

HIGH SCHOOL TO COLLEGE Transition & Accommodations



ACCOMMODATING COLLEGE STUDENTS WITH DISABILITIES

Common approved accommodations with proper documentation:

- Extended test time
- Emergency evacuation assistance
- Use of a voice or tape recorder
- Volunteer note-taker
- Reader or Scribe
- Sign Language Interpreter
- Access to adaptive equipment and technologies
- Student may be late to class due to walking difficulties

“Accommodations
are about altering
methods...not
about altering
standards.”

Alamo Colleges' District
Disability Services Council

The Alamo Colleges is an equal opportunity organization committed to success and excellence through diversity in every aspect of our Colleges, including enrollment, education and employment. We seek applications from all qualified persons who share this goal. The Alamo Colleges does not discriminate on the

ACCOMMODATING COLLEGE STUDENTS WITH DISABILITIES

Common approved accommodations with proper documentation:

NORTHEAST LAKEVIEW COLLEGE

Faye Acocks Hallford, LCSW
nlc-dsscounsel@alamo.edu
Student Commons, Room 222H
P: 210-486-5487 (option 7)
alamo.edu/nlc/disability

NORTHWEST VISTA COLLEGE

Sharon Dresser, Coordinator
nvc-access@alamo.edu
Cypress Campus Center, Room 204
P: 210-486-4466 | F: 210-486-9093
alamo.edu/nvc/current-students/access-office

ST. PHILIP'S COLLEGE

Lydia Hannawi, Coordinator
lhannawi@alamo.edu
Maria Botello, Advisor
Sutton Learning Center, Room 102
P: (210) 486-2295 | F: (210) 486-9892
Southwest Campus, LifeSpace, Rm 135
P: 210-486-7175
alamo.edu/spc/disability-resource-center

PALO ALTO COLLEGE

Cindy Morgan, Coordinator
cgibbs3@alamo.edu

Alamo Colleges does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, veteran status, genetic information or sexual orientation.

Inquiries or complaints regarding equal opportunity should be directed to EEO/Title IX Coordinator, Linda Boyer Owens, Associate Vice Chancellor of Human Resources and Organizational Development, (210) 485-0200. Address: Human Resources Department, 201 W. Sheridan, Building A, San Antonio, TX 78204. For student accommodation or alternate format requests, contact Disability Support Services, (210) 486-0200.

SAN ANTONIO COLLEGE

Delia De Luna, Testing
Administrator

ddeluna@alamo.edu

Moody Learning Center, Rm 149

P: 210-486-0022 | F: 210-486-9143

alamo.edu/sac/disability-support-services

Palomino Center, Room 116A

P: 210-486-3020 | F: 210-486-9126

alamo.edu/pac/dss

DEAF AND HARD OF HEARING SERVICES

Jo Hilton, Manager | chilton@alamo.edu

SAC, Nail Technical Center, Room 109G

P: 210-486-1110 | V: 210-853-5042

alamo.edu/sac/disability-support-services

Renae Quick, Interpreter Requests

fquick@alamo.edu

HIGH SCHOOL TO COLLEGE TRANSITION INFORMATION

Source: www.ahead.org

| HIGH SCHOOL | COLLEGE |
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OVERALL LEGAL PRINCIPLES

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| Every student with a disability has a right to a high school education and a diploma under IDEA. Most of the responsibility for a student's success falls upon the parents and teachers. | Under the ADA and Section 504 of Rehabilitation Act of 1973, a qualified student with a documented and approved disability has the right to reasonable accommodation for equal access to the services provided by the Alamo Colleges. Every student is responsible for meeting the academic or technical standards of the college. |
| Fundamental alteration of programs and curricula are required. | No fundamental alterations are required. |
| Education is a right and must be provided in an appropriate environment to all individuals. | Higher Education is not a right. Students must meet certain admissions criteria defined by the college, and under the ADA be "otherwise qualified." |
| School district develops Individualized Education Plans (I.E.P.) to define educational services. | No Individual Education Plan (I.E.P.) exists. |
| Personal services for medical or physical disability are required. | No personal services are required. |

