

# Accessibility Services



Counseling Center – Row Hall – 678-839-6428

Visit the Accessibility Services website at [www.westga.edu/accessibility](http://www.westga.edu/accessibility) for documentation guidelines/forms as well as other information.

## What are the differences between a high school and a university, if you have a disability?

### *High School...*

### *College...*

#### **Applicable Laws/Accommodations:**

- IDEA (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act
- **Accommodations ensure success.**
- ADA (Americans with Disabilities Act, Title II)
- Section 504, Rehabilitation Act
- **Accommodations ensure equal access.**

#### **Required Documentation:**

- IEP (Individual Education Plan) or 504 Plan
- School provides evaluations at no cost to students.
- Documentation focuses on determining whether students are eligible for services based on IDEA guidelines.
- Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (**IEP/504 Plan alone is insufficient**).
- Students must obtain evaluations at their own expense.
- Additional accommodations and/or a change in the impact of the disability may warrant additional documentation.

#### **Student Role:**

- Students are identified by parents/teachers.
- **Primary responsibility for accommodations belongs to the schools.**
- Teachers approach students if they believe additional resources may be needed.
- Students must self-identify to Accessibility Services.
- **Primary responsibility for sharing Accommodation Report belongs to students; students must initiate contact with instructors to utilize approved accommodations in specific courses.**
- Students may need to utilize additional resources and/or methods to acquire course material.

#### **Parent Role:**

- Parents have access to student's records and may participate in the accommodation process.
- **Parents advocate for the students.**
- Parents do not have access to disability related records without written consent from their student.
- **Students advocate for themselves.**

## Instruction:

- Teachers are trained to teach including a multi-sensory approach; they often teach to meet a variety of learning styles.
- Teachers may modify curriculum and/or alter curriculum and pace of assignments.
- Assessments include regular testing, mid-term, final, and grades assignments.
- Short reading assignments are often discussed and re-taught in class; students seldom have to read anything more than once, and sometimes listening in class is enough.
- Instructors are experts in their field, may nor may not use a multi-sensory approach, and tend to rely on lecture.
- **Instructors are not required to modify syllabus or alter deadlines.**
- Testing and assignment frequency vary.
- Substantial amounts of reading and writing are required and may not be addressed directly in class.
- Students need to review class notes and materials regularly.
- Attendance is often not taken or taken intermittently; student is responsible for attendance.

## Tests/Grades:

- IEP or 504 Plan may include modifications to test/material format and/or grading; grades may be modified based on effort.
- Testing is frequent and covers small amounts of material.
- Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines; make-up tests are often available.
- Grades reflect the work submitted; **curriculum and technical course standards may not be altered.**
- Grading and test format changes are generally not available; however, accommodations on how tests are given may be available (i.e. extended time, proctors).
- Testing is usually infrequent and may be cumulative, covering large amounts of material; make-up tests are seldom an option. If they are an option, they must be requested.
- Instructors expect students to know the course syllabus (the syllabus spells out what is expected), when assignments are due, and how grading will be done. Extensions are determined individually per class and per assignment. **Depending on the circumstances, accommodations may not be reasonable or required.**

## Study Skills & Responsibilities:

- Tutoring and study support may be a service provided as part of an IEP or 504 Plan.
- Time and assignments are largely structured by others.
- Outside class study time may be as little as 1-2 hours per week, and may be last minute preparation; the majority of work is completed within class time.
- Tutoring is not typically considered an accommodation because it is available to all students; **therefore, students with disabilities must seek out tutoring and study skill resources.**
- Students must manage their own time and complete assignments according to established due dates.
- **Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of work is completed outside the classroom.**

## Accessibility Services (AS) Role:

- School seeks out students and creates and coordinates additional resources as needed.
- Primary responsibility for accommodations belongs to the school.
- AS staff determine eligibility for reasonable accommodations under ADA and Section 504.
- AS creates Accommodation Report outlining individually approved accommodations.
- **AS does not duplicate resources found elsewhere on campus. AS refers students to resources as students identify potential need(s).**
- AS provides support and advocates for student.