Objectives

• Discuss the transition from high school to college
• Explain differences in accommodations in high school and college
• Explain how to access accommodations in college
• Review students’ rights and responsibilities related to their accommodations in college
The Transition

• It’s a big step for all students and their parents.

• Disabled students will experience all the same challenges as their peers including:
  ◦ Admissions questions/challenges
  ◦ Paying for college
  ◦ Learning time management
  ◦ Learning study skills
  ◦ Adapting to more challenging content in classes
  ◦ Selecting a major
  ◦ Learning how to access resources (tutoring, counseling, meetings with professors, etc.)
The Transition

Disabled students will face some additional barriers
- Figuring out the accommodation process
- Understanding new/different accommodations than they have previously used
- Possibly learning new software as part of their accommodations
- Learning the testing center process on campus (if using testing accommodations)
- Learning what to do if they encounter inaccessible course content or other access barriers on campus
Differences in high school and college accommodations

**HIGH SCHOOL**
Governed by IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act
- Purpose is to ensure that all children with disabilities have available to them a free and appropriate public education that is designed to meet their unique needs

**COLLEGE**
Governed by ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act
- Purpose is to provide equitable access to disabled students otherwise qualified for the program, activity, etc.
Differences in high school and college accommodations

So what does all that mean?

◦ In college, all students must be able to meet the same learning outcomes/objectives, either with or without an accommodation.
◦ In college, accommodations cannot fundamentally alter the class, program, or activity or its requirements.
◦ This means that a person’s accommodations might be different than they were in high school.
◦ Keep in mind that college may have settings that high school didn’t as well, such as Residence Halls.
◦ Some examples: different exam formats, less answer choices
Where do you go for accommodations?

• Typically typing “disability” and the college or university name into a search will produce the right office

• Sample office names - Disability Resource Center, Accessibility Services and Resources, Services for Students with Disabilities, Office for Disability Access

• The correct office usually has “disability,” “access,” or “accessibility” in the name

• Academic advisors or other university personnel should be able to help you find the office
When do you ask for accommodations?

• It is usually best to submit information no later than the summer prior to starting.

• Some schools will allow you to send information in as soon as you make the decision to attend (accept your offer of admission)

• You can always call or email to ask questions, especially once you are admitted
How to access accommodations in college

Students should contact the Disability Resources Office at their college
◦ Students generally fill out a form/online form and submit appropriate documentation

What does “appropriate documentation” mean?
◦ Each college can set their own policies for documentation requirements.
◦ Generally, documentation must be:
  ◦ current,
  ◦ provided/signed by a qualified evaluator, and
  ◦ describe the disability and its impact such that barriers to access can be understood
Students’ Responsibilities

• Students must self-identify as early as possible - accommodations are not retroactive

• Students must complete the process at their chosen college to set up the accommodations - submitting required paperwork, meeting with Disability Resources staff, communicating with professors, and scheduling exams in the testing center

• Students are responsible for letting Disability Resources know if there are any issues with their accommodations during the semester

• Students must renew their requests each semester

*This process may look a little different on each campus
Students’ Rights

• Students can submit new requests/documentation at any time but are encouraged to do so as early as possible
  ◦ Remember...accommodations are not retroactive

• Students can expect their disability information including connection with the Disability Resources Office to remain confidential
  ◦ The students’ information is confidential even from parents, as the students are now adults

• Accommodations approved by the Disability Resource Center must be provided unless they are determined to be a fundamental alteration of the course
Common Accommodations

- Extended testing time
- Reduced distraction environment for testing
- Breaks
- Recording lectures (digital recorders, Smart Pens, apps on computer or phone)
- Copies of PowerPoints
- Alternate Formats (often referred to as audiobooks, but there are multiple formats) and use of any related software (Jaws, Kurzweil, Read & Write)
- Sign Language Interpreters/Real-time Transcription
- Disability Related Absences/Flexible Attendance
Questions???

Please put any questions in the Q&A box.

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