



# Process for Requesting Accommodations

When students transition to college or are taking college classes while still in high school, IEP's and 504 Plans do not apply to their college classes. At the college level, students must request accommodations in order to receive them. Here is the process for requesting accommodations at A-B Tech:

1. Complete Student Intake form, Disability Intake form, and Accommodation Intake forms through Support Services website ([Process to Receive Accommodations](#)).
2. Submit supporting documentation. An IEP or 504 plan alone is not always acceptable. Other documentation can be a letter from a doctor, therapist, or counselor which includes:
  - a. Name of student and diagnosis
  - b. How the student is impacted
  - c. Include credentials and signature of doctor, therapist, or counselor on dated letterhead
  - d. Length of time professional has known student is helpful
3. Upon receipt of request, a Support Services staff will contact the student to schedule an initial meeting. During this meeting with the student, reasonable and appropriate accommodations will be determined. Letters of accommodation ("purple sheets") are written and the student gives them to the instructor or they are emailed depending on the situation.

Until the instructor receives the letter of accommodations from Support Services, the instructor does not have to provide accommodations.

## Differences between High School and College for Students with Disabilities

High School	College
<i>Applicable Laws</i>	
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA ensures success; students entitled to services	ADA ensures equal access; protects from discrimination
<i>Required Documentation</i>	
IEP (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category (IEP/504 Plan alone is insufficient)
School provides evaluation at no cost to student	Student must obtain evaluation at own expense

Support Services at A-B Tech Community College  
 340 Victoria Rd., Asheville, NC 28801 ✦ [supportservices@abtech.edu](mailto:supportservices@abtech.edu)  
 828-398-7581 ✦ 828-281-9886 (fax)

High School	College
School retests over time	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
<b>Self-Advocacy</b>	
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Support Services department
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and requesting accommodations belongs to the student
Teachers approach the student if they believe assistance is needed	Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed
<b>Parental Role</b>	
Parent has access to student records and can participate in the accommodations process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self
<b>Disability Service Provider Role</b>	
School seeks out students and reminds/creates/coordinates additional resources as needed	Support Services determines eligibility for reasonable accommodations under the ADA and Section 504 upon request from student
Primary responsibility for accommodations belongs to the school	Support Services does not duplicate resources found elsewhere on campus; refers students to resources as students identify potential need
<b>Instructors</b>	
Teachers may modify curriculum and/or alter curriculum pace of assignments	Instructors are not required to modify design or alter assignment deadlines
Teachers prompt students about grades assignments, and due dates	Student must monitor own progress and manage their time
Student is expected to complete assignments that are then discussed and often re-taught in class	Student is responsible for substantial amounts of homework which may not be directly addressed in class
Attendance is legally mandated	Attendance is the student's responsibility; student accepts consequences of non-attendance
<b>Tests and Grades</b>	
IEP or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are not available; accommodations on HOW tests are given (extended time, test proctors) are available when supported by disability documentation
Teachers often take time to remind students of assignments and due dates	Instructors expect students to read, save, and consult the course syllabus, which spells out exactly what is expected, when things are due, and how the student will be graded

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