



Testing and Disability Services

Augusta State University

Typical Disabilities

- Hearing impairments
- Lupus
- Paraplegia
- Bipolar disorder
- Learning disabilities
- Multiple sclerosis
- Cancer
- Cerebral palsy
- Acquired brain injury
- Visual disorders
- Heart disease
- Autism
- Epilepsy
- Depression
- Attention deficit hyperactivity disorder

ASU Disability Population FY 2010

- Attention Deficit Disorder – 34%
- Systemic Disorders – 18%
- Psychological Disorders – 17%
- Learning Disability – 10%
- Mobility Disorder – 5%
- Visual Disability – 5%
- Pervasive Developmental Disorder – 4%
- Traumatic Brain Injury – 4%
- Hearing Disability – 2%
- Other - >1%

Secondary & Postsecondary Differences

Information provided by Gerri Wolfe, Ph.D.

Differences Between HS & College

- High School

- IDEA 04
- Responsible to identify
- Responsible to evaluate
- Accommodations implemented by school
- Accommodations decisions made by IEP team
- Parents are advocates
- LRE. Self-contained, regular classroom, resource room

- College

- Section 504/ADA
- Student self identify
- Student provides documentation
- Student request accommodations
- Accommodations determined by evaluation data
- Students self-advocate
- Regular classroom

Key Issues

- SOP does NOT meet documentation requirements for postsecondary institutions
- Accommodations in HS are not guaranteed in college
- Current documentation
- Reasonable accommodations based on documentation
- Check with the DS office at each institution for documentation guidelines
- USG institutions follow BOR criteria for LD and ADHD
- Seek evaluation during senior year

Documentation Guidelines

- Website for BOR documentation requirements for disability categories
 - Section 3.11, Appendices D & H, of Academic Affairs Handbook
 - http://www.usg.edu/academic_affairs_handbook/section3/301-310/301-310.phtml

USG Board of Regents Documentation Requirements

- 3.11, Appendix D - **REQUIREMENTS OF ALL DOCUMENTATION**
 - IEPs, SOPs, & previous SPED services insufficient for college-level accommodations.
 - Condition must meet definition of a disability under Section 504 of Rehabilitation Act, 1973 and/or the Americans with Disabilities Act (ADA), 1990.
 - Typically, documentation from within 3 years.

3.11, Appendix D - REQUIREMENTS OF ALL DOCUMENTATION – cont'd

- Documentation must be comprehensive and should include history, functional limitations, and recommendations for academic accommodations.
- Reports must include names, signatures, titles, and license numbers of evaluators; dates of testing; contact information.
- *Please review the website for more inclusive documentation criteria for each category of disability and for more detailed information regarding all documentation.*

Determining Accommodations

- Review documentation
- Match accommodations to deficits & strengths
- Consider course requirements
- Assign individualized accommodations
- Monitor and modify

Example Accommodations

- Extended time on tests
- Tape recording classes
- Test modification (Braille, scribes, readers)
- Alternative text books on tape, CD, or e-text
- Sign language interpreters
- Notetakers
- Closed captioned videos
- Large print and Braille materials
- Course adaptations
- Classroom assistance (In-class scribe)

Encourage students to:

- Research the disability services office at each prospective institution
- Start early...
 - Submit documentation and forms for review
- Meet with DS professionals to discuss academic accommodations

Prepare for Postsecondary

- Study Skills
 - Understand learning style, disability, study strategies
- Technology
 - Computer proficiency
 - Assistive Technology
- Self-advocacy
 - Understand your needs and communicate them to DSP & faculty
 - Know the campus resources
 - Support network



COMPASS

Admission and Placement Test

COMPASS (Placement Test) – Who takes it?

MATH

- All admitted Freshman
- The end.

ENGLISH

- SAT Verbal <500 or ACT English <21
- CPC Deficient

READING

- SAT Verbal <500 or ACT English <21
- CPC Deficient

Learning Support Currently

Math	English	Reading
MATH 0096 OR	ENGL 0097	READ 0097
MATH 0097	ENGL 0099	READ 0099
MATH 0099		

Learning Support Fall 2011

Math	English	Reading
MATH 0096 OR	ENGL 0099	READ 0099
MATH 0097		
MATH 0099		

New COMPASS Requirements

- If a student places in ALL 3 areas of Learning Support – Math, English and Reading at the BOR Level, that student is DENIED admission.
- What is the system level for Learning Support?

Students scoring as follows are denied admission:

Math

- Scores less than 36

English

- Scores less than 59

Reading

- Scores less than 73

Other rules for denial

- If a student scores higher than the System level in Reading and Math but score less than a 39 in English, they are denied.
- If a student scores higher than the System level in English and Math but score less than a 68 in Reading, they are denied.

Can a student re-test? Maybe

- If a student wants an opportunity to re-test, they have to submit an appeal to the Admissions Office.
- If the appeal is approved, they have to wait at least one week before re-testing and have to pay a re-test fee.
 - Fees – 20.00 per test unless the student has to take all three tests, then the total fee is \$50.00

Questions?

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