

	High School	College
Applicable Laws	Section 504, Section 508, ADA & IDEA Focus on “success” Free appropriate public education (FAPE) provided	Section 504, Section 508, & ADA Focus on “access” FAPE not provided
Documentation	504 plan or IEP	Please see our Documentation Guidelines: <a href="#">Disability Documentation Guidelines</a>
Advocacy	Parents advocate for student	Student advocates for self
Modifications vs Accommodations	Modifications may be made to the curriculum	Modifications are not expected to be made to the curriculum; academic accommodations are provided instead to provide equal access in the classroom
Identification	School identifies student and what is needed for success.	Disclosure of your disability is voluntary in higher education, but if you would like to receive accommodations, you must self-identify to the DRC to start the process. When you provide us with your documentation, this is a form of self-identification.
Classroom	Teachers help students if they see the student needs it.	Professors expect students to initiate a conversation if they are experiencing difficulties in class.
Behavior	Behavior modifications are possible based on disability	All students, regardless of ability, are expected to adhere to the same Code of Conduct.

## FAQ

### **Why is the difference in laws important to me?**

Due to the different laws governing K-12 and higher education, you will have different responsibilities as a student, just as the school will have different responsibilities. The laws governing higher education protect individuals with disabilities from discrimination and protect their civil rights, while allowing for academic accommodations. A college can provide academic adjustments, also known as accommodations, to facilitate equal access. A college is not responsible for modifying curricula or requirements, “does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden...[and] does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing” ([OCR](#)).

### **Is there a separate admissions process for students with disabilities?**

No. Students with disabilities are expected to meet the same admissions criteria as all other students.

### **Will my accommodations automatically transfer from my high school?**

No, any modifications or accommodations that you had in high school will not automatically transfer to your college. First, initiate contact with the DRC to self-identify as a student with a disability and submit the proper documentation. After your documentation has been reviewed, DRC staff will schedule a meeting to review and discuss your accommodation requests.

### **What documentation do I need to provide? Where do I send it?**

It can be helpful for us to see what strategies have been helpful to you in the past by viewing your IEP or 504 plan. However, an IEP or 504 alone may not be sufficient. Please view our [documentation guidelines](#) and email appropriate documentation to [drc@newpaltz.edu](mailto:drc@newpaltz.edu).

### **What if I was just diagnosed and never received services in school—can I still work with your office?**

Absolutely. If you do not have previous documentation, view our documentation guidelines and select the Disability Verification Form. This can be filled out by a medical practitioner who best understands your disability and its impact.

**Can my parents meet with you, instead of me?**

No. In college, students take responsibility for self-identifying with the DRC and self-advocate by asking for accommodations. The student must self-identify and be present for the meeting where the accommodation plan is decided. If you would like your parents to be present for the accommodation plan meeting, or if you would like our office to share any information with them, a [FERPA form](#) must first be filled out.

**If I ask for an accommodation, will I definitely get it?**

Accommodations “must be determined based on your disability and individual needs” ([OCR](#)) and are determined on a case-by-case basis in order to facilitate equal access. The college is not required to give you all the accommodations that you ask for. If the college does not believe that accommodation is reasonable through the interactive process, the college may offer you an alternative accommodation. Accommodations are established through the interactive process on a case-by-case basis, so they are specified for you. Therefore, just because an accommodation exists or someone else has it, does not mean the college is required to grant you that accommodation.

**How will my professors know what my accommodations are?**

Following your meeting to establish accommodations, the DRC will send your professors an email with your name and the listed accommodations. No other information is included. We share the information directly from our office so that you do not have to speak to your professors about your accommodations unless you want to, as we know disclosure is a very personal choice, and we like to respect your decision on this matter.

**What if my accommodations are not helping me?**

Reach out to one of our team members. You will likely connect for another meeting to discuss the situation and any changes that might be fitting.

**How much work will I have in each class?**

A good rule of thumb is 3 hours of studying/work outside class per every 1 hour spent in class. Unlike teachers in high school who will remind you of daily assignments, most professors expect you to keep up with the assignments by reading the syllabus.

**Do you provide tutoring?**

The DRC does not provide subject tutoring. The Center for Student Success can assist with tutoring.

**What if I struggle to balance the college workload? Can you help me?**

We have a staff of Learning Support Specialists who work with students to help them

improve executive functioning and college preparation skills such as organization, creating schedules, time management, communication skills and self-advocacy.