

## Differences Between High School and College-level Disability Services

<i>Issue</i>	<i>High School</i>	<i>College</i>
<b>Eligibility Determination</b>	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973	Section 504 and American with Disabilities Act (ADA); IDEA no longer applies at college level.
<b>Basis for Accommodation Plans</b>	IEP's or 504 Plans	IEP's and 504 Plans are not valid at the college level. Accommodations in college may vary from those provided by IEP or 504 Plan. Accommodations provided by one college may not match exactly those granted by another college.
<b>Responsibility for determination and provision of accommodations</b>	School	Student must self-disclose and register their disability, make request for accommodations, submit all required documentation.
<b>Forms of Instruction</b>	Individually designed instruction is possible. Focus is on accommodations which foster student success in classroom.	Reasonable accommodations are made to provide equal access to learning. Personal accommodations (private tutoring, remedial classes) are not required.
<b>Coordination of accommodations</b>	Teachers and administrators	Students are responsible for disclosing and coordinating accommodations with instructors.
<b>Progress toward goals</b>	Monitored by teachers and administration; communicated to student and parents.	Students monitor their own progress. A college may not, by law, contact parents about a student's academic performance unless the student gives the college permission to do so. Parents wishing to know how their student is doing must ask the student directly or get the student to give permission to the college to release such information.
<b>Advocating for student</b>	Usually done by parents.	Communication is the responsibility of the student. Students should communicate with DASS, parents, and instructors. Release of information form is required for DASS to speak to parents.
<b>Accommodation Arrangements</b>	IEP or 504 Plan makes it the school's responsibility to arrange for the student to receive accommodations.	Once approved, the student must request his or her accommodations in each instance that they are needed. For example, for testing accommodations, the student must provide the appropriate office with the dates and times of his or her exams and may be required to have more participation in the arrangements for such accommodations.
<b>Accommodation Objectives</b>	Accommodations and services are usually designed to maximize a student's potential.	Accommodations are granted to create a 'level playing field,' rather than to help a student reach his or her greatest potential. Often, certain accommodation requests are rejected on the basis that they go beyond the scope of this goal.

# TYPES OF SUPPORT SERVICES



## Basic Services

Federally mandated Documentation Required

Student must request services

No fee

Reasonable Accommodations: XT, DRE, Reader, Scribe, Computer, Calculator, Priority registration, Alt format of materials, Coordinator



## Coordinated Services

Available to all

No documentation

Student requests or college requires

No fee

Learning Center, Dept. Tutoring, Peer tutoring, Study skills workshops, Mentoring, Math and Writing Centers, Learning specialist



## Comprehensive Support Programs

Limited availability

Documentation Required

Specialized adult staff partners with students

Fee-based

Instructional models, Levels of support, Personalized structures, Academic oversight and coaching, Private tutoring w Learning specialists, Director with advanced training/credentials

## Learning Differences Colleges

Specialty school

Documentation Required

Curriculum and support designed for students

Part of tuition

Remedial courses offered, Academic coaching, Faculty tutors, Structured academic program, Residential support, Specialized faculty, Assistive tech classes



\* Denotes Services at Muskingum

## **ACCESSIBILITY RESOURCES DOCUMENTATION GUIDELINES**

(See reverse for Registration Procedures)

In order for our office to provide the most appropriate, most reasonable accommodation, we would prefer to receive documentation that follows the guidelines listed below. Once the documentation is provided, an intake will follow to discuss the impact of the disability within the academic environment. Please review and contact our office if you have any questions or comments.

### **GUIDELINES:**

Documentation such as Individual Education Program (IEP), Summary of Performance (SOP), Teacher Observations, full psychological evaluations, psycho-educational evaluations (with test scores), physician's medical records, etc. may be submitted to our offices for review. Documentation should be relevant and from a qualified professional or professionals that are licensed or credentialed with expertise in the diagnosed area of disability, i.e., a psychologist should not diagnose an orthopedic disability.

We prefer documentation (even from multiple sources) that offers the following information:

- A diagnosis of disability or impairment that limits a major life activity
- How the condition will impact the student within the academic environment
- Provide a listing of reasonable, appropriate accommodations that will lessen the impact of the disability within the academic setting

**NOTE:** Accessibility Resources maintains the ability to ask for more documentation to clarify how the disability will impact the student within the academic setting.

Documentation can be faxed, mailed or e-mailed to our office: [dso@uc.edu](mailto:dso@uc.edu) If you have any questions, please feel free to contact our office. Thank you.

## STEPS FOR ESTABLISHING ELIGIBILITY FOR ACCOMMODATIONS AT SMU

### **Step 1:**

Students provide detailed information about their condition and its impact by filling out and submitting the online Accommodation Eligibility Form posted at; <https://www.smu.edu/Provost/ALEC/DASS/DisabilityAccommodations>, or by scheduling an in-person interview.

### **Step 2:**

For most conditions, students will need to submit current documentation supporting their request for services. Documentation guidelines used to evaluate requests for eligibility are found at; <https://www.smu.edu/Provost/ALEC/DASS/DisabilityAccommodations/DocumentationGuidelines>.

Documentation may be mailed, faxed, scanned or hand-delivered to our office at the Altshuler Learning Enhancement Center; contact information is provided below.

### **Step 3:**

When our office receives both the student's self-report and current documentation, a review team begins the review process, which usually takes two to three weeks. Upon completion of the review, DASS will contact students at their SMU email address regarding next steps. We will let students know if further information is needed to complete the file review; upon receipt of the items requested, DASS will continue the review.

Please note that DASS determines accommodations for enrolled students solely by the official review process. Any preliminary judgments made outside of this process regarding adequacy of documentation or potential accommodations are not binding.

### **Step 4:**

Students who are made eligible for services are required to schedule an intake appointment to finalize their accommodations and discuss the procedures for implementing them. We will prepare students' Accommodation Letters at this appointment.

### **Step 5:**

After the intake appointment, students will then meet with each faculty member to deliver the Accommodation Letters and discuss their implementation. This final step is necessary before accommodations can be put in place.

*We look forward to working with you at D A S S.*

**Disability Accommodations & Success Strategies**