taker to contact Kelly Deasy.

Please return the attached green form once you have discussed the accommodation needs with our student.

Thank you for your assistance and do not hesitate to contact me if you have questions.

## **SAMPLE EMAIL – TEST ACCOMMODATION REQUEST**

To: Instructor; Student  
CC: Cindi McPheeters

The following test accommodations have been made for NAME:

Class/Instructor:  
Date/Time:  
Location:

*Unless other arrangements have been made between the instructor and student...*

Instructors – please deliver the test via email or hard copy to the advising office prior to the arranged time. We will administer the test and advise you when it is ready to be picked up for grading.

Students – please arrive to the advising office in Buttrick 104b on time to pick up your test. Return your tests to Buttrick 104b.

Please note: *Unless a test is indicated by the instructor to be "open book" students will not be allowed to take textbooks and/or book bags in to the testing room. We will be happy to secure your belongings during your exam.*

If you have any questions or concerns, please feel free to contact our office.

Thanks,  
Kelly

Kelly M. Deasy  
Student Disability Services Coordinator  
Office of Academic Advising and Student Disability Services  
[Agnes Scott College](#)  
141 E College Avenue  
Decatur, GA 30030

404-471-6174 phone  
404 471-6083 fax

# Sample Test Accommodation Form (Students complete and submit to OAA)

Agnes Scott College - Office of Student Disability Services  
**TEST ACCOMMODATION FORM**

**Student Disability Services**  
 Buttrick 104 B  
 404-471-6174  
 Kelly Deasy, Coordinator

By submitting this form you agree to:

Submit requests at least **7 days in advance** of the test date.

Discuss test accommodations with each instructor, including logistics of picking up/submitting exam.

**STUDENT:** \_\_\_\_\_ **ASC ID #** \_\_\_\_\_ **Email:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_ **ACCOMMODATIONS:** Extra time x1.5 or x2 Other: \_\_\_\_\_

DATE OF TEST	COURSE TITLE / NUMBER	INSTRUCTOR	CLASS TEST TIME		CALCULATED TIME	LOCATION
			START	END		

Please read the **Test Accommodation Policies** (on back) and sign below:

\_\_\_\_\_ Date \_\_\_\_\_

<b>FOR OFFICE USE:</b>
Room:
Student Contacted:
Instructor Contacted:

## **Test Accommodation Policies and Procedures**

Test Accommodations are provided to allow students with disabilities an equal opportunity to demonstrate their academic abilities. Students who wish to use testing accommodations must follow these policies and procedures:

- Students must be registered with disability services and be approved for testing accommodations.
- Meet with instructors to discuss what test accommodations have been approved. If you need to test with disability services, fill out the "Test Accommodation Form" at least a week in advance. We will schedule you for the test and assign a room.
- Tests are taken at the same time as the class, unless the extended time presents a scheduling conflict. In these cases, we will consult with the instructor to arrange a time for you to take the test.
- Arrive in the Office of Academic Advising (Buttrick 104B) on time for your test. Students who come late will have the "late time" subtracted from their allotted testing time.
- If the student does not come in for a scheduled exam, the exam will be returned to the professor. Any make-up exam, if allowed, must be authorized by the professor.
- If the student needs to change the date/time of an exam, that student must make arrangements with the professor. Disability services will not change the time or date of scheduled exams without the written consent of the professor.
- Students are not permitted to study during scheduled test time.
- Unless a test is indicated as open book, materials, backpacks, and cell phones must be left in Academic Advising.

# Sample – Note-taker Request Form

## Agnes Scott College - Student Disability Services Note-taker Request Form

Name: \_\_\_\_\_ ASC ID # \_\_\_\_\_ Current semester/year: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone \_\_\_\_\_

I will need note-takers for the following courses:

**Office Use only**

Course	Number	Days	Time	Instructor	Note-taker Assigned
(i.e. Finite Mathematics)	(i.e. MAT 101)	(i.e. M W F)	(i.e. 2:00-2:50)		

**Instructions:**

1. Meet with my instructor to discuss note taking accommodation.
2. Retrieve these notes within 48 hours after the class.
3. Notify Disability Services if I am dissatisfied with the quality of the notes or I am not receiving the notes in a timely manner.
- 4. Notify disability services of any changes to my schedule**

Date Form Received in Academic Advising

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_