WHO IDENTIFIES AND DOCUMENTS ACCOMMODATIONS

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| School districts are responsible for identifying the students as needing accommodations. | Colleges may not seek out students with disabilities. Students are responsible for identifying themselves as a student with a disability and provide documentation to justify accommodations; a guardian may participate in the process with written permission from the student. |
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THE ROLE OF PARENTS

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| Parents are responsible to make sure the school is accommodating their child appropriately. | It is a student's responsibility to initiate a request for accommodations and make the appropriate office aware of any discrepancies. |
| Parents may have access to any information the school has about the student's disability and the services provided. | A student must give permission for anyone to obtain information about services being provided, including grades. |
| Parents receive regular contact and feedback from the school. | College contact with parents is limited by privacy laws. |

FOR STUDENT CONSIDERATION

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| The school is responsible for identifying the students as needing accommodations and ensuring their success. | The school ensures access. The student creates success. Know how your disability effects your ability to succeed in the college and other social settings; make sure you are able to disclose the nature of your specific disability and the specific types of assistance you need to be successful |
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DOCUMENTATION NEEDS

| HIGH SCHOOL | COLLEGE |
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SELF-ADVOCACY

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| Primary advocate is the student's parent or guardian. Students at this time are learning about their disability, their accommodations, and how to self-advocate. | Students are expected to advocate for themselves. Student is responsible for requesting accommodations and for presenting letters of accommodation to faculty. |
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TIME AND ATTENDANCE

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| School is approximately six hours per day, five days a week. | Full time students typically spend twelve to eighteen hours per week in class, depending on their course load. |
| The school year is about nine months long. | An academic year consists of two - three semesters. |

FEEDBACK ON CLASS WORK

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| Teachers give frequent feedback. | Students must seek feedback from faculty. |
| Teachers check completed homework. | Professors may or may not check homework, but will assume students can do the work on tests. |
| Teachers approach students if they believe they need assistance. | Professors are usually helpful, but do expect students to initiate contact if they need help. |
| Teachers remind students of assignments and due dates. | Professors expect students to use a syllabus and know due dates. |
| Teachers remind students of incomplete work and often provide students with information missed when they are absent. | Professors may not remind students of incomplete work and expect students to get missed notes from classmates. |

STUDYING

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| Students are told in class what they need to learn from material assigned. | Students are expected to read the assigned material; lectures and assignments proceed from the assumption that they have done so. |
| Students spend thirty hours per week in class, perhaps only zero to two hours outside of class studying. | Students spend approximately twelve to eighteen hours per week in class, but study outside of class at least two to three hours for every hour spent in class. |
| Students are expected to read short assignments. These are then discussed, and often re-taught in class. | A substantial amount of reading and writing will be assigned and may or may not be discussed in class. Students are expected to know the material assigned. |
| A paraprofessional assists those whose physical disability limits their ability to write notes and tests. | Students must seek out a classmate to take notes for them. Tests are usually given through disability services; the student is responsible for setting an appointment to test. |

TESTS

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| Tests are frequent, covering small amounts of material. | Tests are often infrequent, cumulative, and cover a great deal of material. |
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DOCUMENTATION NEEDS

The school updates documentation (ARD) based on IDEA guidelines.

The student is responsible for providing adequate documentation to support his or her claim of having a disability.

School district provides free testing and evaluation.

Students must provide documentation and pay for evaluation if there is none.

CONFIDENTIALITY OF STUDENT'S DISABILITY

The student's disability is discussed among parents, teachers, administrators, and others on the I.E.P. team. It may be discussed with people diagnosing or working to accommodate the disability.

A student's disability is protected by FERPA, the student's right-to-privacy act. It may not be discussed with anyone without written permission from the student. A student has the right to not disclose his or her disability to any instructor or staff.

Makeup tests are often available.

The syllabus should state whether makeup tests are available. If so, it is up to the student to request one.

Students are considered to have mastered the material when they can reproduce what they have been taught.

Students are seen as having mastered the material when they can apply it to new situations and solve new problems.

Grading standards are sometimes changed.
Credit is sometimes given for effort.

Grading standards do not change.
Credit for effort is rare.

