



Augusta University

Testing & Disability Services

Transitioning to College for Students with Disabilities

❖ **Academic Preparation**

- All accommodations at the college level are designed to ensure equal access.
- Adults with disabilities have the right to equal access (ADA, Section 504 & 508 Compliance); success is up to the student.
- There are no course modifications in college.

❖ **Disability Documentation**

- IEP's and 504 Plans **end** with high school graduation. Both provide helpful background information, but do not meet the documentation standard for college accommodations.
- The Regents Centers for Learning Disorders (RCLD) sets the standard for post-secondary documentation requirements to determine eligibility for appropriate academic accommodations. The RCLD is part of the Board of Regents, the governing body for all public colleges and universities in Georgia.
- **Basic Documentation Requirements include:**
 - a current evaluation (less than 3 years old) of the disability from a qualified professional (licensed to diagnose the condition by Georgia law);
 - specific symptoms that are present;
 - evidence that these symptoms are associated with substantial impairment in a major life activity;
 - a detailed description of current substantial limitation in the academic environment;
 - specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated;

Additional documentation information can be found at the BOR website Academic Affairs Handbook, Section 3, Appendix D. http://www.usg.edu/academic_affairs_handbook/

❖ **Self-Advocacy**

- Students are required to self-identify and request accommodations. Referrals cannot be accepted from parents, college personnel, or other agencies.
- It is the student's responsibility to initiate contact with their course professors, to discuss and arrange approved accommodations